



Connecting Africa's library and information communities

4th AFRICAN LIBRARY SUMMIT & 2nd AFLIA CONFERENCE

THEME:

LIBRARIES IN THE DEVELOPMENT AGENDA:
REPOSITIONING AFRICAN LIBRARIES TO DELIVER ON THE FUTURE WE WANT

TUESDAY 16TH - FRIDAY 19TH MAY, 2017

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YAOUNDE, CAMEROON**

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PROGRAMME

SUNDAY 14TH - SATURDAY 20TH MAY 2017, DJEUGA PALACE HOTEL, YAOUNDE, CAMEROON

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PROGRAMME OF EVENTS

PRE-CONFERENCE WORKSHOPS - 14th – 15th May 2017

- Public Libraries (Mortensen Centre) Workshop - Strengthening Innovative Library Leaders (SILL)
- IFLA Global Vision Regional Workshop: Africa

15th May 2017
18.00 - 21.00

AfLIA Council Meeting I - Hotel des Deputes

MAIN CONFERENCE

DAY 1- TUESDAY- 16TH MAY

09.00 – 11.05

Plenary Session 1 - Opening of Conference

- | | |
|---------------|---|
| 09.00 - 09.05 | Chairperson's Opening Remarks |
| 09.05 - 09.10 | Welcome Address – AfLIA President |
| 09.10 - 09.20 | Address by Secretary General of IFLA – Mr. Gerald Leitner |
| 09.20 - 09.30 | Address by President-Elect of IFLA – Ms. Gloria Perez-Salmeron |
| 09.30 - 09.40 | Address by Global Libraries – Ms. Deborah Jacobs |
| 09.40 - 09.55 | Opening of Conference by Guest of Honour - Pr.Narcisse Mouelle Kombi,
Minister of Arts and Culture, Cameroon |
| 09.55 - 10.25 | → Keynote Address- ICT landscape in Africa, Internet governance,
connecting the next billion and the Development Goals
– Dr. Edmund B. Katiti, Chief Executive Officer, FikiyaTech Consulting, Pretoria, South Africa |
| 10.25- 10.40 | → Launch of President's Fund |
| 10.40- 10.45 | Vote of Thanks |
| 10.45- 10.50 | Chairperson's Closing Remarks |
| 10.50- 11.00 | Photograph
Chairperson- Honourable Hilarion Etong Senior Deputy Speaker, National Assembly of Cameroon |
| 11.00- 12.00 | Opening of Exhibition / Refreshment |

12.00 - 13.00

Plenary Session 2 - Mobile Technology
Chairperson - Gertrude Mulindwa

~~✱~~ **Joan Mwachi-Amolo** - Public Libraries Leveraging the Mobile Era

Melody Clark, Chris Coward & Chris Rothschild - Mobile Information Literacy: Building Digital Information Literacy and Skills for Mobile-first and Mobile-centric Populations in Africa

13.00 - 14.00

Lunch

15.00 - 15.15

Plenary Session 3 - e - Africa: ICTs in the development of knowledge in Africa
Chairperson - Joel Sam

Mary Kinyanjui - The role of ICT in knowledge development in Africa: The case study of Kenya ICT sector partnering with Public libraries.

Randy Emmanuel Kommey - E-Africa: The Role of ICT in the Knowledge Economies of Africa

Grif Peterson, Juliana Muchai & Janet Sawaya - Learning Circles Support Online Learning in Kenya

15.15 - 15.30

Introduction to Un-Conference

15.30 - 15.45

FOLIO Presentation

15.45 - 16.00

EIFL Award Presentation

16.00 - 16.30

TEA / Visit to Exhibitions

16.30 - 17.30

Market place of Ideas / Visit to Exhibitions

17.30 - 18.30

Cocktail Reception - Speaker- Ms. Deborah Jacobs, Director, Global Libraries of BMGF

8.30- 9.00

Plenary Session 4- Delivering the Promise of Libraries
Speaker: Darren Hoerner
Chairperson-Rocky Ralebipi -Simela

09.00 - 10.10

PARALLEL 1

National / Public / Community Library
Services leading the realisation of the
Development Agenda
Chairperson – Mandla Ntombela

Neemat Abdulrahim & Nkem Osuigwe -
Training modules of Beyond Access/IREX interventions for
Nigerian Heads of Public Libraries as roadmaps for
achieving SDGs

Victor Oyemike Benson, Nkechi M. Amaechi
& Linda Ihechikwere Anyalebechi Sustainable
Development Goals (SDGs): Taking the Public and
Community Library Services beyond the Library Walls

Beatrice Ampadu - Public libraries as agent of development
in providing services to meet community needs: Ghana
Library Authority in focus

PARALLEL 2

ICT In Academic /Research Libraries
Chairperson – Nthabiseng Kotsokoane

Samuel K Nikoi & Korklu A Laryea – Learning Transition and
the Learner Experience: What Implications for Digital
Literacy Teaching in Higher Education.

Rodney Malesi & Arnold Mwanzu - Twenty First Century
Digital Literacy: Dispatches from USIU-Africa Library and
Information Centre

Macdonald Nhakura & Ariel Muvhunzwi -
Preparedness of blended e-learning in state universities to
aid development of knowledge in Zimbabwe through
adoption of STEM initiatives: case of HIT.

10.10 - 10.25

TEA / Visit to Exhibitions

n

10.25- 12.00 Plenary Session 5 IFLA Session & Data Gathering Session
Chairperson – Rosemary Shafack

12.00 -12.30 Plenary Session 6 - Time with Ebsco Host

12.30 - 13.30 Lunch

13.30 - 15.00

PARALLEL 3

Research Data
Chairperson – Bernard Dione

Edward Mukibi & Mary Nabbosa- Assessing the requirement for Research Data Managements, Sharing and Re-use in Public Universities: unlocking the Gold Mine-'Data' for Development

Tangmo Norbert - Big Data: Quelles perspectives pour les bibliothèques universitaires et le champ de la recherche scientifique en Afrique

Angela Mumo, Rosemary Otando and Peres Were
- University of Nairobi Library: Broadening Access to Academic Research Content in Africa

Shimelis Assefa - Data and Information Literacy

PARALLEL 4

The role of libraries in building peace and justice in Africa
Chairperson – John Tsebe

Shimelis Assefa and Janet Lee -
Public Libraries as a place to advance tolerance.

Eno Joseph Ottong, Akin Seun Fakorede & Ubong Ottong - The role of libraries in building peace and justice in Africa; A case of Calabar South Local Government Area of Cross River State, Nigeria.

Louise Lutéine Balock – Le rôle des Bibliothèques dans la construction de la paix et de la Justice en Afrique: Etude de Cas (The role of libraries in building peace and justice in Africa: a case study)

Helen Emmanuel & Adebayo. A. Bello -
The Role Libraries In Building Peace And Justice In Africa.

15.00 - 15.15 TEA / Visit to Exhibitions

15.15 - 17.00 Plenary Session 7 - Poster Session

17.00 - 17.30 Market place of Ideas

18.00- 20.00 Cultural Evening – National Assembly of Cameroon

DAY 3- THURSDAY 18TH MAY

08.30- 9.00 Plenary Session 8 - The Role of ICT, the Digital Divide and the Challenges of Education
Speaker: Prof Ismail Abdullahi
Chairperson- Puleng Kekana

09.00 -10.45

PARALLEL 5

Libraries in the Development Agenda Chairperson – Nkem Osuigwe

Ramune Petuchovaite - Continuing professional development of public librarians in Africa – a critical lifeline to realize development priorities

Tendai Mataranyika - Academic Libraries and the Development agenda: Insights from University of Zimbabwe 2015 Outreach Activities.

Roseline Mekeng Njikang Epse. Bawack - Academic Libraries in Cameroon: The gateway to achieving Sustainable Development Goals

Godwin N Arua, George E Asogwa & Ebere Maryann Ebisi - Continuing professional development of librarians for promoting sustainability and development: the Tripartite role of Individuals, Employer and Professional Association in Nigeria

Desmond Chinedu Oparaku, Emmanuel U. Anyanwu & Oyemike Victor Benson - Re-Engineering Library and Information Science Education for Realization of the Sustainable Development Goals (SDGs) in Developing Countries

10.45- 11.00 TEA / Visit to Exhibitions

PARALLEL 6

Women, Youth and Children's Services in the Development Agenda Chairperson – Mary Kinyanjui

Joseck Olala & Purity Kavuri-Mutuku - Impact of online Learning Circles on the community: A case study of KNLS, Nakuru County, Kenya

Samantha Thomas Chuula - Digital vs print: which is more effective for encouraging regular reading? Print or Digital? A study from public libraries in Kenya

Velenasi Mwale-Munsanje & Elizabeth Giles - Provision of Children's Library Services: The Case of Public Libraries in Zambia

Wenceslas G. G. Mahoussi - Library and school performance: the example of the Public Library of Drabo.

Patience Emefa Dzandza - Information Communication Technology (ICT) services to students in the Greater Accra Region of Ghana: an initiative of the Ghana Library Board (GhLA) towards the development agenda

11.00 - 12.00

Plenary Session 9 Preservation of Africa's culture and heritage
Chairperson – Ismail Abdullahi

Nkem E. Osuigwe - Building a strong cultural identity through availability of local scientific knowledge: Case study of the Nigeria Book Foundation

Rafaa A. Ghobrial Morgos - Digital Assets Management: Sudanese digital cultural Pilot Project

Marie Sophie Dibounje Madiba - Preservation of Africa's culture and heritage.

