



## MINISTRY OF EDUCATION

### POLICY ON NATIONAL SCHOOL LIBRARY

#### CONTENTS

SL. NO.	TOPIC	PAGE
1.0	BACKGROUND	2 - 5
2.0	RESOURCES MANAGEMENT	6 - 11
3.0	HUMAN RESOURCES	12 - 13
4.0	SCHOOL LIBRARY PROGRAM AND ADVOCACY	14 - 15
5.0	SCHOOL LIBRARY MONITORING AND EVALUATION	16 - 17
6.0	GUIDELINES	17
8.0	EFFECTIVE DATE	17
9.0	REVIEW DATE	17
10.0	KEY SEARCH WORDS	17
11.0	APPROVED BY THE MINISTER FOR EDUCATION	17
12.0	APPENDIX	18 - 22
13.0	BIBLIOGRAPHY	23

## **1.0 BACKGROUND**

*A school library should be managed within a clearly structured policy framework that recognises the library as a core resource and centre for reading and enquiry (The IFLA School Library Guidelines, 2015) and acts as an overarching guideline for the establishment and development of school libraries of Fiji and should reflect the vision, mission, values, guiding principles, and responsibilities of the Ministry of Education (MOE Denarau Declaration, 2023).*

- 1.0.1 School libraries globally, in its various manifestations, are expected to share a unified objective of enhancing “teaching and learning for all” as stated by the IFLA/UNESCO School Library Manifesto (1999). The manifesto articulated as “Governments, through their ministries responsible for education, are urged to develop strategies, policies and plans that implement the principles of this Manifesto.”
- 1.0.2 School library staff are anticipated to advocate equitable opportunities for all and uphold the values of the United Nations Declaration of the Rights of the Child (1959), the United Nations Convention on the Rights of the Child (CRC, 1989), and of the Core Values of IFLA (IFLA, 2025).
- 1.0.3 Fiji’s School Education System rooted in the four Education Divisions and nine Education Districts. 2023 Denarau Declaration: Fiji National Education Policy Framework 2024-2033 strategized the importance of libraries and librarians as well as for sustainable development of libraries.
- 1.0.4 The school library should be valued as an imperative component in teaching and learning that equip students with life-long learning skills, and enable them to become responsible citizens, as well as play a catalytic role in achieving the sustainable development goal 4 (SDG4).
- 1.0.5 The National Curriculum Framework, Financial Framework, and 2023 Denarau Declaration dictate the importance of school libraries and librarians.

## **1.1 PURPOSE**

- 1.1.1 The purpose of this policy is to provide clear guidelines and framework to all schools registered under the Ministry of Education (hereinafter referred to as MOE) to ensure accessible and quality school library services that supports conducive learning and teaching environment.

## **1.2 SCOPE**

- 1.2.1 This policy framework applies only to the registered school libraries or library corners.
- 1.2.2 The registered school libraries are defined as Early Childhood Care and Education (hereinafter referred to as ECCE) Center Library Corners, Primary School Libraries, Secondary School Libraries, and Special School Libraries.

### 1.3 GUIDING PRINCIPLES

- 1.3.1 UNESCO/IFLA School Library Manifesto, and 2023 Denarau Declaration shall be applied as the guiding principle for achieving the United Nations Sustainable Development Goal 4 (SDG4).
- 1.3.2 This framework is aligned to the UNESCO/IFLA School Library Manifesto, and 2023 Denarau Declaration for the sustainable development of school libraries as stated below.
  - 1.3.2.1 Support and enhance MOE educational vision and mission as outlined in the 2023 Denarau Declaration;
  - 1.3.2.2 Develop and sustain in students the habit and enjoyment of reading in English and vernacular and learning through research, and the use of libraries;
  - 1.3.2.3 Offer opportunities for experiences in creating and using information for knowledge, understanding, imagination and enjoyment;
  - 1.3.2.4 Support all students in learning and practising skills for evaluating and using information, regardless of form, or medium, including sensitivity to the modes of communication within the community;
  - 1.3.2.5 Provide access to local, regional, national and global up to date quality resources and opportunities that expose students to diverse ideas, experiences and opinions;
  - 1.3.2.6 Organise activities that encourage cultural and social awareness;
  - 1.3.2.7 Work with students, teachers, administrators, parents and other stakeholders to achieve the mission of the school and MOE;
  - 1.3.2.8 Embrace the concept that intellectual freedom and access to information are essential to be effective, productive, and responsible citizens;
  - 1.3.2.9 Promote reading and the use of school library resources and services to the school community to build up their critical thinking, literacy, and numeracy skills.

