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EDITORIAL

We welcome you to this issue of the Library and Information Association of Zambia Journal Volume 3 Number 1 & 2 of 2018. This issue is dedicated to papers that were presented during the Library and Information Association of Zambia Annual Conference held in 2018. The theme of the conference was "The Role of information professionals in accelerating development efforts towards Vision 2030.

Sub-themes include:

- Economic Diversification
- Human Development
- Provision of Library services to Children
- Public Libraries and Poverty Reduction
- ICTs and Service Delivery in Information Centres
- Information Providers: Their role in enhancing inclusive democratic systems.
- Creating a conducive governance environment for a diversified and inclusive economy.

We however included extra articles that were not presented at the Conference. The papers were a mixture of both the library and records management fields.

We hope that you will find the issue enriching

Raymond Sikanyika **Editor in Chief**

AN INVESTIGATION INTO THE FACTORS INFLUENCING THE UNDERUTILIZATION OF ELECTRONIC AND ONLINE RESOURCES BY STUDENTS AT COPPERBELT UNIVERSITY.

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ABSTRACT

This study investigated the factors influencing the underutilization of electronic information resources at Copperbelt University (CBU). The study was focused on undergraduate students addressing four objectives namely; investigating the accessibility of electronic and online resource, investigating the utilization of electronic and online resources, examining the level of satisfaction students when using electronic and online resources, and investigating the perception students have of electronic and online resources. Both quantitative and qualitative methods were employed to elicit data from library staff and undergraduate students from all the faculties at CBU. Two hundred and forty five respondents participated in the study. Data was collected by use of questionnaires, interview guides and secondary data document analysis. The study found that utilization of e- resources was affected by lack of computer skills and information literacy skills, lack of enough computers and slow internet connectivity. The frequency of use of these resources indicated that a lot needs to be done to increase e-resource usage among students at CBU. Strategies to promote the usage of e-resources by students were recommended.

Keywords: e-resources, academic libraries.

1. INTRODUCTION

The rapid technological growth has perpetuated the increased rate at which information is produced. Currently, users are faced with vast amounts of information in different formats, from which they are expected to choose from to meet their information needs. Furthermore, the growth of research in all fields of human endeavour is becoming increasingly detailed and sophisticated such that faculty members and students have realized that the library has great roles to play in the provision of information necessary for their day to day research. Electronic resources are becoming more and more important for the academic community and represent an increasingly important component of libraries (Olorunfemi, 2012).

2. RELATED RESEARCH

Past research on factors affecting the utilization of e-resources in academic libraries has typically employed case studies of practical applications. Andaleeb, (2008) survey of literature on the same topic suggests that studies on factors affecting utilization of e-resources by undergraduate students in universities tend to focus on issues such as lack of

search skills, information and computer literacy skills as well as poor information technology infrastructure. Few researchers have pursued more theoretical approaches to eresources practices. While a variety of researchers have considered other facets of the growth of e-resources usage in academic institutions, such as Armstrong (2010) focusing on the Internet as a tool and user practices, and Adekiya .& Adyemo (2006) attribute to the usage availability of free Internet, there still remains room for factors influencing the usage of e-resources by undergraduate students in universities to be explored.

3. RESEARCH QUESTIONS

- Do undergraduate students have access to e-resources?
- Do undergraduate students utilize e-resources?
- Do undergraduate students gain satisfaction out of using e-resources?
- Do undergraduate students have any perceptions towards e-resources?

4. METHODOLOGY

4.1 Research Design

Analytical study was used to carry out this study. This is because the study attempted to establish causes or risk factors underlying the underutilization of electronic and online resources by undergraduate students at CBU. An analytical study was also appropriate for the study since the aim was to unravel factors underlying the stated problem. Given its fundamental nature, analytical research also relies on secondary research such as reviewing available literature and/or data, to complement qualitative approaches which was questionnaires and interviews for students and library staff respectively (Bogdan, 1982). Through the process of administering questionnaires data were collected from undergraduate students on the participants' knowledge of e-resources, their satisfaction and the perception. The interviews were able to obtain information from library staff based on operations and obtain data such as statistics they compile.

4.2 Data Collection

The study gathered primary data from respondents, undergraduate students in this case who were targeted users of electronic and online resources in the library, and library staff who possessed the information necessary to carry out the study effectively. Primary data was vital in this study for the attainment of on the ground data on the use of electronic and online resources by undergraduate students at CBU, making primary data of great significance to this study (Bandura, 1997).

Library staff had structured interviews conducted. Interviews which lasted from 15 to 20 minutes here were more ideal because the group consisted of few key informants on the topic. The responses from these informants did not need to be standardised as their detailed opinions concerning the use of electronic and online resources in the library was vital to the study. The information received was anticipated to be rich and accurate. Interviews with these key persons also enabled in depth investigation of issues surrounding the topic which aided in the understanding and explanation of statistical

data that was collected (Patton, 1990). Five library staff respondents of the study were chosen through purposive sampling method. The respondents were identified and chosen by the researcher based on their significance in providing the specialised information required for the study. The study required well informed and well placed staff from the target group in order to get accurate information. Purposeful sampling was therefore ideal (Bergman, 2010)

Questionnaires were administrated to 250 students in order to ensure accurate and precise responses as opposed to rushed ones. Considering the fact that students are in a learning environment and are expected to have a busy learning schedule, they were able to complete questionnaires in their own time which ensured higher quality data. The use of questionnaires was also comparatively feasible for this particular research design as it did not demand too much time from the respondents or the researcher where the researcher could have spent more time if interviews or focus group discussions were used. Closed ended and open ended standardised questions were asked which enabled responses that provided more accurate information which was used to compile both qualitative and quantitative data (Ibid). The sampling frame used to select the 250 students for the study include all 2500 undergraduate full time students at CBU accommodated in the university hall of residents. The students were randomly selected from the sampling frame to ensure an equal opportunity for all members of the population. The students were also selected randomly to ensure objectivity and reduce researchers hand in the direction of the study. Furthermore, being an analytical study, random sampling was ideal as the selected students were a representative of the entire sampling frame.

4.3 Data Analysis

The data was analysed mainly using the Content Analysis/Thematic analysis involving the identification and isolation of the major themes. Through this kind of analysis the researcher transcribed all the recorded interviews and read all the written materials. All interviews were coded, which means that they were subjected to intensive examination during which various issues and patterns of thought were identified and labelled. Furthermore, the study utilised textual analysis which was information extracted from secondary data in order to supplement data that was obtained from primary data through interviews and open ended questionnaire questions- where responses were categorised for easy analysis and interpretation (Guthrie, 2001).

With regard to the questionnaires and quantitative data obtained; these were tallied using tally sheets which were used to gather data. The description of information found was used as the basis of analysis which was quantified and presented in graphs and/or percentages (Ibid).

5 FINDINGS/ANALYSIS

5.1 RQ 1: Do undergraduate students have access to e-resources?

Awareness before access was important to determine because students can only access what they are aware of. When asked if students were aware of the electronic and online

resources at CBU, 85% of respondents indicated they are aware and 15% of the respondents indicated that they are not aware. This information indicates that majority of undergraduate students at Copperbelt University are aware of the electronic and online resources at CBU.

Most of the respondents indicated that they became aware of the availability of electronic and online resources provided by the library through the library orientation they underwent when they were enrolled at the institution. A large number of the students indicated that they became aware of the electronic and online resources provided by the library when they visited the library to borrow books from the main collection. Other respondents indicated that they were aware of the electronic and online resources from the posters that are put up in the library giving information on the "Cybrary". A percentage of 35% of students indicated that they became aware of the electronic and online resources provided by CBUL after they were told by friends who regularly use the resources. All (100%) of the respondents that gave a response of being aware of electronic and online resources stated that they had access to the resources. Respondents stated that they had access to the resources through the "Cybrary" in the main library. One unexpected finding was that students were not aware that they could access the e-resources through the Wi-Fi provided by the university. The study also revealed inadequate computers and limited time of access as the largest factor affecting access to e- resources since the library has very few computers that students have to book and are required to use for only an hour per day. Furthermore, access of eresources being limited to the confines of the university since users cannot access resources on their laptops, portable devices such tablets and mobile phones outside campus greatly hinders access according to data gathered from students. It was established that students tended to avoid resources that they were unfamiliar with, believed they were difficult to use and returned to tools they had successfully used in the past such as Google. Lack of access to computers, coupled with a lack of computer skills to effectively search and retrieve information, in consistencies in Internet connectivity has the potential to reduce the utilization of electronic and online resources by students (Ray, 2003).

5.2 RQ2: Do undergraduate students utilize e-resources?

Of the respondents, 64% stated that they use the resources for assignments and research tasks while 32% of the respondents stated that the resources are useful for their personal study. The findings of this study provide additional evidence that ease of use and usefulness are indicators of satisfaction with an information system.

5.3 RQ3: Do undergraduate students gain satisfaction out of using e-resources?

When asked the level of satisfaction of fourth year students after use of electronic and online resources provided by CBU, 46% of respondents indicated Very High, 34% indicated High, 17% indicated Average, seven percent and three percent indicated they find the level of satisfaction Very Low. Of the respondents, 34% indicated that they were satisfied with the content, accuracy of information as well as how recent most of the

material they obtained while using electronic and online resources. Furthermore, when asked how necessary electronic and online resources provided by CBU are for undergraduate students, 64% of respondents indicated Very High, 32% indicated High, three % indicated Average, one % indicated they find the level of satisfaction Very Low.

RQ4: Do undergraduate students have any perceptions towards e-resources?

From the data collected, 62% of the students perceive electronic and online resources to be a resourceful tool for their academic studies and stated that they would use the resources more if they would make use of them and not only restricted to within the institution. This group of respondents stated that they would recommend electronic and online resources to other students as well as offer any assistance to them in locating resources. 33% of the respondents stated that they needed more information to appreciate electronic and online resources which made very little contribution in their academic research and studies. It was observed notably that the significant low level in perception is as a result of ineffective channels of communication between the library and students as far as electronic and online resources are concerned according to information obtained from respondents. There is very little awareness and assistance from library staff which does not encourage students to use electronic an online resources. This makes students have a negative perception of the resources

6 SUMMARY

These findings suggest that e-resources are under-utilized by university undergraduate students due to various factors such as lack of awareness, inadequate equipment as well as pressure on the limited infrastructure. Furthermore, students lack the necessary information searching and seeking techniques which frustrates them in the failure to find what they are looking for online.

6.1 Limitations

The major limitation of this research was the restriction to only students that are accommodated within the university. Additional participants will certainly help to enhance the validity and scope of these findings.

6.2 Further Research

This work is mainly exploratory and it therefore hoped that patterns in utilization of eresources that emerged from the data can be further explored in a broader study. This research opens up avenues for future research.

7. CONCLUSION

The results established that electronic and online resources were underutilised by the students. Problems that the students encountered in accessing electronic and online resources were limited access to computer terminals, slowness of the Internet or frequent failure of the Internet server, lack of computer skills to effectively search and retrieve information and that staff were not always available to help. Also, some students retrieved too much information, which presented them with the dilemma of which information to use

and which to ignore. In the light of these problems, few students preferred electronic resources. The students also lacked computer, information searching and retrieval skills, to maximise their use of these electronic resources. Students preferred to use print resources which they had used successfully in the past (Dhanavandan, 2012). However, the students found that electronic resources were easy to browse, they were convenient and they were upto-date when compared to print resources.

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THE APPLICATION OF SUSTAINABLE DEVELOPMENT GOALS IN ACADEMIC LIBRARIES IN ZAMBIA: INCREASING ACCESS AND USE OF INFORMATION TO PROMOTE PEACE AND SOCIAL JUSTICE.

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ABSTRACT

Sustainable Development Goals (SDGs) have become a new buzzword in the international development community after they were launched by United Nations (UN) member states as the new goals and agenda in promoting universal achievement of sustainable development. The new agenda is an inclusive, integrated framework comprising 16 goals (with 169 targets) spanning economic, environmental and social development. By achieving this Agenda, it is hoped that "no one will be left behind." Against this background, this paper reviews previous literature to seek practical avenues that academic libraries in developing countries such as Zambia can employ in improving access to information and knowledge that may consequently positively contribute to the post-2015 development agenda. Further, within the context of SDGs, the paper addresses goal number 16 that seeks to enhance peace and justice by promoting peaceful and inclusive societies for sustainable development, providing access to justice for all and building effective, accountable and inclusive institutions at all levels. Goal number 16 is not only relevant but very important for Zambia as it has the potential to strengthen the country's position as a haven of peace in the Southern African region. The paper also highlights on current challenges academic libraries face in the application of SDGs with a view of offering solutions to the identified challenges, and contributing to improving public access to information. The knowledge gained may help academic libraries to more effectively apply Sustainable Development Goals (SDGs), not only for quality education and research but also for promoting peace, justice and national advancement as envisaged by goal 17 of the SDGs. The paper will be of benefit to librarians, educationists, researchers and decision makers both locally and globally.

INTRODUCTION

The term Sustainable Development Goals (SDGs) of the 2030 agenda for sustainable development is a new concept that was adopted by world leaders at the 2015 historic UN summit to mobilize efforts to end poverty fight inequality and tackle climate change. Specifically, it is argued that SDGs are a new and universal set of action oriented goals endorsed by United Nations member states as a renewed framework for achieving a universally sustainably developed world. The new goals embed sustainability as a universal agenda targeted at embodying a universally shared global vision of progress towards a safe and sustainable space for all human beings.

Furthermore, SDGs presents an opportunity to the world to shift the world focus to a more inclusive, sustainable and resilient developmental framework comprising 17 goals (with 169 targets) spanning economic, environmental and social development (Osborn, 2015). Osborn (2015) contend that compared to the millennium development goals (MDGs), SDGs personify integration through diverse stakeholder's participation. The new agenda perceives various stakeholders such as educators, researchers, policy makers, health personnel, politicians, information managers, religious organisations and non-governmental organisations as proactive players in achieving sustainable development. Therefore, developed and developing countries are rapidly adopting the agenda and incorporating its goals in their contextual developmental efforts. For instance, Saudi Arabia, China and Japan are investing heavily in renewable energy generation. These countries have created huge solar farms that are anticipated to provide energy for their commercial activities as a future avenue to reduce dependence on fossil energy (UNEP, 2016). Similarly, studies show that with the projected African population growth to about 4 billion by 2100 and global population past 11 billion, producing the energy for the entire population will negatively impact on affect to battle climate change. Thus, Africa's projected population growth may be seen as a continent opportunity to explore prospects of renewable energy for the future.

However, there is an emerging debate on the feasibility of SDGs and agenda 2030 that is argued to lack a clear methodology on achieving desired targets, list of agenda priorities and on enhancing issues such as child survival, basic education and women's rights. The proponents' of SDGs stress that the new agenda has adopted a broad perspective in its implementation. It is argued that SDGs will incorporate other issues linking to global environmental problems and the economic and structural causes of the social issues emphasized by the MDGs in both developed and developing world contexts (UNEP, 2016). Thus, this inclusivity is one of the reasons that the SDGs could be a success in a broader perspective. While some countries as "someone else's agenda" resented the MDGs, the SDGs are explicitly fully negotiated and agreed across the board (UNEP, 2016).

This paper therefore reviews relevant literature on how academic libraries can be used as agents or avenues to promote peace and justice through providing accessibility to information. It considers aspects of peace and justice as defined by goal 16 of SDGs that emphasizes on promoting inclusive and resilient modern societies to achieve sustainable development. The paper also draws from writer's experiences, observations as well as empirical evidence to argue the subject at hand. In conclusion, it presents contextual remedies as requisite efforts to challenges academic libraries may face as platforms in promoting peace and justice in a developing country such as Zambia.

LINKAGE BETWEEN SDGs AND PEACE AND JUSTICE AND PEACE

As the new development agenda among UN member states, the SDGs underpins an inclusive, integrated framework comprising 17 goals spanning economic, environmental and social development perspectives. Among the diverse array of areas targeted by SDGs goals is the new aspect that proposes the promotion of peaceful and inclusive societies through providing access to justice for all and build effective, accountable and inclusive institutions at all levels of a given society, government or institution. Also it is being argued that in order to attain meaningful and measurable sustainable development especially in developing countries with increased pockets of political instability, tribal conflicts, lack of accountability especially in the public sector and unequal distribution of opportunities and lack of consistent service delivery that it is critical for all stakeholders to create enabling

environments that are built on promoting peace and justice. Thus, the process of attaining sustainable development is partly dependent on creating peaceful and promoting social justice.

LIBRARIES AS AGENTS OF PEACE AND JUSTICE IN ZAMBIA

It is argued that as we integrate more and more in the knowledge economy, the production and use of knowledge has become a critical factor in modern society. Also advancements in technology and the creation of platforms to share information underscore the central role information play as a resource in the 21st century. It follows then that to effective participate in the global market economy, economies needs to have and provide relevant, updated and adequate information to relevant stakeholders.

Studies suggest that through their traditional role in social responsibility and community outreach, libraries may act as a hub for people without access to Internet to physically access and use diverse array of information (McEachreon, 2016). Additionally, emergence of the internationalization of education has prompted universities to adapt to international standards in order to develop a competitive advantage in providing education. One avenue that universities are targeting in attaining international recognition is through use of libraries as modern platforms to spearhead the university mandate to positively impact its core business activities of teaching and learning. For instance, Copperbelt University (CBU) and University of Zambia (UNZA) have embarked on various initiatives aimed at improving operations of their libraries. Specifically, in 2012 CBU library embarked on various initiatives to improve service delivery such as creating an institutional repository using Dspace. Creating an institutional repository was necessitated by the need to have an online library-user interface for information in digital format. Also, the repository was seen as an opportunity for the library to provide services even to students on distance learning programmes (Copperbelt University Library Annual Report, 2012). Similarly, UNZA has an institutional repository in order to archive and make available to the research community the university's intellectual output (Bimbe, 2017).

