

## Gizo-Gizo: A Tale from the Zongo Lagoon

By John Schaidler, *The Zongo Story Project*  
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Toni Morrison famously said, “If there’s a book that you want to read, but it hasn’t been written yet, then you must write it.” This is the story of a group of highly imaginative, eager young students from Cape Coast, Ghana without access to any books that were specifically written for them and how they did something about it.

Like a spider’s web, there are many different strands, interconnected and interrelated. Looking at the finished product, it is virtually impossible to see where the process began, so let’s start with the big picture.

Children’s literacy and children’s library programs in Anglophone West Africa are fraught with numerous problems. One of the most pervasive and enduring challenges is the persistent lack of access to high quality, culturally appropriate books and other learning materials. Ironically, a popular and widely enacted solution inadvertently helps to perpetuate the very same problem it seeks to end.

By constantly framing and addressing the lack of books as a crisis, in-country and international stakeholders and key decision makers conclude that any books are better than no books, unconsciously laying the foundation for a cycle of dependence on foreign book aid.

For nearly half a century, U.K. and U.S. based book do-

nation programs have been a bedrock strategy for raising literacy rates in English speaking African countries. Donor organizations breathlessly proclaim, “Send a book,



change a life,” and the public happily obliges, packing up secondhand copies of everything from “Diary of a Wimpy Kid” to Dan Brown’s “The Da Vinci Code” and sending them thousands of miles to “help feed hungry minds” in “book-starved” Africa. Setting aside for a moment the utter lack of agency and victimhood that such language implies, the ubiquity of donated, repurposed or simply discarded books from the U.S. and U.K. continues to impact or even define virtually every educational program in West Africa despite a growing body of evidence that details negative impacts. Certainly, this is the case in many parts of Ghana where my colleague Emily Williamson and I have worked on formal and informal literacy programs for many years. And this is the essential context in which the Zongo Story Project and the picture book “Gizo-Gizo” came to be.

Emily Williamson first traveled to Ghana in 2002, where she taught English to primary students in the capital city of Accra. Outside of formal class time, she also began to write and illustrate original stories with kids from the

### Inside this Issue

From the Editors	4
From the Chair	5
From the Chair Elect	6
IRRT at Midwinter 2018	7
International Library Profile	16
International Partnerships	18
IRRT Member Update	19

*Continued on page 2*

neighborhood. As storytelling has done from time immemorial, this collaborative, creative process not only gave the children something constructive to do in the evenings when their work was finally done for the day, it also fostered deeper connections and mutual understanding. In short, the children loved the process, as well as the end product, and though Emily did not know it at the time, the first tentative steps in the long journey toward publishing an original story book had begun.

Eventually, as Emily pursued and attained a Masters of Science in Architectural Studies from MIT and a Masters of Architecture from the University of Virginia, her focus shifted to the Cape Coast zongo community, where she worked with local leaders and other key stakeholders on water quality and sanitation issues.

Zongo settlements - which are found in virtually every sizable city throughout West Africa - are principally marginalized communities mainly comprised of Hausa speaking Muslims from various ethnic backgrounds and national origins. The word zongo is often translated as “stranger’s quarters,” or what Americans tend to think of as a multicultural melting pot where different customs and cultural practices intersect to influence and reshape each other to create wholly new traditions. Naturally, new and different folklores emerge, giving rise to new stories, new themes and new characters – a phenomenon instinctual to many eager young learners in the Cape Coast zongo.

Meanwhile, far from the Ghanaian coast, many miles to the north and west, in the Sefwi-Beckwai District, John Schaidler first traveled to Ghana in 2009. At the time, he was a graduate student in nonprofit management at the Humphrey School of Public Affairs at the University of Minnesota. With a keen interest in children’s literacy programs and years of experience in Minneapolis and New York City working on classroom library and Free Voluntary Reading programs, he connected with GHEI (Ghana Health and Education Initiative) in the village of Humjibre to work on community outreach, after-school reading programs, the annual Quiz Competition, and a fledgling middle school book club.

Working with the students, as well as local teachers and NGO staff, John experienced firsthand the extent to which well-intentioned donors and outside experts have inadvertently created structures that privilege beloved Western classics like “Winnie the Pooh,” “The Little Engine That Could” and “Green Eggs and Ham” above books written and published in Ghana or other African countries. He also quickly noticed the definite disconnect between young Ghanaian readers and the canonical Western texts that tend to line even the sparsest library shelves. Despite the lofty positions these books hold in the West-

ern psyche, to emerging readers in Humjibre and myriad other villages throughout the African continent, they are literally and figuratively foreign - full of images, references and other cultural touchstones that simply don’t make sense to young non-Western readers.



Anecdotally, John came to recognize what countless other teachers and literacy experts have previously observed and reported: young readers naturally gravitate toward concepts, words and pictures that reflect their daily lives. Upon returning home to Minnesota, John sought to better understand this phenomenon on a theoretical level. Ultimately, he discovered the work of Stephen D. Krashen, professor emeritus at the University of Southern California and bilingual education expert. Before long, Krashen’s notion of “comprehensible input” (reading level appropriate, culturally relevant texts that reflect the experiences of the readers for whom they are intended), became a guiding principal of John’s work as he made yearly treks to Ghana and worked remotely with various children’s literacy organizations such as Street Library Ghana. The more John’s work progressed, the more things pointed toward a decidedly child-centered, “bottom up” approach that prizes quality over quantity. Rather than a philosophy of “any book will do,” a more effective strategy suggested carefully curated collections of culturally relevant books.

Concurrently, back in Cape Coast, Emily’s methods were slowly and organically becoming more formalized. She began to work with a core group of students from a local Quranic School, hosting weekly writing and illustration workshops designed to explore the kinds of traditional stories that the children often heard from their parents and grandparents. At the same time, Emily also encouraged them to think about contemporary issues specific to their community. One day, a boy raised his hand and shyly explained that a few months prior a flood of dirty water from mining companies to the north had suddenly polluted all

*Continued on page 3*



of the rivers and lakes downstream. For almost a month, the entire community was without access to clean water, the result of a negligent few. Other students chimed in with more details and stories about the struggles their families faced during this difficult time.

From there, Emily and her students went on to imagine a primary setting (the Zongo Lagoon), characters (Spider, Tortoise and Crab), the roles that each would play in the fictionalized story, and potential solutions to the problem. Over a period of weeks and months, through a combination of intensive individual work and freewheeling collaboration, Emily and her students wrote, drew, brainstormed, and even acted out parts of the story.

Emily explains, “The process wasn’t about simply revising or perfecting the story. Rather, we sought to deepen our understanding of the characters and the issues at stake, exploring it from every angle, through each of the character’s eyes. We often started our sessions by writing, then slowly transitioned to drawing, visually exploring different character traits and the subtleties of each setting, adding specific details to make things more interesting.” Needless to say, with a group of creative children, ideas are in abundance. “Pretty soon we had about 20 different versions of Gizo-Gizo (the spider). Sometimes he had a human head and a hairy body with four arms and four legs, sometimes he was really fat, sometimes he even had horns!”

Coincidentally, while Emily was starting to give serious consideration to publishing an original story book, John

Emily to John. Naturally, the two immediately bonded and set to work turning the dream of publishing “Gizo-Gizo” into reality.

To be sure, there was still a lot of work to be done, but over the next 18 months, via countless Skype sessions, emails, phone calls, and file transfers, the manuscript slowly became a book, published eventually by Akoss Ofori Mensah and Sub-Saharan Publishers, Ghana.



As was the plan from the start, however, publication is not the end goal. In fact, the Zongo Story Project (as the workshop is now known) centers on process not product. To that end, the book “Gizo-Gizo” was used as a mentor text with students in Nima, Accra, last summer in a week-long storybook workshop.

