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THE REALITIES OF ADAPTATION OF WESTERN LIBRARIANSHIP TO AFRICAN SITUATION

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ABSTRACT

A brief information on the state of the art at independence and post independence period is given. Creation of local information and adaptation of librarianship, particularly in the areas of dissemination and utilization of information, in line with the information seeking behaviour of the respective societies, are highlighted as key elements necessary for satisfying Africa's information needs. Concerted efforts of the policy makers, creators of information (academicians and researchers) and librarians and information scientists is suggested as a major way of reaching the goal of satisfying these needs.

INTRODUCTION

Most African countries are former colonies which regained their independence in the post 1960's period. Although they feature significant socio-economic, political and cultural disparities which make generalizations about them rather difficult, "they share certain broad similarities in their recent histories of colonial subjugation and post-colonial experience in the political, social and economic spheres" (Banjo, 1991). Their immediate post independence and in fact the current library and information services are heavily dependent on aid from their former colonial masters with an added input from Unesco, United Nations Development Programme (UNDP) International Development Research Centre (IDRC), German Foundation for International Development (DSE) Scandinavian based aid agencies and the USA. The aid is normally granted in terms of material support, personnel, and personnel development arrangements in the form of long and short term training programmes. In fact African librarianship was sponsored in the beginning and unfortunately, it is still the same trend.

Nevertheless, in principle, the emphasis is on domestic efforts that are open to outside support when and where necessary. The ideal relationship envisaged that of sharing information. "Librarians recognize the importance of receiving a constant flow of information from all parts of the world" (Woods, et al, 1991) and advances in the field of telecommunications and computerization, though significantly applicable only to developed world, promise a possibility of such an undertaking. They also recognize that "the transfer of technology cannot be achieved without a transfer of knowledge based on respect for cultures" (Richer, 1991). As observed by Amadi (1981):

the colonial imposition of a written tradition as well as the emphasis on alphabetic literacy as a precondition for obtaining information, makes the library (as a symbol of graphic records par excellence) a veritable tool of imperialism.

It is, therefore, apparent that respect for cultures is a must rather than an option in the course of developing library services.

THE PERCEPTION OF LIBRARIANSHIP AND INFORMATION SCIENCE AT INDEPENDENCE

At the eve of independence the African countries generally had high expectations of libraries because libraries were seen as having a "tremendous potential for advancing the pace of development . . . dynamic agencies for actively communicating and transmitting knowledge and by so doing fostering the creation of new ideas and advancing the process of innovation" (Banjo, 1991). They therefore "obtained similar commitment of funds to other essential services, such as hospitals and schools" (Mchombu, 1991), as was the case in the USA and the UK after the World War. It was believed that they would quench "the thirst for education which gripped Africa at independence", and it was also hoped "that libraries would contribute significantly towards achieving this cherished goal" (Mchombu, 1991).

REALITIES OF POST INDEPENDENCE PERIOD

Unfortunately, the post independence period is continually being characterized by one way flow of information – from the former masters to the newly independent nations. It is also critically characterized by a confusion brought about by a psycho-social betweenness arising from attractiveness of the former masters' level of development and resentment of neocolonial influence on these societies (Amadi, 1981). While Western culture is overtly denounced, its ideals are inwardly cherished. No doubt the societies found themselves lost at the crossroads. The rush to get everything done leaves all goals unachieved. As noted by Menou (1991):

"in LDCs, especially the less advanced ones, where all aspects of the information scene are lacking, this often results in an indiscriminated call for development efforts in all the areas at the same time. Consciously or not, what is proposed is to equip the country with facilities similar to those found in the more advanced countries to allocate the required resources in order to do so. The basic problem however is precisely that these resources do not exist or cannot be allocated in the first place and secondly, that such an overall expansion does not relate to alternative strategies connected with expected societal benefits in a dynamic perspective".

Reinstatement of mental and intellectual freedom was the immediate concern of the policy makers and the leadership cadre in general, of the newly independent states. This was considered essential to the overall development of these nations. The support given to library and information services—services considered to be one of the key agents of change, immediately after regaining independence, attests to this.

It is, however, unfortunate that, information though global in nature is context oriented and is very powerful in giving direction to the aspired end. That is why it is heavily relied upon as a source of power and influence. Those in power normally manipulate it to determine what is important and what is trivial by carefully structuring it through the educational and training programmes. The yardstick for educational attainments is likewise set according to their aspired goals.

Packaged information or programmed instruction is a powerful brainwashing tool. . . . The subject of the social effects of both reading and exposure to other mass media remain, largely inconclusive" but "this reinforces the fact of the various visible and invisible forces of persuasion, as well as its social context and the complexity of any superficial statements, on the social basis of behaviour. Systematic attempts are made, virtually every day, to instigate, modify, or influence our behaviour - the way we think, feel and act" (Amadi, 1981).

More often than not, this is done informally. The outcome of the cultural influence cemented through one way importation of information that is backed by level of technology is therefore obvious. Amadi's summary of the situation is not wanting in vividly describing this situation:

"... irrespective of the formal independence of most African states the patterns of European and Euro-American domination have intensified and become informal, disguised as a form of voluntary association. Central to this relationship is the one-way export and import of information from the technological centers of the West into nontechnological peripheries of the newer nations including Africa.

It is the result of a psycho-social betweenness arising from the attractiveness of Western technological expertise and efficiency pitted against African resentments of neocolonial influence in the social, political, economic, and psychological realms. These Western influences exist largely in the context of the "invisible" export of Western culture-carriers" (Amadi, 1981).

An overall development of a downward slope, particularly in the area of library and information services is a glamorous reflection of the gravity of the problem. Optimism had in the 1960's is being replaced by pessimism in the 1980's (Banjo, 1991):

"A critical look at the current state of library and information services in Africa would however show that much of the optimism of the 1960's has given way to serious doubt, and the impressive growth of the earlier times has been replaced by stagnation and, in many cases, decay."

In addition to this, the problems already apparent in the professional approach to problems at both national and global perspectives adds to the disadvantaged position of the Third World in general and Africa in particular. The conflicting opinions held by the trainers and the practitioners are disturbing to the development of the profession, especially when it seems to be the trend rather than incidents that can be singled out as noted in the various studies, including those of Wasserman and Bundy (1966), Ginzberg and Brown (1967), Conant (1980), Moore (1980, 1987, 1988) and Ritchie (1988), done in both the USA and the UK in the 1960's and 1980's.

"A mutually damaging gap exists between the library educators and the working profession. This gap inhibits potentially beneficial interchange of ideas and knowledge that might contribute to the solution of problems confronting the profession" (Conant, 1980).

Tallman's (1991) recent observation of the USA's programmes may help to illustrate the level of the seriousness of this problem to the Third World:

Realistically, a US education has some negative aspects. It is based on a Western heritage and is not geared to global needs. Because US library and information science programs generally have a philosophy aimed toward graduates entering the US job market, international students coming from different cultures with other types of information needs, receive an education oriented to the US. Recognition of the varying needs of their international students has been left up to individual faculty members who determine their own way to respond. . . . Administrators and faculty, concerned about the relevance of

the US educational experience to international students, are hampered by the lack of research providing information on how well US programs meet their needs.

Under such circumstances it is clear that only the committed and most able professionals can adapt to local situations what has been learned during their professional training.

It is, however, unfortunate that the efforts of professionals of such calibre are not always met with corresponding support from the politicians at various levels. Such situations normally lead to stagnation in library and information science services and gradually drive professionals to look for alternative and better or more conducive working environment as observed by Richer (1991):

It is acknowledged by all countries and perhaps more particularly by those in the South, that piecemeal political decisions in the field of information and documentation tend to paralyze national coordination and to favour the erection of irrelevant political monuments that fail to meet specific needs. . . . This stagnation discourages professionals, who are sidelined to activities of secondary importance, and contributes to the brain-drain from southern countries. Without trained, motivated and recognized professionals, it is doubtful whether a government, however powerful, will succeed in setting up documentation infrastructures, policies and systems that will be effective, efficient, cost-effective, modern and independent.

Brain drain further puts the quality of the services offered in terms of systematic acquisition and dissemination of relevant information to the relevant persons, at the right time in a rather precarious position. A service may end up being a burden rather than a relief to the problems of the society if it is poor or irrelevant.

African librarianship, nurtured in the Anglo-American style of librarianship and information provision, was born through the efforts of several expatriate librarians with hardly any consultation with African users. They therefore started with no "African clientele nor services" (Amadi, 1981). Library and information services in all these countries face a "shifting and sometimes elusive clientele, the fragile and tenuous political and civic support, and the uncertain economic and resource base" (Maitha, 1990) because of the economic recession and the apparent failure in adapting such services to meet the expected needs of the public and particularly that of their government backers as aptly summarized by Mchombu (1991).

Despite its early success, African librarianship was unable to live up to the expectation of its government backers, or the intended users. At this formative stage, there was belief that the information needs, and the information-seeking behaviour of Africans was identical to those of library users in Europe and North America. It was also thought that the concept and philosophy of librarianship as practiced in the Anglo-American tradition with its organizational and bureaucratic structures, bibliographically-biased foundation, and middle-class outlook could all be imported without modifications to Africa. It was left to the African public in adapt themselves as best they could to this alien institution, for the institution was sacrosanct" (Mchombu, 1991).

Nonetheless, in principle, libraries are still viewed with high esteem although of late there has been a great concern regarding African librarianship's "lack of direction and relevance in general, Hope for concrete achievements had been replaced with frustration as each of the milestones marking the progress of African librarianship dissolved into a shimmering image" (Mchombu, 1991). As said above, these frustrations are further mystified by the attitudes of the policy makers, particularly those of

the librarians and information scientists, who get very lackadaisical about the key role information plays in building and portraying an image of any society by giving it only piecemeal attention. This state of the art is mainly attributed to the absence of information policy. Policy is defined by Menou (1991) as "a set of principles which guide a regular course of action" consisting of :

- a. an image of the desired state of affairs, as a goal or set of goals, which are to be achieved or pursued;
- b. specific means by which the realization of the goals is to be brought about;
- c. the assignment of responsibilities for implementing the means;
- d. a set of rules or guidelines regulating the implementation of the means.

Librarians and information scientists in conjunction with the educationists, were/are seen as the best people to bring about change because of the key role they play in the sphere of education - handling the appropriate information and disseminating it accordingly. But librarians and information scientists, like anybody else, were and are equally suffering from the influence of the Western culture, and that they equally needed and still need 'initiation' into the process of mental decolonization. Their advantaged position in respect of information handling skills therefore needed a strong backing through implementable information policy in terms of resources available, relevance and priority to the needs of the society in question. Secondly, librarianship as a profession has not had the chance of competing on equal footing with other renowned and well established professions like law, engineering, medicine etc., and is therefore in a worse position to deal with very delicate issues that are not on the top list of the politicians and policy makers in general, where manipulation is the game of the day in getting one's way through. Again, it is also necessary to give it a further support by according it a desired image. .

The effectiveness of the mental decolonization process needs concerted efforts of the library and information scientists on one hand, and that of the main creators and users of information - academicians, researchers and policy makers on the other hand. The deep rooted feeling and acceptance among most African elites and librarians that the best information comes from overseas needs wiping out as well as the general tendency of blaming someone else for things being amiss. Acceptance of responsibility for failures should be taken as part of the corrective measures. If prominent academicians and researchers can publish their work in international journals or with international publishers, then there is no reason why such efforts cannot be diverted to local interests. With strong backing of the government and/or local organizations and the joint efforts of the academicians, researchers, policy makers and librarians and information scientists, a lot can be done towards reaching the goal of having and disseminating appropriate information to the respective societies. As strongly argued by Mchombu (1991).

If we are to accept that the main duty of African Librarianship is to satisfy the basic information needs of society in such areas as health and prevention of disease, environmental protection, farming and livestock husbandry, family planning, appropriate technology, education and literacy, maternity and child care, industrial production, commerce and

economic planning, it is necessary that African countries strive to create their own knowledge and information base relevant to these requirements, because it is not sensible to hope that we shall simply stumble upon ready-made information products from other countries to the specific requirements of Africa, waiting to be picked up.

This information could then be supplemented by carefully selecting and acquiring relevant material elsewhere. Objectivity in selection here is very important regardless of whatever ties that existed or exist. It is always easier to make a knot than to undo it, just as it is difficult to reverse flow of water from oceans to hills. Yet something has got to be done towards reciprocity in the area of information exchange and sharing. "Africa should share her own knowledge with the international community, particularly the other developing regions of the world" (Mchombu, 1991) because their interests and problems, information needs and information seeking behaviour are far more common than with those of the developed countries.

CONCLUSION AND RECOMMENDATIONS

The library profession aims at organizing and preserving recorded knowledge and providing ready access to it for interested clients. Usually a "professional librarian possesses an understanding of the purposes and activities of librarianship, is expert in one or more areas of bibliography" (Conant, 1980). Librarians can therefore use these skills to support the activities of other professionals in their respective areas of specialization.

At this point it is, however, worth noting that the disengagement process is not so easy because the librarians/information scientists' information handling skills, including ethical and operational standards of the profession are still applied in the context of the socio-cultural practices and expectations of the Western culture which was and is apparently different from that of the Africans in many and very critical ways.

The information needs and information seeking behaviour are basically different. Westerners require information that is development oriented while Africans in addition to this need information on adapting this information to their own environment as well as information that would help in the decolonization of mind. But all these functions have to be carried out in the midst of the conflicting interests and perceptions blurred by efforts made towards harmonization of relations between the developed and developing countries — efforts whose fruits are in the first place questionable because of the inbetweenness brought about by the informal subjugation as aptly described above by Amadi (1980).

While the Western culture is print oriented when seeking information the African culture is oral/based. As noted by Amadi (1981).

oral librarianship is definitely the answer to meeting the informational, educational, and recreational needs of the tradition-directed oral-bound Africans . . . Africa relies and is based upon, possesses, and utilizes more unwritten traditions. This is why among Africans there is a preference for the spoken word.

Moreover, at this stage of development Africans cannot utilize very sophisticated information because it would not meet their needs and even if it were to meet it, the sophisticated technology could not be applied because the necessary facilities are not available. Even where the facilities could be obtained, still, it could only be done after having conditions ready. For the general public, as could be inferred from the

tendency of African's preference for spoken word (Amadi, 1981) and also from the use put to facilities obtained through bilateral and international aid. It is common for expensive equipment such as photocopiers, microfiche/film cameras and readers, and even personal computers to collect dust at a library through negligence which is excused under the cover of lack of foreign exchange. This can be attributed to the lack of local commitment to sustain such facilities rather than the lack of foreign currency because costs involved in repairing such items is normally negligible when compared to money spent or set aside for things that are trivial in relative terms. For example, the amount of money spent on buying a simple car could easily cover the repair costs of a number of pieces of equipment.

Indeed, as has been noted by Mchombu (1991), both the planners and decision-makers and librarians and information scientists are guilty of the sin of failing to utilize information in their work and quickly of a heavy reliance on information emanating from external sources, without even a minimum effort to sift it and adapt it to local situations. However, this fact looks more ironical to the librarians and information scientists than to the rest of the community, but it should not hold librarians and information scientists responsible for whatever goes amiss. Moreover, the following statement may look a jaundiced judgement, policy makers have no reason at all to accord such status to librarians because they are both a product of the colonial subjugation. Librarians and information scientists have nothing in particular that frees them from the influence of the former colonial masters.

It is true that "the result of a psycho-social betweenness" (Amadi, 1980) is deep-rooted, and it is equally true that librarians and information scientists are increasingly becoming conscious of the gravity of the situation. It has been realized that dependence on foreign support can no longer be a solution for African librarianship and that the only hope lies in adapting African librarianship to Africa's socio-economic, political and cultural realities. The policy makers are equally concerned with information policies. Their concern is, however, shattered by the impact of a psycho-social betweenness described above by Amadi. In addition to this, their trust in librarians and information scientists is already tainted/eroded by the libraries' failure to meet their expectations, as well as the expectations of other users, both actual and potential. This is reflected in the importance given to library services in terms of personnel and other resources. In fact the situation is aggravated further by the role status accorded to library profession by both policy makers and the professionals themselves through their actual and inferred behaviour from what has been seemingly learned and internalized while on training and after taking up the profession. This seems to work against the whole concept of reinstatement of mental and intellectual freedom.

This being the case, is there any hope of getting out of this situation, bearing in mind the differences that exist between the financiers and the professionals in the midst of the Africa's severe economic recession? The future looks bleak but with a concerted effort, if more attention is paid, first, to putting to effective use the local human resources through development and retention of human resources as suggested by Richer (1991) it will be possible to get out of it. A fair amount of adaptation is required in the creation of information structures and methodologies that would

encompass Africa's traditional knowledge resources and modern knowledge resources. Information management and marketing strategies need serious attention: acquisition, dissemination and use of relevant information; modification of information seeking behaviour; and most of all, stopping the inertia of perceiving and expressing problems in terms of external factors, are factors that need immediate attention. This attention should be sustained through a strong commitment in particular of the professionals, policy makers, and consequently, through government backing. This undertaking requires possession of committed, influential and innovative professionals.

Secondly, by creating their own knowledge and information base relevant to their own requirements (Mchombu, 1991: 190), then the vicious circle may be broken.

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PROMOTING INFORMATION LITERACY IN DEVELOPING COUNTRIES: THE CASE OF SOUTH AFRICA

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ABSTRACT

The need for information literacy in developing communities is considered. Definitions of the concept information literacy are considered in relation to the societal contexts of developing communities. A case is made for the promotion of information literacy in South Africa's developing communities, against the background of a broad characterisation of these communities. National co-ordination of an information literacy campaign is regarded as necessary for the development of an information literate population which is a requirement for development in an information-driven world economy. The need for differentiation in information literacy campaign strategies is emphasised and a two-pronged strategy, aimed at illiterates and those in the formal education system, is suggested. Cooperation between library and information professionals and educationists is regarded as a requirement for attempts at establishing integrated information literacy programmes.

INTRODUCTION

Information literacy is regarded as a functional requirement in an information society. The concept is viewed by some as a reality of the 'information era' and by others, such as McCrank (1991) quoting Long, as a "faddish up-coming new 'buzzword' and a 'bandwagon' on which especially librarians are hitching a ride in an attempt to gain professional recognition from other professionals, or to ensure a more equitable slice of public funding. This view of information literacy and the motives of librarians attached to its promotion by a member of the profession is not necessarily a true picture of the reality, but should not be rejected without considering the underlying warning that members of the profession should consider, very carefully, the implications of the over-enthusiastic promotion of an all-pervasive information literacy campaign.

It is also generally believed, among especially librarians, that survival, not only in information societies, but also in societies at other levels of development, requires the use of information at some level to cope with life's daily demands. This is recog-

nised by various authors on the topic (Bunch, 1982; Coleman, 1986; Kempson, 1986; Berghammer and Karlsson, 1988; Bekker and Lategan, 1988; Usherwood, 1989; Zaaïman and Roux, 1989; Fairer-Wessels, 1990). All people, whether they are from rural, urban, industrialised or developing communities require some level of information skills to make decisions about various aspects of their daily lives. The level of skills required depend upon the environment in which the individual or group functions. It follows therefore that information skills of some applicable nature and level are needed by people from all communities and that, in the case of what we call developing communities, some consideration should be given to circumstances which differ tremendously from that experienced in developed communities.

The concept of 'information literacy' had been considered by a number of writers since the idea of a post-industrial society or information society has been accepted as a reality. Behrens (1990) places information literacy at the end of a literacy continuum, which begins with basic literacy. Basic literacy, within this continuum, comprises mastery of reading and writing skills which are prerequisites for development. There are arguments for the modification of an antithetical approach to literacy and for the inclusion of the oral tradition as a stage in an orality-literacy continuum, thus presenting it "as interpenetrating parts of a larger whole that mutually enrich each other and that enhances a deeper appreciation of the modes of thought and expression that these traditions embody." (Dick, 1991) Given the societal contexts of the two extremes of the extended literacy continuum, Irving (1985) suggests that listening could be regarded as the equivalent of reading, and speaking the equivalent of writing, in an oral society.

It is, however, the other end of the continuum that this article is concerned with, namely information literacy. This form of literacy includes such aspects as "library literacy, computer literacy, and the skills involved in being information literate" (Behrens, 1990). Library literacy and computer literacy, which presuppose basic literacy, do not constitute information literacy but are, with the acquisition of other information skills, components of information literacy. Information skills, in a holistic sense include what Behrens (1990) calls "higher level skills" which are needed by people who are economically active in a society in which mastery of information is becoming increasingly important.

