The Role of the Librarian in Secondary School Libraries in Semien Gondar, Northern Ethiopia

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ABSTRACT

This study explores the role of the librarian in secondary school libraries within the area of Semien Gondar, or North Gondar, in the Amhara region of Ethiopia. The objectives of the research were to gain an understanding of the challenges faced by school librarians, and to consider the impact of the Ethiopian cultural context upon attitudes to books and the librarian's position. Key topics addressed include library provision; the librarian's daily routine; training and qualifications; perceptions of the librarian; the role of the principal or school director; and job satisfaction.

The research employed a qualitative approach, with six schools selected using a purposive sampling method. Semi-structured face-to-face interviews were used to gather data from both librarians and school directors. Interviews were conducted primarily in Amharic, with the use of an interpreter. Thematic analysis was chosen as the most suitable approach for data analysis: the interview transcriptions were coded and evaluated for common themes.

The study found that secondary school libraries in the Semien Gondar Zone suffer from a lack of adequate equipment, space and staffing. School librarians are not qualified and frequently lack any formal library-related training; in contrast, there is a strong desire for additional training. Many librarians feel that their position is low-status, poorly-paid and that there is a negative perception of the profession. However, despite these drawbacks, librarians expressed a high level of satisfaction with the work itself.

Recommendations based upon these findings include the provision of additional training for secondary school librarians, improving communication within the school and increasing the visibility of the library within the school and the wider community.

ACKNOWLEDGEMENTS

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LIST OF ABBREVIATIONS

ALA   American Library Association

BERA   British Educational Research Association

GER   Gross enrollment rate

GNI   Gross national income

IFLA   International Federation of Library Associations and Institutions

LISA   Library and Information Science Abstracts

LISTA   Library, Information Science and Technology Abstracts

NGO   Non-governmental organisation

OPAC   Online Public Access Catalogue

UN   United Nations

UNESCO   United Nations Educational, Scientific and Cultural Organization

UK   United Kingdom

USA   United States of America

1 INTRODUCTION

1.1 Research scope

This study aims to explore the role of the librarian within the Ethiopian secondary school library. This topic will be investigated with reference to school libraries in the Semien Gondar Zone of northern Ethiopia. There is little research specifically on Ethiopian school libraries, and this research aims to go some way towards changing this situation.

A comparative analysis of six different schools will allow the similarities and differences between their library provision to be explored. This will be achieved through semi-structured face-to-face interviews with the librarians and principals in each school.

1.2 Research structure

This introductory section (chapter 1) states the scope of the research, the research questions and research objectives, and includes contextual information relevant to the Ethiopian cultural context. A literature review was carried out (chapter 2) in which relevant literature was sought out and critically analysed. Topics explored include education and library provision; the role of the librarian; training and qualifications; perceptions of the librarian; the role of the principal; and job satisfaction.

The findings of the literature review informed the choice of methodology. Decisions made concerning research strategy, sampling methods, data collection, data analysis and ethical considerations are all described and justified (chapter 3). A combined results and discussion chapter was chosen as the most suitable way of presenting the research findings (chapter 4). The interview responses are analysed in the context of the issues explored within the literature review.

The conclusion (chapter 5) includes a summary of the key research findings, an exploration of the limitations of the study, recommendations for changes to be made, suggestions for future research and an assessment of how clearly each of the research objectives was met.

1.3 Research questions

The overall research question may be stated as:

What is the role of the librarian in Ethiopian secondary school libraries?

Contributing questions include:

- What factors impact upon library provision?
- What factors shape the work of the librarian?
- What training do librarians receive, and how are they appointed?
- How does the librarian perceive his or her own status within the school, and how is the librarian perceived by other staff members?
- What factors influence librarians' job satisfaction?

1.4 Research objectives

The objectives of the research are as follows:

- To gain a greater understanding of the circumstances and challenges affecting the school librarian in Ethiopia.
- To discover whether and how cultural differences and attitudes to books and reading impact upon the library service.
- To explore the ways in which the role of the school librarian in Ethiopia differs from the traditional western conception of the librarian.

1.5 Contextual notes

1.5.1 Geographical and administrative context

Ethiopia's structure of governance divides the country into a federation of nine regions. Each region is subdivided into zones, which are further divided into smaller administrative districts known as *woreda* (Yilmaz and Venugopal, 2008, pp. 2-4). The city of Gondar is a woreda lying within the Amhara region, and is considered a major urban centre (Federal

Democratic Republic of Ethiopia. Central Statistical Agency, 2012b). The 2007 Population and Housing Census recorded the population of Gondar city as 207,044 (Federal Democratic Republic of Ethiopia. Central Statistical Agency, 2007, p. 7). The city of Gondar lies within the broader administrative zone of Semien Gondar, or North Gondar (Federal Democratic Republic of Ethiopia. Central Statistical Agency, no date).

The schools contacted to take part in this research all lay either within the urban area of Gondar woreda, or within rural areas of the Semien Gondar Zone.

1.5.2   Amharic transcription, spelling and terminology

There is no consistent and accepted system of transcribing Amharic phonemes into the Roman alphabet (Zewde and Pausewang, 2002, p. 6). The romanisation of place names varies; this is the case even within official government documentation, where the city of Gondar may be romanised as either "Gondar" or "Gonder" (Federal Democratic Republic of Ethiopia. Central Statistical Agency, 2007). Spelling is used consistently within this study.

In Ethiopia, the principal or head teacher of a school is commonly referred to as the school director. Within this investigation, the term "principal" will mainly be used in discussion of the literature; the term "school director" will mainly be used in discussion of Ethiopian schools and interview responses.

1.5.3   Difference of calendar

The Ethiopian calendar uses a liturgical system based on the calendar of the Ethiopian Orthodox Tewahedo Church (Tafesse, 2008, p. 79). This results in a difference of more than seven years from the date as given in the Gregorian calendar used in Europe and other areas of the world (Bloomfield, 2007). The Gregorian calendar year 2016 corresponds to the Ethiopian calendar year 2008/2009.

Throughout this report dates are given in Gregorian calendar format, insofar as this has been ascertainable.

2 LITERATURE REVIEW

2.1 Introduction

It became clear in the early stages of exploring the literature that very little research was available that dealt directly with Ethiopian school libraries. This necessitated a consideration of which other countries and contexts might provide relevant literature.

Attempting to categorise countries based on their economy, development, or other measures can be a complex process. Terms such as "Third World" and "developing world" have been criticised for being vague, misleading and pejorative (Ezrow, Frantz and Kendall-Taylor, 2016, pp.4-5; Tomlinson, 2003, pp. 307-308). The United Nations (UN) classifies countries into three mutually exclusive groupings, within which Ethiopia is considered a "developing economy", along with 106 other countries (United Nations, 2016). The World Bank provides an annual classification of economies into four groups based on gross national income (GNI) (World Bank, no date a). Within this categorisation, Ethiopia is considered by the World Bank to be a "low-income economy" (World Bank, no date b). The low-income economy group (GNI per capita of $1,025 or less) contains only 31 countries, but if the lower-middle-income economy group (GNI per capita of $1,026 to $4,035) is also considered, the total for both groups is 83 countries (World Bank, no date b).

The UN's 2016 list of developing economies and the World Bank's 2016 lists of low-income and lower-middle-income economies may be viewed in Appendix B. Using these groupings, the literature was examined with a preference for material which discussed issues relating to the role of the librarian in the context of one or more of these countries. Where literature from higher-income countries was deemed potentially useful this was also included; however, it was necessary to consider this material carefully and critically to assess its potential relevance in relation to Ethiopia.

Within this report, the terms "low-income economy", "lower-middle-income economy" and "developing economy" are used following the terminology of the United Nations and World Bank.

2.2 Search strategy

Initially, a series of structured keyword searches were conducted using both abstracting and indexing services and library OPACs (Online Public Access Catalogues).

LISA (Library and Information Science Abstracts) and LISTA (Library, Information Science and Technology Abstracts) were chosen due to their wide coverage of library and information research-related issues.

The library catalogues searched were those of Aberystwyth University (Aberystwyth University, 2016), the Bodleian Libraries (University of Oxford, 2016), and the British Library (British Library, no date). These three OPACs were chosen in part due to their combined coverage. Aberystwyth University contains specialist texts relating to Information and Library Studies, and both the Bodleian Library and the British Library are Copyright Receipt Libraries, entitling them to one copy of each new UK publication (Byford, 2002, pp. 292-293). Accessibility of both electronic and physical texts was the other main factor taken into account when making this choice.

A list of relevant search terms was drawn up and combined (see Appendix A for list of terms).

"Citation chaining", a supplementary search method in which the references and bibliographies of texts are examined as a means of discovering further relevant literature (George *et al.*, 2006, p. 12), was also used to seek out additional literature of significance that may have been missed by initial keyword searches.

2.3   Education in Ethiopia

A 2006 working paper by Woldehanne and Jones states that Ethiopian governmental expenditure relating to education is significantly higher than that of other sectors including health, transport and agriculture. Strategies such as devolution, community participation and teacher training have resulted in "impressive changes in educational access" (Woldehanne and Jones, 2006, p. 2). This is corroborated by Joshi and Verspoor, who note that access to education has greatly improved, particularly for children attending primary school (2013, p. xxii). However, despite a significant increase in enrollment at the secondary level, the gross enrollment rate (GER) for secondary schools remains significantly lower in Ethiopia than in other lower-middle-income countries. At the lower secondary level the GER for Ethiopia is only 38%; the average for lower-middle-income countries is 72% (Joshi and Verspoor, 2013, p. xxii).

Tafere suggests that one of the main reasons for this discrepancy between primary and secondary attendance is the government's policy focus on primary level schooling, with only "peripheral handling" of the secondary level (2014, p. 3). Another significant factor is the prevalence and necessity, for many children, of working either within or outside the household from a young age (Tafere, 2014, p. 3). This divide is greater in rural areas: Woldehanne, Mekonnen and Jones describe secondary education as "mainly an urban phenomenon" (2009, p. 11).

The low secondary enrollment is reflected in the overall adult literacy rate, which in 2010 was 39% (UNESCO Institute for Statistics, 2012). Illiteracy is higher for women than for men, and higher in rural areas than in urban districts (Federal Democratic Republic of Ethiopia. Central Statistical Agency, 2012a). In the 2007 census, 67.8% of the population of the Semien Gondar Zone aged over five years old stated that they had never attended school (Federal Democratic Republic of Ethiopia. Central Statistical Agency, no date, p. 21). Amongst respondents aged thirty and older this rose to 81.6%, whereas for respondents aged between five and twenty years the figure was 59.6%, suggesting that things are changing gradually for the younger generation in Gondar (Federal Democratic Republic of Ethiopia. Central Statistical Agency, no date, p. 21).

2.4 Library provision

A 2011 survey conducted by Link Ethiopia surveyed 24 school librarians in the Semien Gondar and Bahir Dar Zones. Of these librarians, nine reported that borrowing was not permitted, and four of these nine gave the reason as shortage of books; ten respondents stated that the books in the library were not appropriate for the students' age and study level (Link Ethiopia, 2011). Figures taken from this survey should be considered as indicative rather than definitive, for a number of reasons. The original questions are not included, so it is not possible to clearly ascertain possible biases; the report has also been translated from Amharic with some ambiguous phrasing. However, it is valuable to have data relating to the specific geographical area of this study, and the survey provides an indication of some of the more significant challenges school librarians in Gondar are facing: poorly stocked libraries, in terms of both quantity and quality of books.

Joshi and Verspoor report that Ethiopian many secondary schools lack essential facilities and it is difficult to ascertain how well-equipped school libraries are (Joshi and Verspoor, 2013, p. 193). This is a challenge not limited to Ethiopia: one study of the Jammu and Kashmir areas of India found that although 87.02% of secondary schools did have libraries, 12.44% lacked any chairs and a quarter possessed fewer than 1000 books (Ahmad, 2011).

One measure of a suitably-provisioned school library, described in the context of Nigerian schools, is the possession of more than 1,000 books, with the best-equipped libraries having more than 4,000 volumes (Dike, 1991, p. 123). In contrast, of the 41.08% of Indian schools which have libraries, more than a quarter possessed fewer than 249 books (Malhan, 1991, p. 184). In discussions of school library provision within lower-income and lower-middle-income countries, lack of books and library services which vary greatly between different areas are both common themes. Tawete (1991) discusses the poor distribution of books in Tanzanian school libraries, where some libraries have as many as 10,000 volumes, while others have only 1,000. Even when the quantity of books is high, the quality is often low, due to the prevalence of irrelevant donated material (Tawete, 1991, p. 140). This reason may also be a contributing factor in the case of the ten Gondar school librarians who described the books in their libraries as being inappropriate for the students' studies. In

cases where books are surplus to the students' needs, more than half of respondents stated their unwillingness to pass on these books to other schools (Link Ethiopia, 2011). Even when the books are considered 'extra' and 'not needed', many librarians still see them as a precious commodity. As one recent report of a library programme in rural areas points out, "books remain scarce resources in Ethiopia" (Asselin, Abebe and Doiron, 2014, p. 3).