Furthermore, through a consortium, CBU, UNZA and Mulungushi University subscribe to electronic databases that allow libraries to provide library patrons accessibility to various electronic peer reviewed literature. The pervasive Internet connectivity through devices such as laptops, Ipads and smartphones, has made possible for modern communities to access relevant electronic information on academic libraries virtual platforms. It is now possible for anyone to access information on diverse subjects including on peace and justice that can be helpful to marginalised societies. This proactive response regarding digital accessibility is indicative of the likelihood that there is an inclusive future for libraries and their services to the broadest of their communities (Jeager, et al., 2015).

It is also worth pointing out that through their huge collections, academic libraries provide information on politics, culture, region, and races that is key in creating and promoting societies embedded in coexistence and appreciation of diversity (McEachreon, 2016). This is consistent with a study by Fourie and Meyer (2016) that stresses that libraries can play a major role in building an informed and educated society. They further point out that libraries may do this through imparting knowledge to library users on collaborative learning, information and digital literacy, building community resilience and improved self-efficacy. Such lifelong skills are critical in modern knowledge society. Modern societies now have diverse and powerful platforms such as social media where ethics in sharing information is of paramount importance. For example, social media as become an easy platform for organized crimes, political protests and source of fake information that may be detrimental to the promotion of peace and justice

Additionally, academic libraries are common spaces where users may have access to legal information that can even be used in litigation. For example, most universities in Zambia offer courses in law and that consequently prompts academic libraries to acquire law materials such as laws of Zambia and other relevant previous laws for reference. Thus, academic libraries provide its patrons accessibility to legal information for them to effectively engage in active civic matters social justice. However, scholars argue that maze of representations of diversity in information that academic libraries either as physical or electronic materials may show limitations and fragmentations as they would have been collected towards representing academic programmes at a given university (Liu, 2011; Scott and Byrd, 2012). Thus, existing information resources in academic libraries may not appeal to the information needs, uses and human information behavior patterns of diverse populations in a society setup.

Echezona (2011) further asserted that, for any nation to make meaningful impact in conflict prevention, peace promotion and conflict resolution, early warning information is needed. Timely alert to potential conflicts is central to an early warning system which, in order to be meaningful, must be complemented by early political action. Library and information service is a key player in providing unhindered access to essential information resources for economic and cultural advancement. In doing so, libraries may contribute positively to developing and maintaining intellectual freedom, democratic values, peace, and universal rights (IFLA, 2010). For example, acquisition of government publications namely gazettes, constitutions, government bulletins, materials of cultural heritages such as antiquities could help in conflict resolution at various institutional levels in the Zambian society. In a study by Haruna (2013) on the role of academic libraries in promoting peace and justice in Africa, it was discovered that academic libraries render information services on current awareness services, selective dissemination of information as ways of bringing about conflict resolution at various levels in society. Historically, libraries and librarians have played a major role in creating, accumulating, organizing and disseminating information.

Echezona (2011) contend that key players in fostering the information society. The advance in the area of computer hardware and software, as well as breakthrough in the field of communications, brought about a great revolution in the way libraries deliver their information service today. With this revolution of ICT systems such as internet, website, email, teleconferencing, and information super high way, etc, libraries can then play a role in increasing access and use of information to promote peace and social justice. Similarly, research regarding conflict and peace have revealed that conflicts are based on deficiency of information, that cases of misinformation, wrong information or missing information enhance disparity in opinions and social differences which may lead to as well heighten conflicts (Gisesa, 2012). In agreement, Bhatti (2010) and Harris and Synott (2012) indicated that peace education has to do with empowering people with the skills, attitudes, and knowledge to build, maintain and restore relationships at all levels of human interaction. Thus, academic libraries in Zambia are in a better position to educate people in the community both formally and informally towards promotion of peace and justice.

It is evident from the foreseen that academic libraries are exploring ways to become viable in the 21st century. They have embarked on several initiatives and innovative models in providing access to diverse information to its patrons and may possibly become proactive agents in promoting peace and justice. However, as they evolve to emerge as a sustainable information service provider, academic libraries are face with several contemporary challenges in the 21st centaury. Therefore, the use of

libraries and other information centres, as the frontline for public access to information in developing an informed society and consequently promoting peace and justice cannot be overemphasized.

REALITIES AND CHALLENGES

While significant successes have been made in developed countries with regards to the application of sustainable development goals (SDGs) in academic libraries, academic libraries in Zambia are faced with a number of challenges. These challenges inhibit effective and efficient provision of quality library and information resources and posses a barrier for academic libraries to positively contribute to achieving SDGs. Among the challenges are dominancy of traditional roles, inadequate funding, poor infrastructure, inadequate facilities, and poorly trained information professionals.

Dominancy of Traditional Roles

Libraries in Zambia are still tied to the traditional roles of providing access to information resources by only acquiring, processing and disseminating books. Baker and Evans (2011) and Wiegand (2011) and Usherwood (2012) argue that historical mainstream of library ideologies, constructs and practices presented are limiting libraries in embracing diversity such as exploring social justice ideals. Most academic librarians are too preoccupied with traditional roles of cataloguing, classification and slowly being robbed of innovativeness and creativity in the contribution towards the realization of SDGs

Inadequate Funding

Baker and Evans (2011) argue that most libraries in Africa have long had financial problems to an extent that they even fail to afford to purchase of basic items such as study tables, chairs, books, and have deplorable library buildings and cannot afford to hire well qualified librarians. However, some academic libraries have received donations to improve library services from developed countries. Such donations have not resulted in huge impact in ensuring that libraries improve their services. Thus, most libraries suffer from severe marginalization, poor collection development, lack of capacity building and capacity to leverage the potential of ICTs especially with pervasive networking that consequently compromise visibility of the library profession.

Bandwidth Constraints

In order to be able to encourage universal accessibility and effective use of ICTs it is critical for universities to invest in acquiring the necessary bandwidth (Adams, 2005). Most developed countries have invested rapidly in acquiring necessary bandwidth in achieving greater capabilities to utilize and benefit from ICTs. However, adequate or necessary bandwidth is the scarcest ICT resource in African. A survey by Jensen (2002) showed that almost 60% of African countries have bandwidth that is less than that of a typical institution in the developed world. A serious barrier to acquiring bandwidth in Africa is its high cost. A survey carried out by Partnership for Higher Education in Africa (2003) showed that a typical 128 Kbps uplink and 512 kbps downlink cost between US\$4,500 to \$12,000 per month, ten times the cost of similar capacity in the developed world. In Africa it is clear that government policies and regulatory frameworks make up the major bottleneck in the availability of adequate bandwidth. Current policies not only restrict access to satellite technologies but also impose higher license charges on installation of networks (Taylor and Francis, 2014).

Literacy levels

Generally there are higher levels of illiteracy in Zambia. Incidences of higher levels population without the ability to read and write, to communicate, analyze and explore new ideas among the Population may negatively effort accessibility of information to the majority of Zambians. Thus, programmes or initiatives that may aim at creating public accessibility may fail to yield meaningful positive results.

Poorly Trained Information Professionals

Lastly but equally important is the aspect of the lack of qualified personnel trained as information professionals. There is a challenge of trained information intermediaries such as librarians, documentalists and information specialists in developing nations. The challenge of information personnel is compounded by the general lack of recognition of information and low status it (information) and information professionals are accorded in most developing countries. Aleyomi, (2015) argues negligence of library and information professionals by government and poor perception of the library profession has affected the impact academic libraries can have to effectively apply SDGs. Additionally, a significant number of the training institutions of librarianship in Africa put much emphasis on producing graduates equipped to acquire process and manage standard published resources. This is compounded by low level private sector interest in library services and low self esteem among library and information science practitioners.

CONCLUSION

The idea of using academic libraries as agents in promoting peace and justice in society is possible. There are infinite prospects, with the critical elements being information, collaboration, reflection, and establishing feasible ways of reaching out to all citizens. It can also be pointed out that libraries stand to benefit and prove their relevance to society through engaging with society by meeting them at point of need in promoting peace and justice in the 21st century. Embracing diversity especially in modern environments may ensure that libraries in general assert their position as part of the leaders information hubs of the 21st century and ultimately furthering the goals of an emergent global information justice movement towards a more inclusive sustainable and resilient society.

RECOMMENDATIONS

As outlined above, there are a number of challenges that academic libraries may face in embarking on efforts to provide public accessibility to information in the modern and complex societies. Some of them could be solved by policy and attitude changes towards information by the relevant authorities. There is obviously need to change this negative perception of the Library profession and low self esteem among library and information science practitioners. However, there key issues that may be critical in driving academic libraries efforts to reality namely

• Government should appreciate the role of libraries in the overall development of the society. Efforts should be made to ensure that libraries and information centers are integrated fully into the mainstream government activities at the various levels at state and local government. Doing this would ensure government funding and support in creating frameworks to promote public access to information via academic libraries

- Engaging in effective lobbying and advocacy programmes: Heads of libraries should endeavour to engage in proactive and modern organizational and business culture to become strategic in their planning, management, implementation and delivery of information services. Efforts included adopting aggressive marketing and public relation strategies and engage with NGOs and other organizations that promote access to information. Librarians should acquire lobbying and advocacy skills at all costs to ensure that they contribute their own quota to the reality of the SDGs.
- In order to contribute meaningfully towards actualization of SDGs, there is need to redefine the role of libraries in national development (in society) for example, interrogating existing knowledge and practices and improving products, services, activities and programmes. Further, there is need for change from traditional librarians, archivists, and record managers to Knowledge Managers. In addition, innovation is fundamental to the reality of SDGs.
- Participating in collaborative and partnership activities: Librarians should endeavor to improve on their level of partnership drive. Library and information professionals would not succeed in isolation, hence the need to partner with private sectors and nongovernmental organization to ensure that SDGs is actualized
- It is also worthy to point out that as modern librarians or information managers, librarians should have requisite skills, positive attitude, motivation and self-efficacy to undertake such initiatives. However, the success these initiatives also depends on the overall library management in embracing change.

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THE EXCLUSION OF INFORMATION SPECIALISTS IN HEALTH EDUCATION AND PROMOTION DURING THE 2017/2018 CHOLERA OUTBREAK IN ZAMBIA: A LOST OPPORTUNITY?

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ABSTRACT

The value of information and the importance of a robust public health education system cannot be underestimated. With increased interaction of people, issues of public health are huge concerns. Despite the strides Zambia has made in the public health continuum, Zambia recorded 4,036 cases and 75 deaths between December, 2017 and February, 2018. Most of these cases were recorded in residential areas synonymous with low literacy levels and high population density, with human movements spreading sporadic cases to the low density areas. The purpose of this paper is to present an analysis of the recent cholera outbreak Zambia faced and how the multi-sectoral approach excluded information professionals. It is argued that one of the significant causes of the country's disease burden, apart from limitations in health service delivery, is inadequate or lack of information. People are generally unaware of how they can take measures to safeguard their health. Where this information is available, it is inadequate. In turn, inadequate information gives rise to misconceptions and myths, which make health promotion even more difficult. For example, due to insufficient knowledge, some citizens become victims of businessmen selling an illicit local brew as a vaccine for cholera. The paper concludes by recommending what could be done in future public health campaigns and presenting some policy implications.

KEY WORDS: Public Health; Cholera; Information, Education and Communication

INTRODUCTION

The Seventh National Development Plan (7NDP) of Zambia highlights health as an essential prerequisite of national development. Despite interventions by the government to address the country's disease burden, the mortality rate remains high. This has been attributable to, among other factors, poor health seeking behaviour, poor water and sanitation, poor nutrition and inadequate provision of health services (Ministry of National Development Planning - Zambia, 2017). Further, the Vision 2030, Zambia's first ever written long-term plan, expresses the aspirations of the Zambian people to be accomplished by the year 2030 and emphasises the need to actualise a completely healthy population (Government of the Republic of Zambia, 2006). Undoubtedly, health is a vital requirement for national development. After all, an unhealthy citizenry cannot realise development. The old adage "health is wealth" then comes true.

Despite the strides the country has made in the public health continuum, Zambia recorded 4,036 cases and 75 deaths between December, 2017 and February, 2018 (Mulenga, 2018). Most of the cases were recorded in settlements synonymous with low literacy levels and high population density, with human movements spreading sporadic cases to the low density areas. The purpose of this paper is to present an

analysis of the recent cholera outbreak Zambia faced and how the multi-sectoral approach may have missed an opportunity to involve information professionals. Recommendations are outlined that inform future interventions.

HEALTH RESPONSE FRAMEWORK IN ZAMBIA

This National Health Strategic Plan (NHSP) supports the National Vision 2030 which expresses the Zambian people's aspiration "to become a prosperous middle-income nation by 2030." This plan envisions a prosperous country where all Zambians have access to quality health services. This plan identifies strategies and programs which will ensure that people of Zambia are healthy and able to contribute to economic development as articulated in the National Vision 2030 and the Seventh National Development Plan which prioritize health as a key economic investment that will drive the socio-economic development agenda. The National Health Strategic Plan 2017-2021 has a transformative agenda which focuses on building robust and resilient health systems. The plan focuses on delivering quality health services across the continuum of care which includes promotive, preventive, curative, rehabilitative and palliative care provided as close to the family settings as possible. Acknowledgement is made that good health is a function of not only health care services, but also other socioeconomic factors which include education, agriculture, housing, water and sanitation (Ministry of Health - Zambia, 2017). As part of decentralisation, efforts have also been made to enhance information to guide planning and decision making at district and hospital levels countrywide. This has also been extended to the community level through the introduction of community health information systems (Ibid).

The first rung on the ladder of the health services in Zambia is that of the community-based prevention health services rather than curative services (Op. Cit). One of the critical factors for the success of health interventions has been identified to be community participation in health activities and enhanced partnerships between Government and its partners.

SOCIO-ECONOMIC DETERMINANTS OF HEALTH

Personal Health Practices

Personal character and commitment to health seeking behaviours, including prevention of disease, promotion of healthy practices and early seeking of appropriate treatment and care, are important for enhancing health status. In Zambia, there are attempts to promote these practices and skills through strengthening of health promotion and education. However, this area of health is not adequately developed and requires significant strengthening to meet the required levels of health awareness and education (MoH, 2017).

Societal Level Factors

The absolute size, rate of growth, spatial distribution of the population, and age structure are important determinants of health. The population of Zambia has more than doubled from 5.7 million in 1980 to about 13.1 million in 2014. The population is likely to grow to about 17.9 million by 2020 (Ibid). This rapid population growth places an increasing burden on the national economy, particularly the country's health delivery capacity.

Income and Economic Status

The country currently has a high level of unemployment, meaning many people are not in gainful employment, making them vulnerable to illness and thereby imposing a heavy burden on the health delivery system.

Education and Literacy

Citizens with low literacy levels are more likely to be unemployed and experience poor health status. According to a 2015 survey, school attendance rates for the primary school-age population (7-13 years) was 83.1%, while that of the secondary school-age population (14-18 years) was 75.7 percent. According to UNICEF, 64% of Zambia's young people 4 Zambia in Figures 1964 - 2014 5 Zambia Census Projection 2011 - 2035 10 (aged between 15 and 24 years old) are literate, with 47% of children dropping out of school before completing primary education (Op Cit).

Socio-cultural Attributes

Zambia is a multi-cultural society, characterized by different racial and ethnic groups and religious and traditional groupings. The country is also characterized by a high level of urbanization and increasing access to the internet and other sources of information. These have significant potential for promoting good health. However, there are some social, cultural, and religious beliefs and practices that negatively affect health. These include practices such as sexual cleansing of surviving spouses, unsafe traditional male circumcision procedures, early marriages for the girl child, and negative patriarchal traits that perpetuate the low status of women.

The Family and Community

Families and communities have an important role in shaping the character and behaviours of people. Social pressure could produce both negative and positive outcomes. For instance, peer pressure among the youth has been associated with increased risky sex behaviour that exposes young people to HIV and other STIs, trauma, teenage pregnancies, and mental illnesses. On the positive side, social pressure could also be used to mobilize communities to support health programmes.

Gender Attributes

Gender considerations are important for both health service delivery and also for assessing the health sector outcomes. Some of the pernicious manifestations of gender inequality in Zambia include the disproportionately high ratio of educated men to women and low representation of women in politics and formal employment.

Physical Environment

A 2015 study indicates that about 67.7% of households had access to safe water sources (MoH, 2017). Furthermore, 51.6% of households in rural areas had access to safe water while 89.2% of households in urban areas had access to safe water. Limited access to safe water and sanitation facilities accompanied by poor hygiene is associated with skin diseases, acute respiratory infections, and diarrheal disease, which is the leading preventable disease (CSO, 2014).

Housing

Traditional housing is the most common type of dwelling in Zambia. Slightly more than half (52.9%) of households in rural areas live in traditional huts. Further, about 30% live in improved traditional huts, and 14.2% live in detached houses. It should be noted that affordable, stable housing in well-designed communities helps families have better access to health and other supportive services.

The health services in Zambia are provided by four main players, namely the Government, faith-based (not-for-profit) providers, the mines, and private (for-profit) providers. The public sector is the biggest health provider; 90% of patients seek care in facilities owned and run by the Government (Masiye et al., 2010). The national level is responsible for overall coordination and management, policy formulation, strategic planning, and resource mobilisation. The health service delivery system mirrors the political administrative structure.