### 1.4 DEFINITIONS

- 1.4.1 **Schools:** all registered ECE centres, Primary, Secondary and Special schools.
- 1.4.2 **School Library:** a building or special room having appropriate library resources that provide conducive environment to the school communities.
- 1.4.3 **School Communities:** refers to students, teachers, administrative staff, school management, counsellors, and stakeholders of a school.

- 1.4.4 **Government Funded Resources:** are acquired through Government Grants or provided by Library Services of Fiji (LSF) budgetary allocations.
- 1.4.5 **Free Education Grant (FEG):** is provided to a school (primary or secondary) based on the school roll or enrolment by the MOE for the purpose of facilitating administration and office operations; building and compound maintenance; IT, Computers, and other materials; library and textbooks; physical education, arts, music and science equipment; teaching and learning materials.
- 1.4.6 **School Library Committee:** that is responsible for overall development of school library.
- 1.4.7 **Collection Development and Management:** means to enhance and update the resources by applying the systematic process of evaluating, selecting, procuring, managing, and weeding.
- 1.4.8 **Rules and Regulations:** a framework that is developed by the School Library Committee to guide the users on the loaning, handling, safe keeping of resources, and the like.
- 1.4.9 **Resource based Learning:** means learning using resources such as books and internet access which will assist students to explore the concepts and philosophies for the purpose of education and learning.
- 1.4.10 **Access:** refers to the availability of information in various formats such as prints (books), Information technology, audio and visual that can be accessed for learning purposes.
- 1.4.11 **Pacific Resources:** refers to the resources that are produced or published locally by a local author who is responsible for the production of resources.
- 1.4.12 **Library Resources:** means a collection of hardcopy and online resources of data and learning material available through the library service for the use of staff and students.
- 1.4.13 **Library Consortia:** A library consortium is a collaborative assembly of libraries that unites to share resources, minimize expenses, and enhance library services. They function at multiple tiers, ranging from local to international, and frequently concentrate on improving information access, disseminating electronic resources, and providing professional development opportunities for library personnel.

## **1.5 RELEVANT LEGISLATIONS**

This policy should be read in conjunction with the following legislations:

- 1.5.1 The Constitution of the Republic of Fiji, 2013
- 1.5.2 Education Act, 1978
- 1.5.3 Finance Management Act, 2004
- 1.5.4 General Orders, 2011
- 1.5.5 MOE Financial Manual, 2013
- 1.5.6 Civil Service Code of Conduct, 1999
- 1.5.7 UNESCO and International Federation of Library Association
- 1.5.8 Education Sector Strategic Development Plan 2015-2018
- 1.5.9 Information Act, 2018
- 1.5.10 Copyright Act, 1999
- 1.5.11 Intellectual Property Right Decree
- 1.5.12 Traditional Knowledge and Traditional Expression of Culture Bill
- 1.5.13 National Research Council Act, 2012

## 2.0 RESOURCES MANAGEMENT

*The school library must ensure sustained financial resources for having qualified staff, resources, technologies, and infrastructure, and free of charge access to its communities.*

### 2.1 SCHOOL LIBRARY COMMITTEE AND FINANCIAL RESOURCES

- 2.1.1 MOE, through the LSF department shall ensure a well-equipped library and a full-time library staff in every school.
- 2.1.2 Head of School (HOS)/Principal shall appoint a School Library Committee (hereinafter referred to as SLC) to oversee the welfare and function of the school library.
- 2.1.3 The formation and activation of SLC shall be ensured by the Education District Office.
- 2.1.4 The SLC shall comprise of the Head of School (hereinafter referred to as HOS), Head of Departments (hereinafter referred to as HODs), School Manager, School Treasurer/Bursar, Parents and Teachers Association Representative, Student Council Representative, and School Librarian.
- 2.1.5 Head of School/Principal shall chair the SLC meeting and School Librarian acts as Secretariat.
- 2.1.6 SLC shall ensure the formulation and the implementation of sound and clear rules and regulations of the school library. Such rules and regulations shall safeguard the users and the resources in the library. The rules shall reflect the intended use of the school library. School library shall be strictly used for the sole purpose of reading, learning and conducting research.
- 2.1.7 The regulations shall clearly define the role of the users (students/teachers) and the librarian.
- 2.1.8 The SLC shall meet at every school term after receiving the Free Education Grant (hereinafter referred to as FEG) from MOE and determine the provision of relevant resources and oversee the sustainability and accountability of the resources in the library. The 10% FEG shall be utilized under the allowable expenditures as stated in the following Table.

Allocation Category	Allowable expenditures included in this Category	% of Grant that must be spent on this allocation
Library	Library books, library furniture, library staffing, cataloguing, and labelling, hardware (computers/ laptops, projector/interactive TV, printer), software (Koha/Librerika) and databases (Britannica Online Encyclopedia, and the like), Other library costs.	10%

- 2.1.9 The schools with less FEG because of low roll may develop their school library services in phases.