The most important component of information skills, holistically understood within the concept of information literacy, involves in addition to "a wide range of instrumental skills", "cognitive information handling skills." (Behrens, 1990). The American Library Association's (1989) definition of information literacy emphasises awareness of the need for information. Behrens (1991) added to this the location of information and the "higher level skills" of understanding, interpretation and utilisation of information. After examining definitions of information literacy formulated by Breivik (1985), Kuhlthau (1987), the ALA (1989) and Curran (1990) she concludes that;

Information literacy is ... much more than simple location skills. Information literacy involves higher-level skills such as understanding or comprehending, interpreting, evaluating, organising, synthesising, applying, using and communicating information.

She concludes the definition, stating that "Information literacy lies very much in the area of what is done with information after it has been located in a system."

The definition lists the information skills required to make a person information literate. If it is accepted that illiteracy is a basic characteristic of developing communities, and that survival in such communities also require information, albeit information related to 'lower level needs in Maslow's (1970) hierarchy, it is obvious that awareness of the need for information can exist without the presence of locating, understanding, interpretation and utilisation skills. Information skills, within the context of information literacy, in developing communities relate to the abilities and information needs of individuals in such communities in South Africa. According to Dalton (1989), these needs are literacy and coping with the processes of urbanisation. The research of Bekker and Lategan (1988) supported Dalton's view, showing that the primary information needs of a developing community relate to basic survival issues such as:

- the labour market;
- the housing delivery process;
- transport;
- education services;
- community services; and
- health and welfare services.

These information needs cannot be met by databases and electronic delivery systems which are geared towards meeting the needs of higher levels of the hierarchy. Bekker and Lategan (1988) concluded that "coping information", which is at the base of Maslow's hierarchy (1970), is obtained primarily from informal sources such as churches, burial societies, shebeens (unlicensed alcohol outlets), labour unions, legal aid services and conversations on various forms of public transport. In this there is evidence of the persistence of the oral tradition.

CHARACTERISTICS OF SOUTH AFRICAN DEVELOPING COMMUNITIES WHICH CAN INFLUENCE THE PROMOTION OF INFORMATION LITERACY

If we concur that information literacy has become a requirement for survival in the information era, and that the 'informatization' of society has become an issue in developing countries, we will have to face the problem of how to equip developing communities with the skills which constitute information literacy. Developing communities in Africa are at various levels of development and at different levels in the transition from traditional communities to developed communities, measured by Western standards. This is also a South African reality where the effects of apartheid and the existence of more than one black nation, many black languages and two official languages (English and Afrikaans) are additional complicating factors.

In South Africa, racial discrimination has left its mark on two thirds of the country's population. This is clearly visible in the literacy and educational statistics of the country. The official definition of functional literacy as contained in RSA Policy

Review (in SAIRR, 1992) states that it "is the knowledge of reading and writing skills necessary to live and work in a particular community." If this definition is regarded as an acceptable measure it would mean that approximately 8.3 million African adults, in South Africa, are illiterate. These statistics are also stated by Wedepohl (1984) and Watson (1985) who implied that South Africa's approximately 9 million illiterates represent one percent of the Third World's 900 million illiterates. Illiteracy is regarded by Dalton (1989) as basically a Third World phenomenon. The survey of the South African Institute for Race Relations (1992) regards the lack of compulsory education and the high dropout rate in the early school levels as a major cause of illiteracy. They quote the findings of Integrated Market Research in this regard: in 1990, 23% (approximately 3.5 million) of black adults had no schooling, and 32% (approximately 4.8 million) had some primary education. The possibility of a nationally coordinated literacy scheme is slim, but organisations such as the South African Committee for Higher Education (SACHED) and the Congress of South African Trade Unions (COSATU) are in the process of devising community and industry based literacy programmes (SAIRR, 1992).

The South African formal education scene provides an equally negative picture. It was estimated that in July 1991 there were 3.5 million to 5 million black children of schoolgoing age not in school, as well as approximately 3 million who were old enough for pre-primary school. According to the survey (SAIRR, 1992) compulsory education for the blacks are all but impossible, because it would require 126 617 additional teachers and 111, 044 additional classrooms. In spite of the almost insurmountable obstacles the school enrolment figure for the blacks continues to increase: from 4,835,841 in 1980 to 7,645,270 in 1990. Projections show that by the year 2000 there will be 11.8m black pupils, representing 84% of the total pupil population of 13.9m (SAIRR, 1992).

In the light of the unfolding socio-political change there seems to be reason for optimism. The promise of a single national education system under one authority, if realised soon, could provide possibilities for the implementation of compulsory education up to the junior secondary level (10th grade).

Education is regarded here, in line with the writings of Sturges and Neill (1990) and Paez-Urdaneta (1989) as one of the most important requirements for development. Socio-economic justice is equally important. Decades of disenfranchisement and social and economic discrimination have left scars caused by injustices such as forced removals under the Group Areas Act, the Black Land Act of 1913 and the Development Trust and Land Act of 1936, which resulted in the resettlement of 77,573 black people in South Africa's four provinces during the period 1981-1983. The forced removals figures for 1987 were 1,828 black families and an additional 47,617 individuals, excluding the ten homelands (SAIRR, 1984; SAIRR, 1989). Evidently the forced removals commenced with the implementation of the Black Land Act of 1913, which would mean an effective period of instability for blacks, in this respect, of approximately eight decades.

Freedom of movement were curbed by the pass and influx control laws. "Prescription has covered such aspects of daily living as where live and work, where to worship,

where to be educated, where to spend vacations and where to eat." (September, 1991 Christopher Coker (1983), an American foreign policy analyst, calculated that there were in 1983 as many as 6,000 laws, 4,000 regulations and 60 public security statutes which controlled the lives of black South Africans.

The inadequate provision of library services, as reflected by the 1991/92 survey of the South African Institute for Race relations (1992), coupled with community distrust in anything vaguely associated with officialdom, continue to be obstacles in the way of effective public library involvement in basic literacy and information literacy programmes. In 1991 library service provision figures for the main city areas of the Cape, Natal and the Transvaal were as follows (SAIRR, 1992):

POPULATION	LIBRARIES
WHITE 1,006,621	72 (municipal libraries only)
BLACK 3,962,652	17

Most of the libraries provided for blacks are inadequate in terms of buildings, materials and staff.

When considering a national information literacy campaign, against the described background, the identification of the needs of the different sectors of the country's developing community becomes a problem. Distrust bred by years of racial discrimination is a major obstacle. The various relevant public and private sectors, in the spirit of reconciliation and transformation, are attempting to allay feelings of distrust. If they are successful the differences in the needs of the various sectors would imply the need for differentiation in campaign strategies for the empowerment of all sectors of the developing community.

INFORMATION LITERACY AND SOUTH AFRICA'S DEVELOPING COMMUNITIES

Life in developing communities is, comparatively speaking, less complicated than in communities with information-driven economies. This perception has led to the belief that requirements for survival in such communities are less complex and that the need for information skills as such is not an issue. In traditional communities people are repositories of the information required for survival of the group and the individual. The traditional oral culture is the means through which the information which has been generated by the experience of many generations is preserved. These human repositories preserve the community's historical, environmental, spiritual, agricultural, scientific, and medical knowledge (Sturges & Neill, 1990; 155-156). It must be remembered that totally oral societies continued to exist until long after the colonisation of almost all of Africa by the West. During the more than three centuries since The Netherlands commenced the colonisation of Africa at its most southern point the influence of the printed word has grown steadily. In spite of the still growing influence of typographic material, oral culture still predominates especially in the rural communities (Sturges & Neill, 1990).

Sturges and Neill (1990), who researched library development and information provision in various sub-Saharan African countries, distinguish two types of oral communication which still persist: The general oral communication which is part of

the people's everyday exchanges and which is the means of conveying information, ideas and feelings from one person to others. The second type is the specialised oral communication "... defined by the ways in which society selects certain types of information for special treatment and public use, embodying them in formal patterns such as poetry, song and story." It is for this type of oral communication that specialised practitioners, such as story tellers, singers, praise poets and traditional healers, with their "well defined roles and forums" which makes the communication of communal knowledge possible, are appointed. They are the major repositories and disseminating agents for such a society's knowledge and wisdom (Sturges & Neill, 1990).

The indigenous knowledge of these 'repositories' has been accumulated over many generations but has become insufficient because of the restrictive nature of the oral tradition which does not accommodate the absorption of knowledge from outside the immediate environment of its influence. Therefore the oral tradition does not have answers to everything. Written documents and electronic media contain information which is essential for survival in communities in which development persistently increases the complexity of life (Sturges & Neill, 1990).

Information literacy and the acquisition of information skills involve the teaching of high-level cognitive skills. Knowledge of and expertise in didactics are requirements for such instruction. Acknowledgement of this would imply the inclusion of information skills teaching in education curricula. The solution, difficult as it is, is more complicated where the developing component of a society includes a large population of adult illiterates and functional-illiterates. In such circumstances a movement towards information literacy should consist of a two-pronged strategy. Such a strategy should consider, in part, the needs and abilities of the illiterates and functional-illiterates for whom the most basic need and skill is literacy. The rest of the strategy should be concerned with that component of the developing community which is literate and in the formal or informal education process.

INFORMATION LITERACY FOR ILLITERATES AND FUNCTIONAL-ILLITERATES

The problem of illiteracy, although regarded as a key problem in developing communities, has reached critical proportions in some highly industrialised countries. An example is Canada where it is believed that one out of every five adults does not possess sufficient skills in reading and writing to participate meaningfully in the community's socio-economic life (Watson, 1985). Community information services for the provision of coping information, for especially immigrant populations in countries such as the United States of America, Britain, Australia and Canada, reflect a need for the development of information skills in these communities. There are perhaps certain parallels that could be drawn between these countries and South Africa in spite of the fact that they are labelled 'developed' countries. It is probable that much can be learned from strategies devised to alleviate the problem in these countries.

The sector of South African society which fits the description implied by the concept 'developing community' is largely black, Van Zijl (1987), views South African society as a society in transition and attempted to delineate the information needs of the black sector within a specific societal context, stating that "Black South Africans have a Third World background with a considerable developmental back-log, when compared to the white sector with perhaps a First World background." The following five types of needs have been identified (Van Zijl, 1987), informational, social, psychological, nationalism and spiritual. Informational needs relate to all the other needs because in the process of transition adjustment cannot proceed without information.

Illiteracy is the key problem. It denies access to all information which exists outside the oral tradition. The literacy statistics for black South Africans, mentioned above, clearly indicate the magnitude of the problem. Literacy is the one skill which can provide access to the other information skills required for any level of information literacy. In the process of becoming literate some of the other information skills can be taught, e.g. the use of sources such as dictionaries and source materials required for the literacy programme. Given the pressures of the struggle for day-to-day survival in a society which is experiencing massive urbanisation, it must be accepted that a large portion of South Africa's developing community will not attain full information literacy in the foreseeable future.

Dalton (1989) draws attention to the fact that high literacy, which is the basis for growth potential and development, shows low probability of improvement in South Africa. She justified her belief by quoting the 1988 school-leaving figures reported in the *Pretoria news* of 1st August, 1988; 24% after one year of schooling, 7% after standard 5; 5% after standard 8 and 13.3% after matric (grade 12), which is a reflection of the bleakness of the situation.

Coordination of literacy programmes on a national scale is required as a basis for an attempt at creating an information literate community. Evidently the possibility of a government coordinated literacy programme in South Africa is very slim, given the financial requirements for transformation in more critical areas. This, however, does not preclude the organisations, public and private, which are involved in literacy programmes from coordinating their efforts on a district, regional or national level.

The primary information needs of illiterates and functional-illiterates which relate to basic survival issues, experienced especially in the urban environment, are being met to a large extent by the oral tradition augmented by the knowledge and experience of information providers attached to formal and informal agencies in the community. It is therefore, perhaps, necessary that we should consider a coordinated campaign for the empowerment of these people. The teaching of information skills to community workers, the providers of legal aid and healthcare, literacy instructors and the staffs of community libraries and resource centres should perhaps form the spearhead of an information literacy campaign which will, while in progress, also meet the primary information needs of this portion of the developing community.

These individuals, whether attached to formal or informal community organisations, who provide primary information services, could become the core of an information skills teaching programme for newly literates and functionally literates. The main thrust should be the attainment of literacy by the masses, without which the

acquisition of information skills and information literacy will be impossible. On this level, sophisticated information storage and retrieval systems which utilise advanced information technology are not relevant. Such systems and the accompanying technology are relevant to information literacy at another level which should target the second group of South Africa's developing community, namely those who through evolving national transition and continuing urbanisation are in the formal and informal education process.

INTEGRATED INFORMATION SKILLS TEACHING

In South Africa the second half of the 20th century is marked by the closing gap between the number of educated whites and blacks. During the period 1960–1970 there were five times more whites than blacks in secondary schools. This trend has been reversed, according to the findings of Edwards, referred to by Dalton (1989), and by 1985 there were approximately four blacks enrolled at secondary schools for every single white. It is expected that this trend will manifest itself very soon on all education levels, until black pupils will make up 84% of the total student population by the year 2000 (SAIRR, 1992). In the long term the effects of this phenomenon will become evident in the national literacy figures, as well as in the ethnic composition of the skilled and professional labour force.

The improved secondary school enrolment figures for blacks at present, if taken at face value, presents a false image of black education in South Africa. Because of discriminatory education policies and the lack of compulsory education, a large portion of the black population is still denied access to education and a large part of the percentages of school dropouts (mentioned above) consist of people from this group. The few students from the Departments of Education and Training, and Education and Culture, who make it to university experience a more than acceptable level of discrimination. They experience, for example, a lack of confidence in their learning abilities as a result of having been taught predominately by the rote method. For many of them problems are compounded because of their unfamiliarity with English as a means of academic communication. "They are terrified of being critical, evaluating or even extracting what is relevant from a particular text." (Maurice, 1991) The evaluation of work at school very seldomly includes explanations of what was found to be wrong or how to improve performance and those with good memorising skills graduate from secondary school with good grades.

With inadequate educational backgrounds many black students fall by the wayside in a tertiary education system based on the First World models of Britain, the USA and Europe. Evidently shortcomings are carried along from the grassroots education environment and are compounded at secondary school and tertiary education levels. The seriousness of these problems is further complicated by South Africa's multilingual reality in which people who are literate in their own language remain illiterate in the two official languages of English and Afrikaans which are the basis of almost all official communication.

South Africa is at the present time a very interesting place for policy makers, planners and innovators in all spheres and on all levels of human endeavour. Various fora and organisations have been created to address the nature and the mechanics

change in almost all aspects of political, economic and social life, covering diverse areas from the creation of a new government structure, national economy, health and social welfare services, provision of housing, redistribution of land, to national education. The main forum for education change is the National Education Coordinating Committee (NECC). National Education Policy Investigation (NEPI) is one of the main activities of the Committee. The investigation is divided into various sub-groups covering all aspects of education on the national level, including the provision of library and information services. We are therefore in the unique position where national planning is fluid enough for the creation of coalitions which may not have been possible in more stable circumstances. Such coalitions could be formed by involving community organisations, public, school and academic libraries and certain government agencies, in a coordinated manner, in basic literacy and information literacy programmes. The finer details of this type of cooperation should become a part of the mandate of the National Education Policy Investigation (NEPI).

Given the accepted definitions of information literacy (Marais, 1992; Behrens, 1990; Curran, 1990; ALA, 1989; 6; Kuhlthau, 1987; Breivik, 1985) which identify certain attitudes and cognitive abilities as its components, the creation of an information literate society in South Africa evidently depends upon coalitions between the practitioners of a number of professions. As the First World component of South African society increases through socio-political transformation and the continued planned development of its Third World sector, the position of the country as an information society in a information-driven world economy will be influenced by the country's ability to compete and participate on the level of its international partners. The major economies of the world are already regarded as information or post-industrial economies in which information is a major commodity requiring information technology as a critical component for economic, social and political development. Survival in such an environment depends upon information literacy and the information skills which it implies.

The creation of a national information infrastructure, in which large databases and sophisticated national and international networks using the latest information technology are developed and put in place is not a solution to the problem of providing information for development. "... Having information is about the same as not having information if the right attitude about its value and potential is absent. ..." Developing communities "... must have effective solutions before — or even at the same time — they undertake new actions to transform their respective [information infrastructures] with the purpose of increasing and improving its capacities for supporting new initiatives for effective development." (Paez-Urdaneta, 1989) Paez-Urdaneta identified the following problems, experienced by information users, to which solutions must be found:

- Weak cultural attitude toward the value of information for personal growth and social development.
- Lack of skills regarding the search, obtention and utilisation of information. Lack of initiative among those identified as information producers to demand from government a substantive attention to the information sector (IS) and its requirements.
- Low or non-existent capacity of the users to participate in the modernisation or expansion of the services.

Information skills development, as a means of attaining information literacy, addresses all but one of the identified problems. Along with skills, attitudes are behaviour patterns which can be acquired. The teaching of information skills as an integrated component of the educational process is an important solution, not only with regard to the acquisition of skills for information literacy, but also as a means of adjusting attitudes toward the value of information for growth and development. The teaching of skills which on the one hand includes awareness of the need for information for problem resolution, and on the other hand the use and efficient communication of information requires a marriage of the knowledge, experience and skills of professional educators, academicians and information professionals. McCrank (1991) emphasises this cooperation among the mentioned professionals as a precondition for possible success in any information literacy campaign. Information skills teaching should be incorporated in subject teaching on all educational levels – from primary to tertiary level. Integrated information education has become established as part of the instruction function of especially academic libraries in the USA and Britain. In South Africa a workshop on "Information studies in the school curriculum", held in May 1992 in Stellenbosch in the Cape, is an indication of the realisation of the importance of integrated information education, and of the beginning of attempts to address its implementation. Again, we should agree with McCrank that librarians should not attempt to claim the teaching of information skills as their turf exclusively. Study and learning skills are inherently part of the broad spectrum of information skills implied in information literacy, and fall therefore largely in the ambit of professional educationists. Life-long learning, with the other society related and personal advantages of education, also becomes an ability of the information literate, providing the basis for continued development.

One of the more immediate results of information skills teaching would be an improvement of the academic performance of students from developing communities – which in itself will contribute to national development. The products of an education process which accommodates in its mission information literacy will contribute to the development of the Third World sector, as well as to the economic and social development of the country as a whole.

CONCLUSION

The fact that South African society is in transition has been mentioned a few times before. Implicit in the statement is the understanding that the evolving change is affecting and will continue to affect almost every facet of the society. Change needs to be managed, to be coped with, to be adjusted to – and information is needed for this. There are changes which are occurring independently of the local political, economic and social transition. These changes are related to developments in the international community in the areas of production, trade, diplomatic relations, and the growing importance of information and information technology. In the scheme of international trade, development and national survival, all developing countries are faced with the need to develop information infrastructures and an information literate population which are indispensable for continued participation in the international

arena. The well-being and sustained development of these countries depend to a large extent on investment from the developed world — and also on the transfer of information technology which is invaluable in the fight against poverty, ignorance and disease. In seeking safe investment environments the developed countries of the world looking for signs of compatibility in infrastructures which will allow monitoring of their interests, and which serves as proof of growth and development in areas where investment is committed.

It is against this background that the First World component of South African society is viewed as: "The advanced industrial sector with its information services-based economy . . . with the sophisticated information retrieval systems to meet the information needs." (Dalton, 1989) Development denotes movement to a situation or condition of improvement on the Third World — First World development continuum. Within the framework of general societal change more and more people from the developing sector will have to be equipped to move into skilled and professional positions in the labour market. They will therefore have to be able to participate in the advanced information-driven economy. This clearly emphasises the importance of the acquisition of information skills and the attainment of information literacy by the developing sector of South African society.

Within the context provided above, it is recommended that librarians and other information professionals, for a period of time at least, shift the aim of their dialogue from fellow professionals to directing it at the policy makers and the administrators of our library systems, our schools and post secondary education institutions. Without the support of these people our understanding of the need for literacy and information literacy will always be limited to reports, surveys, and scholarly discourse on the topic. As long as these people do not understand and believe in the true value of information, and of its role in development, they will not see the necessity for all people to have access to it and will continue to regard it as a less critical issue.