2.5 Role of the librarian

UNESCO (United Nations Education, Scientific and Cultural Organization) and IFLA (International Federation of Library Associations and Institutions) have produced a joint School Library Manifesto which describes the role of the school library in education. The manifesto encourages librarians and teachers to collaborate, to provide access for all, and to promote reading within the school community and beyond (UNESCO and IFLA, no date). According to the manifesto's mission statement, the school library:

> provides information and ideas that are fundamental to functioning successfully in today's information and knowledge-based society … equips students with life-long learning skills and develops the imagination, enabling them to live as responsible citizens (UNESCO and IFLA, no date).

These are aims which place a significant responsibility upon the shoulders of the school librarian. A number of theorists (Lo and Chiu, 2015; Valentine and Nelson, 1988) concur that school librarians should be involved with teaching and imparting learning skills to students. In some schools, the role of "teacher-librarian" requires specialist training, beyond the role of either teacher or librarian, and enables both duties to be emphasised in the job description (Haycock, 1995). In contrast to this ideal, Cheng found that in a study of 265 students and teachers in Hong Kong, participants who were not themselves teacher-librarians were unable to think of any services the library might provide beyond organising, retrieving and lending books (2012, p. 176). This suggests that there may be a gap between the services the library, and librarian, provide, and students' understanding of those services.

Dike (1991) found that teachers in Nigerian schools used the library for a number of tasks including as a base for lessons, for acquiring teaching materials and for reading newspapers. While teacher-librarians described helping students to improve their reading and extend their education, the students described their use of the library only in terms of reading different kinds of materials (Dike, 1991, pp. 127-128). This question of whether a school library's primary or sole function concerns the arranging and lending of books is of particular import in countries such as Ethiopia. Multimedia devices and new technologies are often unaffordable, and it is the librarian's presence which can make the library more than simply a book repository.

Cultural issues will also have a bearing on the tasks allotted to the librarian, and the perception of which tasks are most valuable. Dent (2006), in discussing Ugandan community library services, articulates the importance of the librarian's ability to communicate well and assist users in understanding what they are reading. This latter task may be difficult if the librarian does not have fluency in the language(s) of the library's texts. Within the Semien Gondar Zone, 98.32% of the population speaks Amharic as their first language (Federal Democratic Republic of Ethiopia. Central Statistical Agency, 2007). However, Ethiopian secondary schools use English as the sole medium of instruction (Federal Democratic Republic Government of Ethiopia, 1994, p. 24). It is not clear whether secondary school librarians commonly have any fluency in English in addition to their mother tongue.

Another responsibility of the school librarian in a situation where books are valuable and scarce may be that of protection, or guardianship. Campello (2009) describes school librarians in Brazil specifically teaching students to respect the value of books, as once damaged or lost the budget may not allow for them to be replaced. The balance between allowing students full use of the library collections, and at the same time protecting these collections for future use, may be a delicate one where resources are limited. Aguolu and Aguolu (1997) point out that in cases where the librarian is acting as 'gatekeeper', this may not be simply due to their own beliefs about their role as librarian, but rather an expression of official regulations and accountability (p. 15). This is corroborated by the Link Ethiopia

survey, in which three respondents stated that if a book were lost or stolen, the librarian would be the person held responsible (Link Ethiopia, 2011).

Although Dent's 2006 study focuses on Ugandan community libraries, much of the discussion is relevant to library provision in other low-income countries. The problem of seeking out the specific needs of the community, rather than imposing Western conceptions of what a library should be, is something which should also be considered in relation to school libraries. In Ethiopia, where the adult literacy rate is low and many adults did not attend school, school libraries could provide an additional route for community members to connect with books. The Link Ethiopia survey suggests that this is not currently the case: twenty of twenty-two respondents stated that it was not possible for community members to borrow from the library, giving reasons that included the small size of the library, the shortage of books and the idea not being a common or accepted one (Link Ethiopia, 2011). This is perhaps unsurprising; even within the UK, where school libraries are often comparatively well-supported, many school librarians do not feel that their library should have a role in the community beyond the school (Valentine and Nelson, 1988, p. 61).

The role of librarian may include many strands: traditional library tasks such as lending and shelving books; teaching information literacy skills; assisting students with their reading and comprehension; and aiming to promote the library in the wider community. The tasks allocated to the school librarian can vary widely between countries and even between schools, as there is often no agreed syllabus or standard to follow (Ahmad, 2011; Lo and Chiu, 2015). This can provide the librarian with flexibility, but can also be problematic if the librarian has not received adequate training in the necessities and possibilities of the role. It is this issue of training and qualifications that will now be explored.

2.6   Librarians' training and qualifications

School librarians based in developing economies frequently lack professional qualifications relating to their position. Ahmad (2011) found that, in a study of 201 Indian secondary school librarians, almost half (43.28%) possessed no library qualification,

despite governmental standards stating that school librarians should be graduates holding a degree or diploma in library science. In a survey of 710 secondary school librarians in Malaysia, 36.50% reported that they held no formal library-related qualification (Shyh-Mee, Kiran and Diljit, 2015). Most school librarians in Nigeria have little or no training (Dike, 1991, pp. 123-124). In Sri Lanka, a study of 135 school libraries revealed that three-quarters of school librarians (75.47%) hold no professional librarianship qualification (Wickramanayake, 2016).

However, this issue is not confined to low-income and lower-middle-income economies. In a survey of 226 UK secondary school librarians, 22% of respondents reported that they held no qualifications related to library and information science (Ritchie, 2011). This highlights the fact that training requirements for school librarians vary greatly across the world. A master's qualification is not a mandatory requirement for school librarians in the UK (Owen, 2009). The American Library Association (ALA) notes that regulations vary between states in the USA, and that smaller libraries are often flexible in the experience and training they require (American Library Association, 2016).

The secondary school handbook produced by the education bureau for the Amhara region states that librarians should have a certificate or diploma in library science, and that in schools with more than 2,000 students there should be two members of library staff, a librarian and a library assistant (Amhara National Regional State Education Bureau, 2010, p. 16). In contrast, a Link Ethiopia survey found that, of 22 respondent librarians, only one possessed a diploma in library science. Only three of these librarians had had any kind of training since being placed in their current role. In contrast, 100% of respondents stated that they would be willing to attend training in future (Link Ethiopia, 2011). Joshi and Verspoor note that 77.4% of Ethiopian secondary school teachers are qualified (2013, p. 193). Although comparable statistics are not available for secondary school librarians, the evidence from studies carried out in other developing economies indicates that a much lower rate of qualified personnel should be expected.

A study of school libraries in China, Hong Kong, Japan, South Korea and Taiwan found that school principals often did not see librarianship as a skilled position that required special training (Lo *et al.*, 2014, p. 63). This perception appears to be common worldwide,

and in countries at all levels of income (Valentine and Nelson, 1988). This issue will now be explored further in section 2.7, which discusses both librarians' self-perceptions and the perceptions of others within the school.

2.7   Perceptions of the librarian

The role of the school librarian is frequently perceived as low-status and unimportant by teachers, principals and librarians themselves. This view is confirmed by studies carried out within countries at all levels of income and development. Chan (2008) discusses numerous studies carried out within high-income economies which indicate a common perception of school librarians as "mere book custodians" (p. 9). Špiranec and Zorica (2011) discuss the case of south-east European countries, in which qualified school librarians are still often seen as support staff at a lower level than teaching personnel (p. 35). In a 2012 Hong Kong study, students, teachers and school librarians all assigned a low value to the occupation of librarian in relation to other professions (Cheng, 2012, pp. 216-218). Teacher participants saw librarians as only "semi-professional", while in students' eyes, librarians were "not very professional" (p. 219). Librarians' skills and expertise were largely unknown to both teachers and students (p. 226). Zain, Marwiyah, and Zulaikha report that in Indonesia, school librarians have lower status than teachers (2011, p. 23).

Hartzell discusses numerous studies in which principals see librarians as isolated, fussy, and lacking in teaching or leadership competencies (2002, p. 93). A UK study found that half of teachers saw the status of the school librarian's role as corresponding to that of an assistant teacher, rather than equivalent to a teacher or head of department (Valentine and Nelson, 1988, p. 72).

Many of these studies of perceptions of the librarian focus on higher-income countries; there is less evidence relating to the status of the librarian in developing countries. One potential reason for this is that, within school libraries in developing countries, other topics may be seen as more urgent and tangible. Such issues may include provision of books and training of librarians: sections 2.4 and 2.6 of this report give some indication of the

challenges faced by developing countries in this respect. Status is also a difficult factor to measure, being both highly subjective and a potentially sensitive issue to discuss.

Despite these common perceptions of low status, a 2005 USA study found that attitudes towards the school librarian increased in positivity as teachers and principals gained experience in their professions (Roberson, Applin and Schweinle, 2005, p. 48). This positive impression may then feed back into increased support of the school library (p. 50).

2.8   Role of the principal

Numerous studies have concluded that the attitude of the principal towards the school library and the librarian has great significance for the library's development and success (Church, 2010; Everhart, 2006; Farmer, 2007; Hartzell, 2002; Lo *et al.*, 2014; Shannon, 2009). Oberg (1996) describes the crucial role of the principal in demonstrating a commitment to the work of the library and ensuring that teachers understand the library's importance. However, the principal's attitude may be influenced more by the negative stereotypes described in section 2.7 than by his or her own professional training. For example, in a survey of 170 school principals within the USA, 69% of respondents stated that their training had not included any information relating to the school library and its role (Roberson, Applin and Schweinle, 2005, p. 50). Principals' lack of preparation regarding libraries is further evidenced by a 1996 study of 250 programmes in USA universities, which found that only 18% of courses included instruction relating to school libraries (Wilson and MacNeil, 1998, p. 115). These statistics indicate that libraries are often seen as a low priority in terms of principals' education and the overall management of the school, even in a high-income economy such as the USA where resources and support might be expected to be correspondingly high.

Principals' lack of understanding of the role of the library is corroborated by Blakeney (2014), who found that secondary school principals demonstrated a lack of knowledge of information literacy and of library access policies (pp. 167-169). However, the same survey also elucidated positive responses in certain areas. The principals emphasised the value of their librarians and agreed upon the importance of collaboration between library and

teaching staff (Blakeney, 2014, pp. 165-168). These inconsistent results suggest that principals may have a variable or incomplete picture of the role of their library and librarian. This view is confirmed by Church (2008) who states that principals lack awareness of the librarian's potential for teaching and instruction, and by Dorrell and Lawson (1995) who found that principals mainly held a "traditional view" of the librarian (p. 79). Morris and Packard found that "most school principals have little or no understanding" of the significance of the librarian's role (2007, p. 36).

These studies suggest that although the attitude of the principal is of key significance for the library and the librarian, principals are frequently under-informed in this regard. Additional research in this area has considered how principals assess their libraries and librarians, and what steps may be taken to improve the relationship between principal and librarian. Shannon (2009) found that in a study conducted in South Carolina, USA, principals considered interpersonal and communication skills to be the most significant competencies for the school librarian, and ranked these more highly than knowledge-based skills and previous experience (p. 16). Church (2010) found that principals wished their librarians to be involved in the culture and mission of the school and to be positive, pro-active champions of the library (p. 147). In addition, most principals primarily rely on informal visits to assess their librarians, and reports produced by the librarian relating to circulation, budget or library use are unlikely to form part of this evaluation (Everhart, 2006; Dorrell and Lawson, 1995). Each of these studies affirms the importance of communication in the principal's perception of and assessment of the librarian.

This emphasis on communication is also borne out by those theorists who suggest positive steps the librarian can take when dealing with the principal. Morris and Packard (2007) emphasise the importance of collaboration between the principal and the librarian (p. 53). Gallagher-Hayashi proposes that, in interactions with the principal, teacher-librarians should present a positive demeanour and frame requests for support in terms of specific, achievable goals (2007, p. 330). Everhart advises librarians to make the library an attractive and welcoming place and always be prepared for an unscheduled visit from the principal (2006, p. 48).

It should be noted that as with the data on perceptions of the school librarian, most of these studies relate to higher-income economies, with a particular focus on the USA. As Abebe (2012) points out, research on the management of schools is "almost nonexistent in Ethiopia" (p. ii). The principal's attitude to and influence upon the school library within developing economies is a subject which requires further exploration; however, the discussion above gives some indication of the trends which may be expected.