## 2.2 SCHOOL LIBRARY LOCATION AND SPACE

There is no universal measurement for school library facilities, but it is useful and helpful to have some kind of formula on which to base planning estimates so that any new or newly designed library meets the needs of the school in the most effective way. A possible sketch of a standard school library floor plan is illustrated as in **Appendix 1**.

- 2.2.1 All schools shall have a special room set-up or organized in a manner that allows students to interact with library books on a daily basis. This room shall be a centralized room with learning resources of different formats (in print, Audio-Visual and electronic/online/digital).
- 2.2.2 Library building dimension may differ in size according to the school roll. For a roll of 200 - 500 students or more, the minimum required standard size of the library shall be two standard classroom sizes (8m x 8m) x 2.
- 2.2.3 For a roll of 100 students and less, the minimum required standard size of school library shall be a standard classroom size which is 8m x 8m.
- 2.2.4 To avoid the space constraints and to develop as more than one facility in one room (library and computer lab in one room), the schools shall apply multipurpose facilities approach.

The following considerations need to be included in the planning process:

- ❖ central location, on the first floor to avoid the natural disaster (flooding) if possible.
- ❖ accessibility and proximity, being close to all teaching areas.
- ❖ noise factors, with at least some parts of the library free from external noise.
- ❖ appropriate and sufficient light, both through windows and artificial light.
- ❖ appropriate room temperature (Example: air-conditioning, heating) to ensure good working conditions all year round as well as the preservation of the collections.
- ❖ appropriate design to meet the special needs of disabled library users.
- ❖ adequate size to give space for the collection of books, fiction, nonfiction, hardback and paperback, newspapers and magazines, non-print resources and storage, study spaces, reading areas, computer workstations, display areas, staff work areas and a library desk.
- ❖ flexibility to allow multiplicity of activities and future changes in curriculum and technology.

## **2.3 COLLECTION DEVELOPMENT AND MANAGEMENT**

- 2.3.1 The collection development and management guidelines shall address the identified gaps in the library collection and define the suitable and current resources for school communities through purchase, subscription, donations, gifts, and weeding of resources.
- 2.3.2 Selection of Resources (Print, Audio-Visual, Braille Books, and Electronic/Online/Digital)
  - 2.3.2.1 The relevant and current resources shall be selected to update or build the following collections such as Reference, Pacific, Easy Readings, Fiction (Adult and Junior), Non-Fiction (Adult and Junior), Magazines, Reports, Newspapers, Audio-Visuals, Braille books, Electronic/Online/Digital resources, and the like.
  - 2.3.2.2 The resources (print, audio-visual, braille and electronic/online/digital) shall be selected in consultation with HODs or Subject experts.
  - 2.3.2.3 Teaching staff through their HODs may suggest the relevant and current resources to a subject or course.
  - 2.3.2.4 School Librarian in concurrence of HOS/Principal may also select the resources to develop and update the reference and pacific collections only.
- 2.3.3 Acquisition of Resources (Purchase, Subscription, and Donations)
  - 2.3.3.1 School Librarian through the Treasurer/ Bursar shall be responsible to place orders for purchasing or subscribing the selected print, audio-visual, braille and electronic/online/digital resources after the endorsement of SLC chair (HOS/Principal).
  - 2.3.3.2 The Government and MOE guidelines must be followed to procure the school library resources.
  - 2.3.3.3 All library resources shall be acquired at the discretion of the HOS/Principal in consultation with the HODs, and in accordance with the levels of authority defined in the associated policies/guidelines and budgetary provision.
  - 2.3.3.4 The acquisition of library resources must reflect the curriculum as well as the users' interests, culture, and diversity.
  - 2.3.3.5 All schools should ensure electricity/solar-powered facilities or digital devices (Computers, Laptops, Tablets, TV and the like), and Internet in their libraries to access audio-visual or bibliographic/full-text databases of electronic/online/digital library resources, as well as instruction-related computer software packages as part of their digital library initiatives.
  - 2.3.3.6 School libraries may join the National Library Consortia to access wide range of electronic/online/digital library resources on reduce cost to improve school library services by ensuring the digital devices and internet access.



