



Welcome to a Celebration of the Mumuni Library

Friday, 21 November 2014

Nabukuyu, Chief Chona, Monze District

brought to you by
Lubuto Library Partners

In partnership with the **Ministry of Education, Science,
Vocational Training and Early Education**

Hosted by the **Matantala Rural Integrated Development Enterprise**

Constructed with the generous financial support of **Comic Relief**



Lubuto Library Partners
*Opening doors of opportunity for enlightenment and knowledge to Africa's most
vulnerable children and youth*

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PROGRAMME

Master of Ceremonies ----- & Translator	Mr. Maxwell Bbalo, Author, Former DEBS Livingstone
Singing of National Anthem -----	Children and community of Nabukuyu
Welcome Remarks -----	Mr. Mark C. Chona, Chairman Matantala Rural Integrated Development Enterprise
Welcome to Lubuto Libraries -----	Ms. Jane Meyers, Founder and President, Lubuto Library Partners
Kuyabila akutwa ----- Traditional poetry with music and dance	Women and children of Nabukuyu
Appreciation -----	Children of Nabukuyu
Congratulations from Dr. Peter Lor ----- Extraordinary Professor Department of Information Science University of Pretoria	Mr. Benson Njobvu, Head of Department Department of Library and Information Studies University of Zambia
Congratulations letter from Christie Vilsack ----- Senior Advisory for International Education U.S. Agency for International Development	Ms. Iris Young, USAID/Zambia
Storytelling -----	Children of Nabukuyu
Remarks -----	Mr. Wayne Harper Country Director, British Council
Kulyaba ----- (Drumming)	Men of Nabukuyu
Official Speech -----	Hon. Mr. Patrick Ngoma M.P. Deputy Minister, Ministry of Education, Science, Vocational Training and Early Education
Drama performance -----	Children of Nabukuyu
Closing Performance ----- (Traditional instruments, drums)	Mthunzi Cultural Dance Group (Visiting Group)
Vote of thanks -----	Mr. Mark C. Chona
Kuyabilaakutwa, Kulyaba -----	Led by women of Nabukuyu for all community
Lunch -----	Traditional meal

COMPOSITION OF LUBUTO LIBRARY BOOK COLLECTIONS

Lubuto Library collections contain balanced and appropriate materials in this full spectrum of literature and knowledge. Stories are divided by reading level but other fiction and informational categories contain books on all levels. A collection is complete when it contains a good selection of books in all categories at various levels.

STORIES / FICTION

LEVEL ONE

Wordless books and books for very young children: clear, simple, big pictures, few words. Introduction to the world, counting, the alphabet (e.g. ABCs, board books, nursery rhymes, Mother Goose)—in English and in Zambian languages.

LEVEL TWO

Books for beginning readers, read-aloud books. Picture book stories, easy readers/controlled vocabulary books (Dr. Seuss or other easy-to-read formats), —"beginner books," —in English and in Zambian languages.

LEVEL THREE

Novels for middle and advanced readers, longer works of fiction, graphic novels, chapter books —in English and in Zambian languages.

TALES/MYTHS

Folklore, myths, fairy tales: collected or individual stories from oral traditions —in English and Zambian languages.

POETRY

By individual poets, collections, epic poetry, e.g. Homer, Sundiata.

PLAYS

Individual plays and collections.

PROVERBS

Zambian and other African proverbs, traditional stories, sayings.

INFORMATIONAL BOOKS

REFERENCE

Encyclopedias, dictionaries and language instruction books and general fact books

WRITING

Essays; books about writing; writing manuals, writing poetry and plays, drama history (e.g. Shakespeare & the Globe).

GEOGRAPHY

Maps, atlases, books about travel, explorers and exploration

THE WORLD

Books with information about the people, culture, customs, civilizations, modern history and economies of individual countries and regions throughout the world; world history and fact books; ancient history and civilizations throughout the world; indigenous peoples of the world; archaeology of human activity and human settlements.

BIOGRAPHIES: Biography, memoir, autobiography, biography collections: true stories about famous or accomplished people.

HEALTH

Books dealing with health and staying healthy, exercise and nutrition

HIV/AIDS: Avoiding infection, living with AIDS.

HUMAN BODY: Bodily systems, anatomy.

MEDICINE: Nursing, medicinal herbs, traditional medicine, health professions, medical practice, first aid. Age-appropriate books on diseases other than HIV/AIDS such as cervical cancer, malaria, tuberculosis, avian flu, etc.