12.00- 13.00

Lunch

13.00- 14.40

Plenary Session 10 Panel Discussion
Linking the Cape Town Declaration with The Africa We Want–
a tool for Africa's development.
Chairperson – Buhle Mbambo Thata

John Tsebe - The role of libraries and information in building Pan Africanism and the Vision of Africa's Renaissance, and Africa as a strong united and influential Global player

Mandla Ntombela - The role of Library Associations

Gertrude Mulindwa – The role of AflIA in building the capacity of information workers

Rocky Ralebipi-Simela – The role of National Libraries

Antonin Diouf – The role of Special and International Agency libraries

Rosemary Shafack - The role of Academic Libraries

Bernard Dione - The role of Library Training Institutions

14.40- 15.10

Plenary Session 11 AJOL Presentation

15.10 - 15.25

TEA / Visit to Exhibitions

15.25 - 17.30

Plenary Session 12 Un-Conference Session
Convener – Dr. Nkem Osuigwe

17.30 - 18.00

Market place of Ideas

18.00

Closing

19.00 - 22.00

Conference Dinner – Hotel des Deputes

DAY 4- FRIDAY- 19TH MAY

- 08.30 -10.30 AfLIA Section Meetings for key outcomes based on Session outcomes/ Other Issues
- 10.30- 10.45 TEA / Visit to Exhibitions
- 10.45 – 11.15 **Fast - pitch Ideas** (information about new initiatives; new way of doing old things; announcements; inventions)
- 11.15- 13.00 Plenary Session 13
Presentation of AfLIA Section Meetings key Outcomes
- 13.00 - 14.00 Lunch
- 14.00- 16.00 AfLIA General Meeting. Chairperson – President of AfLIA
- 16.00- 16.30 Plenary Session 14. Closing of Conference -
Chairperson – Mr. John Tsebe
- 18.00 - 21.00 Council Meeting II (Old & New members) - Hotel des Deputes

DAY 5- SATURDAY - 20TH MAY

- 09.00 - 12.00 - Library Visits I
- 14.00 - 17.00 -Library Visits II

DEPARTURE OF PARTICIPANTS BEGIN

DAY 6 - SUNDAY- 21ST MAY

DEPARTURE OF PARTICIPANTS END

Mercury

AUTHORS AND
ABSTRACTS OF PAPERS

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University Of Nairobi Library: Broadening Access To Academic Research Content In Africa

Access to scholarly content is critical to support quality higher education in Africa. Scholars, students and researchers in the continent have until recently had limited access to original research reports produced by students and academics at various institutions across Africa because most of this content is stored in print format which can only be accessed by physically visiting a library.

The University of Nairobi partnered with Digital Divide Data, to digitize 20,000 academic theses to make them publicly available on the University's digital repository. This rich content is now accessible online by users from all over the world.

The accessibility of digital content can result in improved research and innovation by students of higher learning. More students can access the content while at the same time libraries become less congested.

This paper will outline the digitization process of this landmark project as well as the outcomes and implications for making research thesis widely available electronically.

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Public Libraries as Agents of Development in Providing Services to Meet Community Needs: Ghana Library Authority in Focus

This paper investigates how public library as development agent can collaborate with all stakeholders in meeting community needs. The objectives of this paper are on the role that public libraries play in community and national development; services rendered by public Libraries that addresses community needs and bring changes to lives of the people; factors that contribute to the success of involvement of staff, citizens and other stakeholders in meeting these needs; various activities and programmes currently undertaken to support community needs; and offer recommendations and plans that will make public libraries perform more effective in supporting community needs and development. Every aspect of the objectives on other related studies in Ghana, Africa and the world at large are

presented in the literature review.

A descriptive method of research is used; data was collected through an online survey technique and questionnaire administration. Survey questions were constructed within the context of the objectives, and the questions in each group were presented in a mixed order to deal with the objectives and the subject matter. Fifty branch libraries across the country were used as the sampling. Five hundred and fifty (550) populations constituted the sample size for this study. They comprise the entire 50 branch Librarians and 10 patrons from each one of the 50 libraries. Other key members within the community were also interviewed. Findings from the sampled views were discussed in depth to bring out comments and critics. In addition, challenges and appropriate recommendations that will help in enhancing public library services to meet community needs for development were addressed.

Darren Hoerner

Global Libraries

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Delivering the Promise of Libraries

Since 1997, guided by the belief that libraries are perfectly situated to improve lives of people in their communities, the Bill & Melinda Gates Foundation has engaged with public libraries around the world. Darren Hoerner, Senior Program Officer of the Global Libraries program, reflects on its recent partnerships in Africa and the growing impact libraries are having on national and continental development

Desmond Chinedu Oparaku¹, Emmanuel U. Anyanwu² & Oyemike Victor Benson³

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Re-Engineering Library and Information Science Education for Realization of the Sustainable Development Goals (SDGs) in Developing Countries

The focus of this paper is to advocate the need to re-engineer library and information science education towards realization of sustainable development goals (SDGs). The paper described the current state of LIS education in the African continent, areas of deficiency in the LIS curriculum, LIS education in the context of SDGs, rationale for re-engineering LIS education, strategies for re-engineering LIS education in developing countries, the implications for various stakeholders in LIS sectors. The paper conclude that in the

phase of the evolving global realities, library science educators cannot afford to continue using the instrumentality of old curriculum to address contemporary challenges, hence the need for LIS educators in developing countries to go back to the drawing board and re-visit the curriculum used in training contemporary librarians who are the future generation of LIS practitioners

Edward Mukiibi¹, Mary Nabbosa²

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Assessing the requirement for Research Data Managements, Sharing and Re-use in Public Universities: unlocking the Gold Mine-'Data' for Development

The paper is about assessing the requirement for research data management (RDM), sharing and re-use in Public Universities. It is intended to develop a replicable framework for RDM to enhance the quality of research output, through improved validating, discoverability and possible reuse. Its objectives were to establish: the current RDM practices among Researchers, the Researchers' attitudes towards data sharing and strategies for possible research data curation for long term re-use.

The research design adopted was mixed approach involving both qualitative and quantitative methods due to the nature of the research questions and hypotheses set for investigation. The Population was composed of full time University Lecturers/Researchers in Human Health sciences where there is high value research data at stake. A sample of 50 Lecturers/Researchers was selected using purposive sampling technique for an in depth study. Data was collected using a questionnaire and interview guide.

The findings show; absence of national legal framework to protect research data and lack of institutional wide RDM policies, thus contributing to great loss of research data whereas it is a potential "gold mine" for revolutionising the research enterprise if well managed. Loss of Research data continues to date and there seems to be no known initiative to salvage the current situation. Public funds have been sunk into research and research result and its data are public good that must be preserved and protected. With no research data repositories, validating research output from the universities has become a daunting task in vanity and may be a contributing factor to low research competitiveness within the global research enterprise, low uptake of research into evidence based policy and decision making and low translations of research into tangible products/service to spur development. There is pronounced reluctance of lecturers/researchers to share their data due to little trust in between researchers and colleagues who may take advantage of others' effort for individual benefit. Since the research data is rarely preserved it was virtually impossible to access it for possible re-use. It is recommended that proper RDM should be undertaken by creating awareness of the data value, Establish appropriate legal frameworks for protecting research data, developing appropriate data management policies emphasize access, sharing and data curation for long term benefit. In addition, joint research should be encouraged as a basis to build trust, learn from each other and ultimately share research data freely. Creating mandatory research data repositories within university libraries regionally shall encourage deposit of the research data and ensuring that it is available for validating research findings or reusing. Harnessing the availability of information technology to increase availability of research data across the continent shall unlock the potential of research data and increasing competitiveness globally. Skilling Librarians to support and spear head such initiative contribute towards improving the quality of research output from Universities, a core function and mandate for every university within national education systems in addition to supporting researchers to handle data well aware of its long term value and possible re-use.

Prof.(Mrs) Eno Joseph Ottong¹ Fakorede Akin Seun² Ubong Ottong³

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The role of libraries in building peace and justice in Africa; A case of Calabar South Local Government Area of Cross River State, Nigeria.

Libraries are considered as the nucleus of activities that aim at developing the belief and attitude to promote broadmindedness, love, tolerance, integrity, equal opportunity, culture and personal development. They provide access to knowledge, which builds capacity for understanding among people with different opinions and different origins within our communities, and also support equal opportunity for human development- socially, economically and politically within society. These are preconditions for peace and justice and the library can help to facilitate these prerequisites. The international Federation of Library Associations and Institutions (IFLA), on its 75th anniversary in Glasgow held in 2015, proclaimed the fundamental rights of human beings to both access and express information without restrictions and also stressed the positive role libraries have to play in this process. Calabar, Nigeria, attracts a great deal of tourism which has fast become a major driver for the economy but over the past years issues of increasing security & social concerns have threatened the attraction as a holiday destination and the calm associated with the city. The study examined, resources and services, and the media provided by libraries, partnership between libraries and stakeholders, and strategies for enhancing the libraries role, to promote peace and justice in Calabar, Nigeria. The methodology was a descriptive survey of two libraries in Calabar, Nigeria, with a total of forty seven (47) questionnaires distributed and collected. Findings from the study revealed that the libraries do not provide, resources and services, new ICTs, or have strong partnerships with stakeholders to help promote peace and justice in society. The study identifies strategies for enhancing the role of the library, and advocates the development of an information center to help promote peace and justice in Calabar, Nigeria.