- 2.3.3.7 Donated resources must be age appropriate (not older than 10 years) and their quality, relevancy, and condition shall be assessed by HODs and approved by SLC chair for inclusion in the library collection.
  - 2.3.3.8 The resources procured through FEG - library allocation or received through LSF fund and donations shall be recorded in the standard recording system such as Library Accession Register and Library Software for further auditing purpose.
  - 2.3.3.9 All financial records (such as purchase invoices, receipts, bills, and the like) shall be filed for further reference of auditor and retained for a period of 7 consecutive years before archiving.
- 2.3.4 Resources Management (Cataloguing, Classification, Metadata, End Processing) and Accessibility
- 2.3.4.1 International standard or internationally accepted tools/best practices (Cataloguing: AACR2, Subject Heading: LCSH/Sears List, Classification: DDC/LCC, Book Number: Cutter's Table, Metadata: MARC21, and the like) shall be applied to manage resources.
  - 2.3.4.2 A reasonable collection of book resources should comprise ten (10) books per student.
  - 2.3.4.3 The school with a roll of 150 students and below shall have at least 1500 relevant and updated items to ensure a wide balanced book stock for all ages, abilities, and backgrounds.
  - 2.3.4.4 At least 60% of the stock should consist of curriculum-related non-fiction resources.
  - 2.3.4.5 All schools shall ensure the 24/7 accessibility of bibliographic/ full-text electronic/online/digital resources via Online Public Access Catalogue (OPAC), Website, One Search platform, and other means, for students and staff learning, teaching, and research.
  - 2.3.4.6 School communities must abide by the copyright laws while copying and reproducing contents or keeping library resources as backup in electronic/digital format. To know more, please, follow the link: <https://www.laws.gov.fj/Acts/DisplayAct/1108>.
- 2.3.5 Weeding and Culling
- 2.3.5.1 Culling or weeding of resources shall be done to ensure that obsolete resources are not condoned in school libraries. Damaged or defaced resource shall also be identified. This process will also identify which collection needs to be updated or replenished.
  - 2.3.5.2 Upon the recommendations of HODs, SLC may decide the removal of out-dated, worn-out, and irrelevant resources from the collections considering the

lifespan/published date (older than 10 years) or replacement of damaged resources.

## **2.4 Services and Infrastructure Support**

### **2.4.1 Library Automation and Consortia**

2.4.1.1 Library automation means the using of technologies (computers, library management software, local area network, barcode, and the like) to streamline and improve numerous library operations like cataloguing, circulation, OPAC, acquisitions, ultimately enhancing the library's efficiency and accessibility for school communities.

2.4.1.2 The cost-effective options shall be implemented to improve library operations. The Open-Source Software (Koha Library Management Software) may be a good cost-effective example in this regard.

2.4.1.3 Another cost-effective option for all the school libraries is a library consortia. Under LSF, the development of a National Library Consortia shall be initiated to oversee the subscription of electronic/online/ digital learning, teaching, and research resources as all the school libraries will share resources on reduced cost to improve library services.

### **2.4.2 Membership, Loan, and Fine Management**

2.4.2.1 School library shall devise an appropriate procedure (Membership Form, Software Registration, and the like) to provide free school library membership to school communities as well as manage the member's books loaned out records or history (Books Loan Register/ Borrowing Records).

2.4.2.2 Registered members are entitled to borrow books from the following collection only.

<b>Borrower</b>	<b>Collection</b>	<b>Number</b>	<b>Days</b>
Students	Fiction, Non-Fiction & Easy Readers	2	14
Staff	Fiction, Non-Fiction & Easy Readers	4	14

- 2.4.2.3 The books shall not be loaned from Pacific, Reference, Audio-Visual, Periodical and Game collections. The books from these collections shall be accessed within the school.
- 2.4.2.4 All overdue loans shall be noted, and a recall notice shall be sent out to users.
- 2.4.2.5 All overdue, damaged, and lost resources fines determined by the SLC, shall be collected, receipted, and deposited under the FEG Library Allocation.
- 2.4.2.6 The current cost of damaged and lost resource shall be incurred to the user, or the same resource shall be replaced if the user is unable to bear the current cost of damaged and lost resource.

### **3.0 HUMAN RESOURCES**

*The school librarian is a full-time professional qualified staff responsible to manage the school library and to collaborate with all members of the school community, and act as a liaison between the school and other organizations, such as the public library.*

#### **3.1 SCHOOL COMMUNITIES**

- 3.1.1 The school library shall serve to the following school communities: students, teachers, administrators, library staff, schools management, counsellors as well as parents. The primary users include students, teachers, administrators, and counsellors.

#### **3.2 SCHOOL LIBRARY STAFF**

- 3.2.1 All Schools shall ensure that there is a full-time qualified School Librarian (Diploma in Library and Information Science or Certificate in Library and Information Science plus at least one year experience in the library field).
- 3.2.2 Non-paid personnel (Student's Attachments, Volunteers, School Library Monitors, and the like) shall not serve as substitutes for paid staff; nevertheless, they may provide support under a contractual agreement that establishes a formal structure for their participation in school library activities.
- 3.2.3 School library monitors are students from each class that shall be selected and rotated on each mid-term to assist library staff in managing library tasks and conducting library classes. These school library monitors may be inspired to pursue a fulfilling career in Librarianship in the future (**Appendix 2**).