This is the heart and essence of the Full Circle publishing model. Guided by a core group of mentors, students write the book that they want to see in the world—a book that speaks to them and reflects their daily lives. Next, that book becomes a model for other student-creators who write and illustrate their own stories, too. Out and out it spirals, one strand after the next, each community and each student spinning their own tales, in conversation with the rest, creating a whole new collection of culturally relevant classics created by, for, and with young readers.

####

*“Gizo-Gizo: A Tale from the Zongo Lagoon” by Emily Williamson and Students and Teachers of the Hassaniyya Quranic School in Cape Coast, Ghana, recently won a Children’s Africana Book Award for Best Book, Young Children. The awards were created by Africa Access and the Outreach Council of the African Studies Association (ASA) to encourage the publication and use of accurate, balanced children’s materials about Africa.*



was working with the Minnesota Literacy Council to develop a book publishing model in which students were empowered—and guided by mentors—to write and illustrate their own culturally relevant, high interest picture books deeply rooted in communal storytelling traditions. At the same time, through a fortuitous set of events and the magic of social networks, a mutual contact introduced

## Message from the Editors

In this issue we highlight :

- ◇ the 2017 winner of the Children's Africana Book Award for Best Book, Young Children in the feature article.
- ◇ the profile of Global Literature in Libraries Initiative (GLLI), which should inspire you to read more translated literature
- ◇ news from conferences, and international activities of IRRT members.

We are inaugurating two new features:

- ◇ International Library Profile featuring a library outside the USA
- ◇ Library Partnerships Profile

We hope you find these features interesting, and we invite you to contribute!

Have yourselves a Very Merry Christmas, Hanukkah, Kwanzaa, Omisoka, Yule, and whatever else you celebrate - Plus A Happy New Year 2018!

## Meet the Editors



### Rebecca Miller

I am an independent library consultant, focusing on libraries in developing countries. I specialize in research, strategic planning, outreach, administration/

management for libraries. I also offer tailored professional development trainings and presentations on these and other topics. I have over 20 years of experience with libraries, as a practitioner and professor.



### Florence Mugambi

I am the African Studies Librarian at the Herskovits Library of African Studies, Northwestern University in

Evanston, Illinois, USA. I have over 10 years of experience as a librarian, and a very strong interest in literacy & establishment of libraries in rural communities of developing countries.

## Call for Submissions

Do you have news or stories about ...

- ◇ **International library activities?**
- ◇ **People in international librarianship?**
- ◇ **Upcoming international conferences?**

Why not submit to International Leads? Email us at [ala.intl.leads@gmail.com](mailto:ala.intl.leads@gmail.com)

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# Message from the IRRT Chair



By Loida Garcia-Febo  
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The IRRT continues to move strong into 2018. If you are attending the ALA Midwinter Meeting in Denver, you are welcome to our meetings - IRRT committee meeting on Saturday morning and the Executive Board meeting on Sunday afternoon. Join us, participate, and volunteer!

## ALA Annual Conference

The IRRT has two opportunities to present at the 2018 ALA Annual Conference. Everyone is welcome to submit proposals:

*International Paper Session.* The theme for 2018 is “Libraries supporting social inclusion for refugees and immigrants.” [Proposals](#) should include: Title of the presentation, full contact information including a valid e-mail address for each presenter, institutional affiliation, abstract 300-500 words, and a short biographical profile of each presenter. Send proposals to [intl@ala.org](mailto:intl@ala.org) with a copy to Committee Chair Paromita Biswas ([paromitabiswas7@gmail.com](mailto:paromitabiswas7@gmail.com)) and Jacqueline Solis ([jsolis@email.unc.edu](mailto:jsolis@email.unc.edu))

*International Poster Session.* The poster session committee encourages [submissions](#) from all types of libraries and on any topic relevant to librarianship. **The deadline for submitting an application is 16 Febru-**

**ary 2018.** For additional information on the submission process, please visit the ALA Poster [website](#).

## IRRT Chair’s Webinar

The first IRRT Chair’s Webinar *Resources to serve immigrants and refugees* was held December 5 at 1:00pm Eastern Standard Time. The webinar was recorded and the link will be shared via the IRRT email list ([alaworld](#)). The speakers were:

- Kristin Lahurd, Literacy Officer, American Library Association Office for Diversity, Literacy and Outreach Services (ODLOS), topic: [Libraries Respond](#)
- Clara Chu, Director and Mortenson Distinguished Professor, Mortenson Center for International Library Programs, topic: [Project Welcome](#)
- Christian Zabriskie, Administrator, Yonkers Public Library System and Executive Director of Urban Librarians Unite, topic: [Refugee Libraries](#)

## IRRT Mission Enhancement Grant

We are proud to announce a call for proposals for the 2018 IRRT Mission Enhancement Grant. This grant was established by the IRRT to fund member-initiated projects in international activities and initiatives that contribute to ALA’s role in international librarianship. The grant amount is a maximum of \$1,000. The objectives of the grant are: to promote international projects and partnerships, to promote global dialogue about librarianship, to increase visibility of international librarianship, and to increase international collaboration in librarianship.

The grant amount varies up to a maximum of \$1,000. Examples of proposals might be (but are not limited to):

- Support for travel that is necessary to advance an international project

## Save the date for these webinars:

- ◇ Libraries in the USA serving immigrants and refugees: 23 January, 2018 , 1:00pm New York Time/ 2:00pm Chicago Time
- ◇ Advocacy resources to serve immigrants and refugees: 6 March 2018 , 1:00pm New York Time/ 2:00pm Chicago Time
- ◇ Making Connections and Making Changes: The Sister Libraries Program of ALA's International Relations Round Table: April 2018, DTC
- ◇ Libraries in Germany serving immigrants and refugees, as part of the ALA partnership with the German Library Association: May 2018, DTC

or partnership

- Funds to support Sister Library initiatives
- Funds for the development and distribution of training or publicity materials in support of an international initiative

The grant will not support purchases of books or materials for a specific library, conference travel not tied to a funded initiative, or volunteer work for an established program. In general, money for travel will be applied to in-country travel (this may include lodging, transportation, etc. when an indi-

*Continued on page 7*



## Message from the IRRT Vice Chair/Chair Elect



By Muzghan Nazarova  
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As the end of 2017 approaches, all of us look back at the events that took place this year and have affected us personally, nationally, and globally. As librarians and information professionals we first connect them with the field we are in as well as our everyday work and professional activities, and look at them from the perspective of the organizations we work at and the professional associations that we belong to. As IRRT members interested in

international library relations and activities as a way to further the international objectives of the ALA, we try to concentrate more on international events and activities, or international aspects of any event.

[State of America's Libraries Report 2017](#) describes how libraries are responding to the changing social, economic, and political impacts of living in a digital society. We continue to provide support to both our own communities and others in need.

Natural disasters have hit nearly every continent in 2017. For example, Texas and Florida in the United States as well as Puerto Rico, Mexico and the Caribbean islands, were badly hit by hurricanes. [ALA Disaster Relief Fund](#), individual libraries, and state library associations, such as the [Texas Library Association](#) and the Florida Library Association, coordinated the humanitarian efforts to help the libraries rebuild after these disasters. The [Disaster Relief Li-](#)

[brary Efforts site](#) provides information about different initiatives and events organized to raise money for the libraries in need.

One of my responsibilities as IRRT Chair-Elect is serving as a liaison to IRRT committees. In the last few months, I have enjoyed working with the Sister Libraries Committee co-chaired by Alexandra Houzouri Humphreys and J. Angela (Angie) Wiehagen.

To conclude my message, I leave you with contributions from two members of the Sister Libraries Committee: Lucas Berrini, and Clement Lau, in which they share their recent international experiences. The international activities of IRRT members like Lucas and Clement serve as an example and encouragement for future cooperation.

Wishing you all the most successful and productive upcoming year. Happy Holidays!