2.9 Job satisfaction

Berry (2007) reports that in a survey of 3,095 librarians, 94% of those who worked in schools stated that, if they were to begin their career again, they would still choose librarianship (p. 26). Levels of job satisfaction were correspondingly high; however, a number of specific issues were reported by library workers across the board. These included management issues, pay, and library funding (Berry, 2007, p. 27). Kuzyk reports that those public school librarians who were most satisfied with their work were those with more years of service (Kuzyk, 2008, p. 38). The *Library Journal* and *School Libraries Journal* have carried out regular surveys regarding job satisfaction. The results show an increase in school librarians' reported dissatisfaction between 2007 and 2012 (Girmscheid, 2013). Problems reported in the 2012 survey included insufficient funding, lack of respect, high workload and low salaries (Girmscheid, 2013).

Ritchie (2011) surveyed 223 UK school librarians and found that only 16% of respondents were dissatisfied or very dissatisfied with the job overall (p. 8). However, lack of appreciation and respect, lack of support from management and insufficient salaries relative to qualifications were all mentioned as problematic areas, even for those librarians who would consider themselves satisfied overall (Ritchie, 2011). These factors recur as common themes across the literature (Ashcroft, 2003; Lim, 2008).

As with the research on perceptions of the school librarian (section 2.7) and the role of the principal (section 2.8), job satisfaction in school librarians is an area not widely researched within developing economies; much of the research available has been carried out within the USA. In a survey of school librarians across five Asian countries, the lowest job

satisfaction was reported by those librarians working in Japan and China (Lo *et al.*, 2014, p. 61). The question of whether a librarian was working in a developing economy did not appear to have a significant effect on job satisfaction. Instead, a major influencing factor was whether the country in question had widely-available and well-funded training programmes (Lo *et al.*, 2014, pp. 64-65). This suggests that training may have an effect on librarians' perceptions of their own status and ability to perform their jobs well.

2.10 Conclusion

Secondary education is particularly under-resourced in Ethiopia (Tafere, 2014). The adult literacy rate is low, and many adults have never attended school (Federal Democratic Republic of Ethiopia. Central Statistical Agency, no date; UNESCO Institute for Statistics, 2012). Within this context, the school librarian must often struggle with a lack of books and other library resources, a problem common to many low-income and lower-middle-income economies (Ahmad, 2011; Joshi and Verspoor, 2013; Link Ethiopia, 2011; Malhan, 1991; Tawete, 1991). Almost no research has been carried out which relates directly to Ethiopian school libraries, which makes it difficult to comprehend the true extent of these challenges and the impact upon the librarian.

It is clear from the literature that school librarians across the world often perceive their work to be lacking in respect, resources and appropriate remuneration (Berry, 2007; Girmscheid, 2013; Ritchie, 2011). There is frequently a gap between librarians' own understanding of the skills required for their role and those perceived by others within the school (Chan, 2008; Cheng, 2012; Špiranec and Zorica, 2011; Valentine and Nelson, 1988). Although the principal's role in supporting the school librarian and the librarian is crucial, many principals do not receive training relating to the library and have a poor understanding of the librarian's skills (Blakeney, 2014; Church, 2010; Dorrell and Lawson, 1995; Everhart, 2006; Lo *et al.*, 2014; Roberson, Applin and Schweinle, 2005; Shannon, 2009).

One of the major issues in many of these areas is that the available literature focuses mainly on high-income economies such as the USA and UK. In investigating the roles and attitudes

of Ethiopian secondary school librarians and principals, this study will explore their similarities and differences both in relation to countries with a comparable economic background and to those in more affluent, Western economies.

3 METHODOLOGY

3.1 Introduction

The research took a qualitative approach, using a purposive sampling method to decide upon five or six schools to take part in the study. Semi-structured face-to-face interviews were employed to gather data from both librarians and school directors. The language barrier was addressed by making the decision to use an interpreter, who would translate during the interviews.

Interview guides were prepared and pilot interviews carried out to test their suitability. Interviews were audio-recorded and transcribed by the researcher. Thematic analysis was chosen as the most suitable approach for data analysis: the interview transcriptions were coded and evaluated for common themes.

Ethical issues were taken into account throughout the research. Informed consent was gained from participants, and data protection legislation was followed.

3.2 Research methods

3.2.1 Choice of research strategy

Many of the issues which fall within the scope of this study relate to perceptions, attitudes and feelings. Certain aspects of the school librarian's experience may be ascertained by questions that are quantitative in nature, such as "How many books does the library possess?" and "How many of the students are members of the library?" However, two of the main attributes of quantitative research are the measurement of objective quantities, often numeric, and the testing of established theories (Creswell, 2014, p. 4). Neither of these features fit well with the aims of this investigation, which is exploratory in nature and encompasses qualities, such as job satisfaction, which are frequently understood in a subjective, descriptive sense.

In contrast to quantitative research, Bryman (2016) notes that qualitative research allows for an inductive relationship between theory and research (p. 375). This allows the theory to be developed as a result of the research, rather than the research being structured in such a way as to test the theory. As revealed by the literature review, there is a lack of research relating to Ethiopian school libraries and librarians. Research on these topics in countries considered economically similar to Ethiopia is also limited in quantity. In these circumstances, a general investigation of the role of the Ethiopian school librarian using qualitative research methods was considered to be the most appropriate research strategy.

3.3 Population and sampling

3.3.1 Research population

The study is focused on librarians and school directors working in secondary schools in the Semien Gondar Zone, northern Ethiopia. From a broader perspective, the research questions also involve the staff and student body of the schools, and potentially the wider community and the Ethiopian education system.

The reason for the selection of the Semien Gondar Zone as a focus area was due to the presence of a non-governmental organisation (NGO), Link Ethiopia, in this area. Link Ethiopia connects schools in Ethiopia with schools in the UK, in order to encourage students to "appreciate diversity both locally and globally and challenge stereotypes" (Link Ethiopia, 2016b). In addition to this, they fundraise and work towards education projects encompassing areas such as libraries, literacy, and digital learning (Link Ethiopia, 2016a). Link Ethiopia's connections with Gondar schools and librarians would facilitate access to the potential participant schools.

The decision was made to conduct the interviews in secondary schools rather than primary schools. The main reason for this was to allow comparisons to be made between school libraries in Ethiopia and in other countries. In general, it appears to be more common in countries across the world for secondary schools to have staffed libraries than for primary schools. For example, UK primary schools "typically do not have librarians" (Ritchie, 2011,

p. 3); Apeji (1997) notes that many more Nigerian secondary schools than primary schools have libraries; although secondary school libraries exist, very few primary schools in Tanzania have "anything like a library" (Tawete, 1991, p. 146).

The primary focus of this study is upon the role of school librarians. However, during the literature review it became clear that the role of the principal, or school director, is crucial for the success of the library and the support of the librarian (see section 2.8). It was therefore decided to conduct brief interviews with the school directors in addition to those with the librarians, in order to ascertain their views of the school library.

3.3.2 Sampling method

It was considered that purposive sampling would be the most appropriate method to use within the context of the Ethiopian school system. Purposive sampling allows for a strategic approach, enabling the researcher to consider the aims of the research and ensure that the sample represents a variety of characteristics within the population (Bryman, 2016, p. 408). This would allow a range of schools to be selected in order to investigate the similarities and differences between their librarians' experiences. To consider schools based within a variety of situations would potentially provide a wide variety of responses and data in order to gain a broad picture of the role of the school librarian.

The choice of purposive sampling was also a pragmatic decision. Probability sampling requires a mathematical rigour that would be difficult to achieve without greater available data on Ethiopian secondary schools. Due to the time limitations (see section 3.4.3) and language limitations (see section 3.3.4) of this study, a purposive sample was considered to be the most suitable option.

3.3.3 Sample size

The establishment of a suitable sample size can be a complex balance. It is necessary to acquire sufficient data to draw comparisons, but also to ensure that the information collected can be analysed to a sufficient depth, while bearing in mind outside constraints (Bryman, 2016, pp. 416-417).

For this study, the decision was made to visit a total of five or six schools, depending upon participant availability and time constraints. This would enable the inclusion of schools with differing characteristics, and it was considered that a total of ten or twelve interviews would provide a quantity of data commensurate with the aims and limitations of the study.

Participant schools were chosen to include a variety of attributes. The schools were located in either urban or rural areas, were either government-run or private, and had libraries which had been in operation either for many decades or for only a few months.

3.3.4 Access to population

3.3.4.1 Language barrier

Approximately 98.32% of the population of the Amhara region speak Amharic as a first language (Federal Democratic Republic of Ethiopia. Central Statistical Agency, 2007). As the researcher has no Amharic language proficiency, this language differential presented a significant potential barrier to access. It could not be assumed that the librarians or school directors would speak English. Even if communication in English were possible, it would be preferable for participants to have the option of responding in their mother tongue if they so wished, to allow fuller expression of concepts and more detailed answers.

Translation between languages necessarily adds a layer of complication and subjectivity to the interview process. It is important to recognise that interpreters are not neutral participants and language itself is not neutral (Filep, 2009, pp. 60-64). The use of an interpreter can result in an "interpreter version" of the subject's answers, as the interpreter will necessarily bring their own prejudices, assumptions and understanding to the translation (Filep, 2009, p. 63). This applies particularly to open-ended questions, where the interviewee may wish to express complex and wide-ranging ideas.

Cultural considerations are also important within cross-national research. Tsang (1998) emphasises the importance of establishing rapport with participants, and the influence that the identity of the researcher may have upon this. As Welch and Piekkari note, "[t]he dynamics within the interview itself are likely to be influenced by the language used for the interview" (2006, p. 422). In this instance, the researcher would not necessarily be able

to communicate directly with participants. The presence of an interpreter with a similar cultural background might be of assistance in making subjects feel more comfortable and establishing a rapport.

3.3.4.2 Choice of translation method

In order to facilitate access, and bearing in mind the issues discussed above, two possible approaches were considered:

(a) Interviews conducted entirely in Amharic, and answers audio-recorded. These recordings are later transcribed and translated by an Amharic-English interpreter.

(b) Interviews conducted in both English and Amharic, with both the research and an interpreter in the room. The interviewer asks questions in English, which are then translated into Amharic; interviewees may respond in Amharic, which is translated into English in the moment. Interviews are audio-recorded and the English information transcribed by the researcher.

Each potential approach had both advantages and weaknesses. Approach (a) would allow for a high degree of accuracy and detail, and might enable a higher level of rapport between interviewer and subject. However, this strategy would also be both time-consuming and expensive, due to the necessity of paying an interpreter to both transcribe and translate. Additionally, approach (a) would not allow for the flexibility of the semi-structured interview, as the questions would be asked not by the researcher, but on the researcher's behalf by an Amharic-speaking third party.

Approach (b) would allow for a semi-structured interview to take place, with additional questions and clarifications on the part of the researcher included. The researcher would be able to transcribe the English portions of the interviews, eliminating the need for additional assistance. A disadvantage of this approach would be the potential for loss of detail from the Amharic response in the English translation, and the problem of the "interpreter version" discussed in section 3.3.4.1.

A beneficial addition to either approach would be that of multiple translation, where two separate interpreters listened to and translated the Amharic recordings. This would allow the two transcriptions to be compared and the problem of the "interpreter version" to be

minimised. However, this approach would also be both expensive and time-consuming, and could not be included within the scope of the present study.

After consideration, approach (b) was chosen for both logistical and financial reasons. Approach (a) relies solely on external assistance to conduct the interviews, transcribe, and translate, rendering the research remote, potentially time-consuming, and expensive. Approach (b) would also necessitate the assistance of an interpreter but would allow the researcher to be involved in data collection and transcription.

Having decided upon a translation procedure, it was important to continue to bear in mind the limitations of this approach when analysing the results of the study.

3.4   Data collection

3.4.1   Choice of interview method

Research interviews may take a number of different approaches, ranging along a spectrum from the highly structured to the completely unstructured. The advantages of a highly structured interview lie in its consistency and the standardisation of context and stimulus, allowing the researcher to minimise error (Bryman, 2016, p. 198). However, this method is also inflexible, and may reflect the preconceptions and assumptions of the researcher rather than the perspectives of the interviewees (Merriam and Tisdell, 2016, p. 109). In contrast, an unstructured interview can be flexible, exploratory, and able to respond to the concerns of the individual (Merriam and Tisdell, 2016, pp. 110-111). The disadvantages of this method lie in its very flexibility: it can be problematic to organise, analyse and make sense of data collected in this way (Cohen, Manion and Morrison, 2011, p. 413).

A semi-structured interview lies between these two approaches. The researcher is able to use an "interview guide" with a number of questions or topics, but this may be departed from: additional questions may be asked, or the order of questions altered (Bryman, 2016, p. 468). This entails some of the advantages and disadvantages of both methods.