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FACTORS RESTRAINING THE FORMULATION AND IMPLEMENTATION OF A NATIONAL INFORMATION POLICY (NIP) PROCESS: THE ZAMBIAN EXPERIENCE

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ABSTRACT

The paper reviews the various attempts made by the information professionals in Zambia at establishing a national information policy. The lack of acceptance of information as a national resource in Zambia, the low level of information production infrastructure within the country, the unco-ordinated role of the information institutions in the country and an absence of an enlightened information profession in Zambia are some of the restraining factors to establishing a national information policy. The paper advocates that information professional in Zambia should be more aggressive and forward looking by lobbying top government, officials, and thereafter, the proposal should be re-submitted to the new government which is likely to be receptive to this policy given the fact that improving library facilities in the country was prominent in its new manifesto.

INTRODUCTION

During the past two decades, international organisations like Unesco, International Federation of Library Associations and Institutions (IFLA), The International Development Research Centre (IDRC), The Information Science Division; etc., have made tremendous efforts at focussing on information, its role and impact on socio-economic development globally. Their emphasis has been on bringing awareness to countries that information is central and an essential resource to decision-makers and planners in government, public institutions and private enterprises alike. Library and information professionals, especially those of us from developing countries have gained a lot from this international campaign in our efforts to develop institutional and national information policy and systems. Today, due to rapid advances in information generation in all fields of human activities and the application of information technology to the reproduction of this commodity/resource, information experts in developed and developing countries are currently concerned with and involved in finding the best strategies for information handling and management. Even our efforts in writing this article are aimed at contributing to this unending search for the appropriate strategies for harnessing information as a national resource. In this paper, by information, we mean,

"Intelligence or knowledge that contributes to the social, economic, cultural and political well-being of society irrespective of the form it is encrypted in (text, figures, diagrams, etc.); irrespective of the medium it is stored in (paper, magnetic, film, tape, etc.); irrespective of the mode of dissemination (oral, written, or audio-visual, etc.); and the social activity that gave rise to it (research, administration, education, censuses, remote sensing, etc.); and the institutions that organise and disseminate it (libraries, documentation centres, archives, museums, statistical offices, mapping agencies, geological surveys, government ministries and departments, computer centres, media and broadcasting services, telecommunication services and business organisations, etc.)." (PADIS, 1988).

Let it be made clear that this definition is by no means a classical one, but it is one that admittedly comes closest to what information is, in a practical sense and certainly in the context of a developing country in Africa. When we discuss a National Information Policy in Zambia, information should be seen in this light.

NATIONAL INFORMATION POLICY (NIP)

For the purpose of this paper, we support a descriptive definition of a national information policy as stated below:-

Nations promulgate many public policies. These are policies related to national security; policies concerned with the nation's relations with other nations (foreign affairs policies); policies to do with the political, social, economic, cultural, scientific and technological development of a country both at sectoral and national level. A national information policy must be seen in the context of being one of so many public policies that a national government must be concerned with. (Lundu, 1990).

The concept of a national information policy as perceived by developing countries like Zambia today, has its major roots in Unesco's works. The Division of the General Information Programme (PGI) of Unesco has been working very closely with national, regional and international information professional associations and organisations such as the ones mentioned in the introduction throughout the world on problems relating to the general availability, organisation, management, dissemination, sharing and utilisation of information as a resource for development. To be specific, in 1985 Unesco, through PGI and UNISIST, issued guidelines on how each member state may address itself to matters pertaining to national information policy.

The imposing impact that Unesco's information programmes have had on member states especially the developing countries did not escape the attention of the information profession in Zambia. As a testimony to this, during the past six years, Zambian information professionals for the first time held two major national seminars to campaign for the formulation and implementation of a national information policy. The first one was convened in September 1985 and was organised by the Zambia Library Association (ZLA); the second one was convened in February 1987 also organised by ZLA but sponsored by Unesco. The two seminars attracted a variety of professionals, experts and personalities from various information services in the country.

In addition to Unesco's incessant efforts, regional economic groupings in our part of Africa have also played a major role in influencing the need to harmonize and rationalize information for development in Zambia. ZLA sub-committee prepared in 1982 an interim report entitled: *The Development of Information Services in Zambia*

with particular Reference to the Regional Southern African Development Information System (SADIS)*. The main driving forces behind SADIS at the time were ECA/Pan African Documentation and Information System (ECA/PADIS); the International Research Centre of Canada (IDRC) Information Sciences Division; and of course UNESCO. Regional economic groupings such as the Southern African Development Co-ordinating Conference (SADCC) (now SADC) and the Preferential Trade Area (PTA) which Zambia belongs, have more than ever before, convinced all those involved in information services in Zambia that there is an urgent need for a NIP. A national policy would enable Zambia to contribute to and benefit from the regional and international information network.

NATIONAL INFORMATION POLICY FORMULATION PROCESS IN ZAMBIA

The library and information profession through ZLA began to actively examine the question of a national information policy for Zambia based on Unesco's PGI ideals in the early 80's. The initiative was also largely nourished at that time by new encouraging developments in the way information was being perceived in Africa. In 1980, African governments, through the Organisation of African Unity (OAU) under the auspices of the United Nations Economic Commission for Africa (UNECA), created the Pan African Development Information System (PADIS). The background to this was summarised as follows:

"The Pan African Development Information System (PADIS), was created in 1980 at the expressed wishes of the African member states, to assist in the development/strengthening of the information and documentation infrastructures of the African member states. The overall objective of PADIS is to establish a regional information system in Africa which will serve as a conduit for information and data for development, centred around national, regional, and subregional networks to which all members will contribute information and share their information management techniques. PADIS is both a system and a network. PADIS network consists of national, subregional and institutional participating centres." (Inganji, 1990).

Zambia being a member state of OAU, her government was a party to the creation of PADIS. In order to conform to PADIS objectives, a national information and documentation network had to be set up in Zambia and the government had to designate a PADIS national co-ordinating centre. The University of Zambia Library was finally designated the PADIS national co-ordinating centre in 1989, a requirement that took almost the entire decade to materialise.

Furthermore, Zambia is a landlocked country in the heart of what is generally referred to as 'Eastern, Central and Southern African Region'. As a result of this geopolitical grouping, Zambia is a member of SADC and PTA. The two bodies are economic groupings of member states in the region. SADC was created in 1980; and shortly after its creation, the information professionals in member countries realised the fact that the founding fathers of SADC had unfortunately omitted the inclusion of information exchange and dissemination in their economic programme of action. This led to attempts by the information profession in the region to create a regional information system to be known as the Southern African Documentation and Information System (SADIS). These efforts were supported by Unesco and IDRC. These

regional and international developments were received with great interest and expectation among the Zambian information professionals after having long realised that Zambia's documentation and information infrastructures lagged behind regional and international developments in relation to information services. It was felt that the formulation and implementation of a national information policy by government would mean the enactment of a co-ordinated legislation by parliament, and increased financial support to sustain and improve upon the existing information systems at both institutional and national levels.

In September 1985, Zambia for the first time held a national seminar under the auspices of ZLA whose main agenda was simply to debate at national level, and put forward concrete proposals that would assist in the formulation and implementation of a national information policy. The theme of this five day seminar was: *'The need for Development-Oriented National Information Policy in Zambia within the context of the Southern African Documentation and Information System (SADIS)'*. A second national seminar followed in February 1987, again organised by ZLA, but sponsored by Unesco. This time the focus was on national information policy for Zambia. The seminar had a threefold purpose:

- (i) to sensitize national authorities on the need for and elements to be included in a national information policy for Zambia;
- (ii) to examine relevant issues on national information policy and the problems thereof with particular reference to Zambia's own social, economic, cultural, political, scientific and technological context; and
- (iii) to produce a draft document reflecting the thinking of information generators, producers, organizers, collectors and facilitators of information transmission as well as information users.

The final product of the 1987 seminar was a draft proposal on national information policy for Zambia. The proposal was submitted to government for their attention, input, and finally approval for implementation. The achievement of the two seminars on NIP for Zambia was summarised as follows:

"The two-year effort put into the seminars pertaining to the national information policy constitutes probably the most significant single project the ZLA has ever undertaken in its entire 20-year period of existence (1967-1987). Never before had the Association involved such a large number of local librarians, spent so much time and money in bringing together such a cross-section of other scholars and information specialists to discuss or to undertake a single project. The Association should, therefore, be justly proud of the outcome of these efforts, and also of its acquired professional exaltation in Zambia". (NIP for Zambia, 1988).

The 1987 NIP proposal for Zambia put forward the following general policy aims:

- (i) need to bridge the gaps in the existing information infrastructure;
- (ii) need to institutionalize and co-ordinate various information services;
- (iii) need for a legislative machinery to provide for and promote a co-ordinated development of information services;

- (iv) need for financial and material support at both local and national levels;
- (v) need for a planned information manpower development;
- (vi) need to facilitate access to information by all members of the Zambian society;
- (vii) need to promote optimum utilization of information;
- (viii) need to ensure that information services and resources are organised and managed to better serve priority areas in national development; and
- (ix) need to reduce the existing imbalance with regard to information generation, storage and distribution, between rural and urban areas in Zambia and between Zambia and the developed world.

Unfortunately for various reasons, the policy is yet to take off.

RESTRAINING FACTORS TO THIS PROCESS

While it is an irrefutable fact that Zambia is part and parcel of the modern world which uses and depends on information for the proper running of modern government and other institutions, decision-makers and planners in government, and the Zambian society in general do not seem to clearly recognise this fact. In this section we intend to bring out some of the salient factors which make it very difficult to formulate and implement a national information policy in Zambia — the principal thrust of our paper. We would like to start by presenting the general picture of this problem in Africa by quoting from Inganji who has been involved with PADIS for sometime now:

African information and documentation infrastructure lags sadly behind the region's needs for development information. For decades the information and documentation sector has been neglected, overlooking the vital role information plays as an input to and out of every area of human endeavour cutting across all sectors. Recently, however, African governments have become aware of the importance of information, properly organised and managed as a prerequisite to Africa's selfreliant development. (Inganji, 1990).

Inganji goes on to cite the following, as the major problems hindering information flow in Africa, both nationally and regionally, the:

- (i) absence, in most cases, of national information policies and policy-making organs,
- (ii) absence and, in some cases, the ineffectiveness of legislation,
- (iii) scarcity of human, material and financial resources,
- (iv) use of outdated information processing, storage and dissemination methods,
- (v) low priority given to (or the exclusion of) information systems and services in national development perspectives and plans.

The sad African information scenario presented above ably highlights the problems we face in Zambia. The Zambian situation is indeed seriously hampered by all the problems listed above. In fact, it is a combination of all the above problems which denies the country an enabling environment for the formulation and implementation of a national information policy. Since this paper is discussing these restraining factors

with specific reference to Zambia, we would like to focus on the following areas identified as contributing to the problem at issue in the country:

- (i) the lack of acceptance of information as a national resource due to some socio-economic factors;
- (ii) the political structure in Zambia;
- (iii) low level of information production infrastructure within the country;
- (iv) the role of information institutions themselves; and
- (v) the absence of an enlightened information profession in Zambia.

We now turn to examine each of the above factors in more details.

The Lack of Acceptance of Information as a National Resource in Zambia

Historically, there has always been a cultural gap in our society, between the African oral tradition and the western culture based on recorded information. Information in the Zambian socio-cultural milieu is taken for granted, it does not seem essential to individual needs let alone a resource to national development. This attitude seems to permeate across the entire spectrum of the Zambian society including the educated, the decision-makers and planners in government. Twenty-eight years since independence, this particular situation has not dramatically changed.

Since Zambia's independence in 1964, four national development plans have come out, the latest being the Fourth National Development Plan 1989-1993. None of these national plans so far has articulated the role of information in economic, scientific, technological social, educational and cultural development of the country. Because information is not recognized as a national resource of value, it is obviously not surprising that libraries as one of the major institutions that organise, manage and disseminate information in all types of format are not given their due recognition even in national development plans. It is sadly the same situation at the institutional level as well. From the way the post-independence political leaders have acted on this issue for the past twenty-eight years they have been in power, it is evident that they were completely unaware of the role of the libraries in the processing and management of information for national development. Their negative attitude could be attributed to socio-cultural factors because they themselves were not sufficiently exposed to the benefits of information services due to racist colonial policies. It is therefore not surprising that Zambia still has no national library system which people could identify themselves with. And unlike Zambia's immediate neighbours (Malawi and Zimbabwe) who share the same historical background with our country, Zambia has no national library service statutory board to look after the development, management and operations of libraries in the country. Of course other information institutions in the country have not fared any better.

Besides cultural factors, there are serious socio-economic factors which have inhibited people's awareness and appreciation of information services. The major one being illiteracy. It is believed that in 1981 only about 40% of the Zambian population was literate; but due to critical shortage of schools and deteriorating education standards as a result of harsh economic environment during the past decade, illiteracy should be

on the increase again. Another factor to consider in this regard is the low level of publishing industry. And according to Lungu:

Since the publishing industry is underdeveloped in Zambia, libraries depend for up to 90% of their acquisitions on foreign literature. Since published literature tends to reflect the social and cultural life of the author's country, to complete the syllogism, it follows that 90% of the literature in Zambian libraries does not reflect the social and cultural values of the nation. (Lungu, 1981).

It is very clear here that with such an environment, people's reading habits cannot be developed on expensive foreign literature. Therefore, information can never be deemed as a national resource without a national producer of such a commodity assisted by an enlightened consumer population.

Low Level of Information Production Infrastructure within the Country

Zambia, like many other developing countries in Africa, has an acute shortage of local publications relevant to the local socio-economic and cultural environment. Due to chronic economic problems Zambia is experiencing, the few locally based publishing houses which used to exist at the time of independence have since closed down. Information generation is now mainly confined to political and government institutions which are limited in scope to producing government documents other than any other materials that would be ideal for wider readership in the country.

Lack of adequate local publishing industry in Zambia has adversely affected the publishing of books and other reading materials in local languages and on local social and cultural themes which would be widely read by the indigenous population. Regular supply of such reading materials would at least stimulate people's utilization and demands on the mass media, telecommunications, bookshops, libraries and other information services. Secondly, lack of local publishing industry discourages the budding generation of indigenous writers, scholars and researchers, etc., because whatever they write has to be published abroad and certainly not in a language that most Zambians would understand. This situation essentially means that any efforts targeted at having a national information policy promulgated and implemented in the country lacks a solid foundation in terms of the information product itself. Why have a policy to regulate a non-existent national resource? This appears the issue at hand in our context.

The Role of Information Institutions In The Country

The information institutions referred to here are those institutions directly involved in the generation, selling, collection, processing, storage and dissemination of information in the country. These are publishers, booksellers, archives, libraries and documentation centres, the mass media and other information related institutions.

All the above mentioned institutions have so far been operating more or less independently of each other. As earlier alluded to, Zambia lacks a national central library or documentation centre to perform the following services: hosting the national union catalogue, national binding activities, legal deposit library, national reference activities, national and regional referral services, co-ordination of all library and information services in the country. Almost each institution has its own act that

established it, and these institutions specifically service the information needs of parent organisations. Consequently, there is very little direct association and co-ordination amongst themselves. Some loose affiliations do exist among some of these information institutions through associations such as: the Booksellers and Publishers Association of Zambia; the Press Association of Zambia (PAZA); the Zambia Library Association (ZLA); the Computer Society of Zambia, etc., but none of these professional associations so far appears to command enough influence at institutional and national level. Information institutions in Zambia have yet to strive for national recognition before they could have influence on national policy issues.

Absence of an Enlightened Information Profession in Zambia

The local information profession in Zambia is relatively very new and small compared to their counterparts in developed countries. As a matter of fact, some of us are regarded as pioneers in this field in the country, largely due to our personal conviction and interest in information issues. Most Zambian information professionals have at the most only 10 to 15 years working experience, and are scattered in various information institutions and organisations.

The majority of personnel working and even managing some information institutions in the country are either semi-professionals or have no training in the information field at all. As a result, there exists in Zambia today, a big gap among personnel in the information field in terms of professional qualifications, the perception of information in national development, the ability to promote and advance the information profession and services in the country, etc. In a recent paper Lundu made the following comments on this subject:

Accepting that information is a resource of value that can be marketed requires that a person with the responsibility to market it must, by and large, have a good knowledge — the dynamic technology that makes him/her understand the local market and its social, cultural, traditional and psychological environment. . . Just how many Zambian information professionals possess this dynamic technology? And how many behave like copy typists with regard to the introduction of appropriate information services? How often have Zambian information experts adopted the "Wait-for-something-to-happen" stance with regard to the National Information Policy issue, to the government's attitude towards information services in Zambia? (Lundu, 1988).

The point here is that, the existing crop of information professionals and personnel in Zambia has not come out as a united force to promote their commodity — information. It is therefore our contention that part of the national information policy problem in Zambia is due to lack of an enlightened information profession. The Zambian government leadership lacks proper and sound advice from information experts to enable the leadership clearly understand and articulate the country's information needs for socio-economic development. Our challenge in the Third Republic is to begin to demonstrate our professional knowledge, competence and skills in order to enhance our contribution to the effective promotion of information services in the country.

RECOMMENDATIONS AND CONCLUSIONS

By implications, solutions to most of these problems identified in this article have already been discussed in the text. However, looking at the general policy aims of the 1987 NIP draft proposal as already outlined, it would appear that the proposal itself was prematurely presented. The Zambian society and the information profession itself has not been sufficiently prepared to accept the proposal. This assertion is evidently supported by our analysis of the constraints discussed in the paper. Consequently, finding solutions to the issue of formulating and implementing a NIP in Zambia rests with the way we tackle these constraints. In this regard, we recommend that:

(a) a campaign be mounted by the profession to educate political leaders, policy-makers, planners, and the general public to accept information as a national resource. Our task should be to try to eliminate those socio-economic factors deemed to play a negative role in promoting the utilization of information in national development. Some of these factors are illiteracy, lack of publishing industry, lack of information awareness, absence of literary culture, etc. These, we hasten to observe, should be the overall concerns of the profession;

(b) The NIP proposal should be submitted to the new government. It should be backed up with intensive lobbying of the relevant ministers and top civil servants, and the parliamentarians. Fortunately the ruling party in its manifesto did say:

The MMD in government shall provide library facilities at all levels of education.

To us, this appears to be the beginning of a new chapter in the way policy-makers perceive the role of information not only in education, but also in all areas of national development efforts.

(c) The constraint that affects the low level of information production infrastructure within the country is perhaps the most difficult to resolve. This is simply because information production requires long term capital investment and a commitment on the part of the government, information generators such as researchers, teachers, writers, etc. to work together in order to produce this commodity. The information profession's role in this respect should be to try to convince all actors in this matter that it is indeed worthwhile to invest in the production of information within Zambia. The nation has a lot to gain in such an investment venture since most of the information resources currently available in the country is imported at an enormous cost to the tax payer. We expect that under the new government liberalised economic policy, foreign as well as local investors will be attracted to invest in publishing industry. One hopes that bookselling will also be taken as a serious business venture. Even private information brokers will be encouraged to compete with public information institutions.

(d) The Government is called upon to make funds readily available to support information institutions in their endeavours to satisfy a potentially growing information user group.

- (e) In regard to the absence of an enlightened information profession in Zambia, we would like to suggest that the information profession endeavours to support new information education and training programmes that stress current thinking in the profession. By this, we mean educating an information professional who recognises the role of information in national development, one who endeavours to promote and demonstrate the importance of information services to society as a whole, one who plays the role of a change agent in all areas of human activities and one who believes in the principle that information is dynamic and is only useful when accessible and utilized. The information profession itself, through professional associations and their institutes, should come out more actively and shade off the image of a passive transmitter of information in Zambia's Third Republic. In this context, the information professional is expected to play the role of a public relations officer.

By way of conclusion, it is indeed being admitted that this paper has attempted to bring out issues of current concern to the development of information services in Zambia. We are aware of the efforts made so far to have a NIP in Zambia. However, these endeavours have born no fruit due to the number of problems or constraints outlined in the paper. Nevertheless, due to the changes taking place at the political and socio-economic level, we have every hope that the information profession is bound to flourish in the Third Republic especially if the profession is prepared to take up the challenge thrown at it by the new government's overall policies enunciated in the MMD's manifesto.

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MAURICE LUNDU



GODFREY MBEVE

PRACTICES AND VARIABLES AFFECTING THE QUALITY OF GHANAIAN CHILDREN'S LITERATURE

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ABSTRACT

The last quarter of a century has seen considerable increase in the number of books published in Ghana for children. However, the quantity has not been matched with quality. This article reports and discusses the results of a survey of six publishing houses issuing books for Ghanaian children. It attempts to identify some of the practices and variables which contribute to the unattractive nature of Ghanaian Children's books, and makes some suggestions for improving the situation.