#### **3.3 QUALITIES AND SKILLS OF THE SCHOOL LIBRARY STAFF**

- 3.3.1 The fundamental qualities and skills expected from the school library staff can be defined as follows:
  - 3.3.1.1 Abilities: communicate positively and open-mindedly with school communities; understand the needs of library users; cooperate with individuals and groups inside and outside.
  - 3.3.1.2 Knowledge: understanding of cultural diversity; learning methodology and educational theory; information skills and of how to use information; the materials which compose the library collection and how to access it; child literature, media, and culture.
  - 3.3.1.3 Skills: management and marketing; information and communication technology.

#### **3.4 ROLE AND RESPONSIBILITIES OF SCHOOL LIBRARIAN**

- 3.4.1 The school librarian's main role is to contribute to the vision, mission, values, and goals of the school. Therefore, the school librarian shall perform the following duties:
  - 3.4.1.1 Create an attractive, welcoming, and accessible atmosphere for leisure and learning, free from fear or bias.

- 3.4.1.2 Manage the planning, administrative and budgetary functions of library and information services.
- 3.4.1.3 Provide effective access to library collections and resource.
- 3.4.1.4 Maintain the organization of library materials.
- 3.4.1.5 Provide library services in response to the information needs of library users.
- 3.4.1.6 Provide and lead reading campaigns and the promotion of child literature, media, and culture.
- 3.4.1.7 Analyse the resources and information needs of the school community.
- 3.4.1.8 Catalogue and classify library materials, instruct in library use, information knowledge and information skills.
- 3.4.1.9 Build networking and partnership with external organisation.
- 3.4.1.10 Perform other related duties from time to time.

### **3.5 PROFESSIONAL TRAINING AND DEVELOPMENT OF THE SCHOOL LIBRARY STAFF**

- 3.5.1 The school shall motivate the library staff to upgrade their professional qualifications applying some possible provisions.
- 3.5.2 Teacher librarian shall upgrade their qualification in library and information science area to be considered as full-time qualified school librarian.
- 3.5.3 The library staff shall participate at least two times in the quarterly professional training and development programmes such as training, workshops, refresher programmes, webinars, conferences and the like on the basic/advanced library management and technologies areas offered by the LSF or reputed international associations and organisations.
- 3.5.4 School librarians shall also be responsible to train the staff and library monitors or conduct library awareness sessions during the term break or school library week.
- 3.5.5 School librarians' annual performance assessment shall be conducted by the SLC chair.

#### 4.0 SCHOOL LIBRARY PROGRAM AND ADVOCACY

*The school library is essential to the educational process, while the school librarian serves as an advocate who promotes, supports, and markets the library activities.*

##### 4.1 SCHOOL LIBRARY PROGRAMMES

- 4.1.1 All schools shall design the programmes specifically for the purposes of school library development. The following school library development programmes: *information literacy for all, information resources availability for users, and information and knowledge dissemination for users are vital to exercise democratic and human rights.*

The following contextual actions are required for the school library development programmes.

- 4.1.1.1 develop and publish guidelines for school libraries programmes.
  - 4.1.1.2 provide model libraries to demonstrate 'best practice'.
  - 4.1.1.3 establish SLC at every school (2.1.1).
  - 4.1.1.4 design a formal framework for cooperation between school libraries and public libraries through LSF.
  - 4.1.1.5 initiate and offer professional school librarian training programmes (3.5.3).
  - 4.1.1.6 conduct school library programmes such as Library Classes, Reading Campaign (DEAR), Digital Literacy (including in remote/rural school libraries through solar-powered facilities), Emergency preparedness (Natural Disasters) and the like.
  - 4.1.1.7 design and initiate a range of school library activities in close cooperation of HOS/Principals, HODs, Teachers, Support staff, and Students, to achieve vision and mission of schools and MOE.
- 4.1.2 The school librarian in presence of teachers shall be responsible in conducting the library-based user education programmes (Library Classes, and DEAR programme) that are linked with the curriculum as well as in keeping teachers aware of the availability of resources in their subject areas so that the information could be shared with students who are engaged in assignments or projects.
- 4.1.3 In library-based user education programmes, three main teaching areas shall be considered: **knowledge** about the library, what is its purpose, what kind of services are available, how it is organised and what kind of resources it has; **skills** in information seeking and information using **motivations** for using the library in formal and informal learning projects.