After some consideration, it was concluded that a semi-structured approach would best suit the requirements of this study. As the research was exploratory in nature, a flexible interview method would enable participants to guide the interview according to their feelings, perspectives and interests if they so wished. However, the framework of an interview guide would provide a broad structure for the interview and would ensure that comparisons could be made between schools.

The main limitations of this method would lie in the potential for the responses collected to be inconsistent and difficult to draw comparisons between. These considerations were kept in mind while designing the interview guide and preparing for the interviews.

3.4.2 Interview guide design

The interview guides were designed based on the research questions and the findings of the literature review. The guide for use with school librarians may be found in Appendix G; the guide for use with school directors may be found in Appendix H.

Bryman (2016) discusses the notion of stimulating "puzzlement" through mind-mapping, discussions, and exploration of the literature, and using the results to generate potential interview questions (pp. 469-470). He also emphasises the importance of keeping the research questions in mind while designing the interview guide (Bryman, 2016, p. 470). This advice was followed during the preparation of the interview guides, which began as general topic ideas and were gradually defined more clearly via discussions with colleagues with experience working in Ethiopia and consideration of the literature review.

The interview guides included both closed and open-ended questions. The open-ended questions provided an opportunity for the participant to discuss issues at length if they so wished. For example, the librarians were asked what changes they had made to the library since their arrival; school directors were asked how important they felt a library was for students' education. The closed questions were asked for two main reasons. The first was to provide additional context, such as the question to the librarians regarding the opening times of the library. The second reason for the closed questions was to ensure the interviewee felt comfortable with the line of questioning. This applied particularly to

sensitive topics such as the questions to the librarians regarding their satisfaction with the job, and with their pay. Due to the semi-structured nature of the interviews, in each instance the interviewer would be able to gauge the situation and ask further questions if the interviewee appeared comfortable.

3.4.3 Interview situation

Saldaña (2011) suggests that ideally, interviews should be conducted in a quiet and private place, without distractions, and where the interviewee does not feel rushed (pp. 34-35). This aspect of the project was difficult to plan for, as the amount of time that would be available for interviews and the conditions at each school were not known in advance. The researcher kept these conditions in mind and planned to meet them as far as possible during each interview.

In practice, it was often difficult to meet each of these criteria. This was largely due to the physical and cultural context of the Ethiopian secondary school environment. Most of the librarians were lone workers who were not able to leave their posts in order to take part in the interviews. The privacy level, noise level and distractions in the vicinity therefore often depended upon the number of students in the library at the time of the interview. Both librarians and school directors were usually very busy, and often there was a limited choice of space for the interviews. In addition to these physical constraints, in general privacy is valued less highly in Ethiopia than in some other cultural contexts. This was particularly apparent during the interviews with the school directors, who frequently multi-tasked during the interviews, answering queries from students and staff and taking telephone calls.

These issues and the limitations they place upon the results will be considered in the analysis of the findings.

3.4.4 Recording and transcription

It was planned for the interviews to be audio-recorded by the researcher where possible. Two of the librarians agreed to be interviewed but were not comfortable with the interviews

being recorded. In these instances, detailed notes were taken by the researcher during the interview.

Eight of the interviews were conducted in English and Amharic, with the assistance of an interpreter; four of the interviews were conducted solely in English. The English portions of the interviews were then transcribed by the researcher.

3.4.5   Pilot interviews

Pilot interview guides were prepared by the researcher prior to the research trip. The pilot interviews were carried out with the librarian and school director of one Semien Gondar Zone secondary school. These interviews provided an opportunity to test the interview guides, ensuring that questions could be clearly understood and respondents were comfortable with the questions asked (Bryman, 2016, pp. 260-261). It was also a chance to check that the process of the interview, including the presence of the interpreter, was a suitable one.

As a result of the pilot interviews, some minor edits were carried out to the interview guides in order to clarify certain questions and create a more logical flow to the interview.

The issue of whether to use data collected by a pilot study within the results of the main study is discussed by Teijlingen and Hundley (2001). The problems with including pilot data include the potential for "contamination", where participants' responses differ significantly as a result of their involvement in the pilot study (Teijlingen and Hundley, 2001). However, such an approach is often taken within qualitative research, where interviews may take a more flexible and progressive approach (Teijlingen and Hundley, 2001).

In this instance, it was felt that due to the small sample size and the minor changes made to the interview guides after the pilot interviews, it would be appropriate to include the pilot data within the findings of the study.

3.4.6 Schedule

Funding from the John Campbell Trust permitted the researcher to travel to Ethiopia to carry out data collection. It was planned to complete the interviews within two weeks, and a further week was allowed for contingency planning.

3.5 Data analysis

After consideration of the available approaches, thematic analysis was chosen as a suitable strategy for evaluating the data collected. This was due to the organisation and aims of this study, which are built around a cluster of topics relating to the role of the school librarian. Thematic analysis as a method has been criticised due to its lack of a clearly defined procedure (Bryman, 2016, p. 587); however, in this instance it was felt that the flexibility of the approach would be beneficial. Due to the logistical limitations of the research trip, an analysis method such as grounded theory, with its emphasis upon parallel data collection and analysis along with theoretical saturation, would have been difficult to implement (Bryman, 2016, pp. 573-577).

Descriptive coding was used in order to summarise and index the interview transcriptions as a preparation for pattern-finding and further analysis (Saldaña, 2011, p. 104). An example of this coding may be viewed in Appendix I. While coding, the research questions were kept in mind, as the interview guides had been prepared with specific topics in mind. However, the codes themselves were not predetermined; the researcher also kept an open mind for unforeseen themes that might emerge from the data.

3.6 Ethical considerations

The ethics of the researcher are crucial for the validity and credibility of qualitative research (Merriam and Tisdell, 2016, p. 260). Ethical issues that must be considered by the researcher include the potential that harm will occur to participants, the necessity of informed consent, privacy rights, and deception (Bryman, 2016, pp. 125-134).

Throughout this project, both the guidelines of the Aberystwyth University Department of Information Studies *DIS Ethics Policy for Research* (Urquhart and Rogers, 2014) and the British Educational Research Association (BERA) *Revised Ethical Guidelines for Educational Research* (British Educational Research Association, 2011) were followed.

3.6.1   Consent

An information letter was produced, containing details about the direction of the research, what it would involve, and how the data would be used and retained (Appendix C). Issues of anonymity and confidentiality were also explained, as was the right of participants to withdraw from the research at any time. This information letter was translated into Amharic for participants (Appendix D). Before agreeing to be involved in the research, participants were provided with the Amharic information letter to read, and given the opportunity to ask any questions they might have.

If participants agreed to take part in the study, they were then asked to sign a consent form. This too was created in English (Appendix E) and translated into Amharic (Appendix F).

It became clear during the pilot interviews and contact with potential participant schools that the consent form was problematic. In Ethiopia, for both cultural and political reasons a signature is seen as significant, and the paperwork involved in the research was not seen as reassuring, but as threatening. Link Ethiopia staff explained that when research is conducted in Gondar, consent is usually given orally and nothing is signed.

The *DIS Ethics Policy* notes that informed consent "does not necessarily imply or require a particular written or signed form" (Urquhart and Rogers, 2014). The BERA Ethical Guidelines includes a section relating to UK researchers working outside of the UK, which states that "[a]ny additional … cultural sensitivities of the host jurisdiction must also be observed" (British Educational Research Association, 2011, pp. 5-6). Following from this, the decision was made to allow each participant to record their consent orally; the consent form was still distributed and read carefully, but a signature was not required.

3.6.2 Data protection

Personal information obtained was processed in accordance with the relevant areas of the Data Protection Act (1998). Section 33 of the Act exempts research data from the main stipulations of Section 7 of the Act, but places conditions on the use of research data. These include processing data in such a way as to not cause distress to research subjects, and ensuring anonymity of subjects in the completed research. Ethiopia does not currently have equivalent legislation relating to data protection (Yilma, 2015).

The recommendations of Holmes (2012) were followed in protecting participants' data. Data files were identified using codes, and the names of participants and their identifier codes were stored in a separate password-protected document. All research data was stored on a password-protected computer.

Interpreters were asked to confirm orally that they agreed to keep data provided in interviews confidential. This oral confirmation was due to signature concerns in Ethiopia; see section 3.4.1 for details. The transcripts produced by the researcher had all names and other identifying details redacted.

The Data Protection Act (1998) states that personal data shall not be kept for "longer than is necessary" for purpose. For the purposes of this study, the raw data will be kept until the dissertation has been marked and verified, and any additional reports completed. Six months after this point, the data will be disposed of securely.

3.6.3 Debriefing

The BERA recommends that participants are provided with copies of the research report once the research has been completed (British Educational Research Association, 2011, p. 8). Due to the difference in language, an Amharic-language summary of the research findings will be produced and made available to participants.

4 FINDINGS

4.1 Introduction

A combined results and discussion chapter was felt to be the most appropriate way to present the research findings. This would allow the interview responses to be discussed in detail alongside a consideration of the issues raised within the literature review.

The interview transcripts were coded descriptively in order to assist with indexing and analysing the data. An example of the coding strategy may be viewed in Appendix I. Due to the small sample size, in order to preserve anonymity the in-text quotations do not include interviewees' unique code numbers.

4.1.1 Conventions of transcription

Of the six school directors who were interviewed, four chose to respond in English and two in Amharic. Shorter quotations from the school directors are followed either by a bracketed "O" to indicate original speech, or by a bracketed "I" to indicate interpreted speech.

All of the librarians chose to respond in Amharic. The shorter quotations which are taken from these interview transcriptions are not marked, and it should be understood that in each case the words are interpreted speech.

Where longer extracts from the interview transcriptions are used, the following codes indicate which participant is speaking:

- R = Researcher
- L = Librarian
- D = School director
- I = Interpreter

Interviews are transcribed as heard by the researcher, including filler sounds such as "uh" and "um". Omissions of speech are indicated by an ellipsis in square brackets; this includes omissions which constitute an interviewee's Amharic responses. However, brief

indications of the researcher's assent during a response, such as "mm" or "uh-huh", have not been included where these would interrupt the flow of the interviewee's speech.

4.2 Library provision

It is clear from the literature that many school libraries in lower-income economies are ill-equipped, particularly in terms of both quantity and quality of books (see section 2.4). During the interviews, both librarians and school directors described a variety of ways in which their libraries were not fit for purpose. These included problems with the library building, a lack of adequate supplies within the library, and insufficient staff to keep the library open throughout the day.

4.2.1 Library space

Three of the school directors stated that their libraries were too small. One school director described the library as "not proportional to the number of students" (O). Another director acknowledged that the present room was not large enough, but went on to emphasise that financial constraints prevented any improvements being made. Most of the libraries visited consisted of only a single room, although the governmental standard requires libraries to have both an additional reading room for staff and a librarian's office (Amhara National Regional State Education Bureau, 2010). Lack of space was mentioned as a significant issue by the librarians, but they also raised other concerns. One librarian found the library to be a noisy and distracting environment:

> R: How suitable is the space that the library is in? […]
> I: It is not satisfactory because, uh, in front of the library, there is a football.
> R: Mm. I can hear it. […]
> I: The students may play football. At the back of the library there is a laboratory class, and they distract the students.

Some librarians discussed improvements that they had made to their library spaces. When one librarian had first taken up his post, there had been bats roosting in the ceiling of the

library. He had used chemicals to clean the library thoroughly, and had the walls repainted. Another librarian had purchased curtains for the library to stop the glare of the sun through the windows. These examples show the ways in which librarians are using the limited facilities available to make positive changes within their library spaces.

The lack of adequate library space is not surprising: most Ethiopian secondary schools hold more than one shift during the day, due to overcrowding (Kebede, 2001; Ridley and Bridges, 1998). Two of the schools visited had received foreign donations to build their current libraries. One of these buildings was still considered "crowded" by the librarian; the other was described by its librarian as having "lots of space". This latter building was the only library described as being of a suitable size to support the school and students; it was also the only library which consisted of more than one room, having both an upstairs and a downstairs.

4.2.2   Library supplies and collections

Most of the librarians mentioned the need for more books in their libraries. One librarian felt that the school director and administrators did not take her advice when it came to library books, but simply made purchases based on what was most easily acquired:

> I: She is saying that, uh, the students may need some book and I plan. Based on their need. When I get to the directors or the school administrators, they may use the budget for another purpose. Sometimes they may purchase suddenly, without plan, some books.
>
> R: OK. Does she have a specific example? So she wanted to get one type of book and they got something else?
>
> I: I was advising – I was advising them to purchase Extreme books series and Galaxy books, but they doesn't purchase it. They purchase books when they get any book – when they get from the market. The students – but the students need Extreme books series and Galaxy references.