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Continuing Professional Development of Librarians for Promoting Sustainability and Development : The Tripartite Role of Individuals, Employer and Professional Association in Nigeria

Continuous learning is critical to renewing the expertise and skills needed to teach, and assist the library patrons in the new information age. High level of professional staff enhances the quality of service that any library can deliver Continuing Professional Development (CPD) has always been important in any organization and will always be so in the future for efficient performance in any sector. Library

personnel must continually expand their knowledge in order to keep abreast with the rate of change. Library professionals of today needs to be skilled in many ways and they can do so through continuing professional development, individually, by the employer and by the efforts of the Library Association, the Nigerian Library Association. Continuing Professional Development is a means by which members of a professional association, maintain, improve and broaden their knowledge and skills and develop the personal qualities required in their professional lives. The responsibility for ongoing learning, based on regular assessment is placed on the individual practitioner and demands actions to correct current performance gap and to prepare for future responsibilities. The employers of library and information professionals are responsible for providing staff development programmes and support for continuing education. In order to advance the profession, associations and other organizations serve as active providers, advocates, and arbiters of continuing professional development quality. This paper provides an overview of the general roles of the individual practitioner, the employer and the Nigerian Library Association (NLA) in relation to continuing professional Development for promoting sustainability and development. The role of the Nigeria library association in the development of library schools in Nigeria were highlighted. Recommendations were made on how the individual professional, employers and the Nigerian Library Association can help to build strong libraries in Nigeria, through Continuing Professional Development of Library Personnel.

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Learning Circles Support Online Learning in Kenya

There is a huge volume of free, high-quality courses available online, but completion rates for online courses remain extremely low. In Kenya, adults working towards a degree, out of school youth, and new graduates looking for work stand to gain a great deal from online learning materials. However, many do not have the resources, technical skills, and mindsets required to take advantage of them. In July 2016, Electronic Information for Libraries, (EIFL) Peer 2 Peer University (P2PU), and the Kenya National Library Service (knls) launched a program to help people who are studying online by creating a social learning environment in public libraries through Learning Circles, a blended-learning pilot project. By combining online courses with face-to-face facilitation, Learning Circles utilize digital resources, but deliver them in an engaging and supportive environment.

Learning Circles were developed and tested by P2PU and Chicago Public Library (CPL) in the USA in 2015. The EIFL-P2PU-KNLS project is the first time that the Learning Circles are being used outside the United States. The partners are adapting the Learning Circle model and Learning Circle training materials for Kenya. Two libraries are implementing the pilot project, namely Buruburu Public Library, which serves urban and peri-urban communities in Nairobi, and Nakuru Public Library, located in Nakuru, a town of almost 400,000 people in Nakuru County in mid-western Kenya.

Each Learning Circle comprises about eight to 15 learners. The Learning Circles meet regularly in their local public library over a period of six to eight weeks while working through their online courses. During meetings, learners discuss their courses, teach each other, share content and technical knowledge, work through problems and solutions, and motivate and encourage each other to study. Librarians act as meeting hosts and study group facilitators, stimulating discussion and helping learners to conduct research and use online research tools.

In this paper, we will discuss our findings from introducing a community-based online learning programme into the Kenya National Library Service. This includes findings from focus groups held with library staff and library patrons in Nairobi and Nakuru, a review of Open Educational Resource (OER) and online courses identified to suit the needs of library patrons, and an analysis of the six learning circles that were facilitated by librarians in subjects including intro to web design, resume writing, Excel, English grammar, and storytelling.

Helen Emmanuel & A. A. Bello

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The Role Libraries in Building Peace and Justice in Africa

This paper discussed the role of libraries in peace building and justice in Africa for the sustenance of democracy in Africa; a conflict is more than a mere disagreement, it is situation in which people perceive a threat to their well being, and when there is a conflict, there is need to resolve it. This paper attempts to show how the right information could be used in conflict resolution. It examines the sources of information, the approaches to conflict resolution and building peace through coercion, negotiation, adjudication, mediation and arbitration and gives an account on the use of right systems and channels to provide and disseminate this information to aid in conflict resolution. It further explains how to generate the right and timely information through managed interaction within the society. Libraries provide a wide range of services both physical and virtual, including print and digital lending material, reader development advice, internet access and support, information and reference services and guidance, learning and e-Learning activities, literacy support, cultural promotion and community development. The papers suggested that information should be packaged in medias that are not limited to the urban areas alone, rural area inclusive, (it should capture the local languages, sign language, visual and other format) in order to facilitate Africa conflict resolution and peace building. The governments of the African Nations should develop a keen interest in establishing new functional libraries that will encourage and attracts users to its services. The existing libraries should also be upgraded to meet up with the new tread of rendering services in the era information over load. The librarians should not wait for the government to develop them through sending them for training, but they should be interested and insist on making themselves relevant as libraries acting as a vehicle for access to knowledge, ideas, information and as a democratic service open and available to anyone.

Ismail Abdullahi, Ph.D.

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The Role of ICT, the Digital Divide and the Challenges of Education

This paper examines how today, Information Communication Technology (ICT) has become an important tool of life of any society. Whether it is in education, organization, and government and also on individual bases. As defined by many, the digital divide as the gap between those with access to internet and computer and those without alone is not the only challenges, it includes how people access internet, how often, whether a person has a skill are potential factors in an individual's digital literacy. Also, today technology and access play a bigger role in the education sector. Rapid development of technology and e-learning had also changed the way we teach and student learning in both traditional and distance education. It has become one of the challenges of many educational and institutions of higher learning in terms of faculty skills in using technology and adaptation of the mode of teaching for teachers and learning for students.

Joan Mwachi-Amolo

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Public Libraries Leveraging The Mobile Era

Of the seven billion people on earth, six billion have access to a mobile phone. Only 4.5 billion have access to a toilet, and there are more mobile phones than toothbrushes in the world. Cellular networks reach over 95% of the world's population. There are 38 million users in Kenya, representing 80% plus of Kenya population.

The LEAP (Libraries, E-reading, Activities, Partnerships) program began with LEAP 1.0 2014; A pilot program in 8 public and community libraries. 200 e-readers were deployed to eight libraries (25 each), preloaded with 100 African and 100 international book titles. A total of 40,000 books were initially distributed. Due to the success of the pilot program, LEAP 2.0 was scaled up to reach all 61 public libraries in Kenya, in a 2 year deployment programme. 51 libraries are already actively reading digitally. Incorporated within the deployment is Open Library. This is a personalized, digital library one can access wherever they are, on their mobile phones. Deployment through the current network of 51 active public libraries, has created potential to reach the most rural or marginalized of communities, over cellular networks. The public libraries, provide the much needed data connection for downloading to enable offline reading. This paper will demonstrate how leveraging public library infrastructure enhances access to information on mobile phones that patrons already own.

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Impact of online Learning Circles on the community: A case study of knls, Nakuru County, Kenya

This paper seeks to share the impact of the learning circles project introduced at knls Nakuru in September 2016. The main aim of the project is to bridge the digital gap among the youths by equipping them with knowledge and skills through short courses offered through the learning circles program.

Learning circle is the first Pilot project in Africa after being developed and tested by P2PU and Chicago Public Library (CPL) in the USA in 2015. The project is supported by Chicago Public library in partnership with electronic Information for libraries (eifl). The project offers access to a variety of free short courses that takes a maximum of 6 weeks and learners awarded with certificates. The learners sign up their accounts to access the curriculum content and form learning circle to study with a minimum of 90 minutes per week. The pilot project was introduced in Nakuru Public Library in September 2016 targeting the youths. Currently 55 learners have enrolled and are now learning.

The project focuses mostly on the youths who have completed their secondary schools level education and the school dropouts, university/college students, working class etc. Majority of youths currently enrolled in the program come from disadvantaged families especially Kwa Rhonda Slums 10 kilometers away from the library who cannot afford electronic devices. Hence have an opportunity to not only learn but also acquire basic ICT skills in the process.

Learning circle started by training two library staff at knls Nakuru Public Library as facilitators. The course content is accessible online at no cost; the learners are only required to create an account to access the course content. The Nakuru public Library provides a conducive learning environment with good ICT infrastructure and internet access. Among the courses offered includes; Introduction to HTML, resume writing and interview skills

Prior to the launch of the learning circles program, the library had been offering entrepreneurship and ICT basics to the youth through the Digital Opportunity Trust initiative. More than 550 youths have been trained and this has helped them secure small scale jobs e.g. running the cybercafés. This milestone is a clear indication that the integration of the learning circle will lead to empowerment of the community, improvement of the economy, and reduction of crimes committed by youths due to idleness and unemployment.

Research methodologies to be used in collecting data will include interviews, focus group, questionnaires, and the reports from participants. In conclusion, the learning circles has contributed greatly towards changing the community attitude towards the library, equipping people with key skills, bridging the digital divide with slum dwellers being able to acquire basic computer skills and using technology to market themselves thus transforming their livelihoods.

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Le rôle des bibliothèques dans la construction de la paix et de la justice en Afrique. (The role of libraries in building peace and justice in Africa)

Antonio Guterres le futur Secrétaire Général des Nations-unies s'exprimant ce jour le 15 Octobre 2016 -sur France 24 télévision -sur les priorités de l'ONU, s'est étendu largement sur la préoccupation de cette organisation à favoriser l'émergence de sociétés où règnent la paix et la justice. Il a cité quelques exemples de régions où des actions efficaces sont nécessaires et l'Afrique n'a pas été en reste. Mais quelle peut être la contribution des bibliothèques dans cette vaste entreprise de construction ? C'est la question que l'on est en droit de se poser.