PSYCHOLOGY: General psychology and books on coping with psychological and physical trauma, abuse, grief, death, homelessness.

LIFE SKILLS AND CONCEPTS

General life skills, such as telling time, counting, introduction to the world and general concepts, ABCs, colors, shapes, relative concepts.

COOKING: How food is prepared.

FARMING: How food is cultivated and grown, including gardening and raising animals for food.

SOCIETY

EDUCATION: Books about going to school, courses of study, colleges, foreign study. **GOVERNMENT:** Civics; how voting works, types of governments, politics.

ECONOMICS: Economics, business, currencies, careers, occupations, how people work and earn. **CRIME:** Books on law enforcement, criminals, pirates, domestic violence

RIGHTS: Books dealing with civil, women's, children's, labor (etc.) rights.

CULTURE

CUSTOMS: Holidays, styles of dress, children's pastimes and celebrations around the world. **RELIGION:** Sacred texts, books about world religions, books of prayers or ceremony, witchcraft and the occult. **PHILOSOPHY:** Ethics, peace, war and conflicts.

THE ARTS

ARCHITECTURE: Historical and contemporary buildings, building design and features.

ART: Visual arts, painting, sculpture **CRAFTS:** Practical skills such as shoe making,

carpentry, textiles, sewing, book making; working with materials such as wood, clay, paper, beads.

PHOTOGRAPHY: Books on photographic techniques and photography collections.

PERFORMANCE: Music; dance; dramatic production; stage craft and film/video performance; classical, modern, indigenous and jazz dance; musical instruments (traditional and European instruments); song books; books about orchestras, bands and individual performance; classical, jazz, rock, folk and other musical styles and traditions; acting and play production; movies and movie-making; television production.

GAMES

General books on games, card and board games, rules for playing games.

SPORTS: Books about individual sports, sports almanacs and encyclopedias, books about sports teams and athletes, rule books for sports.

HUMOR: Comic and cartoon books, tongue-twisters, jokes and riddles.

PUZZLES: Visual, word, math and logic puzzles, brain teasers, magic tricks.

MATHEMATICS

All branches of math, including instruction, books about calendars, numbers, mathematical theory and history, logical thinking and patterns.

SCIENCE

General books about science and scientific facts, books on **CHEMISTRY**, **PHYSICS**, **BIOLOGY** and **ASTRONOMY**: Outer space, general astronomy, stars, galaxies, comets, black holes, quarks, quasars, the solar system and individual planets.

EARTH

Books dealing with the earth in general and: **GEOLOGY:** Rocks, gems, minerals, petroleum, volcanoes, earthquakes.

ENVIRONMENT, including climate change **WEATHER:** Clouds, tropical storms, wind, snow, rain, heat, meteorology.

DESERTS: Desert habitats, desertification.

OCEANS: Waves, ocean life, ecology.

FORESTS: Rainforests, temperate forests.

NATURE

General books on nature and works on specific subfields of natural science:

EVOLUTION: Human and animal evolution.

PLANTS: Plants in the wild, trees, flowers, field guides to plants, poisonous plants.

ECOLOGY: Conservation, natural habitats such as rivers and ponds.

ANIMALS The animal world in general and specific classes:

INSECTS, ARACHNIDS, BIRDS

MAMMALS, including ice age, prehistoric mammals.

REPTILES, AMPHIBIANS

WATER LIFE: Fish and aquatic mammals

PETS: Including dogs, cats, caring for domesticated animals

DINOSAURS: Paleontology, prehistoric reptiles, birds and fishes.

TECHNOLOGY

MACHINES: Simple machines, familiar mechanical devices, inventions;

robots; manufacturing equipment.

ENGINEERING: Buildings, bridges, roads, road-building.

VEHICLES: Cars, boats, trucks, tractors, ships, fire engines.

AIR TRAVEL: Airplanes, helicopters, balloons

SPACE TRAVEL: Rockets, satellites, space shuttle, space station, astronauts, moon walks, living in space.

COMPUTERS: Information, communication and electronic technologies, how computers work, applications, the Internet.

ABOUT LUBUTO LIBRARY PARTNERS:

Lubuto Library Partners, Inc. (www.Lubuto.org) is an innovative development organization that builds the capacity of public libraries to create opportunities for equitable education and poverty reduction. Its mission is to enlighten and enrich the lives of children and youth in sub-Saharan Africa, especially those not in school and highly vulnerable.