This explanation may imply a lack of money for books in the school budget, leading the school to purchase "any book … from the market", or may provide an indication of the status of the librarian in the eyes of the school staff. Another librarian described the problems that the lack of shelving was causing for his library:

I: Uh, he is saying as you see there are lots of books even on the floor, also on the desk… So they need to have more shelves. If they have more shelves I think books can be categorised based on the subject type. But now I think there are many books which are, uh, mixed each other.

A number of librarians and school directors mentioned that the books they did have in the library were now out-of-date:

D: Additional, our library, there are so many kinds of text book and guides book, but that text book and guides book, uh, already what get given for long period of time. Not the current time.

R: Yeah. They're quite old.

None of the libraries had any computers, though one school had recently received a donation of computers for student use. One school director mentioned the hope that the library could acquire a computer to keep records and obtain information.

These deficiencies in library provision were not surprising given the evidence within the literature, but it was striking to find how widespread they were.

4.2.3 Library staffing

Each of the schools visited had only one full-time librarian. The librarians all stated that their libraries were locked when nobody was in attendance. This meant that on days when the librarian was ill, the library would not open. Some of the libraries would also close for lunch; two librarians explained that they ate their lunch in the library so that it could remain open. One librarian had asked the school to hire a member of staff to look after the library during her lunch break:

R: And does she – uh, does she have a lunch – lunch break? […]

I: Since there are more than three thousand students here… There is a lot on me.

R: A lot of work.

I: And I just ask the school to hire another person. Who supports [me]. And then the school hired a person, temporarily. And the school – the library just stays open from the

morning to the afternoon. And at her break time – I mean her lunch time – that person who is hired temporarily just stayed here.

Another librarian was concerned that the library closed at lunchtime, and perceived this as the main problem within the library:

R: Are there any problems with the library? […]

I: He is saying, he is working for the whole day when he goes to home for lunch, uh, children who need to use that time, for example from, um, half past twelve up to two. It gets – the room gets locked, so it may not be convenient for them to read when they want. But if there is some reserve person, he is saying […] I think when I go for lunch, it gets opened and children can use whenever they want. So he is saying this is a problem.

Librarians were often assisted by members of a 'library club', who would help in the library and sometimes receive additional privileges. One librarian explained that library club members would be left in charge of the library if he went to have a cup of tea or coffee; however, in most libraries the club members would not be given this responsibility. Some librarians also worked on Saturdays. One school director stated that the librarian received a small fee for these additional hours:

R: So does the librarian come on a Saturday?

D: Yes. Yes. […] Very little money, we give […] per month. In addition his salary.

R: For – for the Saturday.

D: For Saturday. To attract him.

Many of the librarians were clearly concerned about the inadequate library staffing and the effect this was having on the students. One library had previously had two members of staff, but this had been reduced to one librarian who was struggling to cope during busy times such as examination periods. One school director mentioned a plan "to hire one additional librarian" (O), but it was unclear whether this was an achievable goal for the school. None of the schools visited had any mechanism in place to ensure that their libraries could remain open on days when the librarian was not present. The secondary school handbook for the Amhara region specifies that "The need of having assistant librarian is to

give a full day service for students", but this need is not being fulfilled in many Semien Gondar schools (Amhara National Regional State Education Bureau, 2010, p. 10).

4.3   Role of the librarian

Each of the librarians was asked to describe the tasks he or she performed in a typical day. Table 1 lists the tasks described, and the number of times each one was mentioned. This question was purposely chosen to be open-ended in order to allow the interviewees to assess and include the chores which they felt were most significant. However, if the librarian appeared hesitant in describing typical daily tasks, he or she was prompted by the interviewer with more specific questions.

Task	Number of librarians
Lends and receives books	3
Records student numbers and/or details	3
Mends damaged books	3
Cleans the library	3
Tidies the library and/or reshelves books	2
Assists students	2
Reads books	1
Checks students for non-loaned books as they leave	1

Table 1: Librarians' daily tasks

Many of the tasks described were routine and common in libraries throughout the world: lending books, reshelving and tidying, recording statistics. However, some of the answers given by the librarians were more revealing of the context in which they are working. Many

interviewees described mending broken or damaged books as part of their daily routine. This indicates that much of the stock in these libraries is either old, heavily used, or both. A significant number of the librarians also cleaned the libraries themselves; this would not necessarily be part of the daily routine for a school librarian working in a Western context, where the role of cleaning staff would be likely to be a separate paid position. One librarian explained that students had to be patted down as they left the library, to ensure that they had not stolen any books. This gives some indication of the value of placed on library books in Ethiopian secondary schools, where it may not be easy to replace lost or stolen volumes.

All schools allowed teachers to use the library and borrow books, and the librarians reported that the teachers made use of this facility regularly. Two schools did not allow community members to use the library, but four schools did permit this, although with some restrictions in each case. The external groups permitted to use these libraries were, respectively:

- Students from a different secondary school living nearby
- Teachers from other schools or students from the university
- Students who had scored poorly on the national examination and wished to retake it
- Community members, who were allowed to come to the library and read but not to borrow books

These answers contrast strongly with the Link Ethiopia library survey, in which almost all respondents reported that community members were not able to borrow (Link Ethiopia, 2011). The phrasing of the question combined with an opportunity for further explanation may have had an impact on the responses: for example, in certain situations, librarians might be less likely to consider students from other schools to be "community members". Although community access was restricted to the specific groups shown above by those libraries which allowed it, in general access to these libraries was found to be broader than had been suggested by the literature review. However, the possibility of Semien Gondar secondary school libraries providing an avenue to meet the literacy needs of the wider community remains largely unexplored.

Most of the librarians possessed a list of the books in their libraries, though none appeared to have any finding aid such as a card catalogue. One librarian had numbered all of the books in the library, but it was unclear whether she kept any catalogue or list. Another librarian responded to this question by explaining that the books were arranged by subject on the shelves. All of the librarians were interviewed in Amharic, as none had fluency in English. As the language of instruction in Ethiopian secondary schools is English, this language barrier may cause problems when finding or organising the collections.

In the literature review, the perception of the school librarian as a guardian or gatekeeper was explored. The librarians' and school directors' interview responses appeared to confirm this hypothesis in some respects: in most schools, books were only able to be loaned by students over the weekend. One librarian reported that his predecessor had not permitted any borrowing at all. As mentioned above, another librarian was careful to check students for stolen books as they exited the library. These actions drive home the value and scarcity of books in these schools, and the balance the librarians are attempting to strike between lending and protecting the materials in their care.

4.4   Librarians' training and qualifications

None of the librarians had any kind of professional library training or qualifications, though all had studied beyond secondary education. Most referred to having obtained a diploma in a specific subject. In Ethiopia, a diploma may be obtained through either a vocational education programme or a professional training programme from a university, institute or college; these require between one and three years of study (EP-Nuffic, 2015).

The subjects in which the librarians were qualified varied widely and were as follows:

- Diploma in accounting
- Diploma in purchasing
- Diploma in clinical nursing
- Diploma in Amharic language
- Diploma in human resource management
- Teacher training college

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These responses contrast strongly with the local governmental standard, which states that a secondary school librarian is required to possess either a certificate or diploma in library science (Amhara National Regional State Education Bureau, 2010, p. 16). However, this lack of professional library-related qualifications is consonant with the evidence gained from the literature review. In countries at all levels of economic development, it is often true that only a small proportion of school librarians are professionally qualified, and this is particularly true within developing economies (see section 2.6). In this respect, the interviewees' responses were unsurprising; however, what had not been anticipated was the number of librarians who expressed a strong desire for future training.

Three of the librarians – that is, half of those who were interviewed – reported that the thing that would improve their job most would be additional training. The significance of this response may be placed in appropriate context when considering the lack of books, space, and adequate staffing that most respondents referred to as problems within their libraries. Despite these everyday difficulties, the lack of training was of greatest importance to these librarians. One librarian described the importance of sharing experiences and skills with other schools alongside training:

> R: And is there anything that would improve your job? […]
> I: He say when I start the job, there is nothing – anything the school give him, any information about the library. So he say it's better if I get a training. And experience work from other school and to co-opt it for the school, change experience with other school. […]
> R: So, meet other librarians, from other schools?
> I: Meet, yeah, from other school and get experience. And get training.

Another interviewee gave an eloquent and passionate response to this question, which lasted almost five minutes:

> R: Is there anything that would improve your job? […]
> I: Uh, she said that I'm just, uh, working here all the day – all day long with the students. And, uh, it's, uh, difficult to get enough time to learn. She said. And in order to, uh, improve my job, she, uh – it's possible to just learn at the university and college. As a librarian. In library science. But, uh, the problem is if, mm, if I – I got time, I will study

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> […] my library field for the discipline at summer if I get, uh, support. Because my salary is not, yeah. […] She use some part of her money in order to live and raise her child. But if – I will use, she said that, I will use the leftover money to improve my education. If I got nothing from – if I got, uh, no support from school or from another person.

These responses highlight the financial barriers which may prevent some librarians from attending further education or training, and suggest that librarians do not receive sufficient support from their schools, financial or otherwise. Two of the interviewees mentioned library training sessions provided by Link Ethiopia, but other than these sessions, none of the librarians had received any training related to their current positions. That three respondents mentioned, unprompted, their desire for training indicates the strength of their feeling in this respect.

Another contributing factor to the general lack of library-specific training became clear in the interviews with school directors. Many school librarians did not choose their current roles. The procedure described by the school directors is that, when the position becomes vacant, the civil service makes the recruitment decision and sends somebody to fill the role. One school director explained this process as follows:

> I: The criteria that they are going to use in order to recruit the librarian is based on the criteria set by the government. But most of the time it's difficult to find a – a qualified or a professional librarian. So they just refer or ask related fields. So they will hire based on those.

This process of governmental assignment had caused problems for some of the interviewees. One librarian described her dissatisfaction at length. She had previously worked in a public library for eleven years and was happy there, but while she was on holiday, the government had reassigned her to the secondary school. Another librarian wished to use his diploma and work in the field for which he had been trained, but had instead been sent to work in the school library. He found that he enjoyed the work, but was still frustrated by the situation: "I am not happy with the position, but I am happy when I work".

The interview data suggests that there is a lack of qualified librarians available in Ethiopia, leading the civil service to recruit school librarians from a variety of different fields. However, there is no procedure in place to train these librarians once they are placed in their new posts, and they may be left largely to fend for themselves. A significant number of school librarians have a strong desire for additional training, and expressed this spontaneously; their needs in this area are not currently being met.

4.5   Perceptions of the librarian

When the librarians were asked about students' perceptions of the profession, their responses were largely negative. One librarian considered that students might wish to choose the career of librarian as "they may have an access to read different books", but the other respondents felt that the students would be dismissive of the profession, or might not consider it as an option.

> R: Does he think any of the students might like to be a librarian when they are older? […]
> I: No there isn't. […]
> R: Why – why not? […]
> I: You see he is saying, children may think, the way they get information from the books and to develop their knowledge, they may not think to get a training or a professional qualification in library and to be a librarian. They may not think about this, he is saying. They come here and they read and they go back, so they may not think about the profession of being a librarian, instead they may think about maybe the books.
> R: Only the books.

This librarian felt that the students were mainly focused on using the library for learning, and would not consider librarianship as a possible career choice. Another interviewee had a particularly negative view of her students' feelings towards the profession:

> R: Do you think any of the students might like to be a librarian when they are older? […]
> I: OK. There is no any student who told her to be a librarian…for the future. Sometimes some students feel a pity for her because when the students are reading here there is, uh, some sort of noise, and then they just feel a pity for her. Who are working hard with

some students surrounding you. […] And most of the students, uh, mostly, they want to be a doctor, or, they…

One interviewee described his hopes of changing students' perceptions through his work:

R: Um, do you think any of the students might like to be a librarian when they are older? […]

I: The reason […] in the, like, years ago, something, the librarians old and they retired, so the young is they think that it is not good professional. So he say I want of to make awareness for the student that the librarian means it's a good job and good professional. So if he will make this maybe it will help a lot of people who want to be a librarian. But people think that – even he say he I always get challenged for they think that, I am asking why – they ask him, why you are being a librarian. So he want to make awareness.

In all three of these instances, the librarians saw the students as uninterested in the role of the librarian and the profession of librarianship, even when they were making frequent use of the library. The literature review revealed that school librarians throughout the world are frequently perceived as low-status and non-professional by both teaching staff and students, who often have a poor understanding of the librarian's role (see section 2.7). These findings were supported by the librarians' responses. The scope of this study did not extend to interviews with students, which might have shed further light on these perceptions and the reasons behind them.