INTRODUCTION

Before independence in 1957, there was no indigenous publishing for children in Ghana hence Ghanaian children read imported children's books. In 1965, the Ghana Publishing Corporation (G.P.C.) started an active programme of publishing for children in its juvenile department. Since then, a fledgling industry has emerged in the country. The last quarter of a century has seen considerable increase in the number of books issued as children's literature (as distinguished from school textbooks). On the average, 17% of all books published each year fall into this category. The number of such books published each year is growing steadily. However, the majority of children's books available in the bookshops and libraries are still imported.

The Problem

Studies carried out at the Accra Central Children's Library indicate that children in the public primary schools do not readily show interest in the few locally produced children's books because they are more easily attracted by foreign books which often have coloured illustrations.

One of the primary requirements of a good children's book is its attractiveness. Illustrations are an important element of children's books because they enhance the appeal of a story. However, the majority of the locally produced children's books are scantily illustrated, and usually in black and white. Ghanaian culture is vibrant and colourful, but Ghanaian children's books do not present this picture.

Only a handful of Ghanaian children's books, notably Meshack Asare's *Tawia Goes to Sea and the Brassman's Secret*, and Doreen Abanga's *Afa* have come out with durable covers. Most of the locally produced children's books have soft covers, and the binding is usually wire stitching. The end result can hardly stand the rough handling to which children subject them. These books cannot therefore be used for library purpose unless they are reinforced. Sometimes very poor quality paper (newsprint or bound with low grammage) is used in some of the local publications, with the resultant strike through. In some of the books, poor design, and careless make-up and trimming result in very wide margins on some pages, and hardly any margins on others. In some cases, books printed by letterpress show poor alignment on several pages, an indication of unsatisfactory make ready. The end result is usually drab books, so when put beside imported children's books, many of the locally produced books look cheap and unattractive, and children cannot be blamed for ignoring them.

Ghana has a rich tradition of oral literature, and story telling. However, unlike traditional oral literature, the effective transmission of which depends mostly on the expertise of a narrator or storyteller, the creation of a viable written literature is a complicated business requiring various expertise: authors, illustrators and designers responsible for manuscripts, printers who manufacture the books, booksellers who sell the books produced to the target readership, librarians who make the books accessible to those of the intended readership who cannot otherwise have access to the books, and last but not least, publishers who play the central role of coordinating the essential expertise. The publisher is responsible for selection and preparation of manuscripts for printing, bears the printing costs and responsibility for publishing, promotion and distribution of the finished product to bookshops and libraries. The quality of the finished product is therefore determined, to a large extent by the publisher, though this can be affected by other extraneous factors. Any attempt to find out the basic causes of the problems of Ghanaian children's literature must therefore start with the publisher.

Practices and Variables Affecting the Quality of Ghanaian Children's Literature

The findings of a study of six local publishing houses, Adwinsa, Afram, Asempa, Educational Press and Manufacturers Ltd. (Edupress), Ghana Publishing Corporation (GPC), and Sedcol identified through the extant children's literature are reported in the foregoing sections. The purpose of the study was to identify the variables in the production of local children's literature which affect the quality of the finished product. Information was gathered through a questionnaire survey. All publishers included in the survey have been in the industry for over ten years, and with the exception of GPC, are in the private sector. A brief description of the publishing houses is presented below:

Adwinsa Publications began as a one man author/publisher enterprise in 1973. The Publishing House was officially registered in 1977 as a limited liability company. The priority objective of the house at the initial stages was the publication of textbooks. The emphasis has since changed to the publication of children's books.

Afram Publication (Ghana) Limited is a private, wholly Ghanaian owned company incorporated as a limited liability company in 1973, with financial assistance and

participation of the State Insurance Company. The objective of the company is "to produce various categories of books in English and indigenous languages to meet the expanding need for such books in the country both for the education system and the general public". Afram also aims "to create exportable books for earning foreign exchange".

Asempa Publishers owes its existence to the Christian Council of Ghana. It was established in 1970 as "the Literature Department of the Christian Council". From small beginnings, the Publishing House now has a Board of Directors, with full authority to manage and control its publishing activities according to the terms of reference established by the Christian Council — "to publish materials on both religious and secular subjects provided that the content is not in conflict with Christian teaching, and tends to promote the well-being of readers."

Educational Press and Manufacturers Ltd., (Edupress) is a private enterprise established in 1974 as a limited liability company. It is one of the five subsidiary groups that constitute the Halco Group of Companies. One of the subsidiaries is a printing press located in Kumasi. The Publishing House is located in Accra. The main objective of the house is to produce textbooks and other reading materials for the educational system in Ghana and for possible export to other African countries.

The Ghana Publishing Corporation (GPC) was established in 1965 by the Government of Ghana as a State Publishing Corporation. Its objectives as set out in its instrument of incorporation are:

„to print, publish, distribute and market books and other reading materials for schools, higher educational institutions and the general public . . .¹

Owing to the underdeveloped nature of the publishing scene at the time, it had to go through a period of tutelage under Macmillan, the United Kingdom multinational publishing company. At the initial stages, the Ghana Government provided capital, while Macmillan provided technical assistance. The Macmillan agreement came to an end in 1970.

Sedco Publishing Limited was established in 1975 as a limited liability Company, and in 1976 took over the activities of the Longman Group of United Kingdom when Longman had to fold up as a result of the Ghana Investment Policy Decree which banned overseas publishing houses from engaging in publishing in Ghana. Sedco took over the assets of Longman and is now a Ghanaian private enterprise and self-financing. The major objective of the House is to publish, distribute and retail its own books, as well as those of a number of overseas publishers for whom it provides local agency. Sedco publishes educational and general books, specialising in textbook publication for primary and secondary schools, teacher and the tertiary level institutions.

Target Readership

Ghana's present population comprises a large proportion of young people. The 1985 census shows that about 50% of the population is below 15 years with the majority

¹Ghana Publishing Corporation, "Instrument of Incorporation, 1970, (L. I. No. 672, Accra, G.P.C.).

living in the rural areas. Against this background, it is pertinent to expect publishers to devote some attention to this age group. The study was particularly interested in identifying the targeted readership because it is an important criterion in determining the composition of children's book, in terms of text and illustrations, design, and so on.

The data collected from the survey indicate that all the six publishers produce books mostly for children between the ages of 6 and 16. The pre-school child aged 3 to 5 is currently not being catered for, although two publishers, Edupress and Afram have definite plans to publish for this age group.

In general, Ghanaian children in suburban and rural areas rarely have the opportunity to read before entering school at age 6, when they would start to read picture storybooks, as would those between age 3–5 in urban areas who attend nursery schools or kindergarten. The data suggest that all publishers aim at age 6–16, but many of the books currently available are above the reading levels of beginners, certainly above the level of 6 to 8 year-olds in sub-urban and rural areas. This means that apart from the school textbooks, they have very little else produced locally which is of interest to read. Children need to be presented at an early stage, with interesting and attractive picture books in order to develop an interest in books and reading. There is therefore a need for publishers to focus attention on picture storybooks for children aged 3–8 years.

Language of Publication

The study also investigated the language of publication and its appropriateness for the target readership. Ghana comprises a diversity of ethnic and linguistic groups. There are no less than 75 different languages and dialects, each more or less associated with a distinct ethnic group. Eleven of these languages are used in writing but none has emerged as a national language, so English has been adopted as the official language and medium of instruction in schools, though the eleven written languages are recognised for educational purposes.

Many children of school age and above, especially in the rural areas can communicate effectively only in the mother tongue and have problems with the second language, English. To many of these children, literature in English presents a problem of understanding which may take away the joy of reading. In fact, the second language problem has been singled out as more significant than any factor affecting the development of the reading habit in Ghanaians.

This, notwithstanding, the majority (98%) of children's books published are in English. The survey revealed that only one publisher issues children's books in the local languages and in French, in addition to literature in English. Most publishers issue books in English because they find it as the most economical medium for publishing as it provides a wider market than the limited ones available for the many local languages. The data also indicate that some publishers sell foreign rights of their successful children's books. For instance, an outstanding picture book like *Tawiah Goes to Sea* has been translated into French, German and Japanese; the Dutch, Danish, Finnish and Norwegian editions are in preparation. This is an economically wise

decision, in view of the foreign exchange this venture may generate (which the publisher can use to import much needed foreign inputs).

Unfortunately no successful children's books originally published in English have been translated into any of the local languages. One would hesitate to conclude that our local publishers are so interested in their profit margins that they ignore the reading needs of Ghanaian children. That there is a definite need for literature in the local languages for Ghanaian children is not in dispute. However, it is apparent that for economic reasons, Ghanaian publishers currently find it difficult to publish children's literature in the local languages. The least therefore that they can do is to make available in some of the local languages with fairly wide readership, translation of successful children's books originally published in English.

Acquisition and Processing of Manuscripts

All publishers receive many unsolicited manuscripts. Some commission authors to write usually textbooks or translate published works into other languages. On the average 90% of the manuscripts commissioned are published, while the percentage of unsolicited manuscripts published ranged between 20% and 60%.

The survey revealed that publishers encounter problems with both solicited and unsolicited manuscripts. Problems pertaining to soliciting manuscripts include the initial one of identifying suitable authors, delays in the submission of commissioned manuscripts, incessant demands for royalty advances even before the manuscripts are written, and poorly written manuscripts in respect of subject treatment and suitability for targeted age groups.

In spite of this, there is no shortage of manuscripts, and so the complaint that Ghanaians do not write does not seem to apply to children's literature. In all, there was a total of 140 manuscripts awaiting publication with the various publishing houses at the time of the survey.

The data received show that it takes between six months and two years to work on a manuscript and turn it into a book. However, most of the publishers have had some manuscripts for between two and five years. One publishing house had manuscripts which have been with it for about 10 years.

It is evident that there are some good authors for children's literature, who need to be nurtured and encouraged by seeing their works in print.

Illustration and Design

The survey revealed that majority of manuscripts (between 80% and 90%) are received without illustrations or illustration briefs, and almost all publishers provide their own illustration briefs (where they consider them necessary) without consulting the author, and send the manuscripts out to illustrators for a fee. Editing and design are generally done in-house, but only two publishers indicated that they have staff specialised in editing and design of children's books. A couple of publishers send manuscripts outside to identified editors for a fee.

Author/illustrators of children's books of Meshack Asare's calibre are rare anywhere, but particularly so in the book industry in Ghana. In the circumstances, many

publishers follow the conventional procedure for dealing with manuscripts. They give them out to illustrators and graphic designers to work on independently, without consulting each other or the author of the manuscript. Many times, the author does not see the manuscript again till the book is published. This procedure when followed in producing children's books is prone to errors, and may sometimes come up with quite controversial results. A case in point is the Children's Literature Foundation (CLF) sponsored *The Little Rain Cloud* written by J. O. de Graft Hanson published by Sedco.

It seems Ghanaian publishers generally underestimate the importance of illustrations, their force and impact on children's readership and the discriminating tastes of the buyers of children's books, who are not only children, but librarians, teachers and parents. They therefore pay very little attention to illustrations.

Printing

The quality of the finished print depends on the printing process, the quality of inputs and technical expertise. Only one publishing house, the state owned Ghana Publishing Corporation, uses its own printing facilities. The others send out manuscripts to various local printing houses, and occasionally to printing houses outside the country.

The data indicate that printing costs vary but range from 20% to 80% of the cost of production depending on whether or not the publisher supplies his own paper, and whether or not coloured illustrations are used. Most publishers indicated that they do not go in for colour work because of the desire to keep costs down. One publishing house, Asempa, indicated that it is able to publish full colour work because it teams up with publishers in other African countries to ensure large print-runs of its titles, which reduce the cost of printing in colour.

With the exception of one publisher who reported an initial print-run of 10,000 copies, the initial print-run of children's titles ranged between 2,000 and 5,000 copies and takes between two and three years to sell out. According to the publishers the usually high printers estimates make it impossible to order large quantities to be able to enjoy the benefits that go with large print-runs. This makes the cost of the small quantities printed very high.

All publishers reprint children's titles depending on the rate of sales and the demand. Popular titles are reprinted several times. For instance, Meshack Asare's *The Brassman's Secret*, published by Edupress, has been reprinted four times, 400,000 copies having been issued at the time of the survey.

The data suggest that the major constraint in the production of quality children's books currently is the cost of printing which was attributed to the high cost of printing inputs, especially paper. It is gratifying to note that the major impediments in book production — lack of adequate machinery, inputs and expertise — identified in the late 1970s and 1980s now seem to have been overcome.

A recent survey of printing/publishing houses in Accra has revealed that although many printing houses still use letterpress printing, there are 63 presses that use lithographic processes, and 28 of these have machines that are reliable and durable and produce high quality prints.

Furthermore, it is evident from some material such as postcards, greeting cards, calendars etc. printed locally that local printers can turn out high quality prints. The inferior quality of local children's books can therefore be attributed to the high cost of printing inputs and the desire of publishers to keep book prices down in order to be able to sell.

Until recently all printing inputs were subject to heavy tax, but imported books come into the country duty free, because Ghana is signatory to the Florence Agreement which allows free passage for books. This made imported books cheaper than those printed locally, resulting in low patronage of local books, and inadequate financial returns for publishers. This practice was denounced by participants at the 1990 National Book Congress, and a recommendation was made to government to find a way of isolating printing inputs earmarked for book production from those for other purposes, and make the former free from tax and import duties so that books produced locally will compete favourably with those imported from abroad. The need for subsidising printing paper as a short term measure was also suggested, a suggested long term measure being the establishment of a local paper mill.

As a result of these recommendations Government has now granted all book publishing houses exemption from customs and import duties and other related charges in respect of inputs needed for the production and printing of books. Hopefully, therefore, the situation would soon begin to change for the better.

Marketing and Distribution

Difficult though it may be in itself, simply producing the books is not enough. There should be mechanisms for getting the books to the children. These mechanisms include publicity and promotion, distribution and sales.

The data suggest that some of the publishers engage in publicity in the form of advertisements in the daily newspapers and journals. Two publishers indicated that they produce catalogues or lists of their publications. Two others admitted that they had not paid sufficient attention to publicity. All the publishers participate in exhibitions held during the National Book Week, and some participate in International Book Fairs. One publisher indicated that he exhibits during parent/teacher association meetings at various schools; and two others send sales representatives to schools and libraries.

All the publishing houses are based in the Accra/Tema metropolitan area and distribution to various parts of the country poses a problem. The publishers restrict distribution to Accra/Tema and a few regional capitals because they have no distribution channels in other regions. The data further indicate that about 60% of all children's books published locally are distributed in the Greater Accra Region. The Ashanti Region gets 20% and the remaining 20% goes to the other eight regions. The Distribution channels include, the publishers' own outlets providing direct sales to schools and the public, the three university bookshops, and the few retail bookshops and supermarkets which are located in Accra and the regional capitals. This is in spite of the fact that the majority of children for whom the books are intended live in the rural areas.

It is apparent from the data that even though some of the publishers engage in some sort of publicity and promotion, this aspect of the industry has not been given much attention. The data also suggest that the majority of publishers are confronted with the problem of getting good markets. It takes between two and three years to sell out 2,000–5,000 printed copies.

This publishing phenomenon may be attributed first to the inferior quality of some of the books, and secondly to the ineffective marketing strategies.

Children, for whom the books are intended cannot buy books because they do not earn money. They depend on their parents to do so. But many parents cannot afford to buy even school books due to the low income per capita and therefore consider extra curricular reading material as unnecessary. The fact that a book other than a school textbook can convey useful messages and enjoyable pictures has not been fully grasped by many adults. As far as picture books are concerned many people think that books are only for reading and therefore children learning to read need reading books and not picture books.

The problem of promoting children's literature in such a context where most adults feel that children need only school textbooks and nothing more is a complex one. There is therefore a need for a much wider, more effective publicity and more aggressive promotion of children's literature, by the publishers; and an urgent need for a fresh, co-operative and more consistent approach to promoting the curricular and extra-curricular use of children's literature. There is also a need for marketing research so that suitable advertisements and publicity will be designed and directed towards the right targets.

The distribution system is obviously far from perfect. It is evident from the data that books rarely reach the rural areas. Even those in urban areas may not know what children's books are available as only few publishers occasionally produce catalogues of their children's books. The Ghana Book Development Council's efforts at compiling a Union Catalogue of books issued by Ghanaian publishers for distribution at international book fairs to attract the international market is a step in the right direction and should be encouraged. Additionally, the continuing efforts of the CLF to organise Children's Book Fairs in the regions is also in the right direction and needs to be supported by the publishers. The CLF's Children's Book Clubs and other literary activities aimed at promoting the use of Ghanaian children's literature encourages children to purchase books and should likewise be given the necessary support by the publishers.

Marketing difficulties due to the low purchasing power of many parents could be overcome if all interested in the development of quality indigenous literature for Ghanaian children actively promote the development of community/school libraries. In a country where over 50% of the population is under 15 years, no publisher who chooses to publish for children should have cause to regret it, if those who know the value of books and reading for children encouraged the setting up of libraries in schools, and children's libraries in communities.

Currently, there are a number of public libraries all over the country under the Ghana Library Board (GLB). The GLB has children's libraries in each region. In some urban areas like Accra and Kumasi some community/school libraries have been estab-

lished. It is however, sad that public and school libraries' shelves are almost empty and have to be stocked with needed books. The public libraries claim that they do not stock the local books because of the soft covers. Publishers in their continued search for cheaper methods of production should experiment with issuing children's books first in paperback editions and subsequently coming out with a limited number of copies in hard cover edition for those titles that prove successful saleswise to enable libraries/stock them. The Textbooks and Educational Equipment Committee of the Ministry of Education responsible for recommending suitable supplementary readers for school could ensure that a certain number of copies of such books is bought by the Ministry each year and distributed among schools for starting school libraries. The guarantee of a percentage of purchases by public and school libraries of good titles could stimulate good and healthy competition among publishers.

Conclusion

There is no doubt that there are some good authors as well as publishers in Ghana. This is obvious from the fact that as far as 1982 Ghana won the Noma Award for publishing in Africa with Meshack Asare's picture storybook *The Brassman's Secret* published by Edupress.

However, the following factors have prevented the Ghanaian publisher from issuing quality children's books:

- Inadequate attention to the requirements of the potential readership which suggests a need for picture storybooks and books in the local languages. This limits the potential market for existing children's books resulting in inadequate financial returns.
- Disregard for the important role of the illustrator and designer in the production of books for children, thus ignoring and frustrating those with special expertise, and producing unattractive books.
- The high cost of printing inputs and the desire to keep prices down resulting in unattractive, inferior quality print finish for most children's books.
- Inadequate marketing strategies which limit sales and financial returns, making it unrewarding to invest more on the production of quality books.
- Inadequate patronage by libraries, due to inadequate marketing strategies and the inferior quality of the books.

These have created a vicious cycle in which the publisher issues books of inferior quality because of inadequate finances, and the inferior quality books are not adequately patronised, so the publisher cannot invest more capital to improve his publications. This vicious cycle has to be broken.

Publishers have in the recent past put much of the blame on the high cost of inputs. The new exemption from tax for book printing should hopefully reduce the cost of production of local children's books and give a financial boost to local publishing to enable the publisher engage the services of personnel with knowledge, skills

and expertise (which should now be available among the graduates of the University of Science and Technology Book Industry programme), in the production of children's books and the promotion and marketing of such publications.

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AN EMPIRICAL STUDY OF THE INFORMATION NEEDS OF INDUSTRIES IN NIGERIA

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ABSTRACT

An empirical study of the information needs of Nigerian industries based on a random sample of 250 industries using a questionnaire was carried out. A 72% return was recorded with 51.7% from small scale industries. The results showed the absence of industrial information centres in most industries. All the respondents affirmed the importance of information in all their activities. The most used channel for information was found to be the information (face-to-face) contact by attendance at meetings. They made little use of formal channels. Customers and suppliers were found to be their major source of information. In the main, they sourced their information through letters. On the availability of information to satisfy their needs 61.1% indicated non availability. Newspapers and directories ranked highest on the type of literature needed.