##### 4.2 SCHOOL LIBRARY PROMOTION

- 4.2.1 The school library services and facilities shall be promoted actively to keep the target groups (HOS/ Principals, HODs, Teachers, Students, and parents) aware of its essential role as a partner in learning and as a gateway to all kinds of information resources.

- 4.2.2 The school library shall organise the advocacy events such as National Library Week, International Literacy Day, World Book and Copyright Day, Girit Day, Ratu Sukuna Day, Holiday Programmes, Exhibitions, Author visits and the like.
- 4.2.3 All the school library advocacy events shall be published through print media (newspapers, newsletters, and the like) and electronic/online/digital media (Radio, TV, website, social media, and the like).

## **5.0 SCHOOL LIBRARY MONITORING AND EVALUATION**

*The school library monitoring and evaluation are crucial for ensuring effective programs and services, demonstrating the library's impact on students and the school, and identifying areas for improvement.*

The LSF shall monitor and evaluate school libraries annually to ascertain the following:

### **5.1 COMPLIANCE/AUDIT/BOARD OF SURVEY**

- 5.1.1 All HOS/Principals must ensure that the library information in FEMIS is updated for monitoring purpose before finishing of each term.
- 5.1.2 Compliance/audit/board of survey shall be conducted annually as this will determine the stock of the school library collection. The compliance/audit/survey data collected must reconcile with the record and what is available on the shelves.
- 5.1.3 This survey shall also be seen as a means of monitoring and evaluation of resources, where the worn-out resources shall be written-off in the inventory books by SLC. This process will determine the need to replenish the collection on an annual basis.
- 5.1.4 Compliance of National School Library Policy
  - 5.1.4.1 Achievement of Vision, Mission, and Objectives of School and MOE.
  - 5.1.4.2 Library and Librarian
  - 5.1.4.3 FEG Utilization
  - 5.1.4.4 Adequate Resources Collections and Facilities
  - 5.1.4.5 Library Programmes, Classes, DEAR program, and the like
  - 5.1.4.6 New Resources, Facilities, and Equipment through purchase, subscription, and donations/gifts
- 5.1.5 Audit of School Library Government Funded Resources
  - 5.1.5.1 Accountability of all government funded resources.
  - 5.1.5.2 Cross check listed resources against the current book stock.
  - 5.1.5.3 Reconciliation transactions of books issued, overdue and unaccounted for or missing without records of borrowing.
- 5.1.6 Usage and Student's Access to School Libraries and Resources.
  - 5.1.6.1 Total library visits per member of the school community
  - 5.1.6.2 Loans per member of school community
  - 5.1.6.3 Loans per item (i.e. Turnover resources)
  - 5.1.6.4 Loans per opening hour (during school hour and after school)
  - 5.1.6.5 Reference enquiries per member of school community
  - 5.1.6.6 Total book stock per member of school community.
  - 5.1.6.7 Indicators - FEG utilization, resources, services, facilities, programme, challenges and way forward, and the like.



## 5.2 REPORTING AND AWARENESS

- 5.2.1 School librarian in consultation with SLC shall be responsible of compiling and sending of the school library term and annual report for the analysis to LSF so that the assistance could be determined and rendered by the LSF department (**Appendix 3**).
- 5.2.2 School librarian shall provide these school library term and annual report to the following units: Primary and Secondary/Districts, Curriculum, Advisory Services (CAS), Technical, Vocational Education and Training (TVET), and Finance for recording in MOE checklist when they visit the schools.
- 5.2.3 The consequences of breach of the policy may lead to the disciplinary action.
- 5.2.4 Awareness on this policy shall be conducted effective from the date of endorsement.
- 5.2.5 This policy shall be implemented in schools after a formal awareness programme conducted and should not take more than 1 school term.

## 7.0 GUIDELINES

All HOS/Principals/Librarian shall use this policy as a guideline for ensuring the equitable access to resources and the sustainable development of school libraries.

8.0 EFFECTIVE DATE: 21/05/25

9.0 REVIEW DATE: 21/12/27

## 10.0 KEY SEARCH WORDS

National School Library Policy, Free Education Grant, Resources Management Financial Resources, School Library Committee, Library Rules and Regulations, Collection Development and Management, Human Resources, School Library Programmes and Advocacy, School Library Monitoring and Evaluation.