Lubuto constructs enduring, indigenously-styled open-access libraries stocked with comprehensive collections of well-chosen books and appropriate technology. These libraries serve as safe havens and are the center for Lubuto's programs, which offer education, psychosocial support and self-expression through reading, music, art, drama, computers, mentoring and other activities.

Lubuto program highlight: LubutoLiteracy

LubutoLiteracy is a pioneering program creating high-quality mother-tongue materials to teach children to read on an accessible, low-cost digital platform and sustainably deploying them at national scale in Zambia in partnership with government and stakeholders. The interactive materials are designed to particularly benefit vulnerable and underserved children.

Research has shown that children learn to read most effectively in their mother tongue, and that learning in local languages is particularly beneficial to girls. Designed by Dr. Joseph Mwanza, the 101 lessons in seven Zambian languages make the new Government reading curriculum available in and beyond classrooms throughout Zambia on a computer platform that can be adapted for use on mobile phones as well. LubutoLiteracy will contribute to rapid improvements in early grade reading throughout the country, including among out-of-school and otherwise vulnerable children. Below is an example of an exercise within a LubutoLiteracy lesson.

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**Kuula ncinga ncibotu.
Ncencico cuuka ncindali kujaya.**

Screenshot of LubutoLiteracy CiTonga Language Lesson 31

The Mumuni Library was brought to you by:

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Nabukuyu Primary School

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Z A M B I A

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Jason DeCrow

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Comic Relief

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Matantala Rural Integrated Development Enterprise

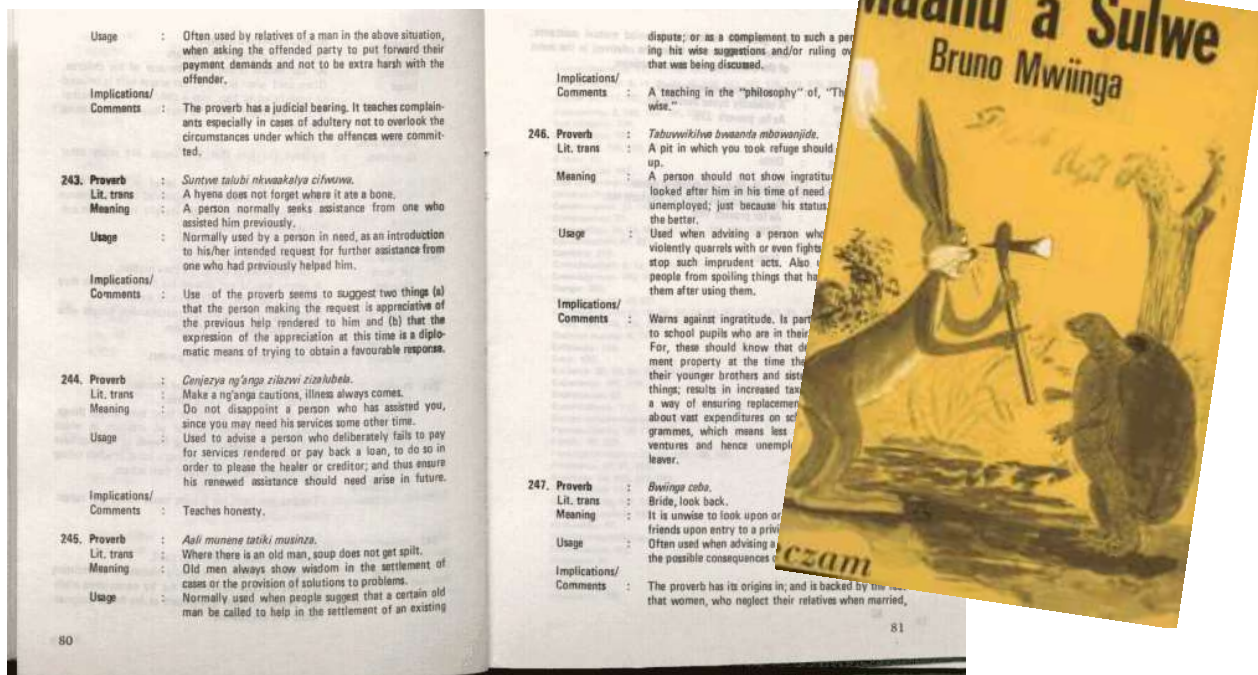
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PRESERVING ZAMBIA'S LITERARY AND CULTURAL HERITAGE

Lubuto's staff and volunteers identify and digitize Zambian stories and research long out of print but preserved in their original printed form in libraries worldwide and in Zambia, as well as in some Zambian schools and households. The LubutoCollections.org site serves as a repository for these scanned books to inspire young readers and enable encourage adaptation of the stories to new picture books, plays, radio programs and other uses.