A la suite de l'AFLIA nous ne pouvons-nous empêcher de souligner avec enthousiasme le bien fondé et l'importance de cette thématique. En effet, la communication que nous avons présentée au congrès de l'IFLA à Lyon en 2014 reprenait déjà par endroits ce thème de la contribution et de la participation des bibliothèques à la construction des sociétés de paix et de justice et partant démocratiques. Nous avons alors envisagé d'approfondir cette recherche, ce que nous avons fait depuis cette date. Le compte rendu que nous avons également publié dans la revue « bibliothèques » après le séminaire réunissant les associations de bibliothécaires des pays francophones d'Afrique à Yaoundé avait également amorcé cette réflexion.

Pour cette communication, nous choisirons deux bibliothèques à Yaoundé comme champ d'application. Il s'agira pour nous d'abord de mettre en évidence les missions et les politiques d'acquisition de ces bibliothèques. Ensuite, nous nous pencherons sur les contenus des collections. Nous essayerons également de mesurer leur impact sur leur environnement par l'observation des publics cibles et des usagers. Le panorama des activités organisées par les bibliothèques nous permettront de mieux appréhender leur implication dans ce processus de construction. Notre recherche serait incomplète si nous n'envisagions pas de rencontrer un certain nombre d'autorités comme les maires des communes, les directeurs des bibliothèques concernées, etc....sans oublier de revisiter les Objectifs du Développement Durable.

Dans nos recherches antérieures notre population cible était constituée d'adolescents, nous avons décidé d'élargir notre champ d'investigation aux adultes.

Enfin, l'occasion me serait donnée avec cette communication, de présenter les résultats de mes recherches qui, je l'espère seront utiles pour la communauté africaine et au-delà, les bibliothèques dans le monde.

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Preparedness of blended e-learning in state universities to aid development of knowledge in Zimbabwe through adoption of STEM initiatives: case of HIT.

This paper will focus on a case study being carried out at HIT to explore how the University community comprised of lectures, students and librarians is prepared in the implementation and sustenance of blended e-learning.

Blended learning is a formal education program in which a student learns at least in part through delivery of content and instruction via digital and online media with some element of student control over time, place, path, or pace. It replaces the traditional classroom approach to introduce the virtual learning scenario and environment. The proliferation of social media amongst the population of Zimbabwe has given another dimension to how individuals can learn and get information using modernised educational approaches of access. The 21st century has realised the rapid growth and development of ICTs in education. Training, retooling professionals in the education sectors is one of the topical issues amongst the government globally. Zimbabwe as one of the developing nations has quickly embraced this ICT inclusivity in education.

Zimbabwe's education is on the road to transformation after a decade of economic crisis. STEM (Science, Technology, Engineering and Mathematics) and curriculum change are the talk of the day and therefore students are encouraged to take science, engineering, maths and technology related disciplines. President Mugabe said that these subjects are the cornerstone and pillars of industrialisation and one of the most effective ways of accelerating the country's socio economic development. He said, "there is need to equip learners with knowledge and values that guarantee economic growth and increased opportunities for employment creation, well rounded citizens who are relevant nationally and competitive globally. The success of the nation cannot be discussed without blended e-learning. Those resistant to development of survival skills for knowledge based economies will quickly meet their fate in the same manner as the dinosaur.

Universities in Zimbabwe are forced to look for alternatives other traditional conventional learning so as to reach a wider range of students who have tight schedules and may not be exposed to traditional classroom formats due to various reasons. Blended e-learning has become one of the means that HIT is implementing. The need to develop students who will fit into global market that requires technological literate professional is a major concern for HIT and other universities. The question that arises from this is whether individual universities are prepared for this radical change in the mode of delivery which will bridge the geographical barriers, time and space challenges. It thus enables 24/7 tutoring through cyberspace to reach all I am also a part time lecturer at Zimbabwe Open University and I also teach Information literacy skills, E-Resource databases and Open Access Platforms, Current trends in Librarianship and Production and publishing. Conventional, Parallel and

Block release students during respective different times.

The researcher chose a mixed-methods research design, where both qualitative and quantitative data was gathered concurrently in the study. Methods of data collection included Interviews, explanations and questionnaires. The collected data was analysed using SPSS.

It emerged out that students and lecturers showed that attitudes toward blended learning may be related to attitudes toward social media use for academic purposes. The survey conducted and the results showed that Twitter was easy to use and it could expedite knowledge sharing among different learners. Furthermore, students preferred using social media such as Facebook with a higher degree of popularity. It was also established that social networking technologies improved students' technology proficiency and thus the practical implications are such that the acquired skills could be converted to usage adoption of blended learning and in sharing academic information. An analysis of the results seems to suggest that the majority of lecturers, students and librarians were mainly using Facebook, WhatsApp, Twitter, You-Tube and LinkedIn.

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What strategies for the preservation of documentary heritage for Francophone Africa after 50 years of independence?

The link between Francophone Africa Sub Saharan countries is probably colonial history. This region, which was marked by a strong French and Belgian presence for decades is thus materialized by strong documentation and witness to this period. Thus, the archives and libraries of the region had mostly been set up during the colonial period; this explains why their documentation essentially cover the colonial period. Documentation of the pre-colonial period is owned by the guardians of tradition and transmitted orally through the generations.

However, since independence, the heritage from those times was not valorized, which rubs off the perception of Africa in the world; to the other side, African archives are held largely by the colonizing power; and this is an obstacle to the reconstruction of its collective memory. Furthermore, to align it with technological innovations, some African governments with support from the French government are engaged in the process of digitizing the archives of French Equatorial Africa (AEF), which is part of a project called "memoire partagée". We also see the emergence of raising objects of ethnographic projects, and the constitution of the collective memory, in most countries by the end of the Second World War until independence. However, several difficulties make these initiatives uncertain over the years: lack of required training, insufficient equipment to perform the organizational tasks and document retention, inadequate working environment due to the lack of appropriate infrastructure. Buildings that do not always meet the basic standards for the management and conservation of archival records, too cramped spaces in order to contain all objects. Thus, the strategic plan of IFLA Preservation and Conservation Regional Centre for french speaking African countries (IFLA / PAC) which has been developed in this communication aims at putting out the digital poverty characterized

by little or no digital production and its corollaries, to increase the contribution of Africa to the knowledgeable economy which is currently underway in the world, to make us discover ourselves, share our achievements and endogenous realities, to ensure the preservation of intangible heritage, to advocate for the return of heritage resources held since colonization by the metropolis.

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The role of ICT in knowledge development in Africa: The case study of Kenya ICT sector partnering with Public libraries

Information and communication technologies (ICTs) have the potential to transform business and government in Africa, driving entrepreneurship, innovation and economic growth. Although Africa has been hit hard by poverty and diseases, this has had an enormous effect on the quality of social, political and cultural lives of the people. It has also made development to move at a very slow pace in the last decades. However, the presence of information and communication technologies (ICT) has to some extent carved out an alternative path to the development of knowledge.

ICT sector and Public libraries in Kenya are gradually partnering in establishing on-line information sharing networks. The need to exploit information and communications technologies (ICTs) to share locally and internationally is available information resources which has become critical. Libraries and partners in ICT sector are teaming up to produce and disseminate content for communities- including school children, adult and youth. Libraries all over the world are continually being forced to reassess their role in the wake of an increase in value and demand for knowledge coupled by the emergence of a complicated class of clients. Kenyan libraries are compelled to shift gears in order to justify their existence in the changing information environment. Internet has brought about negative as well as positive contributions to knowledge development in Africa.

The contributions of ICT partners in the field of technology in bringing about change in the lives of people in Africa and in particular Kenya will be discussed and analyzed in this paper. The reviews and analysis of the contributions of the partners in the field of knowledge development will be vital in judging the overall implication of the role of internet in promoting social change. The paper also explores the issues that make the establishment of information networks very crucial to the economic and social-political development of this country. It as well outlines the opportunities and the challenges that lie ahead. The paper particularly evaluates the objectives and progress of knowledge development by different ICT partners in the area of online information access in Kenya.

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Mobile Information Literacy: Building Digital Information Literacy and Skills for Mobile-first and Mobile-centric Populations in Africa

For billions of people coming online around the world - many in Africa - mobile phones (and increasingly smartphones) is their point of entry to the internet. This is true in both developed and developing countries. However, the user experience on a smartphone is very different from that on a PC or a feature phone. The different affordances and limitations of each device shape how people interact with information, and even one's conceptualization of the internet itself. Mobile-specific tendencies include: interacting through apps versus a browser, coming online via a handful of "walled garden" applications, information consumption rather than production, and a focus on social activities over more "serious" uses. Yet the research and practice around digital literacy has largely failed to account for these differences. A review of information and digital literacy frameworks, for instance, illustrates a PC-centric orientation. One consequence is a dearth of digital literacy courses and other learning programs developed for smartphone-centric users. This has many important implications for how people get online, including how they access and experience the internet, how much they produce and consume information, and more.

At the same time, research shows that a lack of digital and information literacy skills is a significant barrier to internet adoption and uses, which ultimately leads to further digital divides (e.g., Armbrrecht, 2016; Arese Lucini, 2016a & 2016b; Ranger, Chandler, & Arscott, 2015; Van Biljon, et. al., 2015; Van Dijk & Van Deursen, 2014). Given the value of mobile devices for first-time internet users, without proper mobile digital and information literacy skills, there are populations once again left behind, even if they are technically connected to the internet.

Access alone is not enough to close digital divides. While access to information and communication technologies (ICTs) underpins each of the Sustainable Development Goals (SDGs) and has great potential to contribute to achieving the SDGs, we need more than access to make sure populations are not again left behind, caught in yet another digital divide. Libraries, particularly public and community libraries, can and do play a significant role in helping individuals and communities obtain ICT access and ICT knowledge and skills. Both library staff and users must possess knowledge and skills needed to fully realize the benefits offered by ICTs.