INTRODUCTION

The recognition of the importance of information in every facet of the National Development plan of any country is an index of the operations of the nation's information policy and its research and development efforts. This is most significant in the industrial sector of the economy. Information structures in industries in Nigeria are yet to be standardized both in name and service format. They are still in their developmental phase. In the developed countries, information structures in industries are called various names which range from corporate information centres, Technical information services, research libraries to corporate library services. In this paper the name corporate Information Centre would be used. A corporate information centre is an information facility or support service centre within the headquarters of a corporate organisation that offers information services to the organisation to satisfy their information needs. Corporate information services could be defined as the intellectual value added to the research and development, production/services, marketing, sales, distribution of corporate products or services. These services include management information system services, abstracting, bibliographies, corporate records management, indexing, literature searches, purchases of handbooks, manuals, books, journals, reports, research report writing, corporate archives management, and user training in computer applications,

photocopying services, selective dissemination of information, current awareness services, contract administration, reference services, information analysis and consolidation, patent searching services, reference services, credit reports, translation services, multi client studies co-ordination, identification of chemical nomenclature, data base creation and management, publication of house journals, research, corporate intelligence services and information summaries. These services vary depending on the type and needs of the industry. Corporate information services are time and cost saving devices for industries. The economics and value of information have been copiously discussed in the literature and was recently reviewed by Koenig (1990). The creative activity of the information specialist that adds value to products/services is not easily observed as it is mostly mental work. In order to maintain his status, budget and substantiate his existence, the information specialist must constantly measure the value of his information to the organisation by determining the amount of the client's time and the monetary equivalent saved, determining monetary cost savings, financial gains attributed to information use, accessing the worth of commendation letters from corporate officers, cost benefit analysis applied to information resulting in added value to the employee's time, and creative energy and statistics of increased usage of the information services within the corporate. The time of the researcher, industrialist or corporate manager is highly valuable and a saving of this time is value that yields return from investment on information. Koenig in comparing the information environment of the more productive companies with the less productive found that the former are characterised by:

- * greater openness to outside information;
- * somewhat less concern with protecting proprietary information;
- * greater information system development effort;
- * greater end user use of information systems and more encouragement in browsing and serendipity;
- * greater technical and subject sophistication of the information services staff; and
- * relative unobtrusiveness of managerial factor and status indicators in the R&D environment.

That information adds value to decisions taken in industries and corporations cannot be doubted, the problem lies on how to adequately prove this to the Directors of the industry for better funding and recognition of the information specialist. In order to actualize this in the industry, the modern information professional must understand the business properly — the strategic plans, business policy, the competitors; a thorough knowledge of the information sources; ability to analyze and repack-age information; good communication skills, commitment in his work and that of his clients; sharp memory; flexibility in search strategy; ability to cope with various research literature searches; have intuitive feeling of what the client is looking for without articulating it. His ability to bring changes in the courses of action and enhance corporate benefits is based on his preparedness.

The importance given to industrial information services in Nigeria is presently low as well as their status. While Nigerian industries have introduced information techno-

logy and employed information technology professionals they are yet to accord the same status to information specialists or information resource managers.

PURPOSE OF THIS STUDY

The aims and objectives of this study are as follows:

- * to justify the need for information services in Nigerian industries;
- * examine the need to establish industrial information centres in Nigerian industries;
- * determine the information channels used in Nigerian industries;
- * determine the type of literature mostly available in industries in Nigeria;
- * determine major information sources in Nigerian Industries;
- * rate generally the extent to which the information needs in Nigerian industries are presently being satisfied;
- * know the problems facing information services in Nigerian industries and make recommendations for the improvement of information services in industries.

LITERATURE REVIEW

A review of Nigerian library and information science journals have shown paucity of indepth study of the information needs of Nigerian industries. In order to give some insight into the wide spectrum of this research topic a generalized literature review was carried out with the limited literature resources available to the research — an endemic problem of researchers in most developing countries. On the responsibilities of the industrial information specialist, Woster (1967) opined that the man who is hired to set up an information service in an industry has the responsibilities of finding out what products the company manufactures and the ones planned for the future. He should act as the organisation memory thus taking care that research reports are collected and filed. Eke (1982) in defining business information stated among other things that information is virtually needed in all the functions or activities of an industrial or commercial organisation. Areas where information is needed include, conducting research into effects of specific industrial activities upon society or the environment, studying ones competitors and conducting industrial market research. Handerson (1970) categorised other types of information that must exist in any business organisation as, information about other organisations, location and identification of suppliers, buyers, trade names, specific business opportunities share of market credit, information needed to solve routine problems concerning transportation, taxation, and customers relations. On the importance of company information, Martin (1986) advises that every company should acquire and manage information for its' survival. He laments on the non recognition of information as an asset in organisations and advises that unless business organisations start realising how much they need information in order to compete effectively in changing contemporary market, they will face difficulty and decline. On why most business firms fail, Beckett (1986) cautions that it is instructive to look at the reasons why business and industrial organisations fail and think of the ways in which adequate and timely information would forestall the failure. Susan (1986) posits that lack of information is one of the major reasons for

small business failures and argues that providing business with information and statistics through a variety of sources is a national priority for small business development centres. Holms (1963) notes that information services to any industrial organisation must realise the diversity in the user's need and behaviour. Meyers (1974) points out that information officers in any enterprise should be more concerned with their marketing functions and less with production functions and that they could learn from the market researchers who are really selling processed information which has been evaluated in terms of the manufacturing capabilities and the marketing objectives of the enterprise purchasing. The importance of information to the success of business organisations is further stressed by Afolabi (1986) and Clutterback (1982). Afolabi notes that the success of industrial organisations depend on how much information is available in the relevant fields. He maintains that the ability of a special library to provide this information is important. Clutterback posits that there are poor firms to-day because such firms have no access to information. In this era of globalization of marketing and stiff competition in the developing countries like Nigeria, there is need for Governments to legislate that every industry should have a Research and Development department with a supporting industrial information service. It is by so doing that they can promote competitiveness in world markets, and build up indigenous capabilities as international technologies seem to have by-passed most developing countries as industrialization based on turnkey or borrowed technology have little chances of success in most developing countries. Developing countries must realize that the bedrock of their industrial technology transfer lies on building a solid information base as the necessary science and technology is less readily available in the public domain than in the past and as developed countries intensify technological protectionism through intellectual property regimes, developing countries should therefore learn to invest in the development of their information technology and in the training of appropriate manpower in the areas of information resource management and information technology.

RESEARCH METHODOLOGY

In conducting this study, random sampling, that is the use of a subset of the total respondents, was employed. This was done to prune down the number of industries that served as respondents. Attempts were made to reflect the various characteristics of industries in Nigeria. Functional and viable large scale, medium scale and small scale industries were included. The technique was bias free as every industry had an equal chance of being selected in the sample. On the whole, 250 industries in Nigeria were selected as respondents. Selections were made from all the 30 states of the federation including Abuja at the time the sampling was done. The questionnaire was used as the instrument for collecting data. Questionnaires were distributed to the 250 industries that were selected. 50 or (20%) of the industries were concentrated in Lagos. This is not surprising given the fact that majority of the Industries in Nigeria are cited in Lagos, the former Federal Capital of Nigeria. Other states were fairly represented ranging from 5 to 20 industries in each state.

The researcher wasn't able to collect all the questionnaires distributed to the respondents, 180 copies, that is 72% of the questionnaire sent out were returned to the

researcher all fully completed, 31 copies were returned uncompleted. 39 copies were yet to be returned as at the time of analysis. So the researcher based the data analysis on 180 respondents.

RESULTS OF FINDINGS

A tabular analysis of the responses to the questionnaire by the respondents is hereby presented in the tables below:

TABLE 1: SIZE OF INDUSTRY

Variable	No. of Respondents	Percentage of Respondents
Big	22	12.2%
Medium	65	36.1%
Small	93	51.7%
TOTAL	180	100.0%

The size of an industry may influence the information needs and services of that particular industry, hence industries were categorised according to the sizes. The findings reveal that 51.7% of the respondents/industries are small-scale ones. This establishes the fact that most industries in Nigeria are of small-scale.

Most of the industries had no information centres as 89.4% reported not having information centres. The absence of information centres in industries therefore, militate against adequate information services in industries. This demonstrates the fact that the provision of information centres in Nigerian industries is inadequate. Surprisingly all the respondents reported that they required information in all their activities. The areas they need information for their everyday activities and survival include: management, production, product research/diversification, finance, market research/promotions, premises construction, employment, legislation, new technology, feasibility studies, etc. From the inexhaustible list, one would agree that industries need information in virtually all aspects of their life. This relates to the fact that industries in Nigeria need information in their everyday activities.

TABLE 2: INFORMATION CHANNELS

Variables	No. of Respondents	Percentage of Respondents
Technological gate-keepers	0	0.0%
Formal channels (e.g. Information Services)	6	3.3%
Informal channels (face to face)	54	30.0%
Conventional methods	40	22.2%
Modern information technology (computers)	5	2.8%
Journals	11	6.1%
Meetings/Seminars	50	27.8%
Newsletters	8	4.4%
Current Awareness Services	6	3.3%
TOTAL	180	100.0%

When respondents were asked the information channels they used, a variety of channels was mentioned. The prominent information channels used are informal (face to face). Others include meeting/seminars and conventional methods. Industries make irregular use of formal channels e.g. information services, modern information technology (computers), newsletters and current awareness services while they do not make use of technological gate keepers. They occasionally use journals as their information channels. This supports the fact that industries in Nigeria do not use modern information channels. Surprisingly, the findings revealed customers and suppliers as their major sources of information. They both contribute about 54%. These sources however, are not very reliable. They are not authoritative too. On the other hand, reliable sources such as Government research institutes are never used. Thus authoritative sources like published sources (literature), libraries, industrial information centres, consultants, etc. are scarcely used. This demonstrates the fact that major information sources of industries in Nigeria are not reliable.

TABLE 3: MAJOR INFORMATION SOURCES

Variables	No. of Respondents	Percentage of Respondents
Customers	68	37.8%
Suppliers	29	16.1%
Competitors	0	0.0%
Parent of Affiliate Industries	8	4.4%
Consultants	14	7.8%
Trade Fairs/Exhibitions	12	6.7%
Associations	4	2.2%
Independent Investors	4	2.2%
Government Research Institutes	0	0.0%
Universities	0	0.0%
Published Sources (literature)	5	2.8%
Information consultant	11	6.1%
Market Research Firms	0	0.0%
Publishers/Book Sellers	0	0.0%
Industrial Information Centres	11	6.1%
Libraries	6	3.4%
Information analysis centres	4	2.2%
Study tours	4	2.2%
TOTAL	180	100.0%

TABLE 4: SOURCING INFORMATION

Variables	No. of Respondents	Percentage of Respondents
Phone	27	15.0%
Telex	6	3.3%
Letters	98	54.4%
Personal visits	20	11.1%
Use of foreign data bases	3	1.7%
Reading	26	14.4%
TOTAL	180	100%

Further investigations showed that most industries in Nigeria source their information through letters as revealed in Table 4

TABLE 5: AVAILABILITY OF INFORMATION NEEDS

Variables	No. of Respondents	Percentage of Respondents
Available	64	35.6%
Not available	110	61.1%
Rely on parent	0	
Associates Overseas	6	
TOTAL	180	100.0%

When respondents were asked how often information they sourced were available, they said information that industries need was not always available for their use. The greatest percentage (61.1%) stated that the information they need was not made available in most cases. In other words industries in Nigeria were not adequately informed.

TABLE 6: TYPE OF LITERATURE

Variables	No. of Respondents	Percentage of Respondents
Trade Journals	9	5.0%
Specialist Journals	2	1.1%
Reference Books	3	1.7%
Directories	51	28.3%
Text Books	4	2.2%
Product literature	6	3.3%
Yellow pages	18	10.0%
Newsletters	8	4.4%
Bulletins	6	3.3%
Local Newspapers	73	40.6%
Guides to information sources	0	
Special commercial Information Services	0	0.0%
Library Services	0	0.0%
TOTAL	180	100.0%

Research findings showed that the type of literature prominent in industries in Nigeria are local newspapers. From the figures shown in the above table, it could be seen that local newspapers had the greatest percentage (40.6%).

RECOMMENDATIONS BY RESPONDENTS

Some industries made the following recommendations/suggestions:-

- * Management information centre (MIC) should have to be created in all the state of the federation whose major duty shall be to gather and disseminate industrial information;
- * Methods of sourcing information should be improved: Experts should come in to enlighten the staff and management of industries on how to run a company information successfully.
- * Daily Industrial Newspapers, etc. should be sent to industries.
- * To ensure wider circulation of in-house journals, product literature, publicity of new products should be covered through media as well as newspaper and industrial/financial journals;
- * Establishment of data banks in industries and training of personnel in gathering information.
- * Use of computers for information services was recommended

- * Greater co-operation between private sector and research institutes was called for
- * More timely information needed by industries
- * Establishment of Industrial data bank in Nigeria stressed
- * Government should publish data on industries more regularly — Federal Office of Statistics to update its data bank.
- * Improvement of library services and establishment of data bank on industries in Nigeria.
- * Close liaison amongst industries and exchange of information on regular basis.

CONCLUSION

While this study cannot claim exhaustivity, it clearly shows that there is need for industrial information services in Nigeria as their present information needs is not being satisfied. Research and Development departments and industrial information centres should be established in all Nigerian industries. The efforts of the library and information unit of the Federal Institute of Industrial Research (FIIRO) is commendable and should be given wider publicity to ensure that they are making the desired impact on Nigerian industries. In this era of globalization and competition for world market share, improvement is needed in information technology in the use of bulletin boards by Nigerian industries. Informal communication channels for Nigerian industrialists should also be improved by providing fora for discussions, seminars, conferences and workshops both in Nigeria and in the developed countries. The building of a viable economy through industrialisation that can compete favourably in the world market requires a well planned information base, a high degree of self reliance, faster technological transfer based on information generated locally and ferreted from the developed countries through our embassies abroad. In a competitive market environment developing countries should not expect the developed countries to transfer totally any aspect of their technology for proprietary reasons.

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PUBLIC RELATIONS FOR THE LIBRARY PROFESSION: THE CASE FOR ZAMBIA

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ABSTRACT

"The paper attempts to justify the necessity for Public Relations for Librarianship in Zambia. In order to do this the paper first examines the image of the profession. The second part outlines some of the activities which could be carried out in order to promote the profession in the country."

INTRODUCTION

Instead of attempting to give a precise definition, the term "public relations" (PR) will be used in this paper to refer to the planned and sustained efforts of a library or library authority to establish and maintain mutual understanding between that library or authority and its various publics. (Rice, 1972). It is a management function aimed at winning support for an activity, cause, service, movement or the institution.

PR is a process that seeks to promote mutual understanding and co-operation between an organization and its publics. It is a management function based on the assumption that public opinion matters. Public opinion matters because in the final analysis the well being of an organization may depend on the goodwill of all or at least some of the groups that make up its public. (Usherwood, 1987).

PR for the library profession on the other hand denotes the planned and sustained effort by a library association or a library authority to promote librarianship within a given community or society. It is aimed at increasing the visibility of the profession within that society and also getting the public to understand and appreciate the role of the library as a social institution.

THE IMAGE OF LIBRARIANSHIP IN ZAMBIA

In order for us to understand and appreciate the need for PR for the profession it is necessary to examine its image. It is only by getting a clear picture of what the society thinks of librarians, libraries and the services they offer that we can be in position to launch a meaningful and rewarding PR exercise.

According to Slater (1981) the social image of any group, occupation or profession has three major facets, the public, the self and ideal facets. The public image refers to the way the society sees a profession, the self image on the other hand is internal and, it denotes the way the people in the profession see themselves. The ideal image may

be somewhere the two extremes, it denotes what the image of that profession should be. Each of these facets deserves recognition and careful examination.

While our colleagues in many other countries in Africa have attained professional status and, the library is seen as an essential institution contributing to the general development of the society, libraries and librarians in Zambia are looked at negatively. Libraries are seen by the public as luxurious institutions. Places suitable only for intellectuals and those still at school. (Kantumoya, 1987).

A large number of people in the country see librarians as rejects. The public looks at librarians as individuals who failed to get in any other profession or occupation. Consequently, they (librarians) sought and found refuge in the library. The marketing skills, the financial management and personnel aspects of the librarian's work that are necessary to support the provision of library services are not recognized. (Slater, 1981)

Unfortunately, the negative image of the profession does not only prevail among the less educated members of the Zambian society, but also among intellectuals, policy makers and the politicians as well. For example at the University of Zambia quite a large number of students in other programmes do not understand what their colleagues in the Department of Library Studies study. They think that the only work that goes on in the library is shelving books. (Kantumoya, 1990). They ridicule their colleagues and, question their wisdom for coming to the University to learn shelving.

A critical examination of the policies of the Zambian Government since independence also reveals the governments lack of concern for library services. Although the First National Development Plan (FNDP) included plans to build provincial libraries and branches in each district with the population of thirty thousand or above, only six provincial libraries were built. (Zulu, 1981). The government did not give any reasons for its failure to build the district libraries. No effort was made to include these projects in future national development plans.

Post independence education policies also reflect the same attitude of the Zambian Government towards library services. Although, there was an expansion of educational facilities at primary and secondary school levels between 1964 and 1978, there was no corresponding increase in the number of school libraries. (Mwanakatwe, 1968). Consequently, library services in the country, apart from academic libraries have not seen any major improvement in the last twenty years. Many of the public libraries are in a sorrowful state. Their shelves are either empty or are stocked with foreign literature that is both outdated and irrelevant to the interests and needs of people that are expected to read them.

But how do the people in the profession see themselves? Do the librarians think that they are rejects from other professions or do they see themselves as service professionals? Writing on the image of librarians from a general perspective, but also applicable to Zambia, Slater (1981) argues that librarians see themselves in both material and intellectual terms as undervalued and as such underused and underpaid. The second characteristic of the self image is one of a frustrated person. This frustration is due to the inability to use fully the real potential which goes unrecognised by both the management and the users. In addition many librarians in the country lack confidence in themselves and in the profession.

REASONS FOR THE POOR IMAGE

If librarians provide a valuable service to society, what reasons could be given for the poor image of profession? Is there any evidence to support the allegations by the public that librarians in the country are social rejects? Five major reasons can be advanced to explain the poor image of the profession in the country and these are:

- (i) Lack of recognition of information services.
- (ii) Ineffectiveness of the Zambia Library Services (ZLS).
- (iii) Failure by the Zambia Library Association (ZLA) to market the profession.
- (iv) Poor performance by librarians.
- (v) Lack of consciousness among librarians.

(i) Lack of Recognition of Information Services

Despite the fact that information has been seen as a key resource in the social and economic transformation of any society, in Zambia it is looked at negatively by the policy makers. The political heavyweights have not recognized the role of information. According to Zulu (1991) information is still regarded as a non-essential component; something that is good to have but not important. As a result of this lack of recognition of the value of information, it is therefore, not surprising that information services have been accorded a low priority in terms of development and, that the people who work in the sector are also looked down upon.

(ii) Ineffectiveness of Zambia Library Services

The Zambia Library Services (ZLS) has failed to act as an effective intermediary between the profession and the national decision makers. When the government wishes to ascertain the needs of the library services it naturally looks at its own department, and in particular the Chief Libraries Officer, who sits on all policy making bodies at the Ministry of Education. He is also the "spokesman" of the government on libraries.

However, it seems that the Chief Libraries Officer has little or no influence at all within the Ministry (Rooke, 1982). This is the only logical explanation one can give for the prevailing situation where librarians under the ZLS serve under administrative line of civil service, whereas in other Government Departments they serve under professional conditions of service. Writing on the constraints to library development in Zambia Rooke (1982) has the same view and he argues that:

Certain features which have developed within the library profession in Zambia have measurably retarded its growth. Most outstanding is the poor performance of Zambia Library Services in the past few years.

ZLS is absolutely essential to the development of librarianship in the country as it acts as an intermediary between the profession and the government. Unfortunately, the record shows that ZLS lacks influence within the Government circles. The profession in Zambia, therefore, finds itself in the unenviable position of lacking a strong and effective voice to place its many grievances before the Government.

(iii) Failure by the Zambia Library Association to Market the Profession

The Zambia Library Association (ZLA) has since its inception in 1967 failed to launch any meaningful programme aimed at increasing the visibility of the profession within

the country. ZLA only moans about the government's lack of support for library services, without taking any steps to correct or change the government's attitude.

ZLA seems to take it that increased support for the profession will come on its own. This is not true! In the political arena, the benefits that any pressure group gets from the system largely depends on (among other things) its capacity to lobby and campaign for support. In other words, a pressure group has to fight for its own survival. In fact the good public image which we so much desire will not be given to us, we have to fight for it.