**Lucas Berrini**, Circulation and Interlibrary Loan Librarian, Joyner Library, East Carolina University

This summer I traveled to Hiroshima, Japan, where I had the opportunity to connect with the University of Hiroshima Library.

Thanks to the generosity of Masayoshi Gohara, Director, Mitsuhiro Tsumura, Head of Access Services, and Daisuke Ueda, Digital and Special Collections, I not only got an extensive tour of the library, but I was able to speak with Mr. Gohara on such issues as Open Access textbooks, patron accessibility to materials, and differences between students in the U.S. and in Japan. I concluded my visit with a presentation from Mr. Ueda and his digital humanities team. My current research examines ways libraries are embracing the digital humanities and as such the presentation was topical and gave me a new perspective on Japanese culture and the humanities.

My visit to Japan was eye-opening. Although the cultures are different, we librarians share a passion for knowledge dissemination and striving to be our best at what we do. Mr. Ueda and I have begun a dialogue regarding a potential digital humanities project highlighting new ways in which sister libraries can collaborate and learn from each other.

**Clement Lau**, Associate Dean, Zach S. Henderson Library, Georgia Southern University

I attended the 2017 Academic Seminar in Digital Resource Construction and Knowledge Service & 13th Symposium of Resource Construction Committee in Chinese Academic Libraries on 16-18 October 2017. This international library conference was hosted by Northeast Normal University Library in Changchun City, China. Changchun City is the capital of Jilin Province, located in Northeastern China and sharing a border with North Korea.

The theme of the conference was *Trends and Current Situation in Resource Construction, Strategies and Actions in Knowledge Service of Academic Libraries*. My presentation was titled *Building Special Collections: My Experience at Hong Kong Baptist University Library and Georgia Southern University Library*. I shared my experience in collecting, digitizing, and providing access to the special and unique collections held at these two libraries.

Around 200 participants attended presentations by librarians from universities in the U.S. and China. Topics included resource sharing, library consortia, building research support, scholarly communication, customer service model, and digitization projects.

## Message from IRRT Chair, continued

vidual works on a project in another country or when an individual brings a librarian from another country on the project to the U.S.).

Proposals must be submitted by current IRRT members in good standing (two or more years). Only one proposal per year may be submitted by individual members. **Proposals are due by 15 January 2018**, and will be reviewed by the IRRT Endowment Committee at the ALA Midwinter Meeting.

To apply, and see detailed criteria for proposals, visit <http://www.ala.org/rt/irrt-mission-enhancement-grant>.

Special thanks to the Endowment group for making this grant happen. I encourage you to consider [giving](#) to our Endowment to help us continue providing these grants.

### Special Appreciation

Thank you to all IRRT volunteers for making our Round Table a strong one!

Thank you to librarians in a number of places where this semester I had the honor to speak about the power of libraries and how they help us build community and save lives, including Puerto Rico, Massachusetts, Arkansas, and Mar del Plata in Argentina. I was also fortunate to speak and represent at the IFLA WLIC 2017 Congress in Poland, and the 10th National Conference of African American Librarians, Atlanta.

Stay updated about international library news by following our IRRT [Face-book](#), and [blog](#).



Loida Garcia-Febo, IRRT Chair and ALA President-Elect, with librarians from Mar del Plata, Argentina, at the Biblioteca Depositaria de las Naciones Unidas y Habitat.

My best wishes for season of peace to each one of our IRRT members across the world.

## IRRT at ALA Midwinter 2018

Denver, Colorado, will host the 2018 ALA Midwinter Meeting 9-13 February at the Colorado Convention Center. IRRT has meetings scheduled as follows:

### Friday, 9 February 2018

*International Relations Committee (IRC) I*  
3:00 pm - 4:30 pm  
Colorado Convention Center - Room 708

### Saturday, 10 February 2018

*IRC/IRRT All Subcommittee Meeting*  
8:30 am - 10:30 am  
Colorado Convention Center - Room 107/109/111  
--IRC Subcommittees: 8:30 - 10:30 am  
--IRRT Chair's Meeting: 8:30 - 9:00 am  
--IRRT Subcommittee meetings: 9:00 - 10:00 am  
--IRRT Subcommittee Reports 10:00 - 10:30 am

### IFLA Update

10:30 am - 11:30 am  
Colorado Convention Center - Room 107/109/111

### Sunday, 11 February 2018

*IRRT Executive Committee Meeting*  
11:30 am - 1:00 pm  
Colorado Convention Center - Room 712

*International Relations Committee (IRC) II*  
3:00 pm - 4:30 pm  
Hyatt Regency Denver at Colorado Convention Center - Centennial H

Want to learn more about the work of IRRT? Interested in volunteering? Going to be at Midwinter? Come join us at any of these business meetings - everyone is welcome!



# Training Peace Corps Volunteers Working with Libraries around the World

By Kelly Grogg, *The United States Peace Corps*  
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When Americans think of the [United States Peace Corps](#), they might think of John F. Kennedy's inspirational challenge to Americans or digging latrines in far away lands, but probably not of libraries. However, libraries have been a part of the Peace Corps' history, and remain part of its present and future. As the Peace Corps Librarian I have the privilege of guiding the programmatic aspect of libraries in the Peace Corps, while the Peace Corps Volunteers are building, renovating, and improving libraries in communities all over the world.

Previously, the Peace Corps used to actively recruit librarians to work with libraries as their primary assignment, but now a large variety of Volunteers participate in library projects, regardless of their primary project. These volunteers are trained on developing sustainable libraries, beginning with their cultural conceptions of libraries.

As an American, I grew up with libraries. My mother took me to library story times as early and as often as she could. One of the first libraries I went to when I was old enough was in a renovated train station. I will never forget playing with the small magnetic train set in the children's section. Growing up, I attended five different public schools and each one had its own robust school library that was unique, yet familiar. In my school library I learned how to do research, type, and be a responsible library patron. Due to these experiences, I had a deeply rooted perception of what libraries were and how they should be used.

When I arrived in Cambodia at the school I would be teaching at as a Peace Corps Volunteer, I discovered the library, which did have books, re-

mained locked all of the time, for fear that students would misuse or take the materials home with them. This was certainly different from my cultural understanding and experiences of a library. I got the sense that books were such a valuable resource in this community that the library was treated more like a repository for precious items than a vibrant community center.

Such cultural differences make library work at the Peace Corps so interesting, and also provide unique challenges when trying to train Volunteers in library development. How do you train Volunteers working in over 60 countries, some of which have well developed library systems and are looking to expand their programming and outreach, while others are struggling to put books on the shelves or provide access to computers? It is these unique situations that drive all of our training materials to be thorough, yet general. We go through many different scenarios and common problems, but leave room for the cultural differences in each community. By putting our knowledge together with the community leaders who have lived in these communities far longer than any Peace Corps Volunteer, library projects are destined to succeed.

Recently, I conducted a sustainable library development training in Comoros island, where I worked with people from Comoros, Swazi-

land, Botswana, and Tanzania, alongside American Volunteers. A key topic of discussion was the participants' perceptions of libraries. In the course of our discussion, many differences were highlighted. For example, A woman from Botswana was shocked that a Volunteer's library had a social first floor at the university she attended and a Volunteer was surprised to learn that a thriving community library in Comoros was run entirely by volunteers. The point of highlighting these differences was to show volunteers that they should not be working toward creating a library that reminds them of their library back home. Instead, they should endeavor to create a library that works for their community. Libraries are about information, not about books or computers. Therefore, even if a Volunteer was able to acquire millions of resources for their community's library, it would not matter unless it was the information for which the community was looking.

This point is particularly stressed with the rise of technology in the United States, but also in the developing



Kelly Grogg points to Comoros, where she most recently conducted sustainable library development training with Peace Corps Volunteers and local volunteers.