Mobile Information Literacy - a combination of digital, internet, and information literacies for smartphone-first and smartphone-centric populations - fills a critical gap between access alone and realization of the benefits mobile technologies and applications can have. Through a process of reviewing existing PC-based digital and information literacy frameworks and curricula and identifying the specific needs and information behavior differences among mobile-first and mobile-centric users, we have created Mobile Information Literacy (MIL) curricula and trainings for various geographies and audiences, taking into account local contexts and conditions. This paper details our work, in partnership with local organizations and libraries in various geographies (including Ghana and Kenya), of creating MIL curricula and trainings. The paper describes the process of creating and implementing MIL curricula and trainings, outlines the material included and why it is included, and reviews lessons learned along the way. The paper concludes with proposed next steps for libraries in Africa to incorporate Mobile Information Literacy in their programs and services to further contribute to the SDGs and overall development outcomes for both individuals and communities.

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Training Modules of BEYOND ACCESS/IREX Intervention for Nigerian Heads of Public Libraries as Roadmaps for Achieving SDGs

Access to information has been identified as one of the necessary drivers for the attainment of SDGs and AU Agenda 2063. Public libraries provide access to information to every section of the society. Recently, Beyond Access supported by IREX expanded their intervention in Nigerian public libraries from six (6) libraries which they worked with from October, 2014-June 2016 to seventy (70) libraries which they are engaging for the next two years – 2016 -2018. Beyond Access/IREX partnered with local NGOs and Library Champions to train the Heads of all participating public libraries. Two of the modules used were noteworthy as pertains the strategic repositioning of public libraries as focal points in the attainment of SDGs and AU 2063 Agenda. The economic opportunities module was to help libraries realize that they can become an essential asset in their different communities for the unemployed, those that wish to acquire more skills to boost their employability and those seeking for avenues on increasing their current incomes. The advocacy and partnership module harped on how libraries can identify and engage potential partners for expansion of their services, network and relevance in the community. This study aims to break down and link discrete facets of the two modules to SDGs and AU Agenda 2063 with pointers on how public libraries all over the continent can use their facilities no matter how minimal to design services geared towards enabling the realization of the development goals in their host communities.

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Building a strong Cultural Identity through Availability of Local Scientific Knowledge : Case Study of the Nigerian Book Foundation

Establishing the cultural identity of Africans has been recognised as a necessity since linking individuals and communities with the actualities of their pasts helps them to properly situate their present realities. Global value judgement places the local scientific knowledge of Africans as insignificant, probably because it has not been recorded for access and proper evaluation through systemic research as useful or ineffectual for existence in the 21st century. In line with the fifth Aspiration of AU Agenda 2063, libraries and information institutions preserve information and culture thereby promoting Pan-African ideals. However, emphasis has been on the collection of folktales, proverbs and other literary works. Local scientific knowledge which pertains to the dexterity, acumen and insights displayed by

Africans in carrying out such functions such as traditional bone setting, palm wine tapping and blacksmithing among others are rarely collected. This gap needs to be urgently closed so that the 21st century African can have a better understanding of his heritage, embrace it and explore further with the knowledge and courage that science and technology are not alien subjects but are part of his make-up; his identity. This would bolster scientific enquiries into phenomena hitherto taken for granted or shrouded in the unnecessary aura of mysticism. Furthermore, local scientific knowledge would be available for measurement and evaluation in readiness to be absorbed and put in its proper position in the global body of knowledge. This would boost the cultural identity of the Africans free from neo-colonialism. The Nigerian Book Foundation, a body dedicated to the development and promotion of the book industry in Nigeria has made inroads in collecting, transcribing and publishing local scientific knowledge. This study therefore aims to explore the six areas of local scientific knowledge made accessible by the Foundation, identify the areas of difference if any between the collected information and generally known and accepted information on those particular fields, the methods they employed in overcoming barriers to hitherto closely guarded knowledge, and suggest other areas of African culture rich in local scientific knowledge where libraries can further collect information.

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Big Data: Quelles perspectives pour les bibliothèques universitaires et le champ de la recherche scientifique en Afrique ?

La présente communication ambitionne d'analyser les perspectives de la réutilisation des données en bibliothèques à l'ère du Big Data et d'analyser sa réception dans la sphère universitaire notamment celle de la recherche scientifique en Afrique. Avec l'émergence de la documentation scientifique électronique, la masse des contenus à traiter est devenue telle qu'aucune bibliothèque ne peut plus effectuer seule la gestion de ses catalogues. La taille critique nécessaire pour gérer ces catalogues dans un environnement qui intègre le numérique est beaucoup plus importante. Il s'agit de montrer sous quels aspects les collections des bibliothèques Africaines relèvent des problématiques propres aux données massives, et en quoi les techniques de fouilles de données issues du Big Data représentent désormais une perspective pour l'Afrique. Après la révolution annoncée des TIC et en l'occurrence l'Internet qui devait radicalement transformer le modèle de développement de l'Afrique, le Big Data se présente aujourd'hui comme une nouvelle issue possible pour les bibliothèques universitaires et la recherche scientifique. Quelles sont les méthodes et les outils dont les bibliothèques pourraient s'inspirer, pour permettre de nouveaux modes d'exploitation des collections numériques à large échelle, et déterminer si certaines des techniques liées aux mégadonnées peuvent s'appliquer avec profit aux fonds numérisés pour créer de nouvelles formes d'instrument de recherche ? Ce travail met au centre, les techniques de fouille de données comme le moyen de maîtriser les masses documentaires et aborde également les démarches à mettre en œuvre pour aider les chercheurs des universités Africaines à construire de nouvelles formes d'instruments de recherche pour les assister dans le traitement documentaire et leurs garantir l'appropriation des résultats de la littérature scientifiques. De ce

fait, les métadonnées des collections Africaines doivent sortir de l'enfermement et dialoguer les unes avec les autres pour faire avancer les connaissances. Il s'agit de montrer, à partir d'une perspective science de l'information que le Big Data en tant qu'objet d'étude et concept d'actualité, nécessite un toilettage conceptuel pour envisager son applicabilité dans les bibliothèques universitaires d'Afrique et dans le champ de la recherche scientifique.

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Information Communication Technology (ICT) services to students in the Greater Accra region of Ghana: an initiative of the Ghana Library Board (GhLA) towards the development agenda

As Africa and the world at large strive towards a common aspiration of the development of human and national development, the United Nations (UN) and Africa Union (AU) have developed agenda 2030 and 2063 respectively to help achieve the development of the world. The two agenda aim at empowering people to be able ensure prosperity and the role of libraries has become very important. Libraries have contributed significantly towards the realization of civilization across cultures. The role of libraries in achieving the post millennium agenda of the AU and UN cannot be ignored. Specific roles have been outlined for libraries in the development agenda of the UN and AU. The UN for instance has created a partnership with IFLA to ensure libraries provide services and programmes, including public access to ICT which is part of the SDGs; this place a great task on the public library sector in every country including Ghana.

The Ghana Library Authority (GhLA) head office in the Greater Accra region of Ghana embarked on an ICT training programme for basic and senior secondary school students and adults in the Greater Accra region even before the agenda were passed. With a total of eight desk top computers donated by the American Embassy in Ghana in 2008, GhLA created a section in the library called "American Corner". In 2014 the "American corner" of the GhLA was refurbished by Huawei Company with 30 desk top computers and the place is now called "ICT corner". The GhLA has used the facilities at the ICT corner since 2008 to organize training programme to the people of Greater Accra Region. This programme is of great interest to the researcher since it is a laudable initiative of the GhLA leading to the realization of Agenda 2063 of the AU and 2030 of the UN. The researcher therefore aims at determining the services that are provided at the Ghana library board ICT corner to the youth, the benefits of the service to the community, the contribution of this programme to the achievement of the development agenda and the challenges of the programme.

The study adopted a qualitative approach to help determine the modality of the program to two Juniouir High Schools (JHS) in the area who benefit weekly from the training programmes offered at the ICT corner. Interviews were conducted with the 2 staff of the ICT corner to help gather information on the services that the ICT corner offers and challenges with the programme, heads of the two JHS were interviewed to find out their opinion on the programme and the impact they think the programme can make to help achieve the agenda of equipping the youth with ICT skills. Selected students from the two JHS were also given the chance to indicate the ICT skills they have acquired from the

training and what they can use the skills to achieve. The researcher also witnessed some of the training sessions and observed daily activities of the ICT corner and the method of instruction.

The study brought to the fore the contribution GhLA is making to help Ghana achieve Agenda 2063 and 2030. This assists in highlighting the importance of libraries in the 21st century and recommendations made also assists to make the training programme more effective.

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Digital Assets Management: Sudanese Digital Cultural Pilot Project

The Sudan is diverse multi-cultural rich heritage nation with valuable local or indigenous knowledge. It has distinctive culture which consists of traditional practices still continue to have a strong hold on Sudan societies, in additions of original or local constitutions, conventions, significant documents, charters, video and recording material

It has developed this project on digital information of national cultural heritage as an initiative to guarantee its long-term preservation, integration, authenticity and accessibility in documentary institutions “National Team for the Digitization and Archiving of Cultural Heritage” (NATDACH) which is a multi-institutional body established to supervise and coordinate the Digitization and archiving of cultural heritage undertaken by the various public and private institutions in Sudan. It serves as a model for integrating multi-format and multi-lingual resources from museums, archives, libraries, and bibliographic and web resources and develops more geospatial, temporal, and multilingual retrieval capabilities. As well as develop a collaborative infrastructure that can support an increasing number of contributing partners nationally/regionally/ internationally. This study reviews the major activities of the team and current projects. The results showed the existence of a national team capable of undertaking digitization the presence of diverse content sources transferable he presence of experts familiar with the materials to be digitized and familiarity with the technical skills and the required standards and a strong infrastructure. Finally, it recommends to enlighten decision-makers of the importance of the digitization of the national cultural heritage recommendations, solidarity and participation in the resources and sources, review materials to be digitized models and formats, identify potential financial resources. prepare a list of priorities for materials endangered, support training in the field of digitization and planning for some projects

Continuing professional development of public librarians in Africa – a critical lifeline to realize development priorities

Over the last few years, library community has been putting many efforts to demonstrate library's role and input into the Development Agenda. International library community came to a wide agreement that this role is mainly realized through advocating for, and delivering, library and information services relevant to a local environment that help citizens to become better educated, informed and more active in society. In other words, local Library services become a player and a partner in a broader policy framework and networks built by the national governments and development partners to support achievement of the sustainable Development Goals.