(iv) Low Political Consciousness Among Librarians

A related problem within the profession in the country is the low political consciousness among many librarians. In spite of working in a profession that is very vulnerable to political influence, the political consciousness of many librarians in the country leaves much to be desired. Consequently, librarians in the country lack the necessary political clout and foresight to take advantage of changing times within the society to promote their cause.

THE NEED FOR PROFESSIONAL PR

The discussion above clearly demonstrates and reinforces the argument for both PR and professional vigilance. There is a need to erase all the misconceptions about the profession from the minds of the public. The public needs to know that librarianship is not concerned with books, but with meeting the information needs of society and that books are only one of the ways in which the society's needs for information are met.

Furthermore, the public should be reminded that we live in an information dependent era, in which every individual requires access to various kinds of information in order to be informed and lead a meaningful life and, to participate intelligently and knowledgeably in matters of public interests. They should also know that the library plays an important role in this process. We noted that a significant number of people in the country do not only lack an understanding of what we do but, also lack knowledge of the range and nature of services offered by libraries. Through PR we should seek to establish, maintain and develop mutual understanding between the library and the various publics. We should strive to correct this false image by informing and educating the public about the services offered by our libraries.

Additionally, through PR we should seek to influence and build confidence for library services in the people. The public is likely to support and use a service in which they have confidence. People visit the medical doctor or the lawyer because they believe in their ability to find solutions to their problems. Likewise, through PR we should seek to create a more positive understanding of the professional values and the variety of services offered by libraries.

Another essential objective of professional PR is to try and influence favourably the policy makers at both national and local levels. Such efforts should be aimed at protecting the interests of the profession and building up a case for library services within the political arena. We should strive to see that library services receive adequate attention from the policy makers and politicians.

Professional PR should aspire to publicize the profession with the aim of attracting to the profession only those individuals who are interested in librarianship as a career. In a research carried out over a period of four years (1986–90) Kantumoya (1990) discovered that a large number of students in the Department of Library Studies either listed librarianship as their third choice or came to the Department without interest. A bit of effort at publicity would overcome this problem.

It is prudent for the librarians to take measures that would ensure that only the right candidates are attracted to the profession. The image of the profession will not change unless the right individuals join not those who are likely to increase the existing poor image.

The strength of any voluntary group lies in the support of its members. Through PR activities ZLS would seek to provide leadership and guidance to the profession. It would aspire to act as the major inspiration and engineer for promotional programmes throughout the country.

What Could Be Done To Improve The Image Of The Profession?

To be effective the efforts to promote the library profession should be done at three different levels and these are (i) National Level (ii) Institutional/Library Level (iii) Individual Level.

(i) National Promotion Activities

The first step towards promotional activities in the country is to identify a body or organization that would spearhead the campaign and provide the much needed professional leadership. There are three possible alternatives to this problem. Firstly, an independent body could be formed to spearhead the campaign, secondly, the responsibility should be given to ZLA and thirdly, ZLS could take charge.

The body that is strategically placed to spearhead a nation wide promotion campaign is the Zambia Library Services. The advantages of ZLS spearheading the campaign are:

- (a) PR, as we have seen, is a continuous programme requiring commitment of resources e.g. an office and manpower. It would be easier and cheaper for ZLS.
- (b) It could easily employ staff to run the office on full-time basis.
- (c) Being a government department it would find it easier to influence government policies.
- (d) ZLS already has a network of libraries around the country.

Having decided on the organization to spearheading promotional campaign in the country, we are now in a position to outline some activities that could be undertaken at a national level. There would be need for ZLS to organize national reading contests for school pupils. The main objective of these contests would be to cultivate an interest in reading in children at an early stage and introduce them to the library.

In addition to the national reading contests for children ZLS could organize National Library Weeks (NLW) annually. The main objective of the NLW would be to

provide a forum for selling the profession and the various services offered by the libraries, (Cronin, 1986). Furthermore, the NLW would provide the users with an opportunity to ask questions about the profession, which they would not normally be able to ask when they come to the library.

During the national library week a number of activities could be lined up, for instance prominent writers could be invited to speak to both adults and children, displays, debates, competitions and marches could be held in various parts of the country. In Australia, the Australian Library Promotion Council ALPC uses the library weeks to increase awareness and use of library services.

ZLS could also attempt to promote the profession through the manufacture and/or distribution of graphics like plastic carrier bags, badges t-shirts and files inscribed with various messages. All these could be sold to libraries who would in turn sell them to the users.

ZLS would also need to work in conjunction with the Department of Library Studies, University of Zambia and the Zambia Library Association to launch national recruitment and publicity campaigns. These campaigns would be targeted mainly at school leavers and would be used to publicise the profession and seeing to it that only those interested in the profession join.

There is also a need for ZLS to formulate and implement library standards to cover areas such as, library services, conditions of service qualifications and titles. At present there are a lot of libraries that are being headed by people with little or no professional training, while the title librarian is used to refer to anyone who works in the library. Wina (1983) in a research carried out in 1982 found that librarians in the civil service were classified as professionals, administrators and technicians. The situation is still the same today.

(ii) Promotional Activities at Institutional/Library Level

The efforts by the ZLS to sell the profession would be futile unless it is supported by individual libraries. Individual libraries would be expected to support the PR programmes by mounting their own promotion activities and taking part in national events. Many institutions in the country are experiencing financial problems due to poor state of the Zambian economy. Consequently, the share of the institutions cake will largely depend on the ability of the librarians to prove that the services offered by the library are essential to the welfare of the parent body.

Librarians should be on the constant lookout for any changes that are taking place in the organizations and ensure that the services offered are in line. Every library has role or mission which it has to play, libraries should not just exist. They must be seen to function efficiently and effectively. Librarians must strive to quench their readers' thirst for information.

Libraries should strive to publicise all their services, so that users can make maximum use of them. If the readers do not know the services offered by the library, then they are not likely to use them and it will be difficult for a library to justify its existence.

Beside publicising the services that are currently being offered, libraries must learn something from commercial firms and strive to introduce new services. Human beings

are somewhat interested in something that is new. We always want a new shirt, shoes or car. That is why, we always see advertisements by companies for "new" products like new improved colgate or dynamo. A library must not operate for a period of three to five years without introducing a new service. If a library stays that long without introducing any new services it means that it is static and decaying. It means that the librarian running it lacks both imagination and innovation.

(iii) Individual Efforts

All efforts by the ZLS, aimed at promoting the profession will be in vain unless they are supported by the librarians. Librarians will therefore be expected to obey the following rules: (Edsall, 1980)

(1) Love Your Work

Each individual Librarian would be expected to love his/her work. Without loving one's work, all the public relations efforts will be futile.

(2) Love Your Library

Individual librarians would be expected to love their work places or libraries as they love their bedrooms, perhaps. We all know how much we care for our bedrooms. Because we care so much for our bedrooms we ensure that they are clean and attractive. Likewise we must love our libraries. If we love the library in which we work then we shall not only care for it but also strive to improve and brighten it up so that it is attractive to the readers.

(3) Tell People About Your Library

Without telling people about your library they will not use it. As a librarian one should take every opportunity that arises to sell the library to prospective users.

(4) Make Yourself Visible

Professionalism does not end with the attainment of a qualification, but goes beyond that. If you are employed as a librarian ensure that the community knows who you are. Know your library. Work, dress and speak like a professional. Be sociable. In other words your professionalism should be seen in the manner you work, dress and conduct yourself within the institution.

CONCLUSION

In this paper, an attempt was made to justify the need for PR for library profession in the country. The need to change the image of the profession can not be over stressed, but it is important to note that the change when it comes will be conditioned by changes within the profession as well as by changes within the society.

The public on it's part should be willing to give the profession a chance. It must be ready to accept that in librarianship, like in any other profession, there are a few elements who do not fit into the expected pattern.

There is the need to raise the political consciousness of the members and also for the profession to find ways to minimize the undesirable elements from getting into the profession. In spite of working in a profession that is vulnerable to political influence,

the political consciousness of librarians would have to improve the service offered to readers, in order to attract more people and prove that the library is essential to them.

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SHORT COMMUNICATIONS

REVIEWING REVIEWS OF BOOKS ON AFRICAN LIBRARIANSHIP

INTRODUCTION

The effects of the economic reverses in many African countries on library development is a popular theme in librarianship journals, at conferences and seminars. Problems of dwindling funding, purchasing power of local currencies etcetera have featured prominently as some of the reasons for the zero growth of African libraries in recent years. Proposed solutions to this problem vary from direct assistance from the more endowed libraries overseas, to local production of textbooks. To a large number of people, this is where our salvation ultimately lies.

The paucity of books on African librarianship in particular has been a major concern of library school educators on the continent. Consequently, they sent their proposals to IFLA in 1987 for support for the generation of the much needed text books. While the discussion of this situation falls outside the parameters of the present study, suffice it to mention that the same reasons, which account for lack of textbooks, may be responsible for the dearth of reviews, by Africans, of the existing books on African librarianship.

To date there are six books in English on general African librarianship. These exclude bibliographies and some reference sources. Only two of these are authored by Africans (Ifidon and Nnadi), the rest having been authored by non-Africans with long African experience, i.e. Plumbe, Wise, Sitzman, and Wise and Olden.

The paucity of textbook publishing in Africa calls for an awareness on the part of librarians and the general public of what already exists and an idea of their contents especially, in these days, when the possession of books is limited by extremely high costs.

Fisher (1981) put it more succinctly when she said:

When funds are short, as in the present economic climate, it is absolutely essential that librarians be enabled to select the most worthwhile books.

This enabling function falls within the responsibility of reviewers. This is why the reviews of some relatively recent books on African librarianship should be of interest to librarians, library educators, and students of African, international and comparative librarianship.

The present study focuses on two publications on African librarianship with foreign imprint, authored/edited by two librarians both of whom are not new to the African library scene. The intention of the authors was to review all books on African librarianship, unfortunately, efforts to obtain reviews of such works even from the authors, were futile. One of the authors contacted about reviews of his book admitted that: he never made any conscious effort to collect and preserve them.

The two publications are:

1. Glenn L. Sitzman *African Libraries* Matuchen, N. J. Scarecrow Press, 1988 xiv, 486 pp. \$49.50. ISBN 0-8108-2093-5.
2. Michael Wise (ed.) *Aspects of African Librarianship: a collection of Writings* London, Mansell, 1985. xiii, 326pp. £32.50. ISBN 07201-17801.

II The Reviews

The reviews totalling fifteen (15) were obtained mostly from the authors who kindly made them available at no charge. Though these may not be exhaustive coverage of the reviews of these works, nonetheless, they present enough to enable the present writers to do a study on them.

Two reviews have been excluded from the study — a publisher's publicity review, and a foreign language review, the former on the grounds of being a sales promotion exercise and the latter because of problems of translation.

III. Problem Statement

The reverses in national economies necessitate judicious use of the meagre funds still available to libraries. The librarian's work in this regard could be greatly aided by reviewers who are authorities in their various fields and whose reviews can therefore be expected to be a fair and balanced critical examination of the work in hand. Those interested in the field of African librarianship expect similar treatment of books in that field. This is why the reviews of the two recent additions to the field of African librarianship deserve some scrutiny.

In examining these reviews the present writers seek answers to questions such as:

1. What are the qualifications/positions of these reviewers? Do they have any experience with African/international comparative librarianship?
2. Do the reviews show any evidence of "readthrough" or "skim through" exercise?
3. Is there any evidence of some reviews duplicating others?
4. Is there any evidence of bias?
5. Can one rely on the reviews?

While ready answers to these and other pertinent questions may not be easily forthcoming, attempts will still be made to find them. In so doing, the present writers have deliberately refrained from passing value judgements on the reviews since one of them is a contributor to one of the books.

Before examining the reviews, a pertinent question to ask is: "What are the qualities of a good review?"

IV. The Ideal Review

Gardner (1981) writing on this subject tend to agree with Fisher (1981) about what constitutes a good book review. It should indicate the contents of the book, and give cogent reasons for evaluation, with the latter gaining authority if made in relation to other works published in the field.

The implications of the above are that a review should be critical and be done by an expert in the field.

The reputation of the reviewer and knowledge of subject matter may well explain the frequency with which many reviewers are used, a fact that, if studied, may well fall into the Bradford's distribution pattern in which a few reviewers account for the majority of reviews in specific fields.

V. What the Reviews Say

1. Aspect of African Librarianship:

Lundu, the Librarian Copperbelt University, Zambia, while agreeing with the view that most of the authors are "excellently equipped to pinpoint their particular problems" failed to see anything new in what they had to say, noting that "theirs is the concern with preoccupations that are all too familiar to librarians in both developed and developing countries". Lundu concluded that "despite its flaws and shortcomings in certain aspects. . . the collection must be consulted by all students of comparative librarianship".

The library educator, Olden, thinks that the book is "a particularly valuable reference work" but is disturbed by the unevenness of the chapters. He notes that while in some "chapters the amount of information does tend to overwhelm", others are "models of clarity".

Benge, a former professor at the Department of Library Science, Ahmadu Bello University, Zaria acknowledged the "generally high" standard of the work while agreeing that it is "uneven". He frowns at too much details to the detriment of "selectivity or critical analysis". Exceptions were made of a few chapters that "are very well organized and presented". He generally commends the work but finds the necessary editing to be conspicuously missing resulting in what he calls "structural deficiencies".

This point about the unevenness of the chapters also runs through McIlwaine's review. He complains of "a number of uneven aspects about the resulting volume" and the "lack of uniformity in the currency of information". He, however, concludes that the book is "a significant contribution to anyone interested in the history of information provision in Africa".

Havard-Williams thinks the publication is "essential to the understanding of librarianship (and information services) in anglophone Africa" but he is otherwise non-committal.

Corbett observes that "the articles are well written and closely documented" and recommends the book to all those "interested in library service in developing countries and to everyone associated with international and comparative studies".

2. African Libraries

Schmidt states from the onset that the book "is neither a comprehensive nor scholarly introduction to African libraries". Treating sections of the book separately, she notes that the information provided in part 1 (photographs) is "an inconsistent mixture of statistics, historical statements anecdotes and other personal observation".

She observes that part III "does not provide comprehensive coverage of the relevant literature" pointing out such omissions as the *African Studies Bulletin*, the forerunner of the *African Studies Review* to mention only one. Such omission she continues, extends to part IV where many works including the *Directory of Documentation, Libraries and Archives Services in Africa* (1977), "the most comprehensive one-volume directory of African libraries available" was left out.

Schmidt however, commends part five (bibliography of African Librarianship) calling it "the most useful section of the book and an important contribution to the bibliography of African librarianship".

In conclusion she believes that *African Libraries* is a "dangerous book put in the hands of generalists unfamiliar with the parameters of the topics discussed".

Aman on the other hand notes that the "book should enrich a person's reading and research on libraries in the African experience" but is otherwise non-committal while Mohammedali recommends it to "all who are interested in comparative and African librarianship".

Scheven's review notes the usefulness, especially of part v (bibliography of African librarianship), observing that the section "will probably be used most" and that "the coverage will more than satisfy the average searchers". Scheven is, however, unhappy with "some important omissions" such as Afolabi's *Library Literature in Nigeria 1910-1978* and the non-inclusion of "bibliographies for Kenya, Tanzania, and Sierra Leone among others" as well as Helen Davies *Libraries in West Africa: a bibliography*.

Scheven concludes that in spite of the clearly stated limitations, "this book will be a handy reference volume for some time to come".

Likewise Wilkinson contends that in spite of some minor idiosyncracies, this book can be recommended as a useful reference book for academic libraries" while Govindaraji feels that the "book will prove useful to researchers and students in pursuit of international studies".

Panofsky refers to the book as "haphazard" and like some other reviewers, commends the section on bibliography of African librarianship but casts doubts on the chronological arrangement which ends up by hiding the information instead of displaying it where users are likely to search for it. He also notes omissions of important works. "In spite of some shortcomings and many typographical errors, this volume is a mine of bibliographic citations to publications from and about Africa" he concludes.

Picking holes in sections of the book, Wise notes that the section on photographic record "is a haphazard collection of exterior and interior views" and notes the absence of a subject index to the bibliographic section, thus hampering "ready access to the content of this considerable list". The work he concludes, "is a let down by presentation and indexing".

VI. Summary Conclusions

Reviewers of *Aspects of African Librarianship* appear to be unanimous — while agreeing it was a valuable publication, they pointed out its "unevenness". Similarly, reviews of *African Libraries* appear to be unanimous, particularly on part 5 which they

consider as excellent, although the arrangement of the work leaves much to be desired. Several of the reviewers feel it was a gold mine of information on African librarianship.

Yet there are others who feel that "the book is neither comprehensive nor scholarly", "it is a let down by presentation and indexing". To others "it is a mine of bibliographic citation".

How do the foregoing help in answering the research questions posed earlier? First, those reviewers whose backgrounds are known to the present writers, (and they are in majority,) appear to be very well qualified to review these books. They are all familiar with African librarianship having either worked in parts of Africa or are working with Africana materials. It could, therefore, be safely assumed that their reviews are reliable.

Except in one or two cases where reviewers of *African Libraries* seem not to have read the book as evidenced by the shallowness of the reviews and the resemblance to the publishers advertisement, the reviewers generally tend to have thoroughly read the books.

The reviews have not duplicated one another. The reviewers have merely through different approaches and styles arrived at similar judgement on the books. There is also no internal evidence to suggest that the reviewers have been biased in any way.

It is particularly important, and this should strengthen other views, that the only one African reviewer did not see things differently from the other reviewers.

In conclusion, therefore, from the reviews available to the present writers, and there may have been several others to which they had no access, no evidence was found in this study to suggest the reviews are not a fair assessment of the contents of the books.

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THE TRAINING OF AFRICAN INFORMATION PERSONNEL: DSE's PAST ACTIVITIES AND FUTURE PLANS

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BIOGRAPHICAL NOTE

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BACKGROUND

The German Foundation for International Development (*Deutsche Stiftung für Internationale Entwicklung*, DSE) conducts seminars, conferences and training courses to support the efforts of developing countries in achieving social and economic development. Since 1960, it has given almost 90,000 specialists and executive personnel from more than 100 countries an opportunity to undergo advanced professional training or has provided a forum for the discussion of ways and means to achieve development goals. DSE's activities emphasize an improvement in public administration, promotion of industrial vocational training, assistance to rural development and food security programmes, the support of health services, and cooperation in the fields of basic education and technology. DSE's work is carried out by specialized centres at various locations in the Federal Republic of Germany, one of which is the Education, Science and Documentation Centre based in Bonn. This centre handles the Information and Documentation Training Programme, which is the subject of this article.

The Information and Documentation Training Section of the DSE centre in Bonn conducts training courses, seminars, workshops and expert meetings for librarians, documentalists, archivists and information specialists. These programmes are mainly organized for participants from anglophone Eastern and Southern African countries. This is partly due to a limitation of funds and personnel which make it impossible to render the same type of assistance to other world regions. The main reasons for the concentration on the mentioned region in Africa, however, are based on the weakness of the library and information infrastructure, the lack of trained manpower in the existing information and documentation establishments, and the scarcity of formal courses offered by recognized library schools. Almost all programmes are organized in cooperation with national, regional and international partner organizations, which

provide an invaluable input into the different courses and seminars in the form of local knowledge or specialized information. The programmes are mainly held in the developing countries themselves in order to confront participants with situations similar to the ones in their home country institutions.

PAST ACTIVITIES

During the last twelve years, the I&D Training Section and its partners identified several priority areas for activities in the training of African library and information personnel:

- o Seminars on raising the awareness of users to the necessity of establishing and maintaining efficient information services;
- o Seminars on the establishment, management and improvement of national information and documentation systems and services;

Table 1: MAJOR SHORT-TERM ACTIVITIES SINCE 1980

Type of Programmes (Target Region/Country)	Number of Events	Number of Participants	Period
Information Experts Meetings: Various Themes (Eastern and Southern Africa)	10	154	1980-91
Seminars for Users of Information: planners, etc., (Southern African countries)	7	126	1978-81
Courses: Management of Information Services (Eastern and Southern Africa)	8	170	1980-88
Courses: Specialized Information Services - Health, etc., (Eastern and Southern Africa)	9	162	1980-88
National Courses for School Librarians (Mauritius/Kenya/Seychelles)	3	78	1984-87
Seminars on National Information Services (Southern African Countries)	6	137	1984-88
Courses: Introduction to Librarianship and Documentation (Eastern and Southern Africa)	4	84	1984-87
Courses: Improving the Effectiveness of Small Libraries (Eastern and Southern Africa)	3	67	1988-90
Courses: Use of "Micro-ISIS" Software in Libraries (Anglophone Africa)	5	79	1988-91
Seminars on National Information Systems (Tanzania/Uganda/Kenya)	3	104	1989-90
Courses: Information Resource Sharing and Networking (Eastern African Countries)	3	72	1990-92

- o Training Courses on specialized documentation services or the management of information services at regional and national levels;
- o Training Courses on problem areas of library work at national levels as identified by partner organizations;
- o Development of teaching and learning materials for library and information personnel of African countries as a result of the various training programmes.