THE 2017/2018 CHOLERA OUTBREAK

"Cholera is an acute diarrhoeal infection caused by ingestion of food or water contaminated with the bacterium Vibrio cholerae. Cholera remains a global threat to public health and an indicator of inequity and lack of social development. Researchers have estimated that every year, there are roughly 1.3 to 4.0 million cases, and 21 000 to 143 000 deaths worldwide due to cholera (WHO, 2018).

The first outbreak of cholera was reported in Zambia in 1977/1978, then cases appeared again in 1982/1983. But the first major outbreak occurred in 1990 and lasted until 1993. Since then, cholera cases were registered every year except in 1994 and 1995.

Generally, most cases are recorded in the fishing camps of the rural areas and in the peri-urban areas of Lusaka and Copperbelt provinces. In Lusaka, cases and deaths are said to mostly appear in the western suburbs of the city where access to safe water and good sanitation is poor (Zambia Daily Mail, 2017).

Mulenga (2018) notes that Zambia recorded 4,036 cases and 75 deaths between December, 2017 and February, 2018. Many of the cases were recorded in densely populated residential areas. Some of these were Kanyama, Chipata, Chawama and Bauleni townships (MoH, 2018). These residential areas have some of the highest poverty and illiteracy levels as well as very limited access to clean drinking water.

NATIONAL RESPONSE TO THE CHOLERA OUTBREAK

The cholera outbreak was declared a disaster on 6th October, 2017 and a team was soon constituted to minimise the impact. The National Cholera Taskforce included staff from the Ministry of Health, Disaster Management and Mitigation Unit of the Vice President's office, Ministry of Local Government and other line ministries and departments. At the time government declared the cholera outbreak a disaster, the World Health Organization (WHO) country office donated four cholera kits which are sufficient to treat up to 1600 persons (World Health Organisation, 2017). The contents of the kits include oral rehydration salts, rehydration fluids, antibiotics, gumboots, aprons and cadaver bags among others. The Cholera response in the country was anchored on a multi-sectoral approach. The World Health Organisation (2017) cites the Ministers of Local Government, Environment Water & Sanitation, the Vice President's office and the local area Members of Parliament and the Minister of Lands and Natural Resources as being members of the task force. The government committed to

improving garbage collection, desludging of latrines, provision of clean water free of charge to the affected communities including community education and mobilisation.

The private sector's response included making donations of sanitary equipment and chemicals. Trade Kings Limited, a local company, donated 1,200,000 bottles of chlorine to the Ministry of Health (Malama, 2018). The company pledged to further deliver 300,000 bottles of chlorine to Government for the subsequent months to help curb the spread of the disease. The company had earlier made initial donations of disinfectants and cleaning equipment worth over K4,000,000 (Malama, 2018).

Furthermore, Zambian Breweries donated goods to the value of K2,500,000 to assist in the containment of the current cholera outbreak in Zambia (Lottering, 2018) while telecommunication giant, MTN, donated 300 bins, 60 vests and K100,000 worth of assistance that covered items such as hand sanitizer, towels and soap to the Ministry of Health (MoH) and Lusaka City Council (Mwebantu, 2018). The cited donations are just a peek into the contribution of many private sector players to the cholera outbreak. Several other organisations, companies and personalities donated massively to halt the spread of the disease.

It was observed that despite the multi-sectoral approach to the cholera outbreak, the local libraries were not actively engaged on the task force in order to maximise their contribution to the health campaigns. Local information centres were left with a few Information, Education and Communication (IEC) materials in form of posters to stick on walls. Mass media was also used to communicate the health campaigns, as was social media. These interventions were particularly intense as the cholera outbreak became worse. Many questioned if the death rates would have been the same had the local libraries been actively involved.

ROLE OF LIBRARY AND INFORMATION PROFESSIONALS IN HEALTH PROMOTION

Access to quality health information has become more strenuous because of enormous growth and robust nature of information gateways. The usage trend is inclining more towards electronic information formats and people need to be made aware of the developments and the existing infrastructure (Munnolli, n.d.).

One of the biggest challenges today's librarians and information specialists face is an insatiable consumer demand for health information. Health care management has become a big concern. Consumers are bombarded with information on mass media and social networking media and the overload of information usually leads to misinformation and the increase of misconceptions about health issues. Several publications and books on health are available, but the twenty first century consumer is a busy person with limited time to browse several sources before getting to the information they need.

Moreover, the quality of health information on the internet varies, and must be evaluated to ensure that it is current, reliable, and unbiased. People therefore turn to the known professional who can direct them to the appropriate information sources. Yet many members of the public are unaware of the health information resources that their local libraries and information centres provide (Chobot, n.d.).

In a recent study, consumers reported that health information found through libraries is valuable and affects their health care decisions (Chobot, n.d.). After accessing health from public information centres, it was discovered that respondents improved knowledge of health information, reduced anxiety

about health issues and better health seeking behaviours (Ibid). Further findings revealed that much of the health information available in print and in electronic formats is written for a level well above the individuals using it and that partnerships play an important role in meeting the health information needs of consumers (Chobot, n.d.).

In Zambia, a study recommended that in order to avert cholera cases, there was need to conduct public awareness drives on sustainable garbage management and increase public involvement and participation in garbage (Muleta, 2016). What better platform than with the involvement of libraries and information centres!

However, despite the important role information professionals play in effective relay of information, they have been excluded in many health interventions. Sustainable social and economic development in today's information age is contingent upon each citizen's ability to access, process and utilise information. Libraries and information centres make this possible.

RECOMMENDATIONS

To ease the access to health information, the following suggestions are made

- a) To incorporate the local libraries and information/resource centres in the public health campaigns on an on-going basis, and not just during the rainy seasons when the diarrhoeal disease burden is at its peak.
- b) To increase funding to all public libraries and information centres to strengthen the infrastructure and cover subscriptions to health journals.
- c) The government should formulate a policy on establishing repositories to be designed making it mandatory to all stakeholders in health promotion to share and archive health information materials generated from their respective projects.
- d) Higher education institutions to introduce advanced training in health librarianship to be introduced in all the Universities in LIS curriculum as an optional course to cater and strengthen the specialised discipline.
- e) Every library, information centre or resource centre to accommodate a health education programmes through health-friendly corner, health promotion campaigns, health talks, etc.
- f) Libraries and information centres need to proactively assert their relevance in solving the nation's problems by engaging relevant offices and proposing workable ideas.

CONCLUSION

The advent of ICTs, particularly with regards to health information have opened up exciting possibilities to intervene and influence the control of several diseases. The local library and information centres have the advantage of being professional information practitioners who are able to contribute extensively in health education and promotion. The cited recommendations have the potential of averting health disasters in the future, when prudently applied.

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STRATEGIES TO IMPROVE READING CULTURE AMONG CHILDREN: THE ROLE OF THE LIBRARIAN

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ABSTRACT

The importance of reading among the citizenry and children in particular cannot be overemphasized. Among other attributes, reading stimulates imagination, encourages quick learning, widens views, expands horizons and, helps learning about different other things. Reading negotiates the meaning between the text and its reader, thereby encouraging imagination and curiosity. Creating a reading culture in a school is essential if children are to be encouraged to become engaged and motivated readers. In a school environment, developing a reading culture takes time and requires the commitment of all stake holders such as teachers, school managers and librarians. Collaboration between staff in schools and local public library helps stimulate and reinforce a reading culture within the school and the wider community. The importance of reading in a nation's development cannot be overemphasized as it is a necessary tool to information literacy. School libraries are important because they help children to access information and develop a culture of critical thinking. School libraries are also critical to developing a reading culture among children which is a basic tool for lifelong learning. Using literature review and to some extent observation, this paper identifies strategies that libraries can use to improve reading culture among children. The strategies identified in this paper include: Availability of right information materials, Using the library as a class room, Involvement of parents, Socialisation, Outreach programmes, Sensitizing programmes, the role of the library, and Embedding of ICTs in reading.

KEYWORDS: Reading culture; Information literacy; School libraries; Children, Library services; Librarians

1.0 INTRODUCTION AND BACKGOUND

The library has a critical role in meeting the demands of providing library services to children. Developing and improving reading skills among children is of paramount importance if the nation is to build a future of literate and lifelong learners. In support of the theme, the government of the republic of Zambia through the Ministry of Education, Science, Vocational Training, and Early Education (MESVTEE) launched the "Let's Read, Zambia" Mobilization Campaign in January 2017. This campaign was aimed at providing literacy skills to young learners. Furthermore, it is hoped that once actualised, the campaign will enable children gain knowledge of the world, be able to express themselves, be able to share and receive information, be able to become productive members of the society who will in turn participate in the democratic process and national development. Without the ability to read and write, an individual remains backward in knowledge and values" Chilufya (2014). Reading makes one's mind to think deeper, teaches more about the field, sharpens skills, curbs anxieties and generally just help to grow to a higher level.

In order for people to fully participate in society, they have to be well informed, and one can only be informed if they developed a reading culture. A reading culture is a learned practice of seeking for knowledge, information or entertainment through the written word (Ronald, 2014). Among other sources, the practice for seeking knowledge can only be acquired by reading books, journals, magazines, newspapers including online information materials.

Inculcating a reading culture in children is important in order to prepare them for the future. It is therefore, the role of the librarian, parents, teachers and school managers to work together in ensuring that children grow up to be functional readers. Developing a reading culture takes time and requires commitment. Therefore, the importance of reading undertaken in childhood cannot be overemphasized. Aina et al (2011) agree with this by stating that the habit of reading should begin at an early stage and should be imbibed throughout one's lifetime. Research has shown that children who are introduced to books from an early age make better progress when they get to school and that education achievement is strongly influenced by children's attitudes towards learning. For a reading culture to improve you have to educate the children and citizenry about the importance of reading. Some ways which can be taken in order to improve the reading culture among pupils and children as a whole are by having functional libraries, involving parents, make reading fun, know the books, being a reader, holiday reading assignments, rewarding the children and outreach programs. According to UNESCO (2014) sustainable development begins with education. For any nation to develop, there is need for an educated workforce. Developing the skills for that workforce begins when children enter the classroom.

It has been established that that there is a poor reading culture in Zambia especially among students as documented by Mudenda (2017) and Kambilima (2016). The two authors expressed great concern that secondary and university students generally struggle to read simple sentences. It is for this reason that this paper attempts to identify strategies that can help bridge the poor reading culture gap.

2.0 STRATEGIES TO IMPROVE A READING CULTURE

The foregoing has established that the reading culture among pupils is very poor. It is therefore, incumbent upon libraries and other stake holders to come up with strategies that will work towards alleviating this deficiency. The strategies to be put in place will ensure that pupils will grow up to appreciate reading for their own benefit. The following are some of the strategies that this paper has come up with although they are not exhaustive in themselves: ensuing that the right reading materials are available, embedding library time in class, involvement of parents and guardians, Sociaisation, outreach programmes and, conducting sensitization to pupils and all stakeholders.

3.0 AVAILABILITY OF RIGHT INFORMATION MATERIAS

It is a well-known fact that a library must have a well-stocked collection in order for the users to find the right information being sought. According to Ojil (2011) the availability of the right type of information materials is very crucial to the acquisition of good reading habits. With the advent of Information Technology, information materials may be found in various forms including electronic formats. Reading is said to be the life blood of all human activities (Ojil, 2011). Man's existence on earth is meaningless if it is devoid of reading. Libraries should therefore, ensure that they stock various forms of information reading materials. This will enable children to access a

wide variety of materials which they could read. People will only become information literate once libraries are well stocked with the right information reading materials.

4.0 USING THE LIBRARYAS A CLASS ROOM

Another strategy that can be used to improve the reading culture among pupils is by using the library as a classroom. This strategy entails that pupils meet in the library where the librarian can read stories to them and in turn allow them also to read on their own. The librarian in liaison with the school authority should allocate time for reading in the school time table. This strategy is supported by O,Dell (2017) who states that libraries should be the bedrock of every school because of its transformative nature. Equally, Sangkaeo (1999) asserts that for any school library program to be effective, the librarian should have definite responsibilities in certain areas of the curriculum and should have an active teaching role. But this role must always be coordinated with what is taking place in the classroom.

5.0 INVOLVEMENT OF PARENTS IN READING PROGAMMES

Involving parents in the reading programmes is another strategy that can help in inculcating a reading culture in pupils. According to Whitehead, (2016) parents ought to be involved in reading programmes for their children. This strategy can be achieved by encouraging pupils to check out books from their school libraries which they could read at home with their parents. Since some pupils come from homes with limited access to books, the school library remains the only source of information reading materials where they can borrow materials when they leave school to read with an adult at home. If this strategy was followed, issues of poor reading culture would at least be minimised. Onwubiko (2010) contends that the declining interest in reading exhibited by children is cause for alarm and a challenge to all. Therefore, parents, teachers and the community at large should participate effectively in inculcating a good reading culture in children.

6.0 SOCIALISATION

Inculcating a reading culture in pupils might also involve introducing socialisation pogrammes whereby pupils are invited to socialise around reading. According to Aguilar, (2013) this strategy entails setting up of book clubs, reading groups and literature circles where pupils could meet and interact with each other around texts. Socialisation when embedded in reading greatly enhances children's comprehension and makes it so much more enjoyable. Aina (2011) argues that promotion of reading habits should not be confined to students in the classroom or the physical library alone. Rather, consideration and extension of library services should be given to children.

and youths who, for one reason or another, are out of the normal school or library environment. A classical example is Forum for African Women Educationalist in Zambia (FAWEZA) mobile library also known as library on wheels that was introduced in 2004. As the name suggest, the mobile library is mobile and moves from school to school to provide children with books. The objective is to stimulate research and broaden childrens' knowledge base, foster a culture of reading, including recreational reading among high school pupils

7.0 OUTREACH PROGRAMMES

Outreach as a strategy refers to the idea of librarians moving beyond the walls of the library to provide a service (Besa and Giles, 2016). Libraries are supposed to stimulate and develop interest of its current and potential clients in reading. Sangakeo (1999) suggests that the librarian should help develop among the readers a pleasant and positive attitude towards reading. Furthermore, Sangakeo (1999) emphasises that librarians have the responsibility and opportunity to go out and tell the public about their collection and find out the reading materials the public would be interested in so as to attract people to use the library. In this instance, librarians ought to go out of their way by leaving their comfort zones of the libraries and follow children to their meeting places such as play grounds just to provide the service. This is supported by Ilori (2016) who states that promotion of reading habits should not be confined to pupils in the classroom or the physical library alone. Rather, consideration and extension of library services should be given to students and youths who, for one reason or another, are out of the normal school or library environment. This can be done through mobile library services, a formidable service provided by the public library in both their recreational and educational lives.

8.0 SENSITIZING PROGRAMMES

Another strategy that could be used to encourage a culture of reading in children is employing sensitization programmes. According to Ezeh (2017) strategies such as erecting billboards in strategic places with messages that encourage children to develop a culture of reading. He also identifies intra schools and inter schools reading competitions as possible strategies that would encourage a reading culture.

9.0 THE ROLE OF THE LIBRARY

The role of the library in the development of a reading culture among children is to support their different interests and also involve parents and teachers. The Librarian must come up with strategies to encourage children and adults to read. The librarian should help develop among the readers a pleasant and positive attitude towards reading. Pupils should be provided with reading materials that are attractive and easily accessible to enable them meet their needs (Cambria, 2010). The library must enlighten, educate and open up new worlds to children by proving access to a variety of books. Both Aina (2011) and Krolak (2005) support the idea that libraries should play a key role by providing access to relevant and attractive reading material to children.

10. EMBEDDING ICTS IN READING

Nowadays, a lot of children are attracted by the new technology as evidenced by the way they interact with various ICT gadgets such as phones, computers, play stations, consoles, iPods. Therefore, Librarians should be in the forefront of advocating for the development of a reading culture by embracing the digital domain.

11.0 CONCLUSION

From the foregoing, it has been established that in every society, a good reading culture is beneficial to both children and the citizenly in general. For a nation to develop there is need to have a good reading culture. It has also been established that children must be encouraged to develop a habit of reading through the various strategies outlined above.

As librarians we have to come out of our comfort zones and go out there and make pupils to appreciation the importance of reading. Making reading a habit is essential for a country to develop. Reading builds critical thinking and innovative culture in pupils. Once children are equipped with reading skills, they will widen their knowledge horizon and discover a lot of things.

Additionally, good reading culture will have a positive impact on the academic performance of children. Imparting good reading habits to children at a tender age is important. This will ultimately contribute. Therefore, the role of the library and the librarian cannot be underestimated as they are a necessity in the promotion and improvement of reading culture, hence their role is critical in achieving VISION 2030. It is only through a good reading culture that we can ensure sustainable development of any nation.

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THE AFRICAN DIGITAL HEALTH LIBRARY (ADHL) - ZAMBIA PROJECT: A TOOL FOR ENHANCING ACCESS TO LOCAL DIGITAL HEALTH CONTENT

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ABSTRACT

The internet has profoundly shaped the dynamics of knowledge creation and dissemination. This has created the potential to improve lives and empower people through greater access to knowledge and vast information resources. The African Digital Health Library (ADHL) project is one such internet facility that has been created to enable access to information in the field of public health and medicine in Zambia. It is a virtual repository that is hosted by the University of Zambia using the Dspace platform. The project came about because of the need to make available health information in the form of thesis, dissertation, technical reports, clinical guidelines, strategic plans, policy documents and journals. It is a collaborative effort among a network of African Medical Librarians at some Universities in sub-Saharan African countries such as Kenya, Mali, Nigeria, Zambia and Zimbabwe. The project is funded by the Office of the Global AIDS Coordinator/United States Department of State and the United States National Library of Medicine, National Institutes of Health, Bethesda, Maryland, USA. The Africa Digital Health Library - Zambia project is managed by the University of Zambia Medical Library and the platform is accessible on the university Website. The aim of this paper is to promote awareness of the ADHL-Zambia project among information professionals. It is hoped that once information professionals are aware of this project they will share this information with their colleagues who in turn may assist health information seekers access the platform. This may have an immense contribution towards the attainment of Zambia's vision 2030 through enhanced healthcare delivery in the country. It may also have a positive impact on the University of Zambia ranking. However, the impact of the project will be influenced by the usage of the digital platform.