Dr. Aida Opoku-Mensah in her address to the 1st AfLIA conference (2015) has called African libraries to embrace local definitions of purpose and new roles that aligns to development priorities of communities. For example, being custodians of African community stories and history, and offering new services and access to technology, as well as serving new, previously underserved communities. Transformation happening in library field in Africa come with a challenge to continuously developing staff new skills and competences that are not being provided by LIS academic programmes. UNESCO/IFLA Public Library Manifesto (1994) puts it bold “professional and continuing education of the librarian is indispensable to ensure adequate services”.

Continuous professional development (CPD) embraces wide range of learning activities designed to facilitate public librarians' acquiring new competencies that enables them serve communities. One example is the capacity-building programme for public libraries in Africa, launched in 2014 by EIFL Public Library Innovation Programme's (EIFL-PLIP) and built on the practical knowledge and learnings from piloting innovative library services in eight African countries. Over two-year period, this programme have equipped around 250 public librarians from Ghana, Kenya, Uganda and Ethiopia with knowledge and skills for starting new, technology based services that enable individuals to pursue their potential. The programme is being developed further to include more training modules and focus on training of trainers. As a contribution to the 2nd AfLIA conference & 4th African Library Summit programme, EIFL wish to share this experience, and to engage other stakeholders into an interactive panel discussion on the current situation of continuing and professional development for public libraries, and perspective strategies, good practices and frameworks to boost development of relevant competencies of library staff that support realization of the Development Agenda priorities. We will identify 4-5 panel speakers and involve participants in discussion on the following issues: course offerings and providers; modes of training and learning; training-of-trainers; and collaboration and networking in and across countries in Africa.

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E-Africa: The Role of ICT in the Knowledge Economies of Africa

Technology collaboration, learning and innovation have become key factors contributing to economic growth in both advanced and developing economies. A knowledge economy is one that creates, disseminates, and uses knowledge to enhance its growth and development of a society. Successful knowledge economies are based on the production, distribution and use of knowledge, which help boost national learning capabilities. Knowledge workers should be e-literate in order to actively participate in the emerging knowledge economies of Africa.

Knowledge Management Systems provide an enabling environment to foster better knowledge and experience sharing, so that the countries of Africa can control their collective knowledge. The espousal and use of Information and communication technologies (ICT) has raised the need for organizations to develop new methods, policies, tools, techniques and processes to promote effective management of knowledge. ICT globally have been at the heart of economic changes for more than a decade. The ICT sector has played an important role, notably by contributing to rapid technological progress and productivity growth. ICT benefits organizations in all sectors by allowing them to work more efficiently and to maximize productivity.

This paper will draw on relevant literature for the purpose of identifying the importance of ICT in the emerging knowledge economies of Africa. The paper will describe the benefits of ICT as an enabler. The research will be covered and concentrated on Ghana, in particular the Volta River Authority and Ghana Grid Company. The paper will also highlight some of the challenges facing the use of ICT as an enabler of the knowledge economies in Ghana. Further, the paper will highlight the lack of information policy, mechanisms for capturing tacit and explicit knowledge, knowledge systems, the sharing of knowledge and the lack of awareness and weak information infrastructure. Recommendations on the way forward will be provided

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Twenty First Century Digital Literacy: Dispatches from USIU-Africa Library and Information Centre

Since the invention of printing type by Johannes Gutenberg, many spheres of endeavor have been in a flux with the growth of large amounts of data. With the growth of data and information, there has been a need to have the appropriate media that can assist in handling these large volumes of data. The 21st century has experienced quantum leaps in terms of the available technology for citizens

all over the world. Digital literacy is not just for convenience but rather a channel through which workplaces are able to confidently deliver their stated outcomes. And this is absolutely dependent on knowledge workers who are well conversant with tools that enhance information management. The academic library is conveniently placed to be a key catalyst in enhancing digital literacy in a nation. This paper will give an overview of the existing information literacy programs, and online customer care workflows existing in USIU-Africa Library, with a view of giving insights on how these programs can support digital literacy for lifelong learning for the benefit of the Kenyan Citizenry and economic development.

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Academic Libraries in Cameroon: The gateway to achieving Sustainable Development Goals

Academic libraries particularly those of developing countries in Africa have been questioned about their role and efficacy in contributing towards the development of their countries in several key areas like quality education, ending poverty and hunger, improving living conditions of people, gender equality, access to water and sanitation, and healthy lives. The Sustainable Development Goals (SDGs) have been identified by African countries as a tool within their wider development planning framework that will put an end to the tragic conditions experienced by many Africans and a move towards emergence. The complexities of the development issues to be addressed in the 17 SDGs and the 179 targets require involvement of all stakeholders in government and private sectors, and a careful selection and use of Information and Communication Tools (ICTs), for the production and dissemination of a variety of knowledge and new knowledge. Apart from the financial and material resources, a combination and manipulation of new and existing knowledge, information and data, the production of new knowledge, use of ICTs and skilled human resources to facilitate the use and dissemination of knowledge are critical to achieving the SDGs. The knowledge produced by higher institutions and made available both locally and internationally through Information Technology must be properly used to make meaningful contribution to a country or community. Therefore to facilitate efficient and effective knowledge generation and utilisation and to gain competitive edge over a country's natural development challenges requires an environment in which creating information and knowledge, managing its transfer, free and open dissemination, and its application is efficiently done. In Africa, higher education institutions are becoming more sensitive to global concerns. The reason for constant changes in university curriculum is to meet the demands of the job market influenced by sustainable development goals. Academic libraries convey an integral role in supporting higher education's core missions of research and education, makes open and freely available, research outputs of its institution to its community and the world.

Cameroon is a member of the United Nations and is committed to the attainment of the Sustainable Development Goals. For the government of Cameroon to succeed in the realization of the SDGs, it needs assistance from all its stakeholders and ministries especially the ministry of Higher Education of which academic libraries are an integral part. In the recent UN general assembly in September 2016, the President of the

Republic of Cameroon emphasized his country's commitment to reach emergence by the year 2030. This paper will address the challenges and opportunities of academic libraries in Cameroon, their role in contributing to the SDGs. It will highlight what academic librarians can and should do to support this global concern. It seeks to find out the influence, usage and impact of ICTs on academic libraries to support their institutions in attaining the SDGs. These libraries play an important role of not only stocking various information resources to be used by their clients but they also impart knowledge and crucial information skills into the users and community. Both roles are important in the attainment of the SDGs. Focus of this study will be academic libraries from eight state universities in Cameroon. Major programmes currently being undertaken by some of these libraries that fall within government efforts towards the attainment of SDGs will be highlighted.

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Digital vs Print: which is more effective for encouraging regular reading? Print or Digital? A study from public libraries in Kenya

The paper explores the questions surrounding the provision of both print and digital reading materials in 23 refurbished children's corners in public libraries in Kenya. Book Aid International (BAI) has been working with the Kenyan National Library Service (knls) to provide various reading resources to the libraries, including brand new UK published children's books, Kenyan published children's books bought locally and a range of digital resources. Three different digital resources were available, namely Worldreader's e-readers, and tablets manufactured by Samsung, BAK and BRCK education. Local librarians and teachers received training on how to encourage reading using both print and digital texts. The UK donated books were popular with the learners as they enjoyed the richness of the pictures and the range of fiction and nonfiction books available. The presence of these books in the libraries attracted children into their new corners to explore different stories/ concepts through the UK donated books. These books were also used by teachers who were able to borrow the books to use as reference materials in the classroom, helping classes become richer, more creative and engaging as a result. Suitable for all age ranges, they span from early childhood readers with large pictures and few words, to books more suitable for older children, such as encyclopaedias. They have helped to increase the children's knowledge about various new topics – like other cultures, physical features, climate, or just encouraged them to appreciate stories and develop a love of reading for pleasure. The main downside is some of the concepts in some books could be considered as culturally unfamiliar. Books published locally have helped to support learning through more familiar concepts and in the local language including Kiswahili, but are limited in that some were poorer in quality resulting in the books falling apart after regular use. Reading using digital resources such as tablets and Worldreader's e-readers, can help learners to access a large range of e-books in both local languages and English. Unlike tablets, more material in e-readers is more suited for older and more able readers, as there are no pictures and the books tend to be text heavy. In comparison, the tablets by both Samsung, BAK and BRCK education offer learners a wider array of educational games and activities that help them to engage with a range of study areas, such as maths, spelling and reading comprehension exercises. Each of these resources has its own unique set of qualities that encourage children to visit their local library to read, learn and play. However, tablets and e-readers are more delicate, need to be charged and require safe storage.

Through conducting interviews with librarians, learners, and their teachers, this paper concludes that there is an intrinsic value in both print and digital resources, as they each have their own strengths and weaknesses. . The print and digital resources complement one another, strengthening a unique offer that the local libraries can provide to their communities, and raising the profile of the library through increased visits by both children, parents, teachers, and the wider community.