*Continued on page 9*



## Training Peace Corps Library Volunteers, continued

world. When I was a Volunteer in Cambodia it was almost impossible to receive a letter by mail, but I was able to connect to the Internet through a USB that plugged into my laptop. Our electricity went out roughly three times a day, but many of my students had smart phones and Facebook accounts.

Technology is rapidly changing the way people live in the developing world, and it is changing the potential of libraries in such communities. Many Volunteers recognize that computer labs and other technology equipped spaces are possible, but the big challenge is making them sustainable. It is easy to put computers in a room yet more difficult to come up with strategies for paying for electricity and continued maintenance. It is not uncommon to find a well equipped computer lab completely unusable within a year of a Volunteer's departure. To avoid such situations the Peace Corps stresses the need for communities to be at the center of decision making in the establishment of libraries. When communities are involved they are commit-

ted to maintaining the vibrant centers they have created themselves, whether that means receiving training on basic computer maintenance, or committing to annual fundraisers to purchase new books or repair broken computers.

There is definitely a lot to consider when training Peace Corps Volunteers on how to effectively start and run a library, but it is certainly worth it when you find a library that is running long after a Volunteer has left the community.

*Have you been a Peace Corps Volunteer and worked with libraries in your host community? Consider sharing your story with International Leads readers.*



Peace Corps Volunteers visiting a school library in Comoros.

## Gretchen Walsh Book Donation Award (Africana Librarians Council)

The [African Studies Association](#) offers an annual grant program to assist book donation projects with shipping costs to send books to African libraries and schools. Administered through the [Africana Librarians Council](#) (ALC), the ALC Gretchen Walsh Book Donation Committee reviews grant proposals and makes recommendations to ASA. In 2017, two organizations received the award.

### YAfrique (Ghana)

YAfrique is a social project that provides necessities and educational opportunities to children in underdeveloped African villages. They do this by purchasing and selling goods from small businesses in Africa. The profit that they make goes back to more small businesses, which in turn provide goods, services, and apprenticeships free of charge to the children in the villages that they serve. YAfrique began an additional project to send over 3,500 children's books to Abonsuaso and Tabirikrom villages, located in

the Ashanti region of Ghana. The award will assist with the shipping costs involved. For more information, please visit: <http://yafrique.wixsite.com/one4all/about>

### Southern African Institute for Policy and Research (SAIPAR) (Zambia)

The Southern African Institute for Policy and Research (SAIPAR) is an independent, educational research and development oriented research centre. Through interdisciplinary research, publications, seminars, and dialogue facilitation, the Institute seeks to contribute to improved policy making, research capacity, and governance. The Institute aims to be a catalyst for new ideas and concepts on good governance and development in Zambia and Southern Africa, and a documentation centre to serve as an indispensable partner on research and policy analysis. The award

*Continued on page 14*

# Going International through Literature: The Global Literature in Libraries Initiative

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The [Global Literature in Libraries Initiative](#) (GLLI) strives to raise the visibility of world literature for adults and children at the local, national, and international levels. World and translated literature allows English-language libraries to expand their offerings in collections and readership. Translated literature has unique cultural value that libraries can use to solicit patrons seeking to expand their literary horizons. English and non-English speakers alike can benefit from the opportunity to connect with other cultures. Whether it is going beyond one's educational offerings, learning about the human condition in another context, or wanting to know the text that resulted in a book being banned in a different sociolinguistic milieu, there is something for every reader.

GLLI is not the first to attempt this initiative, but what sets it apart from previous efforts and adds to its potential for great success is its ability to place itself in the eye of stakeholders without duplicating efforts or reinventing the wheel. GLLI recognizes the unique strengths of translators, librarians, and publishers, but also attempts to bridge their gaps of

knowledge. GLLI has been making huge strides in increasing the visibility of world literature through efforts to push translators, librarians, publishers, editors, and educators to communicate and collaborate. The [GLLI Facebook](#) group has nearly 1,000 members and acts as a space for these professionals to engage in better ways to increase awareness of world literature.

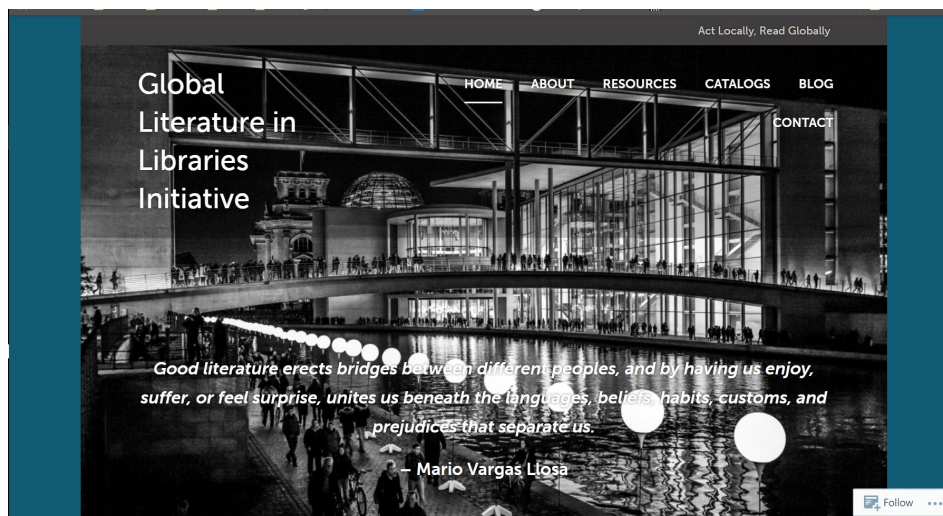
Making translated works available in libraries is challenging because of problems associated with acquisition and distribution, which organizations are actively seeking to address. Most of the drawbacks are connected to visibility: distribution problems prevent translated literature from being read, and poor education and awareness affect demand. GLLI is putting pressure on publishers to publish more international texts; if there is more demand, there will be more need for translated texts in the United States and other English-language countries. American librarians and publishers are not familiar with the international market, but with the guidance that GLLI can provide, they will know how to navigate it.

GLLI is now running a monthly column on ALA's [Intellectual Freedom blog](#). The "Somewhere in..." series focuses on intellectual and publishing

challenges around the world. Librarians know how censorship affects public and academic communities, but their experiences are mostly U.S.-based. GLLI's first post for the "Somewhere in..." column focused on Pakistan, where not just censorship but self-censorship is explored. Future columns will focus on increasing awareness of religious sensitivity, illustration censorship, and other restrictions taking place in other countries.

Another column GLLI manages is on the online community platform for the Young Adult Library Services Association (YALSA), "[The Hub](#)," which draws attention to other review aggregators of international literature, international book awards, and trends in international publishing with a focus on young adults. The pointed attention to children and young adult literature is a parallel goal of GLLI; even though GLLI considers all patron groups, if young minds get hooked on international literature at a young age, educational efforts down the road will have a greater impact.

While these columns are spaces in which GLLI can assert parts of its mission, the [GLLI blog](#) is where they all converge. Authors of the blog posts are often solicited from the GLLI Facebook group page. Rachel Hildebrandt, the founder of GLLI, has put a lot of effort in ensuring the members, and therefore the voices, of GLLI are diverse, representing librarians and educators and publishers in other countries with varying interests and backgrounds. GLLI has gained the attention of groundbreaking translators and publishers around the world such as Marcia Lynx Qualey, creator of arablit.org; Syed Ommer Amer, cre-



*Continued on page 11*

## The Global Literature in Libraries Initiative, continued

ator of Daastan; and translator Helen Wang.

On the GLLI blog, there are posts highlighting banned books in other countries, international publisher spotlights, and spaces that focus on adults, teens, and children. Additionally, the blog often has themes. In September, the blog focused on Hebrew, Israeli, and Yiddish literature. In October, the blog focused on Spanish literature in honor of Hispanic Heritage Month. And in November, the blog focused on African countries. With all of GLLI's ambitions and the variety international literature provides, there will be endless inspiration to keep the blog appealing to all audiences.