KEYWORDS: Digital Library, Health Information, University of Zambia,

INTRODUCTION

The internet has profoundly shaped the dynamics of knowledge creation and dissemination. This has created the potential to improve lives and empower people through greater access to knowledge and vast information resources. Digital libraries are a component of the internet that has greatly contributed to this expansion of knowledge which is accessible by individuals and communities around the world, so long there is internet connectivity.

The idea of Digital Libraries is not new due to the introduction of computers in information handling over 50 years ago (Chowdhury and Chodhury, 2003). However, it is the recent developments in Information and Communication Technologies (ICTs) from the 1990s to the present and particularly the internet and the web that has given momentum to the development of digital libraries. Chowdhury and Chowdhury (2003), further argues that research funds in the United Kingdom (UK), United States of America (USA) and other parts of the world have also contributed to the development of digital libraries. In addition, the field of information science which borrows concepts from Library Science, Computer Science, Engineering, Linguistics and Psychology has made an equally notable contribution to the development of Digital Libraries.

While the role which traditional libraries play in society has been appreciated since time immemorial, it is vital to note that they are not perfect institutions. The challenges they face due to technological changes in delivering information to its users in society are well documented. Thus, digital Libraries may help in adapting libraries services to this change; with the belief that they will better deliver information than traditional libraries (Arms, 2000). In this regard, Borgman (1999) argues that digital libraries are a set of electronic resources and related technical capacities for creating, searching and using information that exist in distributed networks such as the internet. Arms (2000), further adds to this discussion, by arguing that the key to describing a digital library is that; a collection of information is managed and organised using computing equipment with suitable software. This description of a digital library is similar to a traditional library in as far as organising, collecting, storing and using information is concerned. However, Arms (2000), again argues that it is remarkably different to a traditional library in the sense that the method for managing information and the format in which this information is expressed is influenced by technology. The emphasis in digital libraries is the use of technology to provide information to individuals and communities.

The concept of a digital library has its theoretical roots in Shannon and Weaver's communication model developed in 1949 and later became the basis of their information theory (Allard, 2002). This theory holds that to communicate, there must be six elements (Shannon and Weaver, 1949). These include: an information source; which generates a message; a transmitter, which encodes the message into signals; a channel, to which signals are modified for transmission; a receiver, which decodes the message from the signal; a destination, where the message arrives and a sixth element, noise, a defective factor which interferes with the message travelling along the channel (Shannon and Weaver, 1949).

Shannon and Weaver understood signal processing and its relationship to data storage, compression and transmission by proving that all communication, as diverse as radio waves, text, pictures and telephone signalling, can be programmed in binary numbers. Arguably, Shannon's information theory is the basis of the digital age responsible for revolutionising the telecommunication and information technology industries. Digital libraries have found space to express themselves in this revolution by providing indications of how they could be conceptualised from Shannon and Weaver's information theory (Allard, 2002). As a result, digital libraries are emerging as a solution to the problem of lack of easy access to current local information at a reasonable cost in various sectors of development. The health sector is no exception and has seen the development of health information systems particularly digital libraries as a mechanism that could be utilised to share and enhance access to current and quality local health information for better health care delivery. Within the Zambian context, a digital project called the African Digital Health Library (ADHL) – Zambia is being established particularly for the above-mentioned purpose.

The aim of this paper, therefore, is to create awareness of this ADHL- Zambia project in relation to: how it came about; the chanllenges being faced before and during its implementation; what it is about; the benefits that it could bring; the lessons being learnt; and the status of the project. It is hoped that once information professionals are aware of this project, they will share this information with their colleagues who in turn may assist health information seekers access this platform. This may have an immense contribution towards health care delivery in the country. The impact on the University of Zambia ranking is also a possibility as more people accessing the platform from the University of Zambia website will increase. Furthermore, the most important impact of this project could be its contribution towards the attainment of universal acces to health and knowledge as outlined in the Zambian vision 2030 for creating a prosperous middle-income country (GRZ, 2006).

THE AFRICAN DIGITAL HEALTH LIBRARY (ADHL) - ZAMBIA PROJECT

The African Digital Health Library - Zambia project is part of the broader project of creating an African Digital Health Library initiative conceived by the Network of African Medical Librarians (NAML). These librarians have been instrumental in developing tools that students, researchers and health workers can use to find and organise health information in Africa. The ADHL project is one such tool that is conceptualised by this network of librarians, spread in some universities in Sub-Saharan Africa. The project is an initiative which came about because of the need to provide electronic access to local health information in the form of thesis, dissertation, technical reports, clinical guidelines, strategic plans, policy documents and local journals. This physical information will be reflected in this digital platform through digitisation. However, some information that is 'born' digital will be uploaded directly to the platform.

The focus of the project is to create an information hub that contains knowledge which could be invaluable to; anyone planning health research and programmes, health information sharing, policy formulation, health practice, teaching and learning in Zambia. The project is being implemented in five countries namely; Kenya, Mali, Nigeria, Zambia and Zimbabwe. Funded by the Office of Global AIDS/US Department of State, via U.S. Civilian Research and Development Foundation (CRDF) through the National Institute of Allergy and Infectious Diseases (NIAID) at NIH and the United States National Library of Medicine, National Institutes of Health, Bethesda, Maryland, USA. The project has the following objectives:

- To build a digital health repository that is freely accessible online.
- To digitise a critical mass of content from the University which will consist of Thesis, dissertations, medical journals, reports and publications and materials from the Ministry of Health such as reports, policy documents and strategic documents.
- To collaborate with other health stakeholders such as the Ministry of Health, researchers, publishers, faculty and students.
- To promote the use of available open access health content among healthcare practitioners, researchers and students.
- To promote mentorship activities amongst all the stakeholders on the project to ensure success of the project.
- Training of Librarians and Information Technology personnel

- To condiuct exhibitions at local fairs
- Developing Institutional Repository policy

The ADHL- Zambia project is hosted by the University of Zambia Medical library and is locally managed by the medical library team with the technical expertise drawn from the Centre for Information and Communication Technology (CICT) department at the University of Zambia. The platform is accessible on the Library website particularly stationed as a community in the University of Zambia Institutional Repository.

Figure 1 below shows the ADHL platform as it sits on The University of Zambia Institutional repository

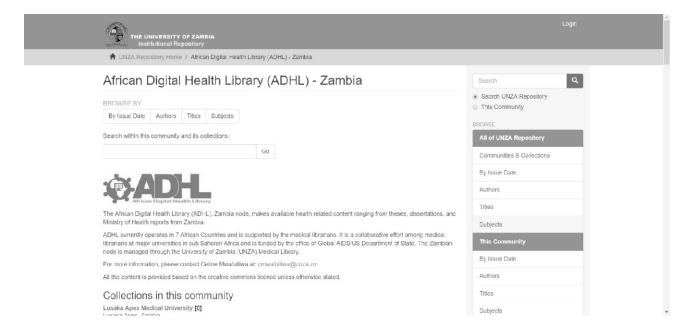


Figure 1. ADHL Home page

The ADHL - Zambia community hopes to include other local sub-communities such as: the Ministry of Health (MOH); Zambia National Public Health Institute (ZNPHI); Copperbelt University, Lusaka Apex Medical University; Mulungushi University; University of Barotseland; Lewanika School of Nursing; Chipata School of Nursing; Kasama School of Nursing; Lusaka University College of Nursing; Ndola School of Nursing; South Valley University; Livingstone School of Nursing; Senanga School of Nursing and the University of Zambia Medical Library. This list is not exhaustive.

The platform is based on modern repository software called DSpace. DSpace is an open source software package which provides the tools for management of digital assets. It captures digital materials in any format and makes open access publications easier to discover on search engines like google. The ADHL node at the University of Zambia is hosted within the UNZA institutional repository as a separate community. Under this new community, there will be an UNZA collection which contains

items mapped from other UNZA collections and; also, collections that will host content from other participating institutions. This allows for a single view of the ADHL library from Zambia and provides a single end-point should the content need to be harvested into the central ADHL library that can be created at a later stage. Figure 2 below shows the model of the node as it sits on the UNZA institutional repository

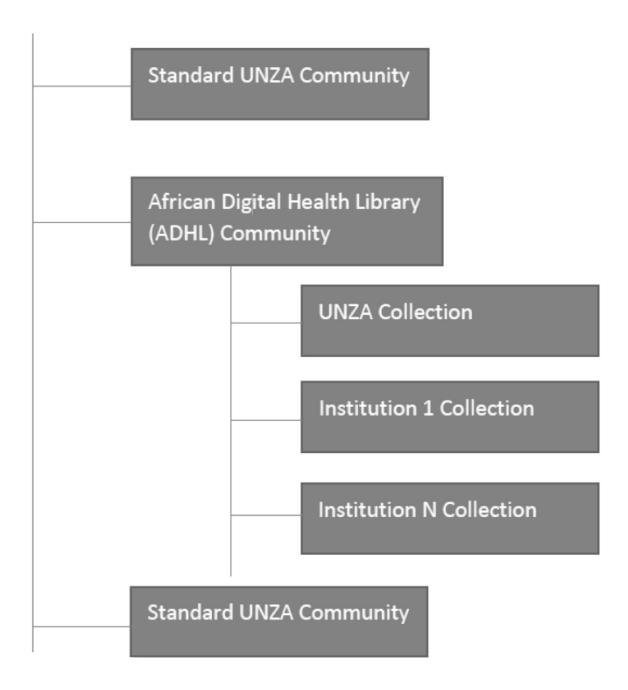


Figure 2: the ADHL- Zambia Model
Source: Technical Expert ADHL-Zambia Project

STATUS OF THE PROJECT

Following a sensitisation meeting at the University of Zambia, School of Medicine; a training workshop was held on the 19th to 20th of February 2018. The workshop was aimed at creating awareness of the project among information professionals from several institutions. It was also aimed at creating capacity among these professions through training in digitisation and particularly working with the DSpace platform. A total of 13 institutions took part in this training workshop. The result was the setting up of the ADHL - Zambia platform at the University of Zambia Medical library.

The ADHL-Zambia project has made steady progress in its implementation. The digitisation process is underway as the platform is being populated. The platform resources are therefore accessible as more content is being made available. The timeframe for implementing this project is 2 years; in which period it will culminate in digitising a total of more than 155, 000 pages of thesis, dissertations, journals, clinical guidelines, strategic plans, epidemiology reports and policy documents.

CHALLENGES

The implementation of any project has its challenges and the ADHL-Zambia project is no exception. The major challenge being faced by the project has been technology related. The technical background activities have been heavily dependent on Information Technology (IT) technical experts who are not necessarily librarians; and sometimes their visualisation of the project has not being in sync with that of the librarians. This highlights the need for IT skills among Librarians to catch up in this fast-changing digital world. This further suggests that the library and information science curriculum should be redesigned to include more IT courses. In addition, the reporting system is unknown to librarians given that the funders have their own financial reporting systems for which librarians have not received training. However, it is a learning process and may culminate into new skills for librarians particularly in project management. There is also a challenge of formulating policies that should govern copyright and licenses of the content being added to the platform. The other challenge lies in convincing the participants of this project in making available their content from their institutions. This means more sensitisation of the project, particularly, in highlighting the benefits which stakeholders may derive from it.

BENEFITS OF THE PROJECT

The benefits of the project are expected to acrue to students, lecturers, researchers, policy and decision makers and any individuals that requires access to vast amounts of local health information content that exists in the country. The information will be easy to access by anyone with a computer and connected to the internet. Users will be able to share this information as it is open access, that is, it is accessible for free. In this sense, the project will provide valuable information services in a cost-effective manner. The information will also be current and specific to the Zambian context.

Additionally, the academic community will benefit from this project as well, in that, it will provide information for teaching and research such as thesis, dissertations and journals. The momentum of research will also be enhanced by the processes of sharing ideas and results. In this way teaching and learning could be enhanced while at the same time new knowledge could be generated. Arguably, Mayer's et al (2002) argument that the benefits of digital libraries are not only in enhanced information retrieval but also in promoting the process of knowledge construction is well justified.

Policy or decision makers will also benefit by having easy and current health information such as strategic plans and reports that could be used for developing new policies and programmes for better health care delivery. In addition, The University of Zambia library and other liraries will also benefit as the project will help the libraries devote less shelf space to hard copies. In this way, there is the potential of increasing storage capabilities of the library.

THE ADHL-ZAMBIA PROJECT AND THE ZAMBIAN VISION 2030

Suffice to mention that Zambia as a country is facing several social, economic and political challenges. These challenges among many others include: poverty; poor governance due to weak institutions; unemployment; income inequality; poor infrastructure; lack of access to education and markets for agricultural produce and poor health care delivery. To address these challenges the Zambian government came up with a development agenda called the Zambian vision 2030 which asserts that:

Zambians, by 2030, aspire to live in a strong and dynamic middle-income industrial nation that provides opportunities for improving the well being of all, embodying values of socio-economic justice, underpinned by the principles of: (i) gender responsive sustainable development; (ii) democracy; (iii) respect for human rights; (iv) good traditional and family values; (v) positive attitude towards work; (vi) peaceful coexistence and; (vii) private-public partnerships. (GRZ, 2006: 2)

The indicators for achieving this vision are economic and social. Social indicators of development, for example, include: poverty measures such as income distribution, poverty head count, gender discrimination, health and nutrition, knowledge and vulnerability. The ADHL- Zambia project's contribution to this vision is in enhancing health care delivery by creating a virtual community for knowledge creation and sharing through the provision of quality information for teaching, learning and research in public health, and medicine. Information which exists in hard copies in various institutions mentioned above will be brought together to a central hub, the ADHL- Zambia platform, for harvesting by anyone with a computer and internet connectivity.

Furthermore, Zambia's vision for information communications technology (ICT) is "a Zambia transformed into information and knowledge based society supported by increased access to ICTs by all citizens by 2030" (GRZ, 2006). Similarly, on October 22, 2015, the government launched the Centre of Excellence for E-Government and ICT in Lusaka. This was a roll-out programme for the uptake and use of the ICTs through an effective national e-government for public service delivery. This programme is aimed at improving coordination, implementation of information and communication technology projects, as well as ensuring that services required by citizens and other stakeholders from Government are automated (Zambia Daily Mail October 23, 2015). In addition, the launch of the SMART Zambia Master Plan by government is also projected to improve the flow of information within and among government institutions, enterprises and citizens to bring about social and economic benefits (7NDP, 2017). The ADHL-Zambia project, therefore, is a tool that can contribute to helping the country realise this ICT vision that can transform the social and economic fortunes of Zambia.

USAID (2015) stress that health information is one of the core functions of a health system that supports evidence-based decision making at each level of health care services. In this sense, health information is critical for informed planning of national programmes that support the achievement of universal access to better health care. The ADHL-Zambia project has been established primarily to provide this much needed access to health information.

LESSONS LEARNED SO FAR

Firstly, the lesson that can be drawn from this project is the importance of digitisation both as a tool for information retrieval and knowledge construction. It is an efficient way of providing information beyond the library walls at different sites whereby many people can access this information from different spatial locations.

Secondly, the project has highlighted the challenges that librarians face in relation to ICT skills and project management skills in general. These challenges suggest the need to equip librarians with ICT skills so that they have full ownership of such projects whereby there can be less dependance on outside technical experts. However, collaboration with other professionals with different skill sets is still an important part of project implementation.

Thirdly, partnerships with both private and public institutions are critical for establishing and implementing such projects as the ADHL-Zambia. This is beacause partnerships enhance sharing of resources. Libraries and universities in developing countries operate in resource limited environments. However, partnerships ensure that these limited resources are brought together for the common good of all the partners. In the case of the ADHL-Zambia project health information resources are being shared via an institutional repository platform.

CONCLUSION

The ADHL-Zambia project is indeed a tool for enhancing access to digital health content in Zambia. It has the potential of contributing to better health care delivery through health information provision via digital platforms. Several challenges are being experienced in implementing this project. However, due to consented efforts from the stakeholders, the challenges are being addressed. The result is steady progress in the implementation of the project. The value of this project is in impacting positively on health outcomes of the country through research and learning. However, this impact will solely dependent on the usage of the platform. This, in many ways is influenced by the quality of the content. Awareness of the existence of the project will, therefore, undoubtedly influence the impact of the project on health care delivery; thereby contribute towards the attainment of the Zambian Vision 2030.

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REVITALIZATION STRATEGIES FOR LIBRARIES, ARCHIVES, AND OTHER INFORMATION CENTERS

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ABSTRACT

The emergence of Information and Communication Technologies (ICTs) has had a great impact on how the information centers manage information and how users access it. Often users prefer to access online information rather than visiting information centers. This has placed more challenges on information management professionals such as archivists, records managers and librarians to re-visit their traditional ways of doing their business; in order to remain relevant in communities around them. There is a complete paradigm shift in information environment. Most information is created, managed and accessed using ICTs. The purpose of this paper is to deliberate and suggest strategies that libraries, archives and other information centers can utilize to remain relevant in 21st century information environment. This paper is based on desk-top review of literature and the authors' points of view.

KEYWORDS: 21st century information centers, modern libraries, archives, challenges, revitalization strategies.