Table 1 provides an overview of the major short-term training programmes implemented by the I & D Training Section since 1980.

The so-called *User Seminars* were conducted in the late 1970s and early 1980s in most of the Eastern and Southern African countries. The participants of each national seminar (planners and decision makers in dialogue with librarians) were introduced to the need to promote reliable information and documentation systems and services within their country. It was hoped that by sensitizing government officials to the central role of information they would assist in setting up the necessary infrastructure within the mandate of their powers. Lamentably, only a few initiatives emerged from this series of programmes; one problem being the change of sensitized officials to other duty areas, resulting in a lack of continuity of efforts. Looking back, it must be said that only a strong professional body (national library association or the like) aware of this situation could continuously press planners and decision makers to engage themselves more actively in the improvement of the framework for information services; only the professionals can maintain an ongoing dialogue between the two groups.

NATIONAL SEMINARS

National Seminars on the establishment of information systems and services took place in Malawi, Zimbabwe, Swaziland, Lesotho, Botswana, Zambia, Tanzania, Uganda and Kenya between 1984 and 1990. They were attended by professionals and senior personnel of major libraries and information and documentation centres. The content of the individual seminars were based on the need for a national information policy which would avoid a duplication of efforts and waste of resources. The programmes aimed at making information services efficient and well-balanced, decreasing shortcomings in the supply of scientific and technical documents needed for national development, and strengthening the planning capacities within the countries. Again, only a handful of concrete actions resulted from these seminars: Malawi established an information service for rural areas, Zimbabwe set up a National Library and Documentation Service, and Tanzania created its own school for library, archival and documentation studies, to name but a few. On the other hand, the programmes permitted library and information personnel to exchange their experiences and to discuss how to improve the sharing of scarce financial and personnel resources. In my opinion, some key institutions in a developing country (national library services or associations or university libraries or a combination of all) must play a bigger role in the future by taking steps to enhance information resources sharing and networking. Such activities must take place without relying on external donor agencies (perhaps not without external expertise) in order to gain more significance and continuity.

TRAINING COURSES

Training Courses have been held at national and regional levels on a variety of professional issues since the late 1970s until recent times. They concentrated on the training of school librarians, the training of information specialists in fields like Agriculture, Industry, Health and Trade, and the training of personnel in the general management of information services. Since 1988, the training of librarians and documentalists in the use of the Unesco-distributed software "Mini-Micro CDS/ISIS" has been an important part of the activities of the I&D Training Section of DSE. The aim of these courses is to acquaint the participants with modern information and documentation techniques, management methods, and the use of the new information technologies, all of which are subjects which have only recently been or are still to be introduced into the curricula of African library schools. One could well consider the DSE courses as Continuing Education programmes for the employed library workforce in the region. There is some feedback from participants or partner institutions on the efficacy of the course: individual participants often report progress, either at the personal or at the institutional level. It can be argued that the impact of this type of training is of marginal nature, but as long as there is no consolidated offer of regular in-service training or continuing education programmes, the DSE courses are a welcome opportunity for the participants to upgrade their professional knowledge and to acquire much needed new skills.

THE DEVELOPMENT OF TEACHING AND LEARNING MATERIALS

Lastly, the development of teaching and learning materials as a priority activity of the Section merits special attention. DSE has published the papers, lecture notes and

Author/Title (Year)	Pages	Number
Ingenji, F.K. Status of Information and Documentation Services in Eastern and Southern Africa and Future Prospects (1983)	128	DOK 1198
DSE: Manpower Training Needs, Meeting Proceedings and Papers (1985)	159	DOK 1309
DSE: Curriculum Adjustments in Information Studies Training Programmes in Africa, Seminar Papers and Proceedings (1987)	236	DOK 1462
Bodil, B.Y. et al., Introduction to Librarianship and Documentation, Modules of Training Courses (1984-1986)	198	DOK 1416
DSE/ESAM/KBO Management of Information Services, Training Course Materials (1988)	141	DOK 1498
Ambat, R. et al., Improving the Effectiveness of Small Libraries and Information Units, Modules of Training Courses (1988-1990)	201	DOK 1620
DSE/NLDS Continuing Education Programmes for Library and Information Personnel, Expert Meeting Papers and Proceedings	141	DOK 1640

Table 2. MOST RELEVANT PUBLICATIONS SINCE 1983.

modules of almost all seminars and training courses of the past, and has distributed these documents free of charge not only to participants, but also to key libraries and documentation centres in the region with library schools and other training institutions receiving multiple copies. The publications are apparently used fairly often by lecturers, students, individual librarians and other professionals concerned with information and documentation. Without claiming that the DSE documents are textbooks for the profession, there is no doubt that they provide an opportunity to describe the problems as they occur in the African context of librarianship.

This is in contrast to most publications originating in industrialized countries, in which authors often overlook putting their views into an African perspective because they are not acquainted with the local information environment. The following table shows a selection of the most relevant documents published by DSE since 1983.

SCHOLARSHIPS

In addition to the short-term activities of the I&D Training Section, it also handles official government scholarships for studies in library, archives and information science. Currently, there are five different programmes at training institutions with which DSE has an agreement to accommodate its scholarship holders: for applicants from Franco-phone African countries the *Ecole de Bibliothécaires, Archivistes et Documentalistes* in Dakar offers a two-year diploma course in librarianship or documentation studies; a one-year certificate and a two-year diploma course are offered at the University of Botswana's Department of Library and Information Studies in Gaborone; an advanced training course in information science of 18 months duration is offered at the Indian National Scientific Documentation Centre in New Delhi; and a one-year diploma course in archival studies is offered at the School of Archival Studies of the National Archives of India in New Delhi. It is worth mentioning that scholarships for courses in industrialized countries are not provided by DSE and that courses leading to qualifications beyond the undergraduate level do not fall under the responsibility of DSE. Table 3 informs about the number of scholarships which have been awarded to Africans since 1981.

FUTURE PROSPECTS

In June 1991, DSE convened an information expert meeting on the theme *Continuing Education Programmes and Training-of-Trainers Courses for Library and Information Personnel of Eastern and Southern African Countries* in Harare. There were 19 participants representing library schools, national library services and university libraries, being a fair mix of educators and practitioners at the same time, to discuss the streamlining and reorientation of DSE's Information and Documentation Training Programme in the forthcoming years. A number of subject areas for which the library and information workforce of the region would need more training were identified by the participants. The results in condensed form are that DSE should:

- o continue to offer training in the use of computer-based library services, in particular the training-of-trainers for the local organization of courses on the use of the Micro-ISIS software;

- o establish, together with potential national and regional partner institutions, a series of continuing education programmes on specified subject areas for semi-professional librarians and documentalists;
- o establish, together with library training institutions, a series of train-the-trainers courses on the planning, delivery, administration and evaluation of local training programmes for educators and others concerned with the training of personnel;
- o continue to publish teaching and learning materials to support the impact of all training programmes and to facilitate self-study efforts of library and information personnel.

Type of Programmes (Host Institution)	Number of Scholarships	Period
Diploma Courses in Librarianship, Archival Studies or Documentation (EBAD, Université de Dakar)	52	1982-91
Certificate Courses in Library and Information Studies (University of Botswana)	15	1983-91
Diploma Courses in Library and Information Studies (University of Botswana)	54	1981-91
Advanced Training Courses in Information Science (INSDOC, New Delhi, India)	14	1986-91
Diploma Courses in Archival Studies (School of Archival Studies at National Archives of India, Delhi)	26	1982-91
Courses on New Information Technologies and Computerized Library Services (LRDC, Asian Institute of Technology, Bangkok)	4	1990-91

TABLE 3. THE NUMBER OF SCHOLARSHIPS WHICH HAVE BEEN AWARDED TO AFRICANS SINCE 1981.

Since the above-mentioned Harare meeting, the I&D Training Section has initiated several steps to implement the above suggestions. For example, training-of-trainers courses on Micro-ISIS will be organized at annual intervals by drawing participants from all over Africa, if the home institution is capable of running own basic users' courses on this software. Another example is the possible implementation of a sub-regional continuing education course on *Pro-active management of libraries and documentation centres* at Moi University's Faculty of Information Science in Eldoret, Kenya. There are also plans to convene a sub-regional training-of-trainers workshop on "Planning, Delivery, Administration and Evaluation of Short-term Training Course" in Gaborone this year, together with the Department of Library and Information Studies of the University of Botswana in Gaborone. The frequency and the contents of all the above programmes have still to be determined.

For More Information:

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SPOTLIGHT ON IFLA AFRICA SECTION

INTRODUCTION

The International Federation of Library Associations and Institutions (IFLA) was founded in 1927. It is an independent, international non-governmental association whose purpose is to:

"promote international understanding, cooperation, discussion, research and development in all fields of library activity. . . . to provide a body through which librarianship can be represented in matters of international interest" (IFLA: Facts and Features).

Its membership extends to 135 countries of which 85 belong to the Third World.

ORGANISATION OF IFLA

IFLA organises its work into the two broad categories under the guidance of an Executive Board which is chaired by an elected President: Professional Activities and Core Programmes.

1. Professional Activities category is made up of thirty one sections which form the basic professional groups of IFLA. These are built around specific fields of interest and expertise within groupings such as types of libraries and library activity. The thirty one sections are categorised by specialisation which fall under seven divisions. However, the eighth division of Regional Activities is an exception in that it is formed by three sections concerned with all library and information services in developing countries. Examples of the seven Divisions are:

Libraries serving the General Public; which consists of such sections as Public Libraries, children's libraries, school libraries, etc.

Bibliographic Control whose three sections consists of cataloguing, classification and subject cataloguing and bibliography.

2. Core Programmes are built around activities which have a potential to affect all types of libraries. There are six Core Programmes examples of which are Universal Bibliographic control, Preservation and Conservation and Advancement of Librarianship in the Third World. Core Programmes are hosted by centres of excellence in a specific activity and their activities are subsidised by the hosts institution.

Although IFLA was founded as a European organization, the needs of the profession in developing countries were brought to the fore in 1975 through the setting up of three Working Groups, for Africa; Latin America and the Caribbean and one for Asia. In 1976 the Division Regional Activities was set up by IFLA and consists of the above mentioned working groups which were reconstituted into Sections. (Wijasuriya 1988). The objective of the Division of Regional Activities is to develop "an effective programme of professional activities designed progressively to improve the provision of library and information services within the developing countries".

SECTION FOR AFRICA

The section for Africa consists of thirty five member countries which are grouped into the following five sub-regions for organisational and representational purposes: Africa North of the Sahara, West Africa: Francophone; West Africa – Anglophone; Central Africa; Eastern and Southern Africa.

Each sub-region elects a maximum of two representatives who form the Standing Committee of the section. A permanent member of the Standing Committee is the Regional Manager who is appointed by the IFLA Executive Board and is located at each of the Regional offices for Africa. The office facilitates the work of IFLA and the Section. It produces a Newsletter which is distributed free to all library associations, institutions and professionals as a vehicle for networking and sharing news and experiences.

The role of the Standing Committee is to serve the members of the section for Africa in the following ways:

- * encourages library associations, institutions and individuals at national and sub-regional levels to determine areas in which IFLA, through its organizational networks, professional expertise and other resources such as finance, can contribute to the development of library and information services.
- * provides a forum for the identification of problems inhibiting the development and progressive improvement of library and information services in Africa.
- * explores strategies for and seeks solutions to these problems through encouraging individual efforts, regional collaboration and the channelling of external assistance.

Following are the objectives and goals of the Africa Section as reflected in the Medium Term Programme for 1992 – 1997.

OBJECTIVES

fostering better understanding of the role of library and information services in national development.

promoting the provision and extension of library and information services to non-literates, rural communities and young users.

fostering knowledge and use of the new information technology.

promoting education and continuing education of library workers at all levels.

encouraging national, regional and international cooperation.

facilitating research and publication in the field of library and information provision and use in Africa.

GOALS

promote the adoption of national library and information policies in the region.

encourage the establishment of multimedia centres.

encourage the development of school and children's libraries.

facilitate the provision of consultancy and training assistance to libraries adopting the new information technology.

promote continuing education programmes for library workers.

lay the foundation for library cooperation and strengthen institutions at national, regional and international levels.

facilitate research and the publication of research results.

The work of the section is implemented by the Standing Committee members who liaise with the general membership of the sub-regions they represent. Liaison with and involvement of the electorate in all the activities of the Section is one of the most challenging tasks facing Standing Committee members. Their aspirations are that the work of the Section should reflect the needs of library and information services of Africa.

Ideally national Library Associations form the most well placed base for an effective consultative machinery for contribution to and involvement of the Africa region in IFLA matters. Library Associations in Africa, however, where they exist, are handicapped by, among other things, organisational, financial and low rating of IFLA's value and contribution to national issues. Thus they cannot be relied upon to provide constant and timely feed back to their representatives.

The most reliable sources of information used by the Standing Committee are member institutions simply because the managers and directors are permanent: thus there is a continuity and commitment once they appreciate the role of IFLA in relation to their own institutional needs. This contrasts sharply with the conditions governing the elected, term – linked office bearers of library associations. Others who have made valuable contributions are individuals with specific interests which fit into the objectives of the Section and plans, who apply for corresponding membership.

The difficulties of communications within the sub-regions of Africa, also affect the efficiency of the consultative machinery. Thus it is that, the most common criticism which has in the past been levelled at the Standing Committee for Africa is that it neither consulted its electorate adequately nor shared information from IFLA headquarters sufficiently. The publication of the Newsletter and, now, the intended contributions of the *Africa Journal of Library, Archives and Information Science* are attempts to improve information flow within Africa. Further, IFLA, through its Pre-Session seminars on specific topics of interest to the Third world, from time to time, brings together target groups to discuss issues and produce resolutions. These form part of the information gathering process which informs activities of the Africa Sections and others of the Division on Regional Activities.

The Standing committee meets twice a year to discuss issues presented by members concerning their sub-regions. These include project ideas, proposals and problems which need to be addressed in specific sub-regions. These meetings are attended by the full time IFLA Coordinator of Professional Activities, a position currently held by Winston Roberts, and the ALP Core Programme Director Birgitta Bergdahl.

Where the meetings have been held during the annual IFLA Conference, all African conference participants are invited to contribute to the meeting of the Standing Committee. This platform is valued highly by the Standing Committee since it provides an avenue for direct contribution though limited by the fact that not many Africans attend IFLA. Minutes of the Africa Section meetings are shared with as many fora as possible through the Newsletter. Library Associations, Institutions and individuals are encouraged to contribute articles, comments to the Newsletter Editor, the Regional Manager.

Through the Professional Board, the Africa Section has access to funding for projects which are prepared by its members.

Funding may be for:

- small projects which should be completed within a year and cost a maximum of 1000 Dutch Guilders approximately US \$550 and are approved by the Coordinating Board.
- normal projects which may take a number of years, do not have cost limitations. The process for approval for these projects consist of approval at each of the three fora: Standing committee at Section level, Coordinating Board at Divisional level and finally by the Professional board at the international IFLA level.

The Africa Section has, up to now, failed to use these sources of funds for the benefit of library and information services in the region.

ADVANCEMENT OF LIBRARIANSHIP IN THE THIRD WORLD

An important player in the efforts by IFLA to address problems inhibiting progressive development of library and information services in Africa is IFLA's core programme Advancement of Librarianship in the Third World (ALP). This is a development programme, covers the entire spectrum of IFLA's activities and its programme is devoted to provide assistance to the Third World in areas which they identify, but which do not fall within the responsibility of the other subject oriented core programmes.

The ALP programme has among others, these objectives:

- to promote the progressive improvement of library and information services in the developing countries so as to enable them to play an active role in national development.
- to encourage national and regional library organizations and explore ways and means of promoting practical and meaningful relations with IFLA.
- to facilitate conditions likely to contribute towards national and regional initiatives and systematic progress towards self sufficiency. (IFLA ALP Core Programme 1992).

In keeping with IFLA's strategic planning system, ALP has produced a work plan and goals for 1992 - 1997. They include the following:

to assist library staff, library schools and library associations in education and training programmes.

to promote the establishment and development of library and information services to the public with particular attention to the needs of rural and urban marginal areas.

to encourage a greater involvement and identification of libraries with literacy work.

ALP consists of an international focal point hosted by the Uppsala University Library and three Regional Offices in Bangkok, Dakar and Sao Paulo. It works closely with the division of Regional activities and the three Sections for Africa; Latin America and the Caribbean and Asia and Oceania.

The activities of ALP are managed by the Core Programme Director and advised by the Divisions of Regional Activities' Coordinating Board which consists of chairpersons, Secretaries and Regional Managers of the three Sections.

ALP has provided the Sections with the ability to concretise their plans as set out in the Medium Term Plan (MTP). Each of the Sections invites, from its members project proposals which fit into the MTP. After evaluation and approval by the Standing Committee and the Director of ALP, the projects are submitted by the ALP office to funding agencies such as Unesco, SIDA, CIDA, IDRC etc for financial support.

It is encouraging to note that the Africa Section has begun to present project proposals which have received funding through the ALP. Publication of such projects might encourage development of others which will go a long way towards the realisation of the Medium Term Plan 1992 - 1997.

CONCLUSION

IFLA has a role to play in the promotion of international understanding, cooperation, discussion, research and development in all fields of library activity. Through the Africa Section it fulfils this objective through the involvement of national, sub-regional and regional library associations, institutions and professionals. As a non-governmental professional organization it depends entirely on the commitment of its professionals to service, communication, networking and cooperation. The Standing Committee for Africa represents the region. Its contribution for the benefit of its electorate is as good as it is provided with relevant information from the base.

APPENDIX

The 1991-93 Standing Committee members are:

A. O. Banjo (Chairman) (West Africa: Anglophone)
 Standing Committee Member of IFLA (AFRICA)
 Nigerian Institute of International Affairs,
 G. P. O. Box 1727
 LAGOS. NIGERIA.

M. Benjelloun (Africa: North of the Sahara)
 Standing Committee Member of IFLA (AFRICA & (ET))
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 RABAT-Institut
 Morocco

Pascal A. I. Gandaho (West Africa: Francophone)
 Standing Committee Member of IFLA (AFRICA)
 Directeur de la Bibliotheque de l'Universite Nationale du Benin
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J. N. Kiyimba (Cental Africa)
 Standing Committee Member of IFLA (AFRICA)
 Librarian
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 NAIROBI
 Kenya

Stanislaus M. Made (Corresponding Member)
 Corresponding SC-Member of IFLA (AFRICA)
 University of Zimbabwe The Library
 P. O. Box MP 45
 HARARE
 Zimbabwe

M. Henri Sene (Regional Manager)
 Ex-officio Member of IFLA Section (AFRICA)
 IFLA Regional office and Clearinghouse for Africa
 Bibliotheque de l'Universite de Dakar
 B P 2006
 DAKAR
 Senegal

Ms H. Kay Raseroka (Southern Africa)
 Standing Committee Member of IFLA (AFRICA) & (UN)
 The University Library of Botswana
 Private Bag 0022
 GABORONE
 Botswana

PROJECTS IN PROGRESS

1. **Workshops on Microcomputer Applications in Libraries for Managers.**
 Eastern and Southern African Region held December 1991. Proceedings being published by IFLA-ALP.
 West Africa – Francophone to be held in February 1993.
 Africa North of the Sahara to be held in February 1994.
 West Africa – Anglophone date February 1995.
2. **Databank on African Library Buildings**
 The project has been accepted and funds are available. Advertisement placed in the *Newsletter* for interested professionals to take over the project and provide a host institution.
3. **Creation of a Database of human resources in library and information work in Africa.**
 Regional Manager to coordinate the database.
4. **A Bilingual Journal of African Librarianship**
African Journal of Library Archives and Information Science. (AJLAIS). Accepted to become bilingual and be partly funded through this project.
5. **A reader in the Economics of Information**
 First phase of data collection in Francophone countries completed.
 Second phase – to seek permission for copyright from publishers
 Third phase – translation of best articles into French. Required finance for Third phase.
 Fourth phase production of the reader.
6. **Pan African Seminar on Information Provision for Rural Communities in Africa**
 The project proposal accepted. Funding being sought from Unesco, among others.
7. **Proceedings of the Training Seminar on Promoting Reading and Identifying Users' needs.** West Africa – Francophone
 Planned similar seminars be conducted in other sub-regions, the first one planned for 1994.
8. **Twin Circuit Libraries is a pilot project. In progress: Dakar, Senegal.**
 This is a pilot project which consists of a model library building (to be used as a model for the region as well as a training ground for library school students) the other aspects of the project include training of teachers and users; acquisition of materials at appropriate reading levels and bindery equipment.