11.0 APPROVED BY THE ACTING MINISTER FOR EDUCATION,  
HONOURABLE MR. MACIU KATAMOTU NALUMISA.



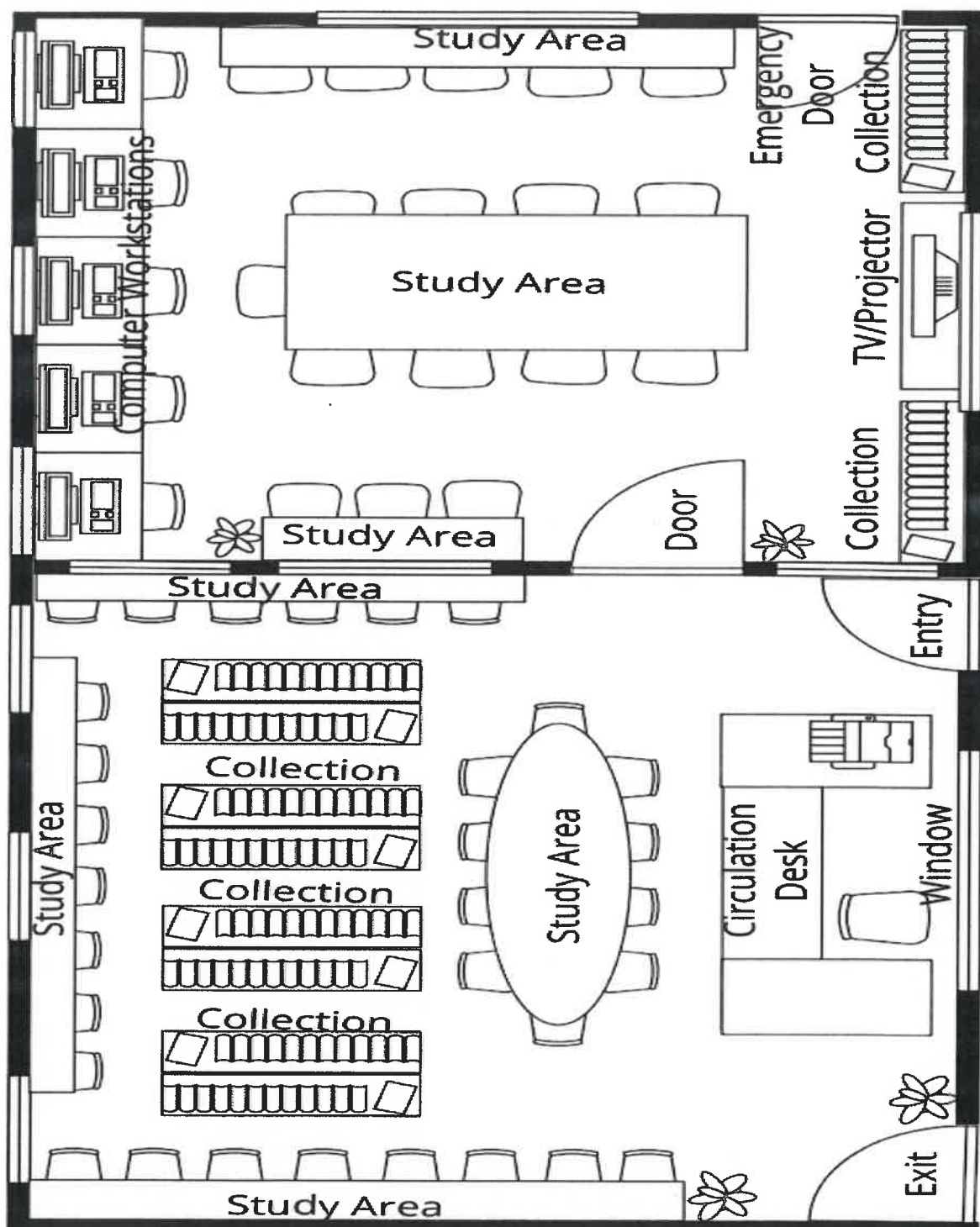
SIGNATURE

21/5/25

DATE

## APPENDIX 1

### A POSSIBLE SKETCH OF A STANDARD SCHOOL LIBRARY FLOOR PLAN



(Note: The above Possible Sketch of a Standard School Library Floor Plan designed by using Visual Paradigm Online <https://online.visual-paradigm.com/app/diagrams/#diagram:proj=0&id=1&type=FloorPlan&gallery=/repository/eb0e73db-0ed6-4966-89fc-4edbcfb4d078.xml&name=Library%20Floor%20Plan> Accessed on 01 May 2025)

## APPENDIX 2

### **LIBRARY MONITOR FROM EACH CLASS**

Library monitors are usually students who assist library staff in managing library tasks and conducting library classes. Library monitors from each class are selected and rotated on each mid-term.

#### **AIM OF LIBRARY MONITOR**

The aim of School Library Monitor is to ensure that students from each class get the chance to help and develop responsibility and at the same time gain hands on experience in maintaining a well – organised library. Not only gaining experience, but also develop a deep appreciation for the invaluable role the library staff play and instilling in them at the same time, the skills and passion that may inspire them to pursue a fulfilling career in Librarianship in the future.