INTRODUCTION

Information centers play a significant role in the society. Libraries and archival institutions are backbone of every nation as their role is to collect, preserve and make information resources available to their clientele. Libraries and archival institutions are the bank of information that can be used for various purpose such as scholarly research, national development as well as for decisions making purpose. However, ICT has brought unprecedented changes and renovation to libraries. The term library no longer refers to physical building but also to electronic, digital and virtual libraries that can be accessed from anywhere any time. Today, majority of information is produced electronically that many users can easily access without physically visiting libraries, archives and other information centers. This underscores the need for libraries, archives and other information centers to come-up with strategies that can help them remain relevant in communities around them as there has been a paradigm shift in user's information needs and information seeking behavior. Perera & Chandra (2010) have appropriately asserted that most of users nowadays expect internet based information services as well as web-based digital resources. It can arguably be stated that there is need for libraries and archival institutions to come up with different revitalizing strategies that can make them relevant in 21st century information environment.

MOTIVATION OF THE STUDY

Libraries, archives and other information centers play a pivotal role in the society because this is where users of information can get in contact with their information sources. Libraries, archives and other information center are the spine of every nation as they collect and preserve valuable information that can even be used for competitive edge. Despite the key role played by libraries, archives and information centers in all walks of the society; the advent of ICTs have resulted in under-utilization of information centers. Nowadays, users can access the same information in libraries and archival institution through electronic platforms such as, Google search engine and other online platforms. Google is the first and most popular platform to be used by almost everyone these days. Therefore, the purpose of this paper is to deliberate and submit strategies that libraries, archives and other information centers can utilize to remain relevant in 21st century information environment as well as maximizing the usage of the collection.

PROPOSED STRATEGIES

Libraries, archival institutions and other information centers can adopt several strategies to reinforce their services to according to ever changing needs of users in order to entice them and remain in the business.

1. Multi-media Marketing of libraries, archives and other information centers

Multi-media marketing of libraries, archives and other information center collection, can be used as a strategy to promote their services and products and remain relevant and connected to the community. Anafo (2014: P.5.) defines marketing as a "managerial process which identifies, anticipates and supplies customer requirements efficiently and profitably". Madhusudhan (2008) underscored that marketing is an essential part of library services, because it has to do with basic principles of library services such as developing good collection and user-oriented services. Anyangwe (2008) stressed that librarians should become effective marketers by identifying or understanding the needs of their users, creating services which are meaningful to them as well as being effective in promotion of their products and services. Adekumisi (2013) asserts that librarians should market their products and services so as to improve the images of their libraries as well as their profession. Adekumisi (2013) further stated that libraries should market the products and services, they have in order to remain relevant and connected to the community they serve. From review of the literature on marketing of library, archives and other information enters, it is evident that marketing is an important strategy for every type of information center that aims to gain and sustain competitive edge over their market players.

Maphorisa and Jain (2014) stated that people can only realize the value of archival collection, if they are informed about the availability of information sources and eventually stimulate utilization of those collection. With the advent of ICTs there are number of multimedia tools that can be used by libraries, archives and other information centers such as, radio, television and social media platforms for informing people about the availability of information products and services. This will enhance usage of the library, archives and other information centers thus making them relevant in communities around them.

Increasingly, social media tools are used as a platform for marketing libraries, archives and other information centers products and services. According to Jain (2014:3), social media as "group of web-based and mobile applications that allow users to share and create knowledge in a real time social interaction". Social media tools play an important role in reaching and interacting with the community; that can be used for different purposes in libraries and information centers such as, marketing, branding, and building customer relationship as well as quick dissemination of news (Jain, 2014). Most used social media tools are Facebook, twitter, Pinterest, LinkedIn and blogs. Social media have provided information professionals with a new platform of marketing their products and services. Therefore, libraries, archives and other information centers can use multi-media marketing as a strategic tool to remain relevant and inform their users about the products and services they offer.

2. Collaboration with other information centers?

Collaboration with other institutions is critical to share and increase accessibility of library resources. Collaboration provides growth and sustainability and generate innovative ways of addressing resource limitations and other weaknesses (Ocholla, 2008). Collaboration with other information centers can be regarded as an attractive strategy to be used by libraries, archives and other information centers; especially, whereby information is produced, managed and accessed using ICTs. Semmel (2010) stated that collaboration has become an emerging concept in the 21st century due to the advent of digital materials and the need to digitalize materials. Massive information is produced in digital form and there is need to convert materials in digital form, which underscores the need for collaboration among information centers. Latham (2013) underscored that the main objective of collaboration or partnership in the 21st century is to promote the acquisition of the 21st century skills; therefore libraries, archives and other information centers should use collaboration as a strategy to remain relevant in communities around them. This can better place them in a competitive edge against their market players. Collaboration among information centers and information management professionals can be roadmap for acquiring new skills that can be used by information management professional to revitalize in 21st century information environment.

3. Integration of ICTs and e-resources in libraries, archive and other information centers

The emergence of ICTs has resulted in high dependence on e-resources and digital resources (Jain, 2013). According to Anaeme (2008) as cited by Fagbola et al (2011), ICTs and their application in information management environment have continued to change the scope and patterns of library and information centers and this has forced libraries and other information centers to provide other formats of services. The integration of ICTs and e-resources in libraries, archives and other information centers in provision of services can be used to enhance information services to regenerate in communities around them, as users prefer information in digital form. Since information exists in electronic environment, there is a need for libraries, archives and other information centers to integrate ICTs in provision of their services so as to meet the needs of their users. The adoption and use of mobile

technologies by library users has confronted libraries to re-visit their traditional ways of providing information to their centile (Shonhe & Jain, 2017). For example, nowadays information sources come in various formats such as printed, audio, multimedia and electronic form. In order to meet the needs of their users, libraries, archives and other information centers should integrate ICTs in the provision of their information services so as to cope with the ever changing needs of their users. Oladokun & Monyatsi (2015) noted that with the advent of modern ICTs provision of reference services in the new information world does not necessarily need to be conducted face-to-face as have been in the past but through the use of online services. Ukachi (2008) maintained that, today the internet, online-search, e-query and online public access catalogue are ICT infrastructures are used to provide reference services for libraries and information centers. The integration of ICTs in the provision of library and archival services will also make it possible to provide 24/7 services to their client and this will keep them relevant in communities around them.

4. Digitalization of library and archival materials

This can be used as a strategy by libraries, archives and other information centers to revitalize them in communities around them where majority of users require information in digital form. Digitalization can be defined as the process of converting information into digital format. Jagboro et al (2012) described digitalization as "all the steps involved in the process of making collections of historical and other materials available online". Digitalizing library, archives and other information center materials makes it easy to preserve, access as well as to share those materials in electronic environment. Some of the reasons for digitalization of library and archival materials are observed by (Pandey & Misra, 2014) as below:

- To enable new forms of access:
- Improved access to defined stock of research materials;
- Better search and retrieval facilities of library and archives materials;
- Making public records more widely accessible; and,
- Facilitate preservation of materials for long-term use and accessible by future generation

It is evident that digitalization and automation of library and archival materials is important to increase accessibility of information resources. However, it is advisable that when libraries, archives and other information centers consider digitalizing their collection, should consider important issues, such as copyright and permission, authenticity, intellectual property management, purpose of digitalization and cost of digitalization.

5. Use of mobile technologies

Mobile technologies can also be used as a vital strategy to revitalize information centers to continue being important in communities around them. According to Singh (2014), mobile technologies hold unlimited promises for allowing libraries to provide better services in the form in which users require them. Nalluri & Gaddam (2016) defined mobile technologies as portable electronic devices that allow instantaneous access to information. According to Saxena & Yadav (2013:1), "mobile technology has made communication and information access very convenient and timely to users from the conform of their own home and offices,

and from wherever they are while on the move with their cellular phone units or PDAs (personal digital assistants)." The use of mobile technologies speeds up information accessibility, users can easily access information using their own smart phones without visiting libraries, archives and other information centers. This underscores the need for libraries, archives and other information centers to use mobile technologies as a platform that can keep them important in digital era. Through the use of mobile technologies, libraries, archives and other information centers can easily alert their users on latest news events through Short Message Services (SMS) and Multi Media Services (MMS) (Saxena & Yadav, 2013). Ashokkumar (2013) asserted that the use of mobile technologies make it possible for libraries to provide references and current awareness services. The use of mobile technologies in libraries can also be regarded as a platform for accessing online resources such as, e-books and e-journals. Thus, one of the strategies that libraries, archives and other information centers can utilize to revitalize and remain relevant in communities around them is the use of mobile technologies in the provision of their information services.

6. Outreaching and advocacy

Outreaching and advocacy can also be used as a strategy by libraries, archives and other information centers to survive in 21st century information environment. Theimer (2014, Online) defined outreach as "carrying out activities designed to inform potential users about a repository's collections and attract their interest in learning more about those collections". Strandmark (2014) stressed that it is necessary for librarians, archivists and other information providers to take their collections outside their building and should not always expect their users to come to them. Strandmartk (2014) further averred that community outreach can be used as a strategy that can help libraries and archival institutions to bring more people to the special collection. Recently, Mason (2017) has affirmed that, if archives want to increase the use of their facilities, they must develop programs and services, which notify the public about their collections and reference procedures. Casey (2017) on the other hand, stressed that archivists can use outreach opportunities to advocate for the social value of archives. So, outreaching and advocacy is an important strategy that can be utilized by libraries, archives and other information centers to invent in communities around them.

7. Change Management

Change management is another stratagem that can be applied by information centers to survive in e-environment. Managing change is critical for the survival of any organization (Khan & Kamal, 2015). Change management is important in the fast changing information environment to ensure that libraries, archives and other information centers provide the right services at the right time in the right format to their clientele. The advent of ICTs have impacted on how libraries, archives and other information centers operate; hence this accentuates the need for change to sustain relevance. Du Plessis & Mabunda (2016) have appropriately stated that if academic libraries want to remain competitive in delivering the right services to their clientele, there is need for change. Thus, change management is crucial for information centers to survive and thrive in 21st century information environment.

8. Innovative and different type services to fit into the digital world.

Libraries, archives and other information centers can provide innovative and new types of services that can addresses community needs. For instance, the introduction of internet services in libraries, archives and other information center. The provision of internet service in libraries, archives and other information centers can attract many users in the libraries, archives and other information centers hence making them relevant in communities around them. For example, some public libraries in Botswana, such as Botswana National Library and Mmankgodi Community library provides free wireless internet services to community, where library users can easily access the internet and download online resources. In addition, this library provides free computer training to users. Botswana National Library also provides other services such as, e-book reader services. Public libraries in Molepolole, Kang, and Mmankgodi have cultural centers, which are used by the community for their meetings etc. Molepolole public library has even day care center for mother and child, where children play in libraries. Botswana National Archives has also introduced Internet services, community use it not for archive services but for internet services. These are innovative and different types of services to attract community and remain relevant among them. Similar strategies can be emulated by other information centers to revitalize them.

9. Continuous Education and Training

Continuous education and training of information professionals is another strategy that libraries, archives and other information centers can employ to revitalize in communities around them. Ukachi (2010) asserts that the growth and existence of librarians in digital era is dependent upon their ability to acquire new skills that will enable them to navigate electronic environment effectively. Gbaje (2012) stated that there is need for information professionals to continuously upgrade and acquire new skills in information and communication technologies (ICTs). Jain (2013) underscored that for library professionals to survive in digital environment, there is a need for them to be actively engaged in exploration and implementation of new technologies. According to Singh & Pinki (2009), librarians should acquire core competencies and skills so that they do not become outdated in the fast changing information environment. According to Ifijeh (2013), libraries and library professionals should acquire new skills in the application of ICT products if they want to remain relevant in the face of huge competition, where information exists in electronic environment. Training of librarians and other information professionals in the 21st century should be given a priority because the success and failure of library services depends on the skills and knowledge of library professionals (Emezie & Nwaohiri, 2013). From the above, it can be deduced that there is a need for continuous training of information professionals to remain relevant. If librarians, archivists and other information management professionals are well-trained in ICT skills, they can also equip their users with ICT skills. Staff training and development of information professionals can be done through various methods such as, in-house training, workshops as well as through conferences.

CONCLUSION

It is evident from the foregoing that the increasing adoption and use of ICTs has changed the way users access their information resources. Users of libraries, archives and other information centers nowadays expect and assume information to be available in electronic environment, which has resulted in many users not using libraries, archives and other information centers where paper-based information exists. The proposed strategies to revitalize libraries, archives and other information centers are imperative, if libraries, archives and other information centers want to stay relevant. Twenty-first century libraries and librarians have to assume correspondingly new roles and use new approaches and avenues for information and knowledge provision. This is the only way to survive and thrive in the information business (Jain, 2016). Hence, there is a need for library and archives professionals to acquire new skills for manipulating, storing and retrieving electronic information so as to meet the needs of their users. Information profession is being threatened with extinction, if it does not brace-up with changing technology.

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INFORMATION SEEKING BEHAVIOUR OF PROFESSIONAL WOMEN ON THEIR POLITICAL RIGHTS IN LUSAKA, ZAMBIA

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ABSTRACT

Women's access to information on their political rights contributes to their empowerment through participation in political decision-making. However, there is currently little that is known about women's access to information on their political rights in Lusaka, Zambia. Thus, the purpose of this study was to investigate professional women's access to information on their political rights in Lusaka, Zambia. 70 professional women participated in the study. Specifically, the study investigated women's awareness of their political rights, the sources of information on their political rights and the extent to which they exercise their political rights. This study was a survey in nature largely centered on quantitative methodology. The target group consisted of professional women in both private and public sector organizations based in Lusaka. Seventy randomly selected participants from 14 institutions participated in the study using self-administered questionnaires. The findings revealed that professional women are aware of their political rights and access this information to a great extent through various sources including Internet, friends and relatives, phones, newspapers, television, radio, libraries and information centers and institutions dealing with women issues. However, the findings revealed that women do not exercise their rights to a large extent as they face various problems including limited education, inadequate financial resources, lack of information and understanding of political systems and processes, discrimination, stereotypes, family responsibilities, political violence, religious and customary traditions and practices as well as poverty. The study recommends for intensified sensitization and advocacy of women's access to information on their political rights especially in rural areas.

KEYWORDS: Freedom of access to information, woman suffrage, political participation, women's political rights, human rights, voting, women empowerment, Zambia..

1.0 INTRODUCTION

In every society, information is an indispensable resource for economic, social, political and cultural development (Karelse and Sylla, 2000). Those who have access to it are undeniably deemed privileged as it leads to opportunities that generate resources for a richer and more varied life. Information is the precondition for society and certainly for individuals to make informed decisions, choices, actions as well as answer life's questions at all levels of time and space. It has the potential to fight the three enemies of development: poverty, disease and ignorance (Mulauzi, 2007). Every member of society has the right to access information in any format. This is affirmed by the Universal Declaration of Human Rights which declares access to information as a universal human right as follows:

"Everyone has the right to seek, receive and impact information and ideas through any media and regardless of frontiers" (United Nations, 2005).

This is a unique human right, according to Daruwala and Nayak (2007), as it is from this right that other basic human rights can flow. In other words, it is a right to realize all. No society can develop effectively if its individuals are deprived of relevant information. Society's aptitude to develop veritably depends on the ability of individuals to access information and knowledge. Hence, access to information, according to Opoku-Mensah (2000) should no longer be considered as a luxury but a human need and a basic human right. Of particular importance is access to information on political rights as it can better marginalized peoples' circumstances especially women. Women's access to information on their political rights is critical to their full enjoyment of economic, social and cultural rights. Generally, access to information, according to Ward (2013), empowers people to:

- (i) Take action: Access to information is absolutely critical for people to take action. Information helps people to grow their confidence, empowerment, voice, and to increase skills and knowledge to be able to act in an appropriate manner. It helps individuals to determine priorities for public spending, receive equal access to justice, and hold their public officials accountable. Even peoples' aspiration towards leadership grow over time as confidence and knowledge grows.
- (ii) Know and exercise their political rights: Access to information is critical for growing citizens' capacity to not only know but also exercise their rights. Without information, it is difficult to understand how things ought to be done, that is, to identify what is wrong or right. Information equals power which leads to claiming rights
- (iii) Know their responsibilities: Information empowers individuals to have the opportunity or ability to act independently and take decisions within their powers and control.
- (iv) Develop new skills: Information empowers people to develop new skills (Banisar, 2013) including academic, information, decision making, research, leadership and communication skills, which are in one's life.

It has been widely acknowledged that information particularly on political rights is potential power that can facilitate women's involvement in decision-making. It can empower women to make more effective decisions regarding political participation; assist women to scrutinize official policies and suggest alternatives they feel could be more effective; helps women to participate more fully in public life; is critical for holding government and service providers accountable; bridges gender gaps and helps to shift power in decision-making processes; and can link women with the needed resources for achieving economic empowerment (The Carter Center, 2017).

Daruwala and Nayak (2007) observed that though we live in the age of information, where information can be accessed and shared at the click of a button, and span the globe in an instant, a lack of information continues to frustrate people's ability to make choices, participate in governance and hold governments accountable for their actions. This is supported by the Carter Center (2017) who posits that in more than 90 countries around the world, one-half of the population is limited in their full enjoyment of the right to information and the myriad benefits that it may provide. In the rare instances when requests for information are disaggregated by gender, statistics demonstrate that women do not access information at the same rate as men. This situation affects the poor and marginalized such as women (The Carter Center, 2017; Oyelude and Bamigbola, 2012; Primo, 2003; Daruwala and Nayak, 2007) who need information the most. About half of the world's population is women who are ideally supposed to

contribute half of the world's economic, social and political input, but this is not the case (Oyelude and Bamigbola, 2012). Instead, they remain the silent majority with limited participation in political affairs of states (Mulauzi, 2007).