9. Pan African Conference on Preservation of Library and Archives (PAC Seminar).
To be held in June 1993 in Nairobi, Kenya.

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* Mrs. B. K. Raseroka, University Librarian, University of Botswana, Private Bag 0022, Gaborone, Botswana.

PERSONALITY INTERVIEW WITH MR. GBOYEGA BANJO, CHAIRMAN IFLA (AFRICA) SECTION AND DIRECTOR OF LIBRARY AND DOCUMENTATION SERVICES NIGERIAN INSTITUTE OF INTERNATIONAL AFFAIRS, LAGOS.



MR. GBOYEGA BANJO

Our personality in this issue, is Mr. Abimbola Olugboyega Banjo. He was born on the 19th of November, 1940. Mr. Banjo obtained B.A. (medieval history, modern history and politics) in 1964 from the University of Reading, England, postgraduate diploma in librarianship from the university of Ibadan, Nigeria, and masters in social sciences (West African studies/political science from the University of Birmingham, England. He obtained proficiency certificate in French language from the University of Lagos, Nigeria in 1971. Mr. Banjo first worked in a library in 1960, when he was appointed a library assistant at the University of Ibadan library, Nigeria. However, after his postgraduate qualification in librarianship in 1965, he was appointed an assistant librarian at the University of Lagos, Nigeria. He rose to the position of Sub-librarian 1 at the University of Lagos Library

before he moved over to the Nigerian Institute of International Affairs in 1973, as the Deputy Chief Librarian, he became the Director of Library and Documentation services in 1976, the position he currently holds.

Mr. Gboyega Banjo is very active in librarianship and information profession. He has held various positions in the Nigerian Library Association. He was Secretary, Nigerian Library Association (Lagos Division) (1967 - 68); Member, Editorial Board of *Lagos Librarian*, (1967 - 68); Editor, *Nigerian Library Association Newsletter*, (1971-73); Editor, *Lagos Librarian*, (1980-81) and Member of the National Executive Committee of the Nigerian Library Association (1968-70; 1979-1989). In 1983

he was appointed the Editor of *Nigerian Libraries*, a position he held for six years. At the international level, he was Secretary (Africa Section) Regional Activities Division of the International Federation of Library Association and Institutions (IFLA) (1987–1991); and currently Chairman (Africa Section) Regional Activities Division of IFLA since 1991, and Member Professional Board of IFLA. Mr. Banjo has attended several conferences, seminars and workshops in all the continents of the world. He has many publications to his credit.

Apart from being a pillar of librarianship in Africa, he has also been involved in other academic and professional bodies. He was Assistant Secretary, Association of the University of Lagos Teachers, 1969 – 1970; Member of the University of Lagos Senate, 1971 – 1973; Warden Mariere Hall, University of Lagos, and Member, Executive Committee of the Nigerian Association for Oral History and Tradition. He was actively involved in the Second World Black and Africa Festival of Arts and Culture (FESTAC) held in Lagos, Nigeria, 1977. He was Deputy Director (Exhibitions).

Mr. Gboyega Banjo is very versatile. He has always been an outstanding person all his life. He was given accelerated promotion during his secondary days when he was promoted from form 2 to form 4 thereby finishing one year ahead of his mates, he was a Federal Government of Nigeria scholar for his undergraduate and postgraduate studies. He won a distinction in his final diploma examination in librarianship at the University of Ibadan, Nigeria. His academic and professional activities were crowned in 1990 with the highest award the Nigerian Library association can confer on any professional, when he was conferred with the Fellow of the Nigerian Library Association (FNLA). Mr. Gboyega Banjo is married with three children.

It is therefore a great privilege to interview Mr. Banjo on a variety of issues especially on IFLA (Africa Section).

1. *The Nigerian Institute of International Affairs Library and Documentation Centre, has become one of the major libraries in Africa today. How did you transform the hitherto unknown library, even within Nigeria, to a much sought after modern information centre by readers both within Africa and beyond?*

I must say that NIIA had an excellent library before I was appointed to head it in 1973, thanks to its founders and the effort of my predecessor in office Miss. Irene Kluzek an American national. The Institute's founders decided to establish a 'library of the highest standing' and proceeded to erect a building of immense aesthetic and functional excellence. They also spared no expenditure in furnishing it and equipping it with the appropriate books and journals. All I have tried to do since I got here is to maintain the high standards I met. I have also been lucky to have got here at the time of the great expansion in Nigeria's foreign relations. This has increased the demands for the Institute's, and by implication the library's, services.

2. *Your library was one of the few libraries that embarked on computerisation in the mid-80s. What led you to take that decision at the time you did? How has it fared? What lessons can other libraries contemplating automating their services learn from your experience?*

I took the decision because having spent some time examining recent developments in computer applications in libraries in Europe and America, I was convinced that the technology offers libraries in the Third World, no less than those in the industrialised world, an ideal solution to a number of problems of managing a modern research library. It offers speed, accuracy and efficiency in the processing, presentation and retrieval of catalogue information. While I would not advocate it at this stage for every library in our hemisphere, I believe it is now desirable for all key national, academic and research libraries. Fortunately the hardware is now more rugged and affordable and off-the-shelf library application softwares are available at competitive prices. At NIIA we selected the TINLIB library software and we have established a local area network based on IBM PS/2 microcomputers with an IBM PS/2 386-80 as the server. We have so far installed the on-line catalogue (NIIALOC) and circulation modules and we are satisfied with the results so far. It is a bit early to pass on any lesson from our short experience but I would say that an essential prerequisite for successful automation is the re-training of professional library staff so that they would be computer literate and thus become supportive of the enterprise of computerizing the library.

3. *You are more known as the Chairman of IFLA (Africa Section) than any other professional position you have held. What exactly is IFLA Africa all about?*

Assuming your premise is correct, let me try to bridge the information gap. I have in fact served in various capacities in the Nigerian Library Association (NLA) at the national and local levels. I was Secretary NLA, Lagos Division, 1967-68; Hon. Publicity Officer and Editor *NLA Newsletter*, 1971-73; Editor *Lagos Librarian*, 1980-81, Editor-in-Chief *Nigerian Libraries* 1983-89 and Member NLA Council, 1968-70 and 1979-89.

One of the eight divisions within IFLA around which professional activities are organised is the Division of Regional Activities and one of the three constituent Sections of that Division is the Africa Section. The others are the Asia and Oceania, and the Latin America and Caribbean Sections. The Regional Sections focus on the full range of professional activities designed to progressively improve the provision of library and information services in their regions and their activities are guided by Standing Committees made up of elected representatives drawn from their respective sub-regions. To facilitate the work of the Regional Sections, IFLA has established a Regional Office in each of the regions, that of Africa being in Dakar. One other recent development is IFLA's Core Programme for the Advancement of Librarianship in the Third World (ALP) based in Uppsala, Sweden. This programme seeks funding for approved projects which are aimed at improving the library profession, institutions and services in the Third World.

4. *Some information professionals believe that IFLA Africa is a clique of elitist librarians in Africa who act on behalf of the continent without the mandate of the generality of librarians in Africa. What is your reaction to this allegation?*

I think the charge is fair in-so-far as it is true that relatively few library associations and institutions are able to join IFLA from the Africa region and thus relatively few

African librarians, whom you might describe as an elite, are able to participate in IFLA activities and in the activities of the Standing Committee of the Africa Section. But speaking from my own experience in the five years since I have been on the Standing Committee, the Standing Committee for Africa Regional Section has done a great deal to encourage wider regional involvement in IFLA activities and in the activities of the Standing Committee with generous funding support by IFLA headquarters.

5. *Who are the people eligible to contest for positions in the executive committee of IFLA Africa? When is election normally held?*

Any librarian of good standing can be nominated to the Standing Committee by financial members of IFLA. Right now nominations are being sought for the Standing Committee to be constituted at the Barcelona Conference in August 1993. I would like to use this medium to appeal to our colleagues throughout Africa to participate actively. The full committee would consist of 10 members made up of 2 members each from the Sub-regions of: North Africa, Francophone West Africa, Anglophone West Africa, Central Africa and East and Southern Africa. The procedure is that Standing Committee members would elect the Chairman and Secretary at their first meeting.

6. *Some library associations in Africa resent being affiliated to IFLA because they believe they derive no benefits from the organisation. What exactly are the benefits of an association affiliated to IFLA. What are the obligations of an association affiliated to IFLA? Can an individual affiliate to IFLA?*

IFLA Statute provides for personal affiliates who pay an annual fee of NLG 150. The annual fee for Institutional membership is NLG 600. Membership of IFLA by an African library institution or association allows the institution or association to participate as members in the work of the Africa Regional Section and two other Professional Sections. In general IFLA offers African librarians the opportunity to up-date their knowledge about developments in the profession worldwide and participate in the forum it offers for discussion, research and development in all fields of library activity. The ALP Core Programme offers a particularly useful avenue for this as do the annual Pre-Session Seminars and the recently inaugurated sponsorship for librarians from Third World countries to deliver contributed papers. The plans are to organise more activities at the Regional and Sub-regional levels in future years.

7. *What activities has IFLA (Africa Section) promoted or supported in the last two years in Africa?*

Under the ALP Programme the Africa Regional Section organised a Microcomputer Workshop for library managers drawn from East and Southern Africa in Gaborone, Botswana in December 1991. Other Workshops in this series will be held in Dakar, Morocco and Accra/Lagos beginning in 1993. A major Pan African Conference on Preservation and Conservation of Library and Archival Materials will take place in Nairobi, Kenya on 21-25 June 1993. Plans are also in hand for a Pan-African Workshop on Rural libraries in 1994.

8. *Can you explain briefly the connection between IFLA and ALP?*

The Advancement of Librarianship in the Third World (ALP) is one of the five Core Programmes of IFLA. It is expected to act as a catalyst for IFLA's Third World activities: formulating programmes, considering project from the Regions and securing funds for the implementation of approved projects.

9. *Why is it that IFLA (Africa Section) never supports financially any professional who has been invited to present a paper at IFLA annual conferences?*

IFLA is not a funding body as a rule and so it does not provide financial support for members invited to present papers in the professional activities of its 49 Professional groups and 8 Divisions. However, in appreciation of the financial difficulties in the way of African and Third World colleagues participating in its activities, IFLA organises an annual Pre-Session Seminar for librarians from Third World libraries. Participants to these are provided full sponsorship to the seminars and the IFLA General Conferences which follow.

10. *What efforts are you making as an organisation to ensure that the information profession is not relegated to the background in Africa?*

This problem is the focus of the activities of the Regional Section and the ALP Core Programme as I have explained. Details of specific activities and projects can be seen in the Medium Term Programme 1992 – 1997.

11. *You were once the editor-in-Chief of the Nigerian Libraries, which was the top most library journal in Africa in the 70's and 80's. Since 1987, it has stopped publishing. What are the problems of the Journal? Can IFLA come to its aid?*

The main problem is finance and what appears to be the low priority attached to the publication of the journal by the Council of the Nigerian Library Association since 1989. It is doubtful if a persuasive case can be made for IFLA assistance for the journal of a national association because, in principle, IFLA prefers to support regional and sub-regional rather than national projects.

12. *Year 2000 is the magic year in Africa. It is seven years from now. What do you think the profession will look like in that year in Africa?*

It is difficult to hazard a guess in the face of the current unstable socio-political climate. My own hope is that the profession will do more to address the needs of a larger section of the population than it has done hitherto and thereby become an agent, in a more meaningful way, for development. On the other hand I hope that through appropriate policies backed up with adequate funding, the major academic and research libraries on the continent will be equipped, offer their clientele the most efficient library and information services such as are being provided by their counterparts in the developed countries.

PROFESSIONAL NEWS AND EVENTS

NEWS

George Chandler dies

Many African authors will sadly miss the death of George Chandler, the pioneer editor-in-chief of *International Library Review*. Dr. Chandler died on 9th October, 1992 at the age of 77. He founded and edited the *International Library Review* in 1972, and he was the editor-in-chief until 1990. May his soul rest in peace.

International Library Review changes title

International Library Review, a journal devoted to international librarianship with a substantial coverage of Africa has changed its title to *International Information and Library Review*. The editors and editorial office remain unchanged.

Nigeria Library and Information Science Review is Ten

The only active journal in librarianship published by a library association in Africa, *Nigeria Library and Information Science Review* is ten years old. The journal sponsored by the Nigeria Library Association, Oyo State Chapter was established by the executive committee of the chapter, headed by Dr. L. O. Aina in 1982. The pioneer editor-in-chief, Prof. B. C. Nzotta retired last December. A new editor-in-chief, Mrs. B. O. Ikhizama, Librarian, Institute of Agricultural Research and Training, Obafemi Awolowo University, Nigeria has been appointed. We wish the new editor-in-chief good luck in her new task.

African Book Scheme Launched

Ten African countries are set to benefit from a new initiative to co-ordinate a scheme of book and journal donations to university libraries in the continent.

The launch of International Campus Book Link (ICBL) took place at Ranfurly Library Service which is running this university support programme.

The project is a joint initiative of RLS, the Library Association, the World University Service, the British Council, the Association of Commonwealth Universities and the Harold Macmillan Trust.

Barclays Bank supports the project through its Community Affairs Programme.

In its first year of operation ICBL plans to respond to selected requests from Ghana, Kenya, Lesotho, Malawi, Nigeria, Sierra Leone, Swaziland, Tanzania, Uganda and Zambia. Botswana, Ethiopia, Namibia and Zimbabwe may be included at a later stage.

Requests from African institutes will be met by looking for the materials at universities, colleges and other higher education institutions in the U.K.

Material donated to the Ranfurly Library Service will also be used. Participants from the UK will be thoroughly informed about criteria for selection of materials, guidelines having been drawn up.

At the launch, journals were symbolically handed over to HE the High Commissioner of Uganda Prof. George B. Kirya who accepted these on behalf of Makerere University –

More details: ICBL Project, tel '071-733 3577, fax: 071-978 8006.

Culled from Library Record, 94 (12) 1992 p. 758.

Dewey in CD-ROM

The Dewey Decimal Classification Scheme, 20th edition is now on 1 compact disk. It is now possible to have advanced on line search and windowing techniques, LC subject headings linked to DDC numbers, a database that includes all the latest DDC changes, full text indexing and a personal notepad. Electronic Dewey makes it possible to search quickly and efficiently by words or phrases, numbers, index terms and boolean combinations. Further information can be obtained from World Information, 51-53 Hagley Road, Birmingham B16 8TP. It is available at £250 pounds sterling.

A New Trend In University Librarianship In Nigeria.

Librarians at Kenneth Dike Library, University of Ibadan, Nigeria are now being encouraged to have advanced degrees in their first disciplines. This is to enable them serve their clients better. Two librarians, Mrs. G. Ekpeyoung and Mrs. O. A. Akinojo recently obtained Ph.D. in Veterinary Parasitology and Geology respectively. Two other librarians, Dr. P. A. S. Awogbami, and Miss Victoria Okojie have also obtained M.Sc. Agricultural Biology and M.Sc. Geography respectively.

A new Library Journal in Nigeria

A new journal, *Leading Libraries and Documentation Centres* has emerged in the Nigerian library scene. The scope of the new journal is librarianship and information science. It is conceived purely as an academic and professional journal with an international editorial board. The editor-in-chief is Mr. E.N.O. Adimorah, Director, National Information and Documentation Centre, Lagos.

FORTHCOMING INTERNATIONAL SEMINARS CONFERENCES AND WORKSHOPS

September 13-18, 1993, Berlin, Germany— Fourth International Conference on Bibliometrics, Informetrics and Scientometrics. Co-organised by KAI e. v. Berlin, Association for Science Studies e.v. Berlin and Association for the Promotion of the Fourth International Conference of Science Measurement e.v. Berlin in memory of Derek John De Solla Price. For further information contact Hildrun Kretschmer, Association for Science Studies e.v. Borgsdorfer Str. 5 0 – 1406 Hohen. Neuendorf, Germany.

October 2-9, 1994, Tokyo, Japan —47th FID Conference and Congress, co-organised by the Science Council of Japan, the Information Processing Society, the Association of Information Science and Technology and the Society for Information and knowledge. For further information contact FID Secretariat, P.O. Box 90402, 2509 LK The Hague, Netherlands.

REPORTS OF CONFERENCES AND WORKSHOPS

Users Course on Mini-Micro CDS/ISIS, Gaborone, Botswana, 1-12, June, 1992. This course was organised by the German Foundation for International Development (DSE) in collaboration with Unesco. Eighteen participants from English – speaking African countries attended the course which was conducted by Dr. Gabor Stiegard, Hungary, assisted by Staff from the Department of Library and Information Studies, University of Botswana. The objective of the course was to introduce the main features of DOS and the latest version (3.0) of the mini-micro CDS/ISIS software as well as information retrieval and database design and use. (Source: UNISIST Newsletter, 20 (3) 1992 p.38).

Management of Scientific Information for Agricultural Research In Small Centres, Reduit, Mauritius, 20-24 April, 1992. The meeting was convened for information specialists involved in agricultural research in small countries. One of the objectives of the meeting was to identify strategies and approaches that could strengthen the information management capacity of research managers in small countries. Participants at the meeting included representatives from regional, international and other inter-governmental organisations along with 12 workshop participants from small countries. The workshop participants came from Botswana, Cape Verde, Dominica, Guyana, Mauritius, Papua New Guinea, Rwanda, Seychelles, Sierra Leone, Swaziland and Trinidad and Tobago.

ABSTRACT OF SELECTED PROFESSIONAL LITERATURE PUBLISHED IN AFRICA 1992

Rural Development

Mchombu, Kingo (1992) Rural Development Information Communication in Africa. *Information Trends* 5(2) 51-72.

The paper advocates for information communication that will bring about social change. The paper goes on to discuss a number of issues that are required to be addressed, if meaningful and impact bearing communication strategies are to be designed. Such issues as participation, sustainability, empowerment are highlighted.

LIST OF JOURNAL ABSTRACTED

Information Trends (Editors, Kingo Mchombu and Richard Neill, Department of Library and Information Studies, University of Botswana.)

AIMS AND SCOPE

African Journal of Library, Archives and Information Science is established mainly to provide a forum for librarians, archivists, documentalists, information scientists and other information related professionals in Africa to report their research findings but with emphasis on African setting. The Journal is refereed by distinguished scholars. Emphasis is on empirical research; however manuscripts of high quality on theoretical aspects of the three information related disciplines will be considered for publication.

NOTES TO CONTRIBUTORS

Three copies of the manuscripts typed double space on one side should be submitted. Ample margins should be provided. The title, author's name, position and place of work should appear on the first page. Subsequent pages of not more than 15, should include an informative abstract of not more than 100 words. Manuscript will be considered only if it has not been published elsewhere.

References and notes should be indicated in the text by names of authors and date of publication in brackets. The list of references should be listed at the end of the text.

References to journal articles should be in the following order: Author(s) date, title, journal's name, volume number, issue number and inclusive pagination e.g.

Mazikana, P.C. (1987) "Archives and Oral History: Overwhelming Lack of Resources" Information Development, 3 (1) 13 – 16.

References to books should be in the following order: Author(s), date, title, place of publication, publisher, pagination eg.

Aboyade, B. O. (1989) *The Provision of Information for Rural Development* Ibadan: Fountain Publications, 104p.

References to contributors in collected works should be in the following order: author(s), date, title of contribution, name of the editor, title of the collected works, place of publication, publisher and inclusive pagination e.g.

Neill, J. R. and Kotei, S. I. A. (1981) "Towards a National Information System for Botswana" in Inganji, Francis (ed.) *Use of Information and Documentation for Planning and Decision Making*. Gaborone : NIR, pp. 36 – 53.

No charge is made for publication. Twenty five copies of reprints of each major article will be supplied to the principal author.

Manuscripts and other editorial materials should be directed to the Editor in Chief, Dr. L. O. Aina, Department of Library and Information Studies, University of Botswana or to any member of the editorial board nearest to you.