One recent project initiated by GLLI has been translating the Library Bill of Rights into different languages. There are 22 translations and counting; these include translations in Hausa, Acholi/Luo, Swahili, Nepali, Bangla, Malayalam, Italian, German, Hebrew, Bulgar-

ian, Eastern Armenian, Czech, Norwegian, Slovak, Urdu, Vietnamese, Turkish, Finnish, Chinese, Arabic, French, and Russian. Rather than designating ALA's Library Bill of Rights as dominant, the real purpose of this project is to start a conversation about the values of all libraries. Translating the Library Bill of Rights is one small step in shining a light on the seemingly small niche we call international librarianship. From country to language to library, some values change and others stabilize, and we cannot successfully share, discuss, and debate these values without translation.

The work of translators has intricate layers of ethical values. In an age where Google translate and automation is prevalent, this small but significant project demonstrates the value of the work of translators. The translation profession has endured waves of prominence and negligence; it has been seen as a trend, dependent on political factors. For the sake of democratic progress, this perception must

change.

Even more recently, GLLI has built a profile and contributed to [Library-Thing](#). The Chinese translated titles added is already a very robust collection. For more information, visit <http://www.librarything.com/profile/GLLI>.

GLLI has been inserting itself into these spaces to build awareness, but bigger goals are on the horizon. Eventually GLLI aims to create a website where librarians can find publishers and journals in one place and can browse specific languages, genres, time periods, and so on. GLLI also aims to create programs for libraries centered on translated literature. These are just a few goals of this ambitious initiative. GLLI would not be what it is, or what it will become, without the help of volunteers and donors. Please consider visiting [glli-us.org](#) and liking the Facebook page, and find out more how to get involved.

### Connect with IRRT!

Visit the IRRT Website

<http://www.ala.org/irrt>

Visit the IRRT Blog

<http://alairrt.blogspot.com>





# Further Steps on the Road to Transforming Libraries in Egypt

By Hesham Mohamed and Salwa Elmeawad,  
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Dr. Hesham Mohamed and Dr. Salwa Elmeawad have made continuous efforts for the past three years to help libraries in Egypt to transform into a powerful and effective role in serving the Egyptian society. As part of these efforts, they have developed and conducted advanced training workshop programs for Egyptian librarians. During September 2017, the duo trained over 1000 public, academic, school, and special librarians across Egypt.

## Advanced training program for public, academic, school, and special librarians

The main training sessions were conducted in two locations in Egypt. The first one-week training program was conducted in Cairo at the Greater Cairo Library. The second program was conducted for another week in Luxor at the Egyptian Public Library.

During these sessions, librarians were trained on the following issues:

- Using emotional intelligence in library management
- Implementing Information Architecture (IA), User Experience (UX), and Usability testing when designing library portals and OPAC
- Implementing technology in the library, such as Radio Frequency Identification (RFID) and mobile applications
- Considering interior design requirements for public, academic, and school libraries, such as human dimensions, furniture, and lighting
- Analyzing qualifications needed for library staff to be able to adapt to change during the library transformation
- Learning the steps for developing Training of Trainers (TOT) programs for all library staff members in large-sized library organizations
- Conducting empirical research in libraries using quantitative, qualitative, and mixed research methods
- Using RDA toolkit in cataloging
- Managing projects in cataloging for large sized libraries
- Developing activity programs for

children, tweens, and teens based on age and brain development stages

The following guest speakers contributed to these sessions:

Dr. Amany Megahed, President of Egyptian Library Association (ELA), to lecture about the sustainable development needed for Egyptian society.

Dr. Hisham Makki and Mr. Ayman Elmasry to lecture about project management and RDA toolkit in cataloging.

Eng. Mirna Hesham Elsherif to lecture about the interior design requirements for public, academic, and school libraries.

Mr. Yasser Osman, director of the Greater Cairo Library, to lecture about the library content and services to the public.

Another condensed program for one-day training was conducted to train the librarians who were not able to attend either of the two programs because of the space limitation.

With an invitation from the Cybrarians organization's president, Dr. Mahmoud Khalifa, Dr. Mohamed and Dr. Elmeawad conducted a two-day training program to librarians at Maadi Public Library, a branch of the Integrated Care Society of Egypt (ICS). During the first day, librarians were trained on implementing Information Architecture and conducting usability tests for library portals. On the second day, training focused on how to conduct empirical research studies in the field of librarianship using qualitative, quantitative, and mixed approaches.

## Egyptian Library Association Board Meeting

The Board Members and President Dr. Amany Megahed of the Egyptian Library Association (ELA) invited Dr. Mohamed and Dr. Elmeawad to attend the association's board meeting. Dr. Mohamed and Dr. Elmeawad discussed the association's strate-



Participants in the Greater Cairo librarian training program proudly show off their certificates of participation.

*Continued on page 13*

## Transforming libraries in Egypt, continued

gic planning with the Board and offered advice and ideas regarding library transformation.

### Lecturing to LIS students

Dr. Hesham Azmy, chief of Library and Information Science department at the Faculty of Art, Cairo University, invited Dr. Mohamed and Dr. Elmeawad to lecture to the first year students about the importance of the librarianship field and why libraries are so important for people in every society.



The Egyptian Library Association



Dr. Mohamed and Dr. Elmeawad join the library students.

### Television appearances

Dr. Mohamed and Dr. Elmeawad also had opportunities to reach a wider Egyptian audience through invitations to appear on local media. They both appeared on the TV show Sabah On, and Dr. Elmeawad was interviewed on the TV show Beautiful Egypt. They used these opportunities to discuss the need for library transformation to take an effective role in serving and developing Egyptian society, and the training programs they conducted during their visit to Egypt.



Dr. Elmeawad and Dr. Mohamed (from right) appearing on the TV show Sabah

## IFLA/WLIC as seen through the eyes of a first-time attendee

By Rebecca Miller

IFLA/WLIC is a large conference, but some people simply stand out. One of these people at WLIC 2017 was Matt Meinhardt. Not only is he tall, he was constantly accompanied by two women, hands flashing between them. It turns out this MLS student from St. Catherine University (Minnesota) is deaf. This was his first overseas conference. He agreed to an interview to share his experiences with *IL* readers.

*Why were you interested in attending WLIC? Were your expectations fulfilled?*

Attending an international conference was encouraged for a class in international librarianship. I have only attended one other conference ever, but I love to travel and this one was in Poland, which would also give me the chance to visit Germany, where my ancestors are from. I was really open to whatever the conference would offer, and I got more than I had hoped for! For a deaf person like myself it can be difficult, because most people don't know what to do when they meet a deaf person. My experience at WLIC was great, and I believe the reason for that is because IFLA actually demonstrates awareness of diverse groups and

how to serve them effectively. It is evident that through my networking experience that IFLA/WLIC attendees really embrace engagement, solidarity, and diversity.

*What did you learn from the conference?*

I was for a long time under the impression that the U.S. and ALA were the more advanced and progressive bodies in the field of librarianship. Midway through the conference I discovered that it is not true. There were 3,000 people from 120 countries at the conference. The information these countries presented was overwhelming, but so inspiring. The people that went to the conference and the information they provided to the attendees truly reflect globalization in its altruistic sense.

*What were your biggest challenges as a deaf person to attend WLIC?*

All in all the conference and my university were accommodating, for example IFLA/WLIC videos were captioned and St. Catherine University hired two interpreters. The attendees that I met reduced the challenges in creating a beautiful network for me. I really appreciate that..

*What did your interpreters think of WLIC?*

Both of my interpreters really enjoyed travelling and attending the conference. They were in awe and fascinated with how many different languages conference goers were speaking. They asked that when I go again, I request for them to interpret for me!