A number of factors affect women's access to information including high illiterate rates, limited skills, unemployment, discrimination and violence against women and poverty. In terms of education, women are much less likely than men to be literate. They make up two-thirds of the world's illiterates. As of 2015, literacy rate for females in Zambia stood at 56% compared to 70.9% for their male counterparts (IndexMundi, 2016). Employment is shown to have the strongest and most direct impact on access to information. Women in developing countries like Zambia have fewer job opportunities mainly because they are less skilled. For instance, the employment participation rates of women in Zambia stood at 69.8% for women compared to 80.9% for men in 2014 (United Nations Statistics Division, 2017). In fact, Ngoma (2016) posits that only ten percent of Zambian women are in skilled employment, while the majority (65%) are in agriculture. Women's inadequate skills inhibit them from occupying high positions in the formal sector, which would offer them higher incomes and other opportunities. Thus, many women lack disposable income to pay for information access because they tend to give more attention and higher priority on household needs such as food, health, education and clothing other than information (Mulauzi and Albright, 2009). Several studies show that women with high income levels are more likely than those with low levels of income to seek information (Nikoloudakis et al, 2016 and Zschorlich et al, 2015).

Women are also faced with the challenge of political discrimination and all sorts of violence including political violence in Zambia and other parts of the world and as a result, their rights including those pertaining to access to information are violated. Violence against women is perpetuated by cultural orientation; initiation ceremonies and payment of bride price which makes men feel superior over women. Women become submissive and obedient even when they are physically, sexually and mentally abused (Ngoma, 2016). The Central Statistical Office (2013) reported that in Zambia, 43% of women aged 15-49 have experienced physical violence since the age of 15 and the perpetrators of physical violence among the ever married are husbands or partners (63%) while 17% of women reported having experienced sexual violence.

Although poverty levels affect men and women, women are more vulnerable because they have lower education than men and have a very small share in formal employment (Ngoma, 2016). Statistics show that of the 74% poverty levels in Zambia, 80% of these are women and children (NGOCC, 2012). Primo (2003) ranked poverty as a number one problem facing women worldwide. Women's access to information is central to combatting poverty. Information does not only build trust between government and its citizens but also allows those living in poverty to exercise their rights and hold decision makers to account (Randel, 2013). It reduces corruption and empower individuals to make more informed choices as well as take control over the decisions that impact their lives.

Without information, women tend to be ill-informed about their political rights. They are often at a loss to relate basic facts about the players, issues, and rules that surround political life and as a result participate less in politics and decision-making processes. They also lack visibility and voice to enable them to define and influence policy priorities and access resources as they can neither develop or express informed opinions nor play an active role in influencing the policies that affect their lives. They are unable to effectively monitor and hold government to account in various areas, and to enter into

informed dialogue about decisions which affect their lives if they lack information. Information lays the foundation for women to know their political rights and empowers them to position themselves at the center of the political dialogue. Thus, Wilkins (2004) asserts that most development agendas fail simply because one of the most important ingredient, information, is neglected especially among women. One of the main challenges to the failure of women to exercise their political rights is that many governments often fail to actively promote awareness of these political rights among women. Even when women do come to know about their rights through the media or civil society awareness campaigns, they often feel completely powerless to effect any real change in their circumstances by exercising their political rights. The purpose of this study was to investigate whether professional women in Lusaka, Zambia access information on their political rights.

1.1 Background

Before economic development took off (i.e. more than two hundred years ago), women had few rights as they were considered the property of men (typically either a father or a husband) and had no intrinsic rights of their own (Doepke, Tertilt and Voena, 2012). They were treated as the inferior sex and could not take part in public life, especially in areas pertaining to politics, education as well as in philosophical, medical and religious traditions. Because women were considered major sources of temptation and evil, and who were intellectually inferior to men, they were often thought of as weaker than men, unable to perform work requiring muscular strength, or even intellectually underdeveloped (Direct Essays, 2016). Owing to this, it was expected that a woman's place should be in the home, to prepare food, take care of the children, wash clothes, etc., instead of the 'heavier' jobs like hunting and plowing. According to Doepke, Tertilt and Voena, women usually could not own property or sign contracts, they had no control over their own bodies, they could not vote, they had no legal way to end a marriage, and they had no access to their children after a separation and they could not get an abortion based on their own personal decision and beliefs. By and large, they had fewer legal rights, and far less job opportunities than men.

It was however, observed that although women were thought of as the weak sex, their duties were quite strenuous. In this vain, gender equality does not discriminate by sex. Women ought to be accorded opportunity to participate politically. Since most women lacked the educational and economic resources that would enable them to challenge the existing social order, women generally accepted their inferior status as their only option. All these happenings gave birth to women's political rights movement liberation. These movements started questioning and re-evaluating these traditional views and this is how society began to give the recognition and rights women deserved. According to Wikigender (2015), women's political rights began to unfold, for instance, as part of end of colonialism (before obtaining economic rights) in most African countries and in stages (i.e. basic economic rights came first, political rights were next and equal treatment in the labour market and greater control over their own bodies ultimately followed) for England and United States respectively (Doepke, Tertilt and Voena, 2012). It proved that women are just as good as men in all ways, and that women can do most things equally.

Women's political rights were ratified by the United Nations as far back as 1953 in New York. These rights were arrived at through recognition that everyone has the right to take

part in the government of his country, directly or indirectly through freely chosen representatives, and has the right to equal access to public service in his country, and desire to equalize the status of men and women in the enjoyment and exercise of political rights. The political rights of women are stipulated in the Convention on the Political Rights of Women as follows:

- i) **ARTICLE I:** Women shall be entitled to vote in all elections on equal terms with men, without any discrimination.
- ii) **ARTICLE II:** Women shall be eligible for election to all publicly elected bodies, established by national law, on equal terms with men, without any discrimination.
- iii) **ARTICLE III:** Women shall be entitled to hold public office and to exercise all public functions, established by national law, on equal terms with men, without any discrimination.

The right to vote is the most important element of the electoral system through which individuals can use to influence governmental decision-making. This is one of the fundamental political rights of citizens. The right to vote contains the twofold obligation of ensuring the right to vote representatives and to stand for election. In these respects, women are to have the same rights as men. The right to vote is universal and equal, in the sense that it is the right of every citizen that has reached 18 years of age to vote and be elected regardless of class, ethnic, racial, economic or other affiliation. The law may determine under what conditions aliens also have voting rights. The Universal Declaration of Human Rights, according to Ferguson (2003), adopted unanimously by the United Nations General Assembly in 1948, recognizes the integral role that transparent and open elections play in ensuring the fundamental right to participatory government. The Universal Declaration of Human Rights in Article 21 states that:

Everyone has the right to take part in the government of his/her country, directly or through freely chosen representatives. Everyone has the right of equal access to public service in his country. The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret ballot or by equivalent free voting procedures.

The role that periodic, free elections play in ensuring respect for political rights also is enshrined in the International Covenant on Civil and Political Rights, the European Convention for the Protection of Human Rights, the Charter of the Organization of American States, the African (Banjul) Charter on Human and Peoples' Rights and many other international human rights documents (Ferguson, 2003). At national level, the Zambian Constitution, article 49 (I) of the constitution stipulates that women and men have the right to equal treatment including the right to equal opportunities in cultural, political, economic and social activities. At regional level, the Southern African Development Community protocol (SADC) on gender is committed to fair gender politics and policies and has set a target of 50% representation of women. However, the University of Minnesota Human Rights Center (2003) argues that while the right to vote is widely recognized as a fundamental human right, this right is not fully enforced for millions of individuals around the world. Consistently marginalized groups include women who lack access to the vote for a variety of reasons including status, poverty, gender, illiteracy, intimidation, or unfair election processes

The right to vote is an important one especially for women. As Wolf (2008) puts it: "Your vote is your voice as ... [a] citizen. Voting give individuals the opportunity to be heard, to hold elected officials accountable for their decisions and to have a say in important issues that affect their community. It has been widely recognized that women are the silent majority. Voting gives an opportunity even to the silent majority women to be heard, represented, express their opinion on how government should be run and above all, to have an influence on all aspects of their lives and ensure that their concerns are addressed. On Election Day, every vote matters". Voting is always a better form of expression of ourselves than not voting and constantly criticizing the current state of affairs (Ciesielczuk, 2015). Voting is the foundation of any democratic nation. It is a privilege which involves a certain degree of responsibility. According to Ciesielczuk (2015), many people argue that their vote does not really count. The truth, according to Ciesielczuk, is that every vote counts! In order to make democracy effective, all people must be an active group of participants, not simply observers. One who does not vote does not have the right to complain. Voting is one of the most fundamental civil duties (Ciesielczuk, 2015). The low turnout in the 2015 Presidential elections is a source of concern. This was a clear indication that many women underestimate the importance of voting in elections. It is important to remember that the right to vote does not just come by. Many individuals shed blood in order for this right to be granted and to ensure that the tremendous sacrifice and effort of those who fought for this right does not go in vain, there should be wide participation by all in voting. While the right to vote is widely recognized as a fundamental human right, this right is not fully enforced for millions of individuals around the world.

Women's right to be elected to publicly elected bodies refers to the right of women to be nominated as candidates for election and to have the democratic chance of winning a seat in the elected body. It also extends to the right not to be discriminated against during tenure of political office. Discrimination against women is an offence against human dignity. The term publicly elected bodies is the counterpart to the concept of elections, encompassing even those bodies that have only an advisory role (Wittkopp, 2012). According to the United Nations (2005), electoral rights mean much more than simply the right to vote. Women can participate by becoming advocates, activists, political party members and candidates. Women can also be active participants in civil society, providing an entrée into the political arena. Government machineries, electoral management bodies, NGO's including women's groups and networks, the media, and trade unions and other associations can provide avenues for women's political participation (UN, 2005).

The right to hold public office and to exercise all public functions goes beyond formal participation and voting to substantial issues: the right to participate in formulation and implementation of government policy and the right to hold public office and perform public functions without discrimination (Wittkopp, 2012). Public office encompasses the vast variety of non-elective public employment and the right to influence politics not only through voting but also through other less formal channels. Under this right, women are supposed to participate in civil society including public boards, and local councils and the activities of the organizations such as political parties, trade unions, professional and industry associations, women's organizations, community-based organizations or other organizations concerned with public and political life (Wittkopp, 2012). The term serve as a blanket clause in the Convention completing

the term public office to cover every State-related occupation in public and political life (Wittkopp, 2012). Public functions are all activities that are carried out in the interest and for the benefit of the public. They need not be controlled by public authority such as in the case of judiciary and need not necessarily be carried out by public officers, as where public functions are outsourced to private entities. It also encompasses not only all areas in which acts of individuals can be attributed to the State but also privatized companies that are heavily regulated by the state (Wittkopp, 2012). The phrase 'at all levels' refers to both public offices and public functions. Women have the right to be represented at all branches and levels of government and all levels of seniority (Wittkopp, 2012).

Freedom of expression (implying a free press and other media) and freedom of assembly and association are essential adjuncts to the political rights though not specified in the Convention on the Political Rights of Women. Access to free expression is vital both to support the development process and as a development goal in its own right. However, illiteracy, discrimination, poverty, cultural and religious customs in most cases restrict various minorities' rights to expression and assembly in many countries around the world. When people are unable to communicate their ideas, views, worries and needs effectively, they get excluded from meaningful participation in society, and from the opportunity to better their own circumstances. Similarly, the rights to freedom of peaceful assembly and of association serve as a vehicle for the exercise of many other civil, cultural, economic, political and social rights. Specifically, the right to peaceful assembly must be promoted and protected because it is a life blood of any functioning democracy and is the catalyst for exercising one's rights to freedoms of association, expression and even the core right to political participation in the governance of the affairs of the country. The right to peaceful assembly empowers individuals to express their political opinions, engage in literary and artistic pursuits and other cultural, economic and social activities, engage in religious observances or other beliefs, form and join trade unions and cooperatives, and elect leaders to represent their interests and hold them accountable. Women are entitled to enjoy all these rights and freedoms on the same basis as men.

The rights of women are enshrined in many national, regional and international instruments and Zambia has ratified and acceded to a number of these human rights and women's political rights instruments. The Zambian Constitution, at national level, is the legal framework which protects the rights of both men and women in the country. The Constitution, according to Web Editor (2016), emphasises the equal worth of men and women, and the need for gender equity and equality in all aspects of life in line with international, regional and sub-regional instruments on gender which Zambia is party to. This emphasis, according to Web Editor, is a reminder that women need not look down upon themselves but should regard themselves as being equal to the task, just like the menfolk. Such provisions should motivate women to enhance their participation in politics (Web Editor, 2016). In terms of policy framework, Zambia has been implementing the National Gender Policy. This is a national strategy for advancement of women. According to Mukuka (2013), the National Gender Policy takes into account the issues and concerns contained in strategic documents such as the convention on the elimination of all forms of discrimination against women in 1979, the Beijing declaration and platform for action in 1995; the SADC Declaration on Gender and development in 1997 and the Millennium Declaration and Development Goals in 2000.

The government also prioritized gender equality and women's empowerment in its National Development Plans. For instance, the government systematically mainstreamed gender in all sectors of the economy in its fifth and sixth National Development Plans. At institutional level, the Office of the Minister of Gender and Child Development and Parliamentary Committee on Legal Affairs, Human Rights and Governance provide political leadership and policy guidelines on mainstreaming in national development and oversight and accountability for gender mainstreaming within the public sector respectively. The Gender Consultative Forum and the Sector Advisory Group on Gender also play critical roles on dialogue on key gender issues.

At regional level, the SADC protocol on gender is an important one. There is also the African Charter on Human and People's Rights of Women in Africa. At International level, Zambia is a signatory to many international instruments and conventions that call for the promotion and advancement of women across all sectors. These include the United Nations Organisation universal normative instruments—such as the Convention on the Political Rights of Women, Convention on the Elimination of Discrimination against Women (CEDAW), Convention on the Elimination of All Forms of Discrimination against Women, Declaration on the Elimination of Violence Against Women, international Covenant on Civil and Political Rights, international Covenant on Economic, Social and Cultural Rights, international Labour Organisation Convention on equal pay for equal work of equal value. Other international policy and strategic documents to which Zambia is party at global level include the Sustainable Development Goals and Beijing Platform of Action. All the above instruments are legally binding commitments that require the nation to respect, protect and fulfil women's political rights.

Thus, women access to information and knowledge on their political rights is key to exploring and creating more economically, socially and environmentally sustainable development pathways.

Information is a major means of freeing women from poverty, oppression and raising their socioeconomic standards (Darch, 2009). It can enable women to exercise their political rights and responsibilities as well as voice thereby effectively monitoring and holding government to account, and to enter into informed dialogue about decisions which affect their lives.

1.2 Statement of the problem

Women represent slightly more than half (50.35%) of the electorates in Zambia as compared to males (49.65%), yet they do not exercise political power or form alliances that would promote their interests, change government or eliminate discriminatory policies. Women, in other words have not necessarily participated at the decision-making level. At global level, Bridge (2016), argues women make up just 22% of the world's Members of Parliament, 18% in the executive branch and 19% cabinet ministers. Not only does this gender imbalance result in unrepresentative policies, but it denies women the right to participate and have a political voice (Bridge, 2016). Similarly, in Zambia, female representation at Cabinet level, Parliamentary level and other senior executive positions at both national and local levels remains dismally low in relation to the proportion of women in the population (Diakonia Zambia, 2013 and Nkonkomalimba, 2010) (table 1).

Table 1: The distribution of women in decision making

Decision making position	1964	1991	1996	2001	2005	2006	2008	2009	2010	2011	2012	2014	2015	2016
Cabinet Ministers (%)	4.8	10.6	10.6	12	23.8	28.8	13.6	9.1	17.4	10.5	10.5	10.5	24	33.3
Member of parliament (%)	-	-	-	5	19	14.7	-	13.9	15	11.5	16	12.6	13	18
Deputy Ministers (5)	-	-	-	-	8.9	18.2	-	17.2	12.5	15.8	15.8	15.8	12.5	Position abolished

Source: Gender in Development Division, 2011; NGOCC, 2011; Central Statistical Office, 2012; Nkonkomalimba, 2010, Nyirenda, 2015).

Additionally, Nkonkomalimba (2010) posits that only 18.6% of the members of the Constitution Review Commission were women while the Electoral Reform Technical Committee consisted of 19% women. Exceptionally, Nkonkomalimba argues that the Anti-Corruption Commission is the only public institution that was constituted by 60% of women. At local Government level, women are only represented by 7.3%. In the civil service, female representation is not any different from the political arena. At the Permanent Secretary level, female representation stands at 19% while at the Director level women only account for 23% (Nkonkomalimba, 2010). Thus, according to Nkonkomalimba, with the exception of the ACC, the statistics not only provide a clear indication that women still lag behind in assuming critical decision-making positions, but also Zambia's failure to attain the 30% SADC target of women representation in decision making structures by the year 2005 (Nkonkomalimba, 2010).

According to The Carter Center (2017), various tools such as poverty, illiteracy, violence, and inadequate opportunities for quality participation are applied to address the web of adversities facing women. However, insufficient focus has been paid to the power that access to information on political rights can play in confronting these challenges. Although recent years have witnessed a plethora of research and programming related to voice, participation, and empowerment of women, access to information particularly on political rights, has been implied rather than explicitly identified as a core ingredient for success. Prominently, when focus is placed on women's ability to fully and effectively exercise their fundamental right to information, the considerable gender irregularities become even more apparent (The Carter Center, 2017). Ironically, it is arguable that while women are the least likely to demand and receive access to information, they are perhaps the most in need of this potent tool (The Carter Center, 2017). However, there is currently little that is known about women's access to information on their political rights in Zambia. It is against this background that investigating whether professional women access information on their political rights was imperative.