The decision was made not to ask school directors directly about their perceptions of the librarian, due to the potential sensitivity of this topic and the cultural context in which the interviews were being conducted. Nevertheless, one school director did explain his views of school librarianship as follows:

D: Simply, they are not, uh, professional. Do you know this? […] They are not professional, they are not trained. […] Simply they are practising on it. Two women were before 2 years. One retired, one left. […] And we – we hired this, uh, the new librarian, in November – end of November in our calendar. The new year. Of this what is, so.

R: And he was, um…

D: He was elementary teacher.

This school director's statement that school librarians are "not professional" holds true for the sample of librarians who were interviewed for this research, who had been trained variously in accountancy, clinical nursing and human resource management but not in librarianship. However, the perception of school librarians as lower-ranking or non-professional staff is very common even in countries such as the UK where many school librarians do hold related qualifications (Ritchie, 2011; Valentine and Nelson, 1988). This suggests that such views may not be directly linked to the training undertaken by the librarian, but may have a deeper cultural basis. One avenue for future research would be an examination of whether additional training, such as the sessions offered by Link Ethiopia, has any positive effect on the librarian's status within the school.

4.6   Role of the principal

Most school directors were keen to emphasise the importance of the library. One school director described the library as "the right hand of the school, of the education … very very very important, or mandatory, we can say that" (O). Another school director used almost identical terminology: "Unquestionably. Very very very important" (O). These responses were not unexpected in the context of the interview: as the head of the school, the director must be astute and political, particularly in promoting the school to outsiders. However, as the interviews progressed, the directors' attitudes towards the library and librarian were revealed in more detail.

School directors listed a number of tasks that they would expect their librarian to carry out. These included:

- To control the students
- To control the library environment
- To give the students textbooks
- To suggest ideas for textbooks to read
- To help the students to achieve good exam results

One school director mentioned the presence of audiovisual equipment in the library: "normally there is not any programme, but when the teachers wants to show some different things, they try to use this television normally" (O). The librarian was not mentioned as having any input or assisting with this process; it was simply indicated that teachers would bring their classes to the library to use the equipment.

All of the school directors had ideas for possible future improvements to their libraries. These included ambitions for new, larger buildings, buying more books and hiring additional staff. One school director wished to improve the appearance of the library: "We like make it attractive. Some proverbs about reading" (O).

The literature review revealed the crucial role the principal plays in the school library's success. Many of the librarians reported positive relationships with their school directors, who visited the libraries regularly. Two interviewees responded that the school director visited every day. One of these respondents explained that the director was checking whether students were using the library; if the numbers decreased he would ask students why they were not attending. Another librarian described a positive recent experience:

> I: The principal came here within three or two days, and he give – he just give, uh, students advice when there is assembly programme. To, uh, come to the library and read. And also he just enforce them and advise them to use the library in order to reach what they have learned in the classroom. In order to enrich.

However, not all of the school directors were so involved with their libraries. For example, one librarian answered that the school director visited only when there was a problem and she told him to come.

Overall, it is difficult to accurately assess the nature of the relationship between school director and librarian. As the interviewees were aware that their answers were being recorded, self-censorship due to consciousness of the political and power dynamics of the situation may have been a factor in the responses they chose to give. These limitations notwithstanding, the interviews gave a generally positive impression of the involvement of these school directors in their libraries. One potential avenue for further research would be

an exploration of the extent to which the plans described by the school directors are realised in the future.

4.7 Job satisfaction

Each of the librarians was asked directly about his or her satisfaction with the job and with the salary. It was anticipated that these questions could prove sensitive, and that the librarians might be reluctant to express their feelings on these topics in the context of a recorded interview, particularly in cases where a private interview space was not available. In practice, this lack of privacy did have some effect: at least two interviewees were clearly uncomfortable and gave very brief answers. However, all librarians did respond to these questions, and additional data relating to job satisfaction was gathered indirectly by questions such as those relating to problems in the library, what the librarian felt most proud of and whether they believed any of the students would want to be a librarian when they were older.

Most of the librarians were not satisfied with their pay. One interviewee explained the strength of her dissatisfaction in this way: "I am not happy with my salary, and that is the reason why I am not satisfied with my job". Two librarians specifically mentioned the low salary of a librarian relative to other professions:

> I: She said, if I'm working in my, uh, accountant diploma, somewhere else I will be paid more. But since I want to work as a librarian, I am working here but the salary is not good. It's not enough.

> I: Even the – about the pay he is not very happy because, um, for some other, um, departments, for example, if he has, if he would have been a teacher, there is increment every or in two years' time but he didn't get that amount. So he is saying it is a very less amount. But since he likes the – all activities which are going in the room, he is working, but the pay is not…
>
> R: It's not good.
>
> I: Not satisfactory, yeah. It is very less, he is saying.

Both of these librarians were unhappy with their pay, but both also noted that they enjoyed the work they were doing and that this compensated to some extent. These attitudes align with those of school librarians, primarily from high-income economies, which were discussed in the literature review (see section 2.9).

Two of the interviewees reported that they were satisfied with their salaries. One of these librarians had previously worked as a teacher in a private school, but explained that there was a lack of job security there, as the private school could make its own decisions about staff: "the school manager maybe they will sack you anytime". For this reason, he was pleased to have been placed in his current position, even though the pay was less than when he was teaching. The other librarian reported only that she was satisfied with both job and pay; an indication of one possible reason for this was given by her answer to a subsequent question. When asked whether there was anything that would improve her job, she replied that she would work for only two more years, and then retire.

In addition to low salaries, other sources of dissatisfaction described by the interviewees included lack of sufficient training, inadequate facilities and lack of respect shown by students and staff. One librarian stated that the school director only visited the library if there was a specific problem to be dealt with. Another interviewee described feeling isolated, despite the support of the school director:

> I: The only one person who visit me is only the director, and some students may disturb the library, and, uh, they may also want to contradict with me. When I apply to the school administrator, they are not interested to solve my problem. Only the director are help me.

Some of the librarians reported problems caused by the library space and provision. One interviewee described a lack of adequate space within the library, despite the fact that a new library building had been inaugurated that same year: "Uh, it's new and it's just, uh, not enough to put all the books of available here. It's just crowded". Another librarian explained that the absence of windows made the library very hot and unpleasant, particularly as it was often crowded with students.

Almost all the librarians reported satisfaction with the job overall; only one interviewee gave a negative response to this question. This positive affect was striking, particularly when considering the problems with library provision, training and salaries described by most of the interviewees. Many of the librarians expressed their satisfaction in terms of the progress made by the students who use the library, as in the following example:

> R: How satisfied do you feel with the job overall? […]
> I: OK, she just, uh, feels satisfied when, uh, clever students are scoring good result, when they are successful. And she refer a student who is from the countryside, and she's a clever student, she just – she just come here, uh, repeatedly, and then she borrowed books every day, and she's – I think she stood first in her class. And satisfaction managed from that.

Another librarian was pleased to be working in the school where he had studied as a child:

> I: When, since I am working, he is saying, I am very happy with the work. I learned here from grade 9 and 10, so I am working for my school, for my students.

In considering job satisfaction, many of the issues raised within the interviews were similar to those mentioned throughout the literature (see section 2.9). These included lack of appreciation and support from students and staff, problems with library space and provision, and low salaries. However, as with school librarians working in other countries at all levels of development, overall job satisfaction was still high.

5 CONCLUSION

5.1 Introduction

This chapter will examine the research findings in the broader context of this investigation. The key findings section summarises the findings explored and discussed in detail in chapter 4 of this paper. The limitations of the investigation, recommendations for potential changes to be made and possibilities for future research are then considered. The research conclusions section assesses the extent to which the research questions have been answered and draws final conclusions regarding the success of the study.

5.2 Key findings

Secondary school libraries in the Semien Gondar Zone are not fit for purpose. Most libraries do not meet governmental regulations with regard to number and size of rooms and number of staff employed. Both librarians and school directors described problems with overcrowding and noise, and a lack of basic equipment such as books and shelves. Where books are available, they are often outdated. None of the libraries have computers, although one library does possess audiovisual equipment. Due to the lack of staff, these libraries will not open on days when the librarian is ill. In some schools libraries will close for up to an hour and a half at lunchtimes; in others, the librarian will remain in the library to eat his or her lunch.

Librarians' daily routines include expected tasks such as lending and receiving books, reshelving, tidying the library, assisting students and recording statistics. Many respondents also described carrying out tasks that had not been anticipated by the researcher such as mending damaged books and cleaning the library. Teachers regularly make use of their school libraries, and in many libraries external groups such as students from other schools or community members are permitted to use the library facilities. The majority of interviewees keep a list of the books in their libraries, though library catalogues

are generally not used. None of the librarians interviewed had proficiency in English. Most libraries did allow books to be borrowed, but only at the weekend; until recently one library had not permitted any borrowing at all.

The librarians interviewed had studied subjects as varied as accounting, human resource management, and clinical nursing. None had obtained any professional library training or qualification, although some interviewees had attended training sessions from Link Ethiopia since beginning their current jobs. Many librarians were strongly in favour of attending training in future, and half of those interviewed felt that this would be the change that would improve their job the most. When the role of librarian in a secondary school becomes vacant, a new librarian is placed in the school by the civil service. The disparity between governmental guidelines for school librarians and the varied qualifications held by interviewees indicates a lack of trained librarians currently working in Ethiopia. Most of the librarians felt that students had a negative perception of the profession, and would not consider librarianship as a potential career choice.

The school directors were in agreement regarding the importance and benefit of the library to their schools. All had ideas for potential future improvements to their libraries: these included new and more spacious buildings, purchasing more books and hiring additional members of staff. Many librarians reported that their school directors visited the libraries regularly, in some cases every day, indicating that the relationship was generally positive. However, it is likely that some of these responses may have been affected by the political and power dynamics inherent in the interview situation.

The majority of librarians interviewed were not satisfied with their pay; nevertheless, two of these librarians explained that their enjoyment of the work compensated for this to a certain extent. Issues which contributed to the librarians' dissatisfaction included inadequate library space and facilities, the absence of suitable training and a lack of respect and support from students and staff. However, despite these problems, almost all librarians responded that they were satisfied with the job overall.

Many of the findings of this study are not surprising, but they are illuminating. Previously, very little research had been conducted on Ethiopian school libraries in general, and more specifically on secondary school libraries in the Semien Gondar Zone.

5.3   Limitations

The most significant known limitation when planning this study was the language barrier (see section 3.3.4 for a detailed discussion of this aspect of the research). The difference in language between researcher and interviewees affected the research process on more than one level. The main issue considered prior to carrying out the interviews was the possibility that the interpreter's own prejudices and assumptions could affect his or her translation. However, an added layer of complexity was created by the varying levels of English proficiency of both the interpreters and, when they chose to respond in English, the school directors. These responses and translations were occasionally idiosyncratic or unclear, with some information or detail potentially being lost in the translation gap. Ideally, the same interpreter would have been present to translate in all interviews; however, due to constraints of time and budget this was not possible. This may have affected the consistency of the translations due to the added variation of individual personalities and levels of English fluency.

A related topic is that of cultural differences. The researcher's cultural identity and background is very different from those of the interview subjects. This may have limited the extent to which interviewees felt comfortable and able to express themselves. This lack of in-depth familiarity with the Ethiopian cultural context may also have affected the researcher's understanding of certain issues.

During the interviews, privacy and noise levels were often difficult to control for, due to the nature of the school setting and the librarians' circumstances of work (see section 3.4.3 for a discussion of this aspect of the research). This may also have had an impact on interviewees' comfort levels and willingness to share their opinions.

Due to the small purposive sample of schools and the qualitative nature of this research, the conclusions drawn from this investigation cannot be generalised to secondary schools within the Semien Gondar Zone or beyond. A future study with a broader scope may be able to explore these issues in greater depth.

5.4 Recommendations

One of the key findings of this research is the desire of secondary school librarians to attend additional training. Many librarians spoke positively about the training sessions run by Link Ethiopia; however, there are still training needs to be met and this should be viewed as a priority. The literature review and the findings both implied that there is a systemic shortage of trained librarians in Ethiopia; this only emphasises the need for additional training.

Many schools have a restricted budget and so the opportunity to make improvements in fundamental areas such as out-of-date stock and lack of space are limited. However, some librarians described making small positive changes to their libraries such as hanging curtains and painting walls. If the school can be supportive of these changes, they can both improve librarians' working environment and make the library a more welcoming place for students.

The librarians' feelings regarding their status within the school and the lack of appreciation shown by students and staff suggest that there is a need to improve communication and encourage a positive view of the library within the school. In many schools, the school director is supportive of the library but additional library-based events and activities could help to reinforce this attitude amongst staff and students. Some schools already permit certain groups of external members to use the library, but further opening up library use could encourage appreciation of the library amongst the wider community.