*Did you do some traveling while in Europe?*

Yes! I went with my father around Prague, Vienna, and Budapest before the conference. Then of course around Wroclaw, and I went with my interpreters to the Gross Rosen concentration camp, which was really moving..





## Conference Reports

### International Association of School Librarianship

By Leslie Farmer, California State University, Long Beach  
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California State University, Long Beach, hosted the annual [International Association of School Librarianship](#) (IASL) conference 4-8 August 2017. Planning started over two years ago, involving over twenty committee members, and resulted in an informative and social success for the almost 200 attendees from 25 countries.

The conference theme was “[Learning Without Borders](#).” The event started with half-day workshops, held in the campus’ International House, where the majority of non-U.S. attendees stayed. Three plenary sessions featured association awardees and keynoters Stephen Krashen, Hall Davidson, and Amber Rose Gonzales. Nine session slots provided strands of speakers on research, professional practice, spotlight features, and webinars (a new offering for on-site and remote attendees). Additionally, 18 exhibitors showcased their products. Adding to the ambiance was surfboard art, loaned from Mater Dei High School. Because all programs were held in one building, and everyone ate in the dining court, the conference was abuzz with networking.

Topics ranged from STEM to MOOCs, from sketchnoting

to research methodologies, from children’s TV to reading community signs, from pop-up libraries to maker spaces, from podcasting to digital citizenship. Librarians from all continents shared current status and best practices. A featured children’s author/illustrator for each day and a YA authors panel further enlightened attendees. SIG meetings and regional meetings gave folks a chance to share common interests. Attendees also had the opportunity to visit local school, community college, and public libraries; this free tour was hosted by the Long Beach Unified School District, which also provided teacher librarian drivers.

Socializing was also part of the scene, culminating in a gala dinner, which featured a live auction to support librarians and their libraries. Entertainment included a DJ, women’s chorus of Broadway hits, and a local Native American performing group. The end featured a room-sized circle of IASL attendees performing a traditional Native American dance.

In sum, school librarians certainly did share and learn without borders. Both attendees and speakers were grateful for and pleased with this special opportunity.

*The [IASL annual conference](#) will be in Turkey, 6-11 May 2018.*

### Gretchen Walsh Book Donation Award, continued

will assist in growing SAIPAR’s library and resource center, strengthening its role as a hub for the Southern African sub-region, serving the research needs of civil society, academia, and policy makers alike. The books donated by Michigan State University, Professor Emeritus David Wiley and other faculty were specifically selected for their relevance to SAIPAR’s overall mission. These materials represent a targeted collection selected specifically to benefit SAIPAR’s community. For more information, please visit: <http://saipar.org/>



Jessica Achberger and David Wylie, both of Michigan State University, receive the award on SAIPAR's behalf



# CALA Members Give Two-Day Training Seminar in Beijing

By Yongming Wang, College of New Jersey  
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On 13-14 September 2017, four members from the [Chinese American Librarians Association](#) (CALA) were in Beijing, the capital city of China, to give a two-day training seminar at the invitation of the Beijing Academic Library Information Systems (BALIS), a consortium of close to 90 academic libraries in Beijing.

The four CALA members were Dr. Qi Chen, the Library Director of Calumet College of St. Joseph (Indiana) and the immediate past president of CALA, who is also the team leader; Dr. Sharon Yang, Professor / Systems Librarian of Rider University (New Jersey); Mr. LiLi Li, Associate Professor / E-Information Services Librarian of Georgia Southern University; and Mr. Yongming Wang, Associate Professor / Systems Librarian of the College of New Jersey.

Presentation topics included 1) The Role of Library and Librarian in the Digital Age: The Knowledge and Skill-sets; 2) Data-Driven Decision Making: Methods and Practices in American Academic Libraries; 3) The Practice of

American University Research Data Management; and 4) Managing Electronic vs. Print Resources: A Paradigm Shift in Library System Design and Bibliographic Control.

The first full-day session was held at [Beijing Normal University Library](#). About 170 Chinese academic librarians attended the session. They asked many questions and showed great enthusiasm and appreciation for the opportunity of learning from their U.S. peers. The second full-day session was conducted in a discussion format at [Beijing Foreign Studies University Library](#). Around 40 mid- to upper-level managers from Beijing academic libraries joined the forum. The topics discussed ranged from electronic resource management to research data management, next generation library system, and library and librarian's role and place in the digital age. It was an active and engaging session and both the team members and the attendees enjoyed it very much.

Though CALA members have presented for BALIS for the past several years, this was the first time CALA sent a team to BALIS on an official

visit. Last year, CALA and BALIS signed a three-year agreement launching the official cooperation between the two organizations. Under these auspices, training will also be held in other formats online. CALA/BALIS collaboration is part of CALA's efforts stated in CALA's five year Strategic Plan in international outreach and collaboration. Other international activities included IMLS Think Globally Act Globally Grant, regular participation of the Annual Conference of the Library Society of China, and CALA 21st Century Librarian Seminar Series, which started in 2006. CALA 21st Century is the first international outreach and for the past 11 years, CALA has held a series of joint conferences with several Chinese counterparts including Yunnan Provincial Library Commission, universities in Changchun and Shanxi Provinces, and libraries in Shanghai. For more information, please visit <http://www.cala-web.org>. CALA is an official affiliate of ALA.

*Have you participated in a visit or exchange with international librarians? Consider submitting a report for International Leads.*



Members of CALA visiting Beijing pose with their hosts.



Attendees at the CALA/BALIS two-day training seminar.

# International Library Profile: Bernice Nachman Marlowe Library

## American University of Afghanistan, Kabul, Afghanistan

By Hamayoun Ghafouri, American University of Afghanistan, [hghafouri@auaf.edu.af](mailto:hghafouri@auaf.edu.af)  
and Rebecca Miller, BiblioDev, LLC, [rmiller@bibliodiv.com](mailto:rmiller@bibliodiv.com)

When the [American University of Afghanistan](#) (AUAF) started its operation in 2006 the [library](#) was in a classroom with a small computer lab of six computers. There were two full time staff and one work study student working in the library. By August 2008 the library had around 4,000 items. In November 2008 the library moved into its new setting, a renovated space funded with the major financial support of Ms. Ann Marlowe, and the library was named in honor of her mother, Ms. Bernice Nachman Marlowe, who was a librarian. The space has one large common area with several tables and open access to the circulating print collection, a room dedicated to the law collection, four quiet study rooms, one computer lab, one copy center, and two offices for staff. When the university expanded and opened the International Campus, a classroom in the Women's Center building became the Branch Library, providing books and study space to the MBA and Master's in Education programs that were located there.

Over the last 10 years, the library has developed its collection to over 16,600 items and subscribed to some major databases, such as EBSCO, JSTOR, and ProQuest; to date, the AUAF Library is the only one in the country with this many database offerings. The library also manages the textbook circulation service for the students, with over 15,000 textbooks in stock and approximately 2,500 circulated on average per semester. The library uses

زمانیکه دانشگاه آمریکایی افغانستان فعالیت خود را در سال ۲۰۰۶ آغاز نمود، کتابخانه در یکی از صنفها دارای یک اتاق کوچک کامپیوتر که در حدود شش کامپیوتر داشت فعالیت میکرد. در ابتدا کتابخانه توسط دو کارمند رسمی و یک کارمند بالمقطع اداره میشد. در ماه اگست سال ۲۰۰۸ کتابخانه دارای ۴۰۰۰ هزار جلد کتاب بود. در نوامبر همین سال کتابخانه به ساختمان جدیدش که بخش عمده مصارف مالی آن توسط خانم آن مارلو پرداخته شده بود انتقال یافت و به خاطر ارج نهادن به حمایت مالی وی، نام کتابخانه را بنام مادر ایشان "برنیس ناچمن مارلو" که یک کتابدار بود نامگذاری شد. تعمیر جدید کتابخانه دارای یک سالون کلان برای مطالعه که دسترسی به تمامی کتابها را دارد می باشد. در کنار آن یک اتاق برای کتابهای حقوق، چهار اتاق برای مطالعه و تحقیق، دو دفتر کاری، یک اتاق برای کابی مواد درسی و یک اتاق کامپیوتر وجود دارد که محصلین از آن برای مطالعه و اینترنت کار میگیرند. با گشایش محوطه جدید دانشگاه و ساخت مرکز بین المللی انکشاف اقتصادی برای زنان افغان، یکی از صنوف آن برای کتابخانه اختصاص داده شد که برای محصلین پروگرام ماستری تعلیم و تربیه و اداره و تجارت در نظر گرفته شده بود.