1.2 Research objectives

1.2.1 General objective

The general objective of this research was to investigate the extent to which professional women in Lusaka, Zambia access information on their political rights.

1.2.2 Specific objectives

The specific objectives of the research were to investigate;

- 1. The extent to which professional women are aware of their political rights in Lusaka, Zambia
- 2. Establish the sources of information for professional women on their political rights in Lusaka, Zambia
- 3. The extent to which professional women exercise their political rights in Lusaka, Zambia

1.2.3 Research questions

The research questions of the research were as follows:

- 1. Are women in Lusaka, Zambia ware of their political rights
- 2. What are the sources of information for professional women on their rights in Lusaka, Zambia?
- 3. To what extent do professional women in Lusaka, Zambia exercise their political rights?

1.3 Definition of key terms

Professional: A professional will be taken to mean a person who is paid to undertake a specialized set of tasks and orchestrate them with uncommon skill. Traditional examples of professionals included doctors, lawyers, librarians, and sports men and women but is now more widely used to include estate agents, surveyors, environmental scientists, educators and many more.

Right: The term right in this study is taken to mean "a liberty of freedom which a human being possesses by virtue of being human. They cannot be surrendered but can be violated. They are inalienable, inherent and interconnected" (UN, 2006).

Women: The word *women* refer to persons of female gender, including girls (Wittkopp, 2012).

Women's political rights: are a class of rights that protect women's freedom from infringement by governments, social organizations, and private individuals. They ensure women's ability to participate in the political life of society and state without discrimination or repression. These rights, according to Wikigender, may or may not be institutionalized, ignored or suppressed by law, local custom, and behavior in a particular society. Women's political rights are grouped together and differentiated from broader notions of human rights because they often differ from the freedoms inherently possessed by or recognized for men and boys, and because activists for this issue claim an inherent historical and traditional

bias against the exercise of rights by women and girls.

Political participation: This implies participation of individuals as voters, lobbyists, elected representatives, trade unionists and public officials in the various branches of government. Political participation stems from the freedom to speak out, assemble and associate. It goes beyond political parties. Participation is the responsibility of all citizens. Effective solutions to international, national, regional and local problems can best be found when all citizens including women can exercise on an equal basis their right to participate fully in decision-making process.

Information: Information in this study is taken to mean "intelligence and knowledge that contributes to the social, economic, cultural and political well-being of society...," (Lundu, 1998: 11).

Access to information/information access: In this study, the concepts of access to information and information access have been used interchangeably to imply the freedom or ability to identify, obtain and make use of data or *information* effectively. In this context, it also implies getting to know and exercise political rights such as women being able to demand to be informed about public issues; occupy public offices; stand for elections, monitor the conduct of public leaders and representatives; express their own opinions; vote in elections; debate issues; attend community meetings, become involved in private, voluntary organizations and even protesting.

2.0 METHODOLOGY

This study was a survey in nature largely centered on quantitative methods. The study surveyed professional women in Lusaka, Zambia on their access to information on their political rights in both public and private sector institutions of Lusaka. A total of fourteen purposively selected institutions, seven public and another seven private were selected from which 70 professional women were randomly selected. Primary data collection was done using self-administered questionnaires. The public sector institutions included: Ministries of gender and Child Development, Education, Community Development and Social Services, Lands, and **Mines & Minerals Development. While the private sector institutions included**: Forum for African Women Education in Zambia (FAWEZA), Young Women Christian Association (YWCA), Women in Law in Southern Africa (WLISA), Women for Change, Women's lobby group and Non-Governmental Coordinating Council (NGOCC). The focus on women organizations or institutions is due to the fact that many of these, "though working for women and pushing the women's agenda forward still do not understand the importance and the need for ... information [on women's political rights] or have very little understanding of it" (Hambuba, 2009).

3.0 RESEARCH FINDINGS AND DISCUSSION

3.1 Age and level of education of the respondents

The results obtained from the field indicated that the majority of the respondents 33(47.1 %) in the study were in the age group 26 to 34 years old. While 30 (42.9 %) of the respondents were in the age group 35 to 44 years old, 7(10%) of the respondents were aged above 45 years old. The findings further revealed that there were no respondents who participate in

the study aged below 25 years old. It can therefore, be concluded that the majority of the respondents who participated in the study were young and middle aged (42.9%).

With regards to the highest level of education attained, the majority of the respondents indicated that they were educated up to college level (64.3%) and 25 (35.7%) went up to university level. The findings affirmed the fact that respondents who participated in this study were literate and professionals. In terms of levels of management respondents belonged to in the organization, 12 (17.1%) were in top management, 28(40%) were in middle management and 30(42.9%) were in lower management levels. Thus, majority of the respondents who participated in the study were in lower management levels as those in top management were few. More women are in lower management positions as compared to men.

3.2 Respondents' awareness of their political rights

Respondents were asked to indicate whether they know what women's political rights are. The results from the field indicated that a total of 67(95.7%) of the respondents indicated that they know what women's political rights are and only 3(4.3%) of the respondents said they do not know what women's political rights are as shown in table 2 below.

Table 2: Respondents awareness of their political rights

Responses	Frequency	Percentage
YES	67	95.7
NO	3	4.3
Total	70	100

The respondents were further asked to state the political rights women have in Zambia and the results obtained from the field as shown in table 3 below revealed that 67(95.7%) of the respondents indicated the right to vote, 66(94.3%) reported the right to be elected, another 66(94.3%) stated that women have the right to hold public office and take part in the in the conduct of public affairs while 61(87.1%) reported that women have the freedom of association, again 61(87.1%) indicated that women have the freedom of speech/ expression and 61(87.1%) said indicated that women have the freedom of assembly.

Table 3: Respondents knowledge of political rights

Political right	Frequency	Percentage
Right to vote	67	95.7
Right to be elected	66	94.3
Right to hold public office and take part in the in the conduct of public affairs	66	94.3
Freedom of association	61	87.1
Freedom of speech	61	87.1
Freedom of expression	61	87.1
Other (s)	0	0

Overall the findings from the field suggests that professional women know their political rights. These findings concur with those of Nkonkomalimba (2010) whose findings on young people's perceptions on women's political rights in Zambia revealed that the young people were generally aware about the rights of women and were able to state most of the rights women have. The results of the current study could be attributed to the fact that professional women in Zambia have a rich background of education (i.e. university and college) as revealed above. Education is the foundation for building awareness as it provides literacy skills to people. Literacy plays a critical role in as far as information access is concerned. It helps individuals to identify effective ways of informing themselves on various aspects of life including political rights. Literacy enables people to understand information presented in complex technical language; identify appropriate and reliable sources and assess quality of information, use effective information retrieval strategies; interpret and use information appropriately; obtain and evaluate evidence-based information; evaluate and weigh evidence to make an informed; communicate ideas clearly; and effectively share information. Thus, "the power of literacy lies not just in the ability to read and write, but rather in a person's capacity to apply these skills to effectively connect, interpret and discern the intricacies of the world in which they live" (Neilson, 2014).

Furthermore, literacy is a basic tool for acquiring, sharing and exchanging information and knowledge. It creates quest for information, self-learning and understanding, thereby generating the demand for information and knowledge services (Mulauzi and Albright, 2009). The more educated a woman is the more likely she is to seek information (e.g. on family planning) and evaluate information sources. Education gives a woman confidence, status and ability to access information. Literacy skills assist individuals to develop or utilize media and technology to effectively navigate, discern, decipher and apply information that surrounds them. Thus, education in general is an essential competency of individuals to not only create, gather, exchange and use information but also become good citizenship, engage in self-discovery and self-fulfillment behaviors. In other words, it promotes political democracy. The power of education is affirmed by World Health Organisation (2013) who contend that education is an important prerequisite for greater political involvement and acts as a vehicle through which social and political consciousness can be raised. It also increases women's knowledge of their rights and is important for increasing advocacy efforts.

Additionally, professional women who participated in the study were in employment and this implies that they had disposable income to enable them access different sources such as newspapers, radio, libraries and information centers, television, magazines and Internet to mention but a few. Most professional women are able to access these different sources of information either at work or at home mostly free of charge. Even when it cost money, professional women earn an income to afford access to these sources of information as earlier mentioned. Again, there are a number of advocacy and sensitization programmes in Lusaka on women's political rights as compared to rural settings. These include sensitization workshops, training, peer education in schools, radio or television discussion programmes, International Women's Day sensitization programmes as well as school lessons on gender equality. The other reason is that there are a number of institutions dealing with women's political rights in Lusaka than anywhere else in the country. Additionally, the institutions from which participants were drawn deal with issues of gender and it is possible that accessing information on political rights of women is an area of interest. While many urban people can have access to these sources of information, rural people face challenges such as limited Internet connectivity, distance, lack of disposable income, language barrier, limited information literacy skills and limited knowledge and skills to use Information and Communication Technologies (ICTs).

3.3 Sources of information on women's political rights

Information sources are the key agents of political socialization. Relevancy and easy accessibility of information sources are crucial factors if information is to be effectively used by the users. This study thus, investigated the sources of information readily available to professional women in Lusaka to access information particularly on their political rights. Results from the field as indicated in table 4 revealed that 47 (67.1%) of the respondents accessed the information using Internet, 54 (77.1%) interpersonal sources such as friends and relatives, 61 (87.1%) mobile phones, 55(78.6%) newspapers, 64(91.4%) television, 61 (87.1%) radio and 49 (70%) indicated that they obtained information through other sources that include institutions dealing with women's rights or affairs such as Forum for African Women Education in Zambia (FAWEZA), National Legal Aid Clinic for Women (NLACW), Women in Law and Development in Africa (WILDAF), Zambia National Women's Lobby Group (ZNWL), Women for Change (WFC), Non-Governmental Coordinating Committee (NGOCC), Young Women Christian Association (YWCA), Women in Law in Southern Africa (WLISA), Human Rights Commission, Zambia Civic Education Association, Gender in Development Division (GIDD), Zambia Media Women Association (ZAMWA) and the Ministry of Gender and Child Development.

Table 1. Dognandanta'	courses of info	rmotion on	nalitical rights	•
Table 4: Respondents'	Sources or inic	mnauon on	DONILICAI HUNES	•

Source	Frequency	Percentage
Internet	47	67.1
Interpersonal sources e.g. friends/relatives	54	77.1
Mobile phones	61	87.1
Newspaper	55	78.6
Television	64	91.4
Radio	61	87.1
Other (s)	49	70

According to the study, it can be safely concluded that professional women use a variety of sources (both print and electronic) to look for information on their political rights as the percentage difference in the scoring of each sources is minimal. As mentioned above, the results are not surprising as these sources are more accessible to urban people than rural dwellers. Besides, the sources are affordable for respondents that participated in the study since they earn an income.

3.4 Extent to which women exercise their political rights

The study further sort to solicit information whether women exercise their political rights. 40 (57.1%) indicated that they do not exercise their rights due to various reasons (table 4) and 30 (42.9%) indicated that they do exercise their political rights. The findings suggest that women continue to experience difficulties in exercising their rights such as limited education 30 (42.9%), lack of financial resources 50 (71.4%), limited information and knowledge 64 (91.4%), political violence 62 (88.6%), family responsibilities 54(77.1%), discrimination 59(84.3%), stereotypes 60(85.7%), religious and customary traditions and practices 5(7.1%) and poverty 40(57.1%).

Table 4: Barriers to exercising political rights

Barrier	Frequency	Percentage
Limited education	30	42.9
Lack of financial resources	50	71.4
Limited information and knowledge	64	91.4
Political violence	62	88.6
Family responsibilities	54	77.1
Discrimination	59	84.3
Stereotypes	60	85.7
Religious and customary traditions and practices	5	7.1
Poverty	40	57.1
Other (s)	0	0

There is a strong relationship between education levels and exercising political rights by women. Goetz (2003) noted a range of direct and indirect effects that formal education has upon political participation. Its direct effects include the acquisition of the knowledge and communication skills useful for public debate, and direct training in political analysis through courses with current events content. Its indirect effects include the benefits of voluntary engagement in school government, clubs, sports, and school newspapers; these arenas provide young people with an early apprenticeship for politics, where they can exercise leadership, develop civic skills of cooperation and negotiation, and acquire bureaucratic and organizational skills useful for political activity. Education enhances other factors supporting political engagement, such as access to high-income jobs that provide the resources and contacts for political activity, and access to non-political associations such as charitable organizations or religious establishments that can be a recruitment ground for political activity. As the results have shown above,

most women in Zambia have low educational opportunities and as a result find it difficult to exercise their political rights.

Like in other parts of the world, women face financial difficulties in Zambia for them to exercise their political rights. This is what one of the respondents had to say on financial difficulties:

Exercising political rights such as contesting in an election requires money. One should have invested enough to take up that decision...as a member of a political party, you are expected to put in money...people with money are preferred for leadership roles in the party.

Otherwise, it is difficult to if not impossible, for a woman to run a successful campaign without financial resources as this venture is very expensive.

Additionally, women have lower employment rates than men and their earnings are equally low to allow them join the political arena. The results of the current study are similar to those of *Ritchie*, *Rogers and Sauer (2014) who found that very* wealthy people were often candidates themselves, while other rich people contributed large sums to campaigns, but almost exclusively to male candidates. Female candidates, especially those running as independents, had little success getting wealthy people to contribute to their campaigns.

The findings that limited access to information and knowledge is a barrier for women to exercise their political rights concur with Stange, Oyster and Sloan (2011) argument that women frequently have less access than men to information about candidates and political platforms, manifestos, voting procedures and so on due to various reasons such as illiteracy. They lack knowledge and understanding of political systems, processes or about impact that political initiatives and policies may have upon their lives and this prevents them from constructively engaging in political democratic discussions and holding elected representatives accountable. They also lack of information on the political rights frameworks which support women's equality, advocacy and alliance strategies, policy making and the skills and Stange, Oyster and Sloan (2011) observed that failure to understand the rights, responsibilities and opportunities for change conferred by franchise means that women are always less willing to register as voters, stand as candidates, hold public office, exercise all public functions, freely express themselves, assemble or associate. For instance, the low voter turnout was observe in Zambia's 2015 presidential election as only 33% of voters turned up to vote. Katebe (2015), observed that the majority of those that did not turn out to vote were women and limited information on the exercise was cited as one of the reasons for this. Ward (2013) affirms this by stating that access to information is the missing piece of the puzzle. Women more often than men lack information to actively participate in all aspects of life including political affairs.

In fact, women's limited access to information leads to various violations of their rights to live free from political violence and discrimination. Access to information is a pre-requisite for women to know their rights and consequently demand them. According to the Inter-American Commission on Human Rights (2015), access to information allows women to be able to fully exercise all of their rights, and in particular, their political rights. It enables women at risk of suffering imminent acts of political violence to access the protection mechanisms established by national laws. The study by Lawless and Fox (2013) revealed that from their school experiences to their peer associations to their media habits, women tend to be exposed to less political information and discussions than do men and that they are less likely than men to think they will be qualified to run for office, even once they are established in

their careers. Women's self-doubts are important (Lawless and Fox, 2013) because they play a substantial role in depressing the likelihood of considering a candidacy.

In Zambian politics, political violence is another challenge respondents faced in exercising their political rights. The current findings are supported by Ritchie, Rogers and Sauer (2014) whose findings revealed that women are most frequently victims of intimidation, verbal harassment and physical harm and group clashes. In Zambia, Muleya (2016) noted with concern that majority of the victims of physical beating by Zambia Police are usually helpless women who attempt to exercise their political rights. Muleya appealed for a transformation of Zambia Police from a force to a service by among other measures, applying modern techniques in crowd management as opposed to using traditional violent means instead of excessive use of force on defenseless and peaceful citizens expressing divergent and dissenting views. Online User (2015) made similar observations that women across the world who have attempted to participate to exercise their political rights have in one way or the other experienced political violence at the hands of cadres. It was argued that politics across the world especially Africa are often marred with insults, mudslinging, character assassination and violence. Such tendencies have deterred women particularly in Zambia from exercising their political rights for fear of being beaten, insulted or their character assassinated. Sometimes, women politicians are threatened with exposure of their private lives which can be a source of embarrassment to them and their families. In most cases men are paid to insult and beat women politicians. Some women politicians are even accused of sleeping with men in the political arena to enable them ascend to the top and secure senior positions both at party and national levels (Online User, 2015).

The results of the current study further revealed that women have difficulties in exercising their political rights due to family responsibilities. According to one of the respondents:

Exercising political rights like voting, meetings or training involve being away from home.

It is difficult for most of us to leave family responsibilities to attend such because priority is on family responsibilities. Voting for instance can take one half or the whole day on the queue.

Stange, Oyster and Sloan (2011) argue that women's double burden of work and domestic duties limit women's time or opportunity to follow electoral campaigns and to have the full freedom to exercise all other political rights. Hora (2014) observed that much of their time is consumed doing home based responsibilities than public oriented responsibilities. This according to Hora implies that men's psychological orientation to hold and solve domestic responsibilities and activities is sought to be very significantly low.

In Zambia, extensive discrimination against women continues to exist due to traditional roles of men and women. Women are not treated as equal to its men. In most cases, society stereotypes women as capable only of their traditional, gendered roles. Women are seen to be physically and emotionally weak. The consequence is that women remain excluded from the political decision-making processes as leaders, legislators, ministers and chief executives, and not enough of women's needs are incorporated into policy formulation. Further challenges to the fulfilment of women's political rights include negative customary practices which continue to place women in subordinate positions and often deter women from exercising their full potentials in their enjoyment of freedoms and rights. Women are believed to be politically inferior and are therefore, not as good as men. Similar to the findings of Nkonkomalimba (2010), Ritchie, Rogers and Sauer (2014) and UN (2015). Respondents in this study also considered some political rights (e.g. voting) to be in conflict with their religion.