5.5 Future research

One of the main objectives of this study was to go some way towards filling a gap in the literature regarding the role of the librarian in Ethiopian secondary school libraries. A further aim was to highlight some of the issues faced by school librarians working within developing economies, in order to provide a foundation for further research. There are a number of forms that future inquiries related to this topic could take. A similar study carried out in a different area of Ethiopia would enable a comparison of school library provision

and perceptions between regions. A larger-scale investigation would potentially allow more generalisable conclusions to be drawn. A study which included interviews with secondary school students would gain a valuable additional perspective on the library and librarian.

An additional aim of this research was to provide the basis for a greater understanding of the role of the Ethiopian school librarian for organisations wishing to work with Ethiopian schools or implement projects. It is also hoped that this study may prove useful for researchers looking at school libraries in other developing economies.

5.6   Research conclusions

This study was conceived as exploratory in nature, but with three key research objectives (see section 1.3). The first of these was *to gain a greater understanding of the circumstances and challenges affecting the school librarian in Ethiopia*. The interviews with librarians made clear that the challenges involved in running a secondary school library in Semien Gondar are myriad. These include lack of books, lack of space and lack of adequate staffing; an absence of suitable training; low salaries; and a perceived lack of appreciation and respect. However, despite these challenges, many school librarians still express satisfaction with their work and the difference they are making to students' lives.

The second research objective was *to discover whether and how cultural differences and attitudes to books and reading impact upon the library service*. The tension between the ideal of the school library as a place of sharing knowledge and the reality of books as limited and precious resources was apparent from the interviews. Some secondary school libraries may choose not to lend books at all due to the possibility of volumes not being returned. Limited budgets mean that schools may not be able to afford to replace books which are lost; the stock that is available are frequently old and outdated. All of the participant librarians lacked proficiency in English, which may impact both upon their relationship to the books in their care and their ability to assist students. Additional research in this area would go further towards illuminating the impact of attitudes towards books on library management and library use.

The final research objective was *to explore the ways in which the role of the school librarian in Ethiopia differs from the traditional western conception of the librarian*. From the librarians' responses, it is clear that many of their daily tasks are similar to those shared by school librarians throughout the world: issuing and shelving books, assisting students and recording statistics. Many of the librarians' preoccupations and worries were also reflected within the literature. In countries at all levels of income and development, school librarians share concerns regarding their salaries, their workload, and their perceived level of support within the school.

However, the interviews also revealed significant differences in the role of the Ethiopian school librarian as compared with colleagues working in a high-income economy such as the UK. Although many countries record relatively low percentages of qualified school librarians, it is significant that none of the librarians interviewed had undertaken any formal library-related training, although all held qualifications in other subjects. The role of the school librarian in Ethiopia is also more likely to include tasks related to guardianship and protection of the books in their care. These may include the enforcement of restricted lending periods, mending old and damaged textbooks, and checking students to ensure they are not stealing from the library.

Although the literature review revealed that the role of the school librarian is viewed as relatively low-status in countries across the world, the interviews made clear that school librarians in Ethiopia face particular difficulties in this regard. School directors are frequently supportive towards the library, but their understanding of the work of the librarian is very limited. In none of the discussions with either librarians or school directors was the librarian's potential to be actively involved in teaching and learning considered as a possible aspect of the role. Secondary school librarians are not considered to be professional, do not feel appreciated by their colleagues and students and are not able to access the training they desire.

The role of the secondary school librarian in Semien Gondar shares certain similarities with school librarians across the world, but the Ethiopian cultural context presents unique complexities and challenges which affect both the work itself and the way in which it is perceived.

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APPENDIX A: LIST OF SEARCH TERMS

In order to progress in a systematic search of the chosen databases, a term from Column A was matched with a term from Column B to produce a search term. If too few results were retrieved on a particular subject, terms from Column B were searched without a locational qualifier.

Terms in quotes were searched as a phrase. Some search engines automatically search for alternative forms of a word or phrase (e.g. school and schools); if this was not the case, each word or phrase was searched individually.

Column A: locational terms	Column B: subject terms
Ethiopia	education
"developing world"	school / schools
"developing country" / "developing countries"	library / libraries
"developing economy" / "developing economies"	school / schools + library / libraries
[specific country name from lists in Appendix B; see section 2.1 for justification]	school / schools + librarian / librarians + training
	school / schools + librarian / librarians + qualifications
	librarian / librarians + satisfaction
	principal + library / libraries
	literacy

Table 2: Locational and subject-specific search terms

APPENDIX B: UNITED NATIONS AND WORLD BANK COUNTRY CLASSIFICATIONS

(i)   World Bank list of low-income economies, 2016

Afghanistan	Guinea	Rwanda
Benin	Guinea-Bissau	Senegal
Burkina Faso	Haiti	Sierra Leone
Burundi	Korea, Dem. People's Rep.	Somalia
Central African Republic	Liberia	South Sudan
Chad	Madagascar	Tanzania
Comoros	Malawi	Togo
Congo, Dem. Rep.	Mali	Uganda
Ethiopia	Mozambique	Zimbabwe
Eritrea	Nepal	
Gambia, The	Niger	

Table 3: World Bank list of low-income economies, 2016

Adapted from: World Bank, no date b.

(ii)   World Bank list of lower-middle-income economies, 2016

Armenia	Kiribati	Solomon Islands
Bangladesh	Kosovo	Sri Lanka
Bhutan	Kyrgyz Republic	Sudan
Bolivia	Lao PDR	Swaziland
Cabo Verde	Lesotho	Syrian Arab Republic
Cambodia	Mauritania	Tajikistan
Cameroon	Micronesia, Fed. Sts.	Timor-Leste
Congo, Rep.	Moldova	Tonga
Côte d'Ivoire	Mongolia	Tunisia
Djibouti	Morocco	Ukraine
Egypt, Arab Rep.	Myanmar	Uzbekistan
El Salvador	Nicaragua	Vanuatu
Ghana	Nigeria	Vietnam
Guatemala	Pakistan	West Bank and Gaza
Honduras	Papua New Guinea	Yemen, Rep.
India	Philippines	Zambia
Indonesia	Samoa	
Kenya	São Tomé and Principe	

Table 4: World Bank list of lower-middle-income economies, 2016

Adapted from: World Bank, no date b.

(iii)   United Nations list of developing economies, 2016

Algeria	Ghana	Nigeria
Angola	Guatemala	Oman
Argentina	Guinea	Pakistan
Bahrain	Guinea-Bissau	Panama
Bangladesh	Guyana	Papua New Guinea
Barbados	Haiti	Paraguay
Benin	Honduras	Peru
Bolivia (Plurinational state of)	Hong Kong SAR	Philippines
Botswana	India	Qatar
Brazil	Indonesia	Rwanda
Brunei	Iran (Islamic Republic of)	El Salvador
Burkina Faso	Iraq	Sao Tome and Prinicipe
Burundi	Israel	Saudi Arabia
Cabo Verde	Jamaica	Senegal
Cameroon	Jordan	Sierra Leone
Central African Republic	Kenya	Singapore
Chad	Korea, Republic of	Somalia
Chile	Kuwait	South Africa
China	Lebanon	Sri Lanka
Colombia	Lesotho	Sudan
Comoros	Liberia	Syrian Arab Republic
Congo	Libya	Taiwan Province of China

Congo, Democratic Rep. of the	Madagascar	Tanzania, United Rep. of
Costa Rica	Malawi	Thailand
Côte d'Ivoire	Malaysia	Togo
Cuba	Mali	Trinidad and Tobago
Darussalam	Mauritania	Tunisia
Djibouti	Mauritius	Turkey
Dominican Republic	Mexico	Uganda
Ecuador	Morocco	United Arab Emirates
Egypt	Mozambique	Uruguay (Bolivarian Rep. of)
Equatorial Guinea	Myanmar	Venezuela
Eritrea	Namibia	Viet Nam
Ethiopia	Nepal	Yemen
Gabon	Nicaragua	Zambia
Gambia	Niger	Zimbabwe

Table 5: United Nations list of developing economies, 2016

Adapted from: United Nations, 2016, p. 160, Table C.

APPENDIX C: INFORMATION LETTER (ENGLISH VERSION)

Information Letter

**The Role of the Librarian in Secondary School Libraries
in Semien Gondar Zone, Northern Ethiopia**

Research project for Master's Dissertation
(MScEcon Information and Library Studies, Department of Information
Studies, Aberystwyth University, UK)

You are being invited to take part in the above research study. Before you decide whether or not to take part, it is important that you understand:

1) why the research is being done
2) what it will involve

Please take time to read the following information carefully. If anything I have written below is unclear, or if you would like more information about this research project and what it involves, then please contact me (my contact details are listed at the end of this letter).

All the information about your participation in this study will be kept <u>confidential</u>. Details about how this will be done are included in Part 2 of this letter.

Part 1: What is the purpose of this research?
My name is *[researcher's name]* and I am a Master's student at the Department of Information Studies, Aberystwyth University. I will be conducting the study. The aim of the research is to explore the role of the librarian in secondary school libraries in the Semien Gondar Zone. I will be conducting interviews with school librarians in the Gondar area, in order to find out about their work and how they feel about it. I will also be interviewing school directors to learn about their thoughts about the school library.

The findings of the project will be used to gain a greater understanding of the work of school librarians in Ethiopia.

Part 2: What does the research involve?

The research will involve taking part in an interview. You will be asked about your work in the school library and your thoughts about it. You have the right not to answer any of the questions that you are asked. Under no circumstances will your name or any of your personal details be published.

You can choose to withdraw from the research at any time before it is submitted to Aberystwyth University by contacting the researcher or the university. In this case, interview recordings, transcripts, and all records of your involvement in the research will be deleted.

Please note the following procedures about our interview:

- **Translation:** An interpreter will be present during the interview and will translate the questions into Amharic and translate your responses into English.
- **Recording**: The interview will be audio-recorded. This recording will be used only for this piece of research, and will be used in accordance with UK data protection legislation and the ethical research procedures of Aberystwyth University.
- **Confidentiality:** All the information you give will be treated confidentially. Both the conversation and the information you provide will be completely confidential and treated confidentially by the interviewer and the interpreter.
- **Anonymity**: All interviews will be anonymous and personal data removed at the transcription stage. No individuals or libraries will be identified in the results. Any direct quotes included in the report (that is, quotes of the things recorded in the interview), will be used selectively and anonymously (that is, no one will be able to attribute/link the words to you).
- **Data security:** The information will be kept securely, and for only as long as necessary to: a) analyse the research data and b) report on the research and its findings.

If you wish, you can request a copy of the transcript (printed words) of the interview. A full report and a summary of the research findings will be made available to you, if you wish to see it.

Participation in this study is entirely voluntary. To help me record that you are willing to take part in this study, please complete the Consent Form. Please note that if you consent to take part in the study, you are still free to withdraw from the study at any time and without giving a reason.

Contact for further information

If you have any questions or concerns about this study, please do not hesitate to contact me:

[researcher's name] – email: *[email address]*

Or if you prefer, you can contact *[contact name]*, who has agreed to be my in-country point of contact and can arrange for any questions you may have to be answered in Amharic:

[contact name] – email: *[email address]* – phone: *[phone number]*

Thank you for taking the time to read this information sheet.

[researcher's name]

Appendix D: Information letter (Amharic version)

Translated by Muluken Jegnie

የአምሳል መመሪያ

በጎንደር ከተማ ባሉ የሁለተኛ ደረጃ ት/ቤቶች ቤተ-መፃህፍት ወስጥ የቤተ-መፅሃፍት ባለሙያዎች

(ላይብረሪያን) ማና::

ሰሜን ኢትዮጵያ

የሁለተኛ ደገሪ ጥናታዊ ፅሁፍ:

(የመረጃ እና ቤተ-መፃህፍት ጥናት፤ የመረጃ ጥናት ትምህርት ክፍል፤

አበሪሰተዋዝ ዩኒቨርሲቲ, እንግሊዝ)

ከላይ በተገለፀው ጥናታዊ ፅሁፍ ላይ እንዲሳተፉ የጋበዝንዎት ሲሆን ስተሳትፎዎት ከመወሰንዎት በፊት ከዚህ በታች የተገልፀትን መረዳት ይኖርበዎታስ::

1) ጥናታዊ ፅሁፉ ስምን እንደሚሰራ

2) ምን ምን እንደሚያካትት

ስስ መጠይቁ ግልፅ ያልሆነ ወይም ተጨማሪ ማብራሪያ ካስፈለገዎት ከታች በተጠቀሰው አድራሻ ያናግሩን::

የሚሰጡት መልስ በራስ መተማመን እንዲሆን ይፍስጋል::

ክፍል 1: የጥናታዊ ፅሁፉ አስፈላጊነት?