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Learning Transition and the Learner Experience: What Implications for Digital Literacy Teaching in Higher Education

What are the digital needs and expectations of students? How are higher educational institutions responding to these needs? Does the digital environment offered to students, in Ghanaian universities, adequately prepare them to develop digital skills and enhance their learning? These are some of the questions this paper seeks to answer. Drawing on learning transition theories, the paper looks at the role digital literacy teaching can play in the transition of students from secondary into higher education, using the Kwame Nkrumah University of Science and Technology (KNUST) as a case study. Evidence shows that employers need graduates who are equipped with a range of core work skills as well as academic ability. Digital literacy, defined as “competencies and dispositions of students using digital technologies to achieve personal, study and work related goals” (Open University, UK) has come to represent a central aspect of the learner experience in higher education. There is increasing evidence that teaching digital literacy in conjunction with other academic skills not only makes more sense to students but also enables them to develop further as learners and therefore produce better results (Peacock, 2011). The skills, knowledge and understanding of digital literacy are therefore becoming indispensable as young people grow up in a society in which digital technology and media, play an ever more important role (O’Connell, 2010). This paper uses an institutional digital capability audit framework (Strategic environment, ICT environment, Curriculum and the Learner) to assess the transformative effect of developing and embedding digital literacy skills in KNUST. The paper suggests moving away from the “bolt-on” approach and puts forward ideas for integrating digital literacy teaching into the current IL curriculum to enhance the learner experience in KNUST.

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Data and Information Literacy

The scientific and business communities are increasingly relying on collecting, analyzing, and managing large datasets to spur innovation and increase productivity and/or the bottom-line. Whether it is in healthcare, education, agriculture, business, climate change, food security, or other sectors, data-driven decision-making is becoming more and more common practice (Chen, Chiang, & Storey, 2012). Libraries, especially academic and research libraries, are also increasingly taking on the task of supporting their community of users in data collection, analysis, management, and preservation – an area of charge that came to be known as research data management (Tenopir, Sandusky, Allard, & Birch, 2014). As Africa enters the post-2015 development agenda, i.e. Sustainable Development Goals, that has 17 goals and 169 targets (United Nations, 2015), the successful accomplishment and outcome of such goals and targets can only be known if appropriate data is collected, analyzed and evidence is presented. In view of these ambitious and daunting challenges, it is imperative to prepare librarians with skills and knowledge needed to manage and preserve research data. This paper aims to shed light on the requisite skills and knowledge needed by librarians to play active role in the SDG agenda. Important concepts, skills, tools, methods, and applications around the following topics will be investigated:

1. Research data lifecycle. 2. Metadata and data standards. 3. Data organization. 4. Data cleaning. 5. Data management plans. 6. Data repositories. 7. Tools and applications for data collection, organization, analysis, and visualization.

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Public Libraries as a place to advance tolerance.

The concept of tolerance gained foothold during the time of European enlightenment. Tolerance is conceptualized as the capability of individuals, groups, and institutions to respect contrary, novel, or strange views, attitudes, values, and modes of behavior (Reill et al., 2009). In a more expanded form, the UNESCO Declaration of Principles on Tolerance (UNESCO, 1995), describes Tolerance as “respect, acceptance and appreciation of the rich diversity of our world's cultures, our forms of expression and ways of being human. It is fostered by knowledge, openness, communication, and freedom of thought, conscience and belief. Tolerance is harmony in difference.” Nowhere in the

world is tolerance more relevant than Africa, all the more so because Africa is home to one of the most diverse cultures, languages, race, ethnicities, nationalities, religions, and political viewpoints. Given the fact that public libraries are community hubs for learning, exploration, and discovery, it is more fitting to use library space as a platform to advance tolerance.

In this paper we develop a broader thesis that offers a realistic and achievable goal for a wider development of public libraries in Africa so as to position these key social and cultural institutions play a critical role in building and strengthening tolerance. As Africa progresses to a more inclusive, integrated and sustained social and economic development, we argue that the further expansion of public libraries across communities and villages will be critical to create more informed and educated populous that in turn will advance tolerance. In this paper we aim to show, based on experiences of public libraries in the western world and based on systematic review of the literature, the manner in which governments can work to expand the development of public libraries and how existing public libraries can advance tolerance through the wide range of services, programs, and collections.

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Academic Libraries and the Development agenda: Insights from University of Zimbabwe 2015 Outreach Activities

2015 marked a great milestone in the history of the University of Zimbabwe (UZ) as the institution attained sixty (60) years of existence. Activities cutting across all University departments were planned to commemorate this 60th Anniversary. In line with these celebrations, UZ Library embarked on four outreach programmes which were; Literacy Fun Day at Chinyaradzo Children's Home, Setting up of a School Library and donating books at Tokwe Mukorsi Primary School, installing Assistive Technologies at Margaret Hugo Primary and Secondary Schools (Copota) and donation of books and sanitary wear to Chikurubi Maximum Prison. The overarching aim of these activities were pinned on harnessing such an opportunity to promote access to information for those incarcerated, the blind and the displaced. The paper seeks to profile how UZ Library mobilised resources, implemented the outreach activities, the outcomes and the lessons learnt. Empowering communities which are not traditionally the academic library's hinterland was a bold initiative by the Library management and the success thereof unequivocally demonstrates that academic libraries in most developing countries have a role to play in improving access to information for the wider public community.

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Provision of Children's Library Services: The Case of Public Libraries in Zambia

Services to children and youths are at the heart of what it means to be a responsive public librarian in Zambia, where children and youths make up more than half of the national population. Yet the provision of dynamic services to children and youth remains a challenge for many public librarians, owing to limited educational and professional development opportunities in Zambia for those seeking to develop skills in youth services. Public libraries, by nature of their functions, play a key role in national development. In Zambia, public libraries fall in two different ministries; General Education and Local Government and Housing. With no government body to coordinate provision of public library services at the national level as a whole, this situation has created various challenges. Out of a desire to build the national capacity of the profession in relation to children's services, the authors of this paper—a professional children's librarian and the President of the Library and Information Association of Zambia—collaborated on the development of a national survey for public librarians, including both council libraries and provincial libraries, to identify how public libraries in Zambia are currently serving children. Based on gaps and challenges that emerged from this survey, the Library and Information Association of Zambia and Lubuto Library Partners, an NGO that provides an open system of libraries and accessible services and works with professional colleagues to build capacity to serve young people through public libraries, decided to team up in the development of a training program for public librarians that would address the critical need for support in relation to children's services and programming, children's collection development, and other areas of collective interest. This study was conducted as a result of the need to improve the provision of library services Zambia. This paper, therefore, explores the existing state of public library services in Zambia with particular interest in the provision of library services for children and youths. In addition, with reference to findings in the national survey, the paper discusses areas for improvement and models for best practice in public libraries. It also considers how robust partnerships can be developed between national library associations and public libraries serving children and youths in order to strengthen capacity building on a country-wide level. Finally, the paper looks practically at the training development and delivery process, including training outcomes, to serve as a guide for other capacity-building partnership activities.

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Sustainable Development Goals (SDGs): Taking the Public and Community Library Services beyond the Library Walls

This paper examines the framework of sustainable development goals which has open new development agenda for the global world. In realizing the SDGs, various sectors of the world economy have to make their inputs to ensure optimal actualization of the goals. The rationale behind the SDGs, understanding the content and contexts of the SDGs, analysis of the library-related SDGs, the place of the public and community libraries in actualization of the SDGs were well articulated. The paper argue that public and community library services should move beyond the physical library walls to provide SDGs-related services such as: partnering with media houses to ensure optimal dissemination of timely information to rural dwellers as means of creating awareness on SDGs, collaborating with medical practitioners and Ministry of Health to provide rural dwellers with health information, partnering with non-governmental organizations (NGOs) in providing integrated technical and vocational training programmes, partnering with stakeholders in the educational sector to provide functional literacy programmes as means of eradicating illiteracy, provision of environmental information services to the rural dwellers, providing economic information and employment related information services. The strategies to be adopted to effectively perform the identified functions were highlighted.

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Library and school performance: the example of the Public Library of Drabo

Drabo is a village of 3000 inhabitants located in the district of Togba in the town of Abomey Calavi in Benin. Before the advent of the library, school results were catastrophic. This communication is the following up for over two academic years of students, Primary to Sixth Form, who participated in library activities. A sample of 30 learners was used and it clearly showed that school performance improved as a result of using of the library.

ABSTRACTS AND
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Kano State Public Library's contribution towards community development, especially through its Rural (Division) Library outlets, and the Mobile Van Library Service.

The poster depicts public library for the support to individuals in the educational, health, and rural agriculture sectors; civic education awareness; search for employment; assisting persons with special needs (blind, etc); improving small business/ trade in the rural settlement; integrating technology in libraries; lifelong learning; and reading readiness for pre-school children.

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Public Library as Community Hub: Modern Library Services to Catalyse Personal and Community Development.

This poster targets librarians in the public library. It aims to show that public libraries are actually public places for the people they serve by presenting arrays of modern services that can turn the library to a market place of sort to the members of the community. These are unconventional services to serve our unconventional library users of the 21st digital century.

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Will community libraries sustain education in Zimbabwe?

Exploring Kambuzuma Public community libraries' effectiveness in promoting reading culture geared for educational success.