#### **LIBRARY MONITOR DUTIES**

1. **Issuing and Returning:** Library monitors help students with the issuing and returning of books, ensuring proper records are maintained.
2. **Shelf Organization:** They assist in keeping books and other materials organized on the shelves in the correct order.
3. **Helping Students Find Resources:** Library monitors may guide students in locating books or materials they need for their studies, research and projects.
4. **Maintaining Quiet in the Library:** Monitors can help enforce quietness in the library or proper library etiquette by reminding students to keep noise levels low and respecting others.
5. **Book Maintenance:** They help with simple repairs to books or other library materials that are torn such as taping them together or cleaning.
6. **Preparing Displays:** Library monitors assist with creating bulletin boards, themed displays, or arranging new books to attract students' attention.
7. **Helping with Library Classes and Events:** They help with the organisation of library classes and library events like National Library Week Celebration, World Book Day & Literacy Day Celebration. They can assist in setting up, organising activities for children and the like.
8. **Assisting with Digital Technology:** If the library has computers or digital resources, monitors may help students with using them appropriately.
9. **Promoting Reading:** Library monitors might help encourage other students to read by promoting new books or suggesting titles.
10. **Cleaning and Maintenance:** Ensuring the library is kept clean, shelves are dusted including organizing materials like magazines or newspapers.

### APPENDIX 3

#### **SCHOOL LIBRARY MONITORING REPORTING TEMPLATE**

1. SCHOOL LIBRARY - YES [ ] NO [ ]

2. FEG UTILIZATION – Specify where you have utilized your library FEG?

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3. BOOK STOCK SURVEY

SL. NO.	COLLECTIONS	TOTAL NUMBERS
1	Reference	
2	Junior Reference	
3	Pacific	
4	Easy Readings	
5	Fiction (Adult and Junior)	
6	Non-Fiction (Adult and Junior)	
7	Magazines	
8	Reports	
9	Newspapers	
10	Audio-Visuals	
11	Electronic/Online/Digital resources	
12	Others	

4. FACILITIES STOCK SURVEY *(List all equipment and quantity)*

SL. NO.	COLLECTIONS	TOTAL NUMBERS
1	Chairs	
2	Tables	
3	Shelves	
4	Computers/Laptops	
5	Photocopier/Printer	
6	Projector	
7	Binding Machine	
8	Laminating Machine	
9		
10		

**5. NEW STOCK (BOOKS, FURNITURE, EQUIPMENT, ETC.) THROUGH PURCHASE OR SUBSCRIPTION**

SL. NO	ITEM	QUANTITY	DATE OF PURCHASED	COST
1				
2				
3				
4				
5				
6				
7				
<b>TOTAL COST</b>				

**6. NEW STOCK (BOOKS, FURNITURE, EQUIPMENT, ETC.) THROUGH DONATIONS/GIFTS**

SL. NO	ITEM	QUANTITY	DATE OF RECEIVING DONATIONS	COST (APPROX.)
1				
2				
3				
4				
5				
6				
7				
<b>TOTAL COST</b>				

**7. LIBRARY PROGRAMS**

NO	TITLE OF PROGRAM	OBJECTIVES/ OUTCOMES	STUDENT ACTIVITIES	DATE(S) IMPLEMENTED	FACILITATOR(S)
1	National Library Week				
2	International Literacy Day				
3	World Book & Copyright Day				
4	World Teachers Day				
5	Girmit Day				
6	Ratu Sukuna Day				
7					

**8.. DEAR PROGRAM** *(List only the year levels or classes that did not carry out the DEAR PROGRAM and also those who did not effectively implement it)*

WEEK	YEAR LEVEL	NAME OF TEACHER/ TPF	DEAR COMPLETED/ CARRIED OUT (YES/ NO)	DEAR EFFECTIVELY IMPLEMENTED (YES/ NO)	REMARKS (If ineffective and/or not carried out, state why?)	AREAS FOR IMPROVEMENT
1	9A 9B					
2						

**9. LIBRARY CLASSES** *(List only the year levels or classes that did not carry out the LIBRARY CLASS and also those who did not effectively implement it)*

WEEK	YEAR LEVEL	NAME OF TEACHER/ TPF	LIBRARY CLASS COMPLETED/ CARRIED OUT (YES/ NO)	LIBRARY CLASS EFFECTIVELY IMPLEMENTED (YES/ NO)	REMARKS (If ineffective and/or not carried out, state why?)	AREAS FOR IMPROVEMENT
1	9A 9B					
2						

**10. CHALLENGES/ WAY FORWARD**

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