▮▮▮▮▮ እባላለሁ:: በአበሪሰተዋዝ ዩኒቨርሲቲ፤ የመረጃ ጥናት ትምህርት ክፍል የሁለተኛ ዲግሪ ተማሪ ነኝ:: የዚህ ጥናት አሳማ በጎንደር ከተማ ባሉ ሁለተኛ ደረጃ ት/ቤት ቤተ-መፃህፍት የቤተ-መፃህፍት ባለሙያዎች ማና ሲሆን ስስ ስራውን ስላስቸው ስሜት ስማመቅ ያስችስኝ ዘንድ ቃስ መጠይቁ የቤተ-መፃህፍት ባለሙያዎች ላይ የሚሰሩ ሲሆን ስስ ቤተ-መፃህፍት ያላቸውን ግንዛቤ ስማመቅ ርዕስ መምህራንም በቃስ መጠይቁ ተካተዋል::

የጥናቱ ወጤት በኢትዮጵያ ወስጥ ያሉ የቤተ መፅሃፍት ሰራተኛች ተግባር ላ በዊ ግንዛቤ እንዲናረን ያደርጋል::

ክፍል 2: ጥናታዊ ፅሁፉ የሚያካትታቸው ነገሮች?

በጥናታዊ ፅሁፉ ወስጥ በቤተ መፅሃፍት ወስጥ ስላስህ/ሽ ስራና ስስስራው ያስህ አስተሳሰብ የሚጠይቅ ሲሆን የማትፈስገገውን/ጊውን ጥያቄ ያስመመስስ መብትህ/ሽ የተጠበቀና ስምህ/ሽና የምትሰጠው መልስ በሚስጥር የሚያዝ ነው::

የቃስ መጠይቁ ሂደት የሚከተስት ይሆናል::

- ትርጉም: በቃስ መጠይቁ ወቅት ከእንግስዘና ወደ አማረና እና ከአማረና ወደ እንግሲዘና የሚያስተረጉም ሰው አስ::

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- **መቅረፀ ድምፅ:** ስዩኒቨርሲቲው መረጃ አስባሰብ ያገዝ ዘንድ ቃስ መጠይቁ በመቅረፀ ድምፅ የሚቀዳ ይሆናል::

- **በራስ መተማመን:** የሚሰጠው መልስ በራስ መተማመን የተሞላበት እንዲሆን ይፈስጋል::

- የሚሰጡት ቃስ መጠይቅ መልስም ሆነ ስምዎ የተደበቀ ይሆናል::

- ቃስ መጠይቁ መረጃውን ስማጠናቀር የምጠቀምበትና ፕናታዊ ፅሁፍ እስኪቀርብ ደረስ በፕንቃቄ ይያዛል::

ቃስ መጠይቁንም ሆነ ፕናታዊ ፅሁፉን ማዬት ከፈስጉ በኮፒ ልንስጥዎት ስስምንችል ይጠይቁን::

በፕናታዊ ፅሁፉ ያስዎት ተሳትፎት በፈቃደኝነት ስስሆነ ቃስ መጠይቁን ስማደረግ ፈቃደኛ ከሆኑ የስምምነት ቅፁን ይሙሱ::

ስተጨማሪ መረጃ

ፕናታዊ ፁሁፉን በተመሰከተ ፕያቄ ካስዎት በሚከተስው ኢሜል ይፃፉልን::

█████ — email: ███████████

ወይም ████████ በሚከተስው አድራሻ መጠየቅ ችሳሱ::

ኢሜል: █████████████ — ስልክ ቁፕር: ████████

ጊዜዎትን መስዋዕት አድርገው ስስሞሱት እናመሰግናስን::

████████

APPENDIX E: CONSENT FORM (ENGLISH VERSION)

Consent form

Title of project: Master's Dissertation: The Role of the Librarian in Secondary School Libraries in the Semien Gondar Zone, Northern Ethiopia

Name of researcher/s: *[researcher's name]*

Project authority: This research project is being undertaken as part of a Master's in Information and Library Studies from Aberystwyth University.

Please tick

1. I confirm that I have read and understand the *Information Letter* for the above study and have had the opportunity to ask questions about the study and they have been answered for me. ☐

2. I have received enough information about what my role involves. ☐

3. I understand that my decision to consent is entirely voluntary and that I am free to withdraw from the study at any time without having to give a reason. ☐

4. I understand that my anonymity will be respected and that none of my personal data (e.g. name, place of work, etc.) will be published or divulged to my employer in any way. ☐

5. I agree that the data I provide may be used by *[researcher]* within the conditions outlined in the *Information Letter*. ☐

6. I agree to the interview being audio-recorded. ☐

7. I consent to participate in this study about the role of the librarian in secondary school libraries in Semien Gondar Zone. ☐

Name of participant (IN BLOCK LETTERS)	**Signature**	**Date**
Name of researcher (IN BLOCK LETTERS)	**Signature**	**Date**

Please return this Consent Form to:
[researcher's name and address]

APPENDIX F: CONSENT FORM (AMHARIC VERSION)

Translated by Muluken Jegnie

የስምምነት ቅፅ

የፕሮጀክቱ ርዕስ: የሁለተኛ ዲግሪ ፕናታዊ ፁሁፍ: በጎንደር ከተማ ባሉ የሁለተኛ ደረጃ ት/ቤቶች ቤተ-መፃህፍት ወስጥ የላይብረሪዎን ሚና:: ሰሜን ኢትዮጵያ

ጥናቱን የሚያጠናው ሰው ስም: ▮▮▮▮▮

አስጠኝው ድርጅት: አበረሰቲወዝ ዩኒቨርሲቲ

	✓ ያድርጉ
1. መመሪያውን አንብቤና ተረድቼ ፕሮቄም እንደጠይቅ እዱ ተሰጥቶች አሞላሱን የተረዳሁ መሆኔን አረጋግጣለሁ	☐
2. ቃስ መጠየቁ ምን ምን እንደሚያካት በቂ መረዳ ተሰጥቶኛል::	☐
3. ተሳትፎዬ በፈቃዴንነት መሆኑን እና ካልፈስኩም መተው የምችል መሆኑን ተረድቻለሁ::	☐
4. ሦሚም ሆነ የሰጠሁት ቃስ መጠይቅ ለአስሪዎች የተደበቀ(በሚስጥር የሚያዝ) መሆኑን ተረድቻለሁ::	☐
5. በመመሪያው እንደተረዳሁት ቃስ መጠይቁን ▮▮▮▮▮ እንደትጠበምበት ፈቅዳለሁ::	☐
6. ቃስ መጠይቁ በመቅረፅ ድምፅ እንዲቀዳ ተስማምቻለሁ::	☐
7. በጥናቱ ስመሳተፍ ተስማምቻለሁ::	☐

የተሳታፊው ስም	ፊርማ	ቀን
የሚያጠናው ስም	ፊርማ	ቀን

አባክዎ ይህን የስምምነት ስነድ

▮▮▮▮▮▮▮▮▮▮▮▮

APPENDIX G: INTERVIEW GUIDE FOR LIBRARIANS

1. What tasks do you perform in a typical day?

2. When is the library open?

3. Do any other staff or students help to run the library?

4. Is the library locked when nobody is here?

5. Are teachers able to use the library? If so, do they?

6. Are community members able to use the library? If so, do they?

7. Does any cataloguing take place?

8. How are books acquired for the library?

9. How long have you worked in this library?

10. Please describe your education and training.

11. What changes have you made to the library since you arrived?

12. What changes would you like to make in the future?

13. How suitable is the space that the library is in?

14. Are there any problems with the library?

15. What are you most proud of?

16. How often does the school director visit the library?

17. How often do the teachers visit the library?

18. Do you think any of the students may like to be a librarian when they are older?

19. How would you describe your role to a parent who asked what you do?

20. How satisfied do you feel with the job overall?

21. How satisfied do you feel with your pay?

22. Is there anything that would improve your job?

APPENDIX H: INTERVIEW GUIDE FOR SCHOOL DIRECTORS

1. How important do you think a library is for students' education?

2. How do you ensure that students use the library?

3. Is there anything you would like to improve about the school library?

4. How long have you worked at the school?

5. How long has the school had a library for?

6. How is the school librarian recruited?

7. How many students are there in the school?

8. How many teachers are there in the school?

APPENDIX I: TRANSCRIPTION EXCERPT WITH CODING

In the below transcription excerpt, the following codes indicate which participant is speaking:

- R = Researcher
- I = Interpreter

The English sections of the interview are transcribed as heard by the researcher, including filler sounds such as "uh" and "um". The interpreter's questions and interviewee's responses in Amharic are transcribed using the word "Amharic" in square brackets.

TRANSCRIPT	CODING
R: Um, when is the library open?	
I: The time?	
R: At what time?	
[Amharic]	
I: OK. It is opened at 8 and half in the morning.	**procedures**
R: Uh-huh.	
I: And after it works until 5 p.m.	
R: OK. And does she – uh, does she have a lunch – lunch break?	
[Amharic]	
I: Since there are more than three thousand students here…	**statistics**
R: Uh-huh.	

I:	There is a lot on me.	**problems**
R:	A lot of work.	
I:	And I just ask the school to hire another person.	**asking; changes**
R:	Ah, OK.	
I:	Who supports her.	
R:	Uh-huh.	
I:	And then the school hired a person, temporarily.	**changes; assistance**
R:	Uh-huh.	
I:	And the school – the library just stays open from the morning to the afternoon.	**changes; positive**
R:	Ah, OK.	
I:	And at her break time – I mean her lunch time – that person who is hired temporarily just stayed here.	
R:	Ah. That's good. So that she can have lunch and come back. And the library is open.	**procedures**
I:	Uh-huh.	
R:	So, um. Do any other staff or students help to run the library? So there's this person who comes at lunchtime, but is there a library club, or?	
I:	Library club a-le?	
	[Amharic]	
I:	There are, uh, members of the book club.	**procedures**
R:	Uh-huh.	
I:	And they are around 43.	

R:	OK.	
I:	They just helped her, uh, here in the library.	**assistance; positive**
R:	Uh-huh.	
I:	They make other students read.	**tasks**
R:	OK.	
I:	And the – the benefit is they just get the books easily.	
R:	Uh-huh.	
I:	And they are supporting.	**assistance**
R:	OK.	
I:	And there are also different documents as I, uh – as the director told you before.	**procedures**
R:	Yeah. The ID…	
I:	There is a document, yeah. There is a document so the students take a book from here by just giving their ID – ID card to the library.	**procedures; tasks**
R:	OK. Thank you. Um, is the library locked when nobody is here? *[Amharic]*	
I:	OK. The, uh, library will be closed when there is exam – final examination.	**procedures**
R:	Uh-huh.	
I:	And the national examination. Only.	
R:	Uh-huh.	
I:	At that time. Unless, uh, it's just stayed open.	**procedures**

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R: Uh-huh.

I: At work time.

R: At work time. And at night, um, or at the weekend, it
       is?

I: Yeah, it's just closed.   **procedures**

       [Amharic]

I: OK, they just work at Saturday. On Saturday.

R: Oh, they work on Saturday?

       [Amharic]

I: It's half day on Saturday. Half twelve.   **procedures**

R: OK.

I: Twelve and half.

R: Um, are teachers able to use the library?

       [Amharic]

I: No, they just use the library because since they are **teachers**
       teachers.

R: Yeah.

I: They just come here and read what they are going to   **teachers; procedures**
       teach and then when they ref – need a reference, there
       are some reference books so they just use that book.

R: Uh-huh. And, um, can community members use the
       library – like, people who are not in the school?

I: People who are not part of the school?

R: Mm.

[Amharic]

I: OK. It's allowed for, uh, some part of the community,   **community;**

especially the students who just don't score a good   **procedures**

result on the national examination. If they have an

ID card, they can enter and use the library […?].

R: Ah OK.

I: And then if they don't have any ID card, they just ask   **procedures; principal**

the principal, and then given a temporary ID card.

R: Ah OK. So students from another school?

I: Uh. Yeah, they are not part of the school actually, but…   **community**

R: Or they have left.

I: They were, yeah, they just left.

R: They are older, they have?

I: Not older, but if for – for instance if the student is   **community**

Grade 10 student last year, and he – if he doesn't get

any promotion to Grade 11…

R: Ah OK. Uh-huh.

I: They just, they want to promote their label.

R: Uh-huh.

I: And then they want to just take the national   **community**

examination again privately.

R: Ah, so they are not in the school anymore.

I: Yeah, they are not.

R: But they will come. Uh-huh.

I: Yeah.

        [Amharic]

I: There is also a public library here in [name of place].   **community**

R: Ah OK.

I: And students also use the library.   **procedures**

R: They can use that as well. OK. Thank you.