

Reading promotion in Rwandan Primary schools and Role of school libraries

Muhebera Bizimana
muhebera.bizimana@hb.se
University of Borås, Sweden

Supervisors

- * **Supervisor:** Prof. Elena Maceviciute (Univ. of Borås, Sweden)
- * **Co-supervisors:**
 - * Dr Frances Hultgren (Univ. Borås)
 - * Dr Robinah Namuleeme Kalempera (Univ. of Rwanda)

Aim of the study

- * To **understand the factors and agents influencing the development of reading habits** of Rwandan primary school children (6-13 years) in the communities that exist around primary schools: head teachers, teachers, school librarians, parents.

Motivation for the study

- * The current "National Culture Heritage Policy -2015 / Ministry of Sports and Culture (MINISPOC) recognizes the existence of poor reading culture among Rwandans and the causes being the existence of few reading materials, few or no libraries, and scarcity of funding from private sector to invest in public libraries, bookstores and publishing houses (MINISPOC, 2015, pp.13-14).

Background

- * Country vision : knowledge-based society/economy
- * Ministry for making provision for school libraries: MINEDUC
- * Provision as per the Presidential Order N°48/01 of 10/8/2009 establishing quality standards in education for nursery, primary and secondary schools :
 - * Library: "store for books and other materials" / No provision for school librarian/teacher librarian - **gap**
- * My focus is primary schools: public schools with Primary 1 to Primary P6 (Not 9 years Basic Education (Ordinary level) or 12 years Basic Education (Advanced Level))

Problem formulation

- * How the children reading habits are formed in such society as Rwanda where reading tradition is not rooted, where there is lack or few reading materials; what influences the children immediate environment (school, school library, teachers, parents) have on the formation of their reading and reading habits.*

Research questions

- * What strategies are adopted by teachers, head teachers, school librarians and parents to encourage pupils' reading?
- * What policies are in place to encourage reading at different levels in primary schools and how are they implemented in primary schools? (instruments)
- * How do head teachers, teachers, school librarians, parents and children perceive the importance of reading in their lives? What similarities and differences emerge?
- * What role do school libraries play in encouraging reading in Rwanda?

Possible theories

- * I am thinking of:
 - * Practice Theory
 - * Grounded Theory
 - * Activity Theory (AT)

Methodology

- * Location: Huye district, one of the 30 districts – Southern province – Rwanda
- * Criteria: One primary school with a library & one primary school without school library
- * Qualitative study
- * Ethnographic Approach
- * Interviews, group interviews, semi-structured observations

Current status school library-1- Books kept with other materials in the same room



School library-2: Room for the library available



3- Books are kept in the Head Teacher's office



Ethical considerations

- * **Required permissions from:**

- * University of Rwanda
- * Mayor of Huye District
- * Head teachers
- * Parents for their children

Scientific Relevance

- * this study will enhance our understanding of how best to support local communities in Rwanda in addressing the need to help children learn to read, enjoy reading and become lifelong readers.
- * The field of reading research is comprehensive but there is very little that has been carried out in Rwanda. It is my hope that this study will contribute to the development of reading research that is relevant to conditions in Rwanda and that it will also contribute in broadening the international field of library and information science.

Societal Relevance

- * The ability to read benefits not only the individual but also the community, the workforce and the nation. People cannot be active or informed citizens if they cannot read. It is therefore important to investigate how reading is promoted, practiced and valued within schools and the community in order to identify existing challenges and how these challenges might be approached.

Research positioning in LIS

- * Within LIS, this study is situated at the intersection of reading practices and educational policies

END

READING OPENS DOORS