The theme of the poster is community libraries sustaining education and literacy among school going youth. This poster will focus on findings on the effectiveness of community libraries in one of Zimbabwe's high density suburbs in relation to leveraging education amongst the school going youth in the Kambuzuma and surrounding communities. Kambuzuma public library is mandated by the local authority to offer library services to local community hence the school going youth have taken advantage of the facilities and are utilising it for their educational benefit. The writers' direct experience with public libraries has necessitated them to realise some challenges being faced by the community and libraries. Hence, realised that public private partnership (PPP) are critical in the circle of building libraries that sustained education and literacy. The goal is promotion of education and sustenance of literacy is one of the topical issues in the Zimbabwe. The poster will present findings from a study carried at Kambuzuma libraries on the effectiveness of community library on promoting education and literacy. The library as part of the community services seeks to promote community development plays a pivotal role in the advancement of literacy and education. Community ownership is one of phenomenon that has emerged to be strong in the development of community related projects.

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A Hyena's Tale: Introducing Children to the Power of Reading in Ethiopia.

Teachers and librarians in Ethiopia face many challenges in obtaining quality children's books in local languages including cost, availability, topics of interest, appeal, and reading levels. The authors of this poster, experienced teachers and librarians, have partnered with Ethiopian artists, authors, and translators in Ethiopia and the U.S. to work with the African Storybook Project to create new or translate existing materials that can be disseminated in print or electronically to schools and libraries. The authors will describe the challenges and opportunities encountered in providing quality reading materials to children in Ethiopia. The goal is to introduce librarians to children's book publishing through organizations that support open access and creative commons distribution of published materials.

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Role of Folktales in the Preservation of Indigenous Knowledge among the Shona: A Review Based on Aaron C. Hodza's Ngano Dzamatambidzanwa.

The role of folktales in the preservation of indigenous knowledge is explored. The poster is premised on the study of indigenous knowledge systems and folklore studies particularly the study of African folktales. By way of the documentary research method, five randomly selected folktales from a compilation of folktales entitled Ngano dzamatambidzanwa by A.C. Hodza were studied. Findings reveal that Shona folktales preserve indigenous knowledge by the use of words, idioms, proverbs, song and dance. Performing and reciting folktales help in assuring that knowledge intended for transfer from the storyteller to the audience is not lost. Collection and publishing of Shona folktales are recommended

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Reconfiguring public library services to leverage indigenous knowledge: Towards a balanced epistemic

The relevance of public libraries in the twenty first century will depend on their ability to provide a balanced epistemic experience for users. National development is impossible without prioritising indigenous knowledge and new mental costumes to strategise development pathways. It has become imperative for public librarians to rethink, reinvent and re-profile their services to meet the dynamic needs of users. For centuries library have emphasised modern knowledge systems at the expense of indigenous knowledge. This poster will examine the extent to which public libraries can incorporate indigenous knowledge into their collection development programmes. It will highlight strategies to deconstruct years of vituperative attempts to denigrate local knowledge and technologies and explore strategies for public libraries with regards to leveraging indigenous knowledge. The poster will examine ways through which public libraries can changeover from anachronistic and elitist paradigms to operations centred on indigenous ambience. The writers will explore how public libraries can engage communities in leveraging indigenous knowledge, for example, the African art of conversation, for example, myths, legends, songs, puns and proverbs. It will examine how public libraries can reconfigure their services and space to accommodate indigenous epistemic experiences for readers through inter-cultural and inter-generational dialogue. The poster will explore how public libraries can use rudimentary technology to leverage indigenous knowledge. It will examine the use of indigenous knowledge to promote reading. It will also examine how public libraries can assist local communities to handle legal aspects with reference to knowledge with collective ownership.

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Public Libraries as Platforms for HIV/AIDS Prevention

The theme of the poster is Strategies for Public Libraries as development partners to enhance services to meet development agendas. Goal 3 of the Sustainable Development Goals is to “ensure healthy lives and promote well-being for all at all ages.” How can public libraries in Africa support this critical goal? This poster showcases Lubuto Library Partners as an example of a public library consortium that, with support from the DREAMS Innovation Challenge, has developed innovative services to reduce HIV infection in adolescent girls. LLP's strategies include 1) financial and social support for girls' education, 2) sexual and reproductive health (SRH) programming, 3) confidential access to unbiased SRH information, and 4) serving as a platform that supports organizations with complementary goals. The goal is to provide practical examples of how public libraries can offer programs, services, and resources that meet critical health needs in support of the Sustainable Development Goals.

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Digital Futures for Ugandan Public Libraries

With the increasing use of electronic information resources in our daily lives, Communities have embraced new technologies like mobile phones for the improvement of their lives. Public libraries in Uganda are in the lead in introducing e- reading. Communities have embraced this new form of reading and librarians are the lead teachers/trainers in the use of the e-readers/kindles. Ten public libraries in Uganda have introduced e-reading in their libraries and the response of the people in these communities has been overwhelming. Public libraries are being used more than ever before and the librarians are treated with respect as knowledgeable people. This was not the case before the introduction of the e-readers/kindles. Public libraries in Uganda now work beyond the normal working hours and they are installing electricity and solar power to be able to join the digital futures project. The titles on the e-readers are of different subjects including, mathematics, English, science, geography, story books, phonics books and inspirational books. Information that is beneficial to children and teachers can now be easily accessed. Each e-reader has 200 e-books. Teachers in Nakaseke village consult e-readers when helping their pupils with mathematics equations. Nakaseke Multi media resource centre is in a rural area about 50 km north of Kampala city. Nursery school teachers in Kabarole have noted that the e-readers have the best phonics books. This had eased the work of the teachers in these communities. Kabale public library is in western Uganda.

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Institutional Repository as multipurpose research management platform

The theme of the poster is African research for enhancing development. This poster presents the experience of designing an institutional repository at young private university using open source institutional repository software, with minimal monetary commitment and limited IT support. The poster focuses on the steps taken to design an institutional repository at Botho University. And also the poster will exhibit how the existing institutional repository works as research-based knowledge platform at the university level. The goal is to share our best experience to research community and to show the current status of Institutional repositories in Southern African countries.

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Librarians in Africa Creating Discipline-Related Guides for Free Web-Based Resources: Case Study in Spirituality and Medicine.

The theme of the poster is ICTs (information and communications technology) in the development of knowledge in Africa. Many patrons in African libraries rely on library services for information/data because not everyone has the hardware or internet connections to do extensive Web-surfing for work or school. Even in the library, patrons are often limited in their computer time due to high demand and erratic connections or firewalls. Because many resources are now partly or fully open access, the librarian can offer databases containing lists of these materials. The Spirituality and Medicine case study includes:

- ⌘ Free Theological Journals on the Web
- ⌘ PubMed Central Bioline
- ⌘ African Journals Online
- ⌘ Loma Linda Library Libguides
- ⌘ Internet Encyclopedia of Philosophy
- ⌘ Stanford Encyclopedia of Philosophy

The goal is to encourage librarians to create topic-centered lists of open access online resources for whatever client base or discipline they serve.

The Women, their Health and our Community: The Road Map for Sustainability

Access to information and resources give people opportunities to improve their lives. Many factors are responsible for raising the standard of living of the people but good health and well being as SDG 3 outlines weighs strongly on how one combats other aspects of living. Indeed, it is only a healthy mind that can think logically and carry out daily activities efficiently. A healthy woman ensures the family's well being and integrates good life style in her household. Many women play the roles of mothers, nurses, teachers, counselors and guides; it then becomes necessary that they are equipped with the right information to carry out their jobs accordingly. But when a woman is ignorant of health information, it translates to her children and the entire members of her family, thus creating a ripple effect to the whole community. It is only when households are healthy that communities can be healthy which can lead to achieving other developmental goals and creating the resilience to build sustainable communities (SDG11). Working in the rural communities have revealed that many women, simply ignored the primary health facilities to attend to traditional attendants which have caused complications, resulting to sever damages to life. This is the reason libraries support the UN 2030 agenda to disseminate information and services on wellness, needs of women and children to revitalize the global concept of sustainable development. It has become more than just information to rural women. Hence, the objective is to implement meaningful engagement, connecting the care givers with the people they are meant to serve in order to ensure effective service deliveries. This is what libraries of the future are transforming into; to generate information, process it and share it with the parties involved as well as the outside world for mutual partnership in achieving a set goal. The librarians in the public and medical sectors as well as in the information centers should adopt the notion of "leave no one behind" to socially include women and underserved communities in all aspects of relevant information. Therefore, community library services if well re-strategized will yield more impact and improve the standard of living of the people. With engagements becoming more participatory and inclusive, safe spaces can create opportunities for collaborations on the health needs of the women. This research showed how rural engagement can secure greater inclusion and voice to the women in seeking better healthy living. It is an evidence-based research in a rural community in Nigeria with the collaborations of an information center of a non-governmental organization(NGO). Women are very important in our communities, thus, empowering them with health information will help to achieve their innate potentials for growth and survival. This work supports the claim that rural dwellers can have safe communities with access to good health information.

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The well - being of nations and what Libraries can do to help: The case for Africa

The theme of the poster is National / Public / Community Library Services leading the realization of the Development Agenda. More countries have embarked on a project that aims to measure the wellbeing of citizens (Office of National Statistics, 2016). The UN has started to publish what is called "World Happiness Report," since with experts stating happiness and overall wellbeing as key indicators of the quality of human development. Still other countries have developed what is called "happiness index," to gauge the wellbeing of their people (Layard & Sachs, 2013). The objective of this poster is to present a practical roadmap on what libraries can do in terms of programs, services, and collections that advances the wellbeing of society in Africa.

The Goal is to showcase how libraries in Africa can contribute to human development; model programs, services, and collections that together advance the wellbeing of citizens in Africa; map the sustainable development goal of the UN to library services and programs.

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