Lubuto Library Partners are additionally working hand-in-hand with the Zambian Educational Publishing House to support awareness and sales of those titles that they are now re-publishing.



READING CULTURE

Observations on use of the Mumuni Library by librarian Elizabeth Giles

I run into lots of people in Zambia who ask me what I'm doing here. It's a fair question, and so I tell them: I'm a librarian-in-training, conducting collection evaluation research in children's libraries. And more than once now the person I'm talking to has looked at me with bemusement and a little bit of pity and said, "A librarian? But here we don't have a reading culture."

This is a hard idea to wrestle with on many levels. At its most basic, I struggle with the idea of reading as a "culture." Saying "we don't have a reading culture" seems a little like saying "we don't have an eating culture," or "we don't have a playing culture." These are basic activities that make up the fabric of a life, not culturally-specific traditions. Of course, what and how people like to read (or what and how people like to eat, or play) varies by culture, but the activities themselves stem from basic human needs. People need stories. People need information. Reading is certainly not the only way to get those things, but it is a direct, effective, and fulfilling way.

I read an article recently about the idea of "reading culture," where Namibian professor Kingo Mchombu suggests that rather than lacking a reading culture many countries in Africa lack in terms of high-quality, relevant reading materials. This makes sense to me. How much of my love of reading is the product of instant gratification, of being able to always access the books I want to read? Between my library, ebooks, and local bookstores, I can't think of the last time it took me more than an hour to get the exact book I wanted, or to find something even better. Would I still love reading if most of the books I had access to were outdated or so far removed from my life experiences that I couldn't relate to them? As it is, I am a selfish, picky reader who finishes probably one in five of the books that I start.

At the end of the day, though, Nabukuyu is the biggest indictment I have of the notion of “reading culture.” If you are trying to think of a place where access to books is limited, there is no better example. Nabukuyu is the very definition of rural—a village of widely-scattered homesteads 45 minutes from a small town via a dirt road. Most of the people who live there are pastoralists, and cattle are everywhere. Electricity, on the other hand, is only available three days a week. The school does not have a library, and I doubt there is a bookstore within a hundred miles. So you can see that to people who believe in the presence or absence of “reading cultures,” Nabukuyu wouldn’t offer many reasons to hope.

But I was privileged enough to be present this week when we opened the doors of the Mumuni library in Nabukuyu to children for the first time, and I can tell you beyond a shadow of a doubt that a vast majority children in Nabukuyu love to read. I can tell you this because of the incredible numbers of children who lined up outside, because of the expressions on their faces when they walked through the door—with eyes wide, mouths agape, like they had stumbled into Narnia— and because of how eagerly and excitedly they opened books and disappeared into them. I can tell you that children in Nabukuyu love to read because when I went to reshelve the mountains of books that had appeared in the baskets I didn’t have space to walk, the room was so full of children. I can tell you that children in Nabukuyu love to read because they brought their families: girls as young as six or seven came in with baby siblings on their backs and patiently arranged their wraps on the floor of the talking circle as a playpen of sorts. I can tell you that the babies love to read board books or chew on them,



at the very least.

I can tell you that children in Nabukuyu love to read because every storytime we did saw at least fifty children in attendance, requiring a great deal of patience as we spun in circles to make sure every single child got to see the pictures. I can tell you that children in Nabukuyu love to read because the other day I walked past a boy on the road who greeted me by saying “chicka chicka boom boom” instead of hello, courtesy of the book I’d read for storytime the day before (“Chicka Chicka Boom Boom” by Bill Martin Jr.).

Last week you could have said that these children didn’t read, but you can’t say that anymore. And it’s for this reason—because I have personally witnessed how instantly and completely the provision of high-quality children’s books can create voracious readers—that I say with confidence that there is no such thing as the confusing, nebulous notion of a “reading culture.” The reality is achingly simple: If you give most children good, relevant books, they will like to read. They will get to the library early and peek in through the shutters while they wait for it to open. They will bring their friends. They will gasp audibly when they open a new book. They will come back again and again.