کتابخانه دانشگاه آمریکایی در ده سال گذشته کتابها و منابع خود را به ۱۶۰۰۰ هزار جلد افزایش داده و عضویت مهمترین منابع معتبر اینترنتی مانند:

EBSCO, Jstor, ProQuest

را به دست آورده است. علاوه بر این، بخش خدمات توزیع کتب درسی برای محصلین نیز راه اندازی شد و در حدود ۱۵۱۹۴ جلد کتاب درسی در انبار این کتابخانه موجود میباشد که بطور اوسط ۲۴۵۱ کتاب در هر سمستر توزیع می شود. برای پیشبرد و مدیریت ثبت معلومات و ریکورد دانشجویان، کتابخانه از سیستم کتابداری آنلاین بنام "کوها" استفاده و خدمات به دانشجویان ارائه میکند. در حال حاضر این کتابخانه دارای نه کارمند میباشد و از هشت



View of the main reading room in the Main Library, AUAF. (Photo courtesy of AUAF.)

*Continued on page 17*



# International Library Profile continued... The Bernice Nachman Marlowe Library, AUAF

the [Koha online library system](#) to manage circulation and patron records, and to provide an online catalog. Currently there are nine people working in the library and it is open from 8am to 8pm, Sunday through Thursday, and Saturdays from 10am to 8pm. It is the most modern library in the country in terms of print resources and access to online resources.

The mission of the Bernice Nachman Marlowe Library at the American University of Afghanistan is to support the instructional and research needs of the AUAF community. To achieve its mission the library provides instruction in searching, research methods and information literacy through scheduled library classes and when requested for curriculum support. In addition to that, the library provides reference and research support services to all members of the American University of Afghanistan community. Moreover, the library has effective partnerships within the campus community, with outside academic institutions, and with library organizations to enhance library resources and services.

The university suffered a terrible terrorist attack to its Main Campus in August 2016, and the library was closed to students and faculty while the university leadership determined the next steps. The fall 2016 semester was offered online while the campus was repaired, and the library provided services to students and faculty through email and online support. The staff worked from the Branch Library on the International Campus, transporting textbooks from the Main Campus library to the other campus for students to pick up. After the Main Campus was fully restored, the Professional Development Institute (a component of the university) and other university administrative offices took over the campus; undergraduate and graduate classes remained on the International Campus. The library on the Main Campus is no longer accessible to students and faculty, and the staff faces challenges to provide adequate service while in its cramped location at the International Campus. The university is seeking donations to build a dedicated library and student center on the International Campus as part of its development plan.

Even though the library faces significant challenges with its current physical situation, it remains the most modern library in Afghanistan, offering a wide range of physical books and the most online databases. The staff remain dedicated to support the research and instructional needs of the AUAF students and faculty. The construction of a new dedicated building will greatly improve the ability of the library to support the mission of the university and continue to graduate the future leaders of Afghanistan.

صبح تا هشت شب از یکشنبه تا پنج شنبه باز میباشد و روزهای شنبه از ساعت ده صبح تا هشت شب بروی دانشجویان این دانشگاه باز است. قابل ذکر است که کتابخانه دانشگاه آمریکایی یکی از مدرن ترین کتابخانه در کشور میباشد که دارای منابع زیادی چاپی و کتابهای آنلاین می باشد.

ماموریت اساسی کتابخانه برنیس مارلو دانشگاه آمریکایی برآورده نمودن نیازمندی های دانشجویان در قسمت تهیه منابع تحقیق و آموزش می باشد. برای نیل به این ماموریت، کتابخانه برنامه های متعددی جهت آگاهی دهی به دانشجویان و استادان بمنظور دستیابی آسان به منابع و مآخذهای کتابخانه را راه اندازی نموده است. در کنار آن، کتابخانه برنامه دیگری تحت عنوان خدمات حمایتی تحقیق و منابع یابی را به دانشجویان و استادان معرفی نموده که هدف آن دسترسی و استفاده درست از منابع دانشگاه به منظور ارتقای دانش و مهارت شاگردان است. در ضمن، کتابخانه چه در داخل و چه در خارج، دارای روابط گسترده با نهادهای های اکادمیک و انجمن های کتابخانه ها برای ارتقا و انکشاف منابع و خدمات خود در تماس می باشد.

در ماه آگست سال ۲۰۱۶ کمپس اصلی دانشگاه آمریکایی هدف حمله بیرحمانه تروریستی قرار گرفت. و اکثر فعالیتهای دانشگاه به شمول کتابخانه برای مدتی متوقف شد. سمستر خزان دانشگاه به شیوه آموزش از راه دور "آنلاین" برگزار شد. کتابخانه نقش اساسی درین دوره که سمستر آنلاین در جریان بود بازی کرد. کتابخانه تا حدی ممکن کوشش کرد که مواد درسی را به شاگردان و استادان از طریق ایمیل و دیتابیس برسانند. در جریان این سمستر، تمامی فعالیتهای کتابخانه از کتابخانه کمپس جدید راه اندازی میشد. کتابهای درسی و دیگر مواد از کمپس کهنه به این کمپس انتقال داده میشد و بعد به دانشجویان توزیع میشد. بعد از آنکه دفاتر و صنوف درسی در کمپس کهنه آماده شد، بخشی از کارمندان و انستیتوت انکشاف مسلکی (که بخشی از دانشگاه است) به آن کمپس منتقل شد. دانشجویان دوره لیسانس و ماستری از ورود به کمپس کهنه محدود شدند و تمامی صنوف درسی این دو بخش در کمپس جدید تدریس میگردد. فعلا کتابخانه اصلی در کمپس کهنه قابل دسترسی به شاگردان و اساتید نمی باشد. اما رهبری دانشگاه تلاش میکند که یک کتابخانه جدید در محوطه اصلی دانشگاه ایجاد نماید.

با وجودی چالشهای زیادی که کتابخانه درین اواخر در قسمت مکان مناسب دارد، این کتابخانه هنوز هم به قوت خود تنها کتابخانه مدرن با ارایه کتابهای گوناگون و منابع انترنتی در کشور باقی مانده است. کارمندان این کتابخانه با کمال امانتداری متعهد به همکاری با دانشجویان و استادان دانشگاه در قسمت تهیه کتاب و مواد مورد نیاز برای پیشبرد تحقیق شان می باشند. با ساخت تعمیر جدید کتابخانه در آیندهای نزدیک، نقش این کتابخانه را در قسمت برآورده نمودن ماموریت دانشگاه آمریکایی که آموزش رهبران آینده کشور است را بیشتر می سازد. آقای همایون غفوری در کتابخانه برنیس ناچمن مارلو از سال ۲۰۰۸ بدینسو کار میکند. وی فعلا بحیث معاون دایرکتر کتابخانه مشغول کار است. برای تماس با ایشان، لطفا به این آدرس ایمیل بفرستید:

[hghafoori@auaf.edu.af](mailto:hghafoori@auaf.edu.af)

داکتر ربیکا میلر دایکتر کتابخانه دانشگاه آمریکایی از سال ۲۰۱۶-۲۰۱۴ بود

*Hamayoon Ghafoori has worked at the Bernice Nachman Marlowe Library (AUAF) since 2008. He is currently the Assistant Director. Dr. Rebecca Miller was the Library Director at the Bernice Nachman Marlowe Library from 2014-2016.*

*Do you work in a library outside of the United States? We would like to profile it! Contact the editors at [ala.intl.leads@gmail.com](mailto:ala.intl.leads@gmail.com).*



# International Library Partnerships Profile: University of Freiburg (Germany) and Penn State University (USA)



By Mark Mattson, Penn State University Libraries  
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Early this year the [Universitätsbibliothek Freiburg](#) and [Penn State University Libraries](#) began to explore the possibility of a sister library relationship. The potential for the partnership emerged from a wider Freiburg/Penn State partnership, a key part of the [Penn State Global Engagement Network](#). A further incentive for the establishment of a partnership was the opportunity to participate in the sister library program co-sponsored by the [American Library Association \(ALA\)](#) and the [Bibliothek und Information Deutschland \(BID\)](#), which was announced at the end of 2016. The goal of the ALA/BID program is to bring the American and German library communities closer together through collaborative efforts, knowledge, and information sharing, which matches with the goals of both libraries and the Penn State's Global Engagement Network.

Initial contact was made via university-wide relationship representatives at each university. Next, we arranged a video conference between Dr. Antje Kellersohn, Direktorin Universitätsbibliothek Freiburg, Chris Avery, Senior Director of Commonwealth Campus Libraries and Strategic Projects, and myself. This first introductory meeting was to gauge the viability of a partnership. We determined that the sister library partnership was a good match and worth pursuing, given the two libraries' current strategic interests and similarities in organization and scope. Since the initial meeting, the partners have begun to participate in some joint programming. For example, Freiburg staff participated in Penn State Libraries Community of Practice's Instruction Showcase, the partners regularly exchange libraries-based news, and ma-

terials from Freiburg are currently being featured in an Academic Libraries Around the World exhibit in the Penn State Libraries.

In October, I traveled to Freiburg for a first visit. During this trip I had the opportunity to give a presentation about the Penn State Libraries to Freiburg faculty and staff. I was also able to tour the Freiburg libraries, meet with several project teams, and seek out areas of common interest. Dr. Antje Kellersohn is planning to visit Penn State during the summer of 2018.

Some of the areas of common interest that the partnership will soon begin to explore are: digitization, media commons and commons areas, systems development and IT, open access, and economics and business librarianship. This will expand the partnership into many departments within each library and bring more of our colleagues together. It is also the goal of the partnership to find further ways to collaboratively support the non-libraries research projects which are a part of the wider university-to-university relationship.

At this time, the groundwork for the partnership has been established and further progress is anticipated. One of the challenges in establishing the partnership that we have found is negotiating differences in time zones and academic calendars. Further, both libraries are very involved both regionally and nationally within the profession, which makes wrangling schedules for meetings with multiple colleagues at each institution somewhat difficult. In order to better facilitate the partnership across time zones and full schedules, we are experimenting with online collaboration and project management tools.

One key lesson that I have learned through the course of establishing this sister library relationship is that there is no substitute for an in-person visit to move the partnership forward. Video conferencing makes collaboration at a distance easier, but it is not a substitute for visiting your partner library and connecting with your international colleagues face-to-face. From my experience, an in-person visit can build excitement for the partnership, demonstrate a com-



Mr. Mark Mattson (left) presents a gift to Mr. Franz Leithold, Deputy Director, Universitätsbibliothek Freiburg.

mitment to the relationship, and establish important personal connections in a way that virtual meetings are unable to replicate.

While in many ways the Universitätsbibliothek Freiburg/Penn State University Libraries sister library partnership is just beginning, it shows strong promise for being mutually beneficial in terms of knowledge sharing, joint programming, and perhaps in the future, collaborative projects.

*Are you interested in learning more about international library partnerships? Would you like to start a partnership, but don't know where to begin? Visit the [IRRT Sister Libraries webpage](#) for more information. Libraries are waiting for partners!*

# IRRT Member Update: Susan Schnuer Retires from Mortenson Center, Joins EIFL

Susan Schnuer announced in October that she will be retiring from her position as Associate Director of the Mortenson Center for International Library Programs (University of Illinois, Urbana-Champaign) at the end of this year. Ms. Schnuer is a familiar face at ALA and IFLA, having represented the Mortenson Center for 25 years. She is an [IRRT Notable Member](#), and has been a member of ALA since 1993.

Ms. Schnuer will still be active in the international library arena, in a specialized leadership role. She has accepted a position with EIFL as a Public Library Innovation Programme Capacity Building Manager. She will be working with library authorities in Africa to institutionalize continuous professional development for public librarians.

The following announcement from Clara M. Chu, Director of the Mortenson Center and Mortenson Distinguished Professor, recognized Ms. Schnuer's contributions to international librarianship:

It is with mixed emotions that I share with you that Susan Schnuer, who has worked with the Mortenson Center for International Library Programs for 25 years and is Associate Director, will be retiring at the end of December to accept the position of Public Library Innovation Programme Capacity Building Manager with [EIFL](#) (Electronic Information for Libraries), starting in 2018. At EIFL Susan will join the Public Library Innovation Programme team and be working with library authorities in Africa on institutionalizing continuous professional development for public librarians.

This is a wonderful opportunity for Susan to apply lessons from the current Gates leadership grant where she is PI and build on the many experiences working at the Mortenson Center, including serving as PI for seven

of the Center's awards, totaling over \$2 million. Her extensive experience with leadership programs will be applied in grassroots library development work focusing on sustainability and impact, a great match for her professional skills and interests. We are excited that her new work will expand on the achievements of the Center's SILL leadership grant, which she spearheaded as the PI: <https://www.library.illinois.edu/mortenson-leadership/>. Susan has worked with EIFL in the past providing expert advice and consultation.



Susan began her career as a bilingual education teacher in the Boston area then worked as a trainer for a number of years at the National Clearinghouse for Bilingual Education in Washington D.C. At the Mortenson Center, Susan's focus has been to develop and deliver high quality professional development programs that meet the specific needs of a library community. She has worked on country specific professional development projects in Bhutan, Colombia, Costa Rica, El Salvador, Ghana, Guatemala, Haiti, India, Kazakhstan, Latvia, Myanmar, Nepal, Nicaragua, Nigeria, People's Republic of China, Romania, Russia, South Africa, Uganda, and Vietnam. Susan has been invited to present at meetings and conferences worldwide on a full range of library-related topics.

At the University Library, Susan's contributions have been many. These include developing staff development and training programs, mentoring many colleagues and planning an AP mentoring program, enhancing grant writing support, and planning of library retreats and engaged strategic planning processes. More recently, she has been instrumental in the efforts to form the Library Committee for Academic Professionals (L-CAP) to support the representation of academic professionals in library decision-making, and to develop a process for promotion of APs. She is its founding and current Chair.

Susan has been actively involved for many years with the International Relations Round Table (IRRT) of the American Library Association (ALA), and served on the Standing Committees of several Sections of the International Federation of Library Associations and Institutions (IFLA). She has been honored with a number of awards, including the John Ames Humphry/OCLC/Forest Press Award for International Librarianship by the IRRT-ALA in 2013, the IFLA Scroll of Appreciation for her distinguished service to the international library community especially for inspiring and developing the next generation of library leaders in 2015, and the University Library's Outstanding Academic Professional Award in 2015.

Susan will be greatly missed by her colleagues at the [Mortenson Center](#) and at the Library at the [University of Illinois at Urbana-Champaign](#), but we are so grateful for the leadership she has shared with us all these years, touching not only many corners of the world but also the lives of her library colleagues.

*We wish Susan all the best in her new endeavor!*