Respondents on this one argued that their religious beliefs do not allow them to vote. Although poverty levels affect men and women, women are more vulnerable because they have lower education than men and have a very small share in formal employment (Ngoma, 2016). They have to work very hard to meet the family requirements and, as a result, they neglect their own needs. Poverty reduces women's access to, information, education, income, food and health services which ultimately deprive them from exercising their political rights.

4.0 CONCLUSION

This study has revealed that professional women are generally literate and they know their political rights as they were able to state them. Respondents according to the findings access this information through a number of sources including Internet, friends and relatives, phones, newspapers, television, radio, libraries and information centers as well as other institutions especially those dealing with women issues. It has equally been discovered from the field that respondents to a great extent find it difficult to exercise their rights due to varied reasons such as limited education, inadequate financial resources, lack of information and understanding of political systems and processes, discrimination, stereotypes, family responsibilities, political violence, religious and customary traditions and practices as well as poverty.

5.0 **RECOMMENDATIONS**

- 1. Women in Zambia should exercise their political right to vote or as candidates as this is one sure way, according to Katebe (2015), that women can have a voice in ushering in leaders of their choice and thereby contributing to strengthening Zambia's growing democracy.
- 2. Media institutions, especially community radio stations should provide adequate coverage on women's political rights so that more women including those in rural areas can be sensitized on these rights.
- 3. There are still many rural districts in Zambia bordering neighboring countries which have no access to any Zambian radio or television and do not even have community radio stations and end up listening to foreign radio stations. Chiengi and Milenge district in Luapula plus Shangombo and Sesheke in Western are just a few of the examples. Information providers especially media institutions should consider reaching out to such remote areas by setting up community radio stations which can offer a platform for raising awareness on the political rights of women.
- 4. There is also need for the media institutions to play a more strategic and informative role of educating women voters particularly on the election process and on issues that matter to them as female. In this way, the media would be contributing to raising voters' aspirations and informed decision making for women when they are voting.
- 5. Education institutions should also promote awareness of women's political rights through research.
- 6. There is an obvious need for political parties in Zambia and other stakeholders to make a deliberate effort to increase and improve women's participation within their ranks.
- 7. The government and other stakeholders must see to it that there is a continued implementation of regional and international women's political rights instruments.
- 8. Civil society organisations and other stakeholders should assist in training political parties on basic principles of internal democracy, gender and democratic governance. This will

- ensure the inclusion of gender sensitive provisions in parties' constitution and manifestoes.
- 9. Government must translate women's political rights in other major local languages so that more women can acquaint themselves with these rights.
- 10. Women should encourage, support and motivate each other to exercise their political rights at all levels on equal terms with men.

5.1 RECOMMENDATIONS FOR FUTURE RESEARCH

Cultural and traditional practices as well as religious and sociological factors contribute to women's lack of access to information on their political rights. There is need for studies to establish those cultural and traditional practices as well as religious and sociological factors that hinder women's access to information particularly in Zambia and Africa at large. There is need to undertake a comparative study of men and women in as far as access to information on political rights is concerned in Zambia. Further, this study was undertaken in an urban set up. There is need to undertake such a study in rural settings of Zambia.

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THE PROVISION OF LIBRARY SERVICES, TO PRIMARY SCHOOL GOING CHILDREN IN ZAMBIA: A CASE OF SELECTED PRIMARY SCHOOL LIBRARIES IN LUSAKA.

By

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ABSTRACT

This study investigated the provision of Library services to primary school going children in Lusaka. Nine primary schools were selected based on the availability of libraries in the schools. The study sought to identify and describe library facilities and services provided at the schools. It also investigated the qualifications of the school librarians. The study went on to investigate the challenges faced and made a few recommendations to mitigate those challenges. In carrying out the research, the schools were visited during which time, the School librarians were interviewed. In addition, physical examinations of the facilities and resources was done. The findings indicated that the library services that were offered to school going children were in the form of literature (books) fiction and non-fiction and supplementary books for different subjects, audiovisual (AV) materials. Other services included information literacy training, reading lessons and story time. The study further revealed that the librarians were all trained and their qualifications ranged from certificate to degree level in library and Information Science. The challenges faced included inadequate time allocated to library periods, insufficient budgets, and lack of library management systems among others. The study recommended that every school should have a school library, more time should be allocated to library periods, library management systems should be installed and all school librarians should possess the necessary qualifications. It further recommended that since a library is core, librarians should not fall under support staff but should be at the same level as teachers or better depending on the qualifications. In addition, the Zambia library Service should sensitize all the stakeholders on the importance of School Libraries.

KEYWORDS: School Libraries, library services, library resources, children.

1.0 INTRODUCTION

The school library seems to be taking its place as a necessary part of any modern school. From its inception, the primary school focusses on teaching foundational subjects and reading is among them. It forms the basis of gaining knowledge in the other subjects because inevitably knowledge is gained from reading various materials and texts. Pedagogy has evolved over time, it is no longer dependent on the classroom, teacher and textbook but engages the pupil to do independent work. If the curious pupil has to go beyond the classroom and the teacher, the library then becomes a necessity. However, it seems to be gaining more ground in the developed world than in the developing world. Primary or elementary education caters for children between the ages of 5 to 13 years old. In the Zambian context, these will be children from grade 1 to grade 7. Zambian children start school when they are 5 to 7 years of age and complete their primary school when they are about 11 to 13 years. In international schools, primary education goes up to year six.

1.1 BACKGROUND

1.1.1 The Role of School Libraries in Schools

The role that a school library plays in a school cannot be overemphasized. School libraries are no longer a place of four walls lined with shelves of books and a librarian to manage the circulations desk. It has evolved to providing many services such as inculcating reading and information literacy skills to children, among others. In some places, because of the diversity in the services provided, they are no longer called school libraries, but media centres. These incorporates a variety of library resources, in different formats. They have come to embrace audio visual materials as well. And instead of having a separate ICT hub, some schools now have ICT hubs forming part of the library. This enables library users access a variety of internet and e- resource materials, such as games, to enhance their educational activities.

The school library has evolved through time and even its purpose and existence has evolved. In the 1980s, Okpa (1985) in Owate and Okpa (2013, p. 1451) defined a school library of the 1980s, as "a collection of a wide variety of library materials and resources housed in each school, centrally organized by staff, professionally prepared to offer services to students and teachers that will enrich and support the educational enterprises."

Fayose (1995) defined the 1990s's library as, that part of a school where collection of books, periodicals, magazines and newspapers, films and film strips, video tapes and recordings of all types, slides, computer study kits and other information bearing resources are housed for use by teachers and pupils for learning, recreational activities, personal interest and interpersonal relationship of children in school. So while in the 1980s libraries were meant for educational purposes only, several writers allude to the fact that in the 1990s libraries could be used for recreational, personal interest and interpersonal relationships.

School libraries in the 21st century now include a wide variety of services. UNESCO's in IFLA (2015, p. 16) definition reflects this change: "a school's physical and digital learning space where reading, inquiry, research, thinking, imagination, and creativity are central to students' information-to-knowledge journey and to their personal, social, and cultural growth. This physical and digital place is known by several terms (e.g., school media centre, centre for documentation and information, library resource centre, library learning commons), but School Library is the term most commonly used and applied to the facility and functions." This shows that school libraries no longer just stock traditional information resources, but seek to promote the users personal social and cultural growth. They have become more holistic in nature.

Thus the role that school libraries play can be described as being support centres for learners and teachers, a place where reading is encouraged for both curriculum and entertainment purposes, a place aimed at developing and enhancing all aspects of reading skills as well as a reading culture to children at an early age. They are places where information literacy skills can be taught, aimed at developing information literate citizens who can access and use relevant information from a maze of information resources. Additionally, they provide opportunities for research, promote users' personal social and cultural growth. They have become more holistic in nature.

1.1.2 School Libraries in Zambia

The history of school libraries in Zambia can be dated to as far back as 1951 and yet they are still not as wide spread as they should be. In 1951 there were two developments - the first was a detailed report by Barbara Mullane on the existing conditions for the establishment of libraries in the then central African territories. One of her recommendations was that Northern Rhodesia (now Zambia), should have a library system to include school libraries, children's libraries, music and art libraries, and libraries for hospitals, prisons and the blind as well as public libraries. The second was the Munali Library committee's submissions which noted the urgent need for the provision of libraries and that grants to Training institutions were to be channeled to the development of libraries in Northern Rhodesia (Zulu, 2013).

It was from there that a few school and college libraries were established country wide. Among the renown ones were Jeanes Training Centre at Chalimbana, Senga Hills Training Centre and the Barotse National School Library, currently called King George V Memorial Library. A School Library Service was eventually budgeted for in the First National Development Plan of 1966-1970, but to-date, this has not materialized. On the one hand, while there has been political-will to establish libraries, implementation has been farfetched, as currently many schools still remain without libraries. In response to the question "Do school libraries exist in Zambia?" Lungu (1973, p. 53) said: The answer oddly enough is both yes and no. In some schools they do exist, where as in others they have ceased to exist or they have never really existed at all". Unfortunately, the story is still the same 45 years.

On the other hand, various stakeholders are making strides in the development of School libraries. Examples include the Lubuto Primary Partners, a nonprofit organization based in the USA. It works with local professionals to establish libraries that are specifically meant for vulnerable children and youth. In partnerships with the host community and support from the government, the organisation has established a number of libraries in Zambia, including a Primary School Library at Ngwerere basic school (Mukonde, 2017, U.S.A embassy Zambia, 2010)

Similarly, the Zambia Library service has been making strides in the area of organizing and supporting School libraries. However, at the time of this study, its concentration was on secondary schools. This study targeted primary schools.

1.1.3 Primary school children in Zambia

Primary school children in Zambia are between the ages of five (5) to thirteen (13). They start school when they are between 5 and 7 years of age and they will be in grade seven when they are between 11 to 13 years of age. Primary school is divided into two levels. There is what is called lower primary from grade one to grade four and upper primary from grade 5 to grade 7 (Kakoma, 1984). In some international schools where the Zambian syllabus is not followed, primary school ends in year six (6).

1.1.4 Statement of the Problem

Despite the many benefits that school libraries provide such as teaching children how to read, (early literacy) inculcating a reading culture at an early age and training children on how to acquire information literacy skills, they have not been fully embraced in Zambia. This has led to later problems in the children's educational endeavors of not possessing a reading culture. Mostly students tend to read only to pass their examinations. They equally find it hard to even select and locate information for their educational activities such as writing assignments, research projects and tests. It is in this vein, that a need was felt to conduct a study on the provision of library services to primary school going children in Zambia.

1.2 Objectives

The principle objective was to investigate the provision of library services to primary school going children in Zambia. Specifically, the study aimed:

- To identify the facilities found in school libraries.
- To investigate the type of Library Resources available in the school libraries
- To investigate how the library Resources are organized.
- To investigate how the library services are delivered.
- To find out the qualifications of the staff in the school libraries
- To investigate the challenges faced by school libraries

1.3 Significance of the Study

It is hoped that once the findings are disseminated, primary school librarians can learn from each other as well as adapt and adopt good practices. Some librarians indicated that they had on occasion visited well established school libraries to gain knowledge and good practices. Hence this paper will be of fundamental help.

It is also envisioned that policy makers from the Ministry of General Education can take measures to ensure that all primary schools prioritize the presence of libraries.

It is also hoped that the recommendations given may be used as means to mitigate the challenges faced by school libraries country wide.

2.0 LITERATURE REVIEW

2.1 Facilities found in School Libraries

Several studies have been done on school libraries though the majority have been on secondary school libraries. One notable one was done by Owate, and Okpa, (2013) when they did a study on the availability and utilization of School Library Resources in some Selected Secondary Schools (High School) in Rivers State. One of the findings revealed that school libraries were lacking in a lot of schools. They also revealed that among the 8 schools they surveyed only one of them had office space accommodation. They had some chairs and tables for sitting, catalogue cabinets plus some shelves.

2.2 Library Services provided to Children

Akanwa (2013) looked into the matter of public library services to children in Rural Areas. Some of the services she noted were in form of literature (books) extension activities, audiovisual materials and Information Telecommunication Technology. Story time is one of the services offered in most children libraries. Wagner (2010) wrote about children and story time, she argued that library story times are planned activities which enhance the understanding of sounds of spoken language and how to put words together to make sense. They help to build vocabulary, handling books and learning the conventions of written words. In addition, it equips children with listening skills.

2.3 Challenges faced by School Libraries

Rayne (1998) did a research on primary school libraries in Fiji in Nigeria one of the things that were reviewed were that, there are several factors which mitigate against establishing and maintaining school libraries. These are: insufficient funds, lack of qualified library staff, large classes, and the attitude that a school library is not a top priority.

Similarly, Nabuyanda (2011) through her master's dissertation research entitled "Factors Inhibiting Promotion of a Reading Culture: A Study of Basic School Libraries in Lusaka observed all the factors above apart from the attitude one. In addition, it was revealed that, even though the library periods were timetabled, they were underutilised because they did not have proper library programmes.

3.0 METHODOLOGY

The study was a qualitative one and very descriptive in nature because it was aimed at answering the questions how and why. It was not quantitative because it was not aimed at finding out how many schools had school libraries or how many services they offered but rather how the services were provided and why. Further, it used purposive sampling, targeting Primary schools believed to have libraries in Lusaka. Lusaka was chosen because it was very convenient. It was further picked on the basis that it has some of the best school libraries in the country.

The sample comprised Nine (9) schools, all selected on that basis, although it was later discovered that one of them had its Library closed recently due to some challenges. However, data was still collected from the school authorities on how the school library was running before it closed. The breakdown is as follows: - there were two (2) international schools, two Mission ones, 1 government and four (4) Parent Teachers Association (PTA) run schools.

Data collection was done using face to face interviews with the school librarians. Physical examination and observation of the facilities was also done in order to establish the facilities present. This data was analysed using thematic analysis where related data were categorized under themes and summaries of those themes reported.

4.0 FINDINGS AND DISCUSSION

4.1 Facilities present in School Libraries

The first objective was to establish the facilities found in school libraries. It was discovered that in all the libraries visited, some book shelves, tables and chairs were available. It was

also established that only one school library had been purpose-built and includes some offices for staff. A number of them had initially been classrooms and then converted to libraries. This is line in with Owate and Okpa (2013) who out of 8 schools surveyed only found one with a librarian's office.

With regards to size, generally, the libraries were equivalent to a classroom-size of about 6 by 5 meters squared. Some of them consisted multiple rooms, which included computer hubs for e-resources and internet services or reading rooms. Generally, the seating capacity in most cases was equivalent to the sitting capacity of an average class. This was mainly because library visits catered for, though not restricted, each child to a weekly class timetable. Only one school allocated 2 periods per week.

One library had some colorful cushions invitingly laid down on one of the corners of the floor, complementing the chairs and table in the other corner. It was explained that some young readers preferred to sit comfortably on the floor while enjoying a good book.

At least one computer was available in almost all the libraries. Where there were more computers, they ranged from five (5) to about 20. Usually these would be placed in a separate room or in one corner of the room. In other schools, it was explained that having computers in the libraries was not seen as a priority because that was supplemented by ICT laboratories. This means that in order to access internet or computer related services, children visit the ICT labs. Further it was found that there was close monitoring of the use of the internet, to avoid abuse. Some Libraries also stocked Television sets used to view Digital Satelite Television (DSTV) educational programmes or some Digital Versatile Discs/ Digital Video Discs (DVDs) They subscribed to Multichoice Zambia for DSTV. Others had Liquid Crystal Display (LCD) projectors to show their videos projected on white boards.

4.2 The Type of Library Resources available in School Libraries

The type of Library Resources found were mainly fiction and nonfiction books used mainly to inculcate a reading culture among pupils. Where reading lessons were provided, library staff, stocked and used library resources such as the Oxford Reading Tree which is from stage 1 to stage 17 in multiple quantities. Some used the Ladybird Key Words Reading Scheme (Peter and Jane) which is from levels 1 to 12. Some of the libraries had audio visual (AV) material mainly in form of DVDs, some of them being complimentary material (part of book sets).

The findings revealed that subject textbooks were hardly stocked. It was explained that textbooks were kept by the teachers in the classroom cabinets. Instead, what they stocked were supplementary books to enhance learning. One librarian said "If for example they learn about Egypt in class, the children are given books about Egypt to read."

With regards reference sources, there were mainly two types found. These were encyclopedias and dictionaries. A few atlases were found in some libraries. It seems that reference sources were not really a priority.

4.3 Collection Development, Organization and Marketing of Library Recourses

The study found that in libraries that had good collections, acquisition of the resources was mainly done through purchases, while donations was the most common method of acquisition for those with average collections. One librarian said they used to get donations from BookAid, though they had not received new titles recently. Those that purchased materials used international sources such as Mallory and local bookstores like Book world, Grey Matter and the catholic book shop. The one who used Mallory said that it was used because it finds the cheapest sources for its clients.

Some libraries had a regular budget set aside for the acquisition of resources, while others did not. In almost all the cases, the purchasing was done by the management of the School and not the librarian.

Among the schools visited only one of them had a collection Development Policy. Recommendations to purchase the books were done by the librarians and teachers. In one library though, it was found that children were also encouraged to make recommendations. They had a notice board for children to use sticky notes for their recommendations. Once the book is purchased, the recommender is then informed.

The library resources were mainly organized using Dewey Classification Scheme (DDC) classification scheme. Also used were in-house classification schemes, where materials were classified according to the subject areas or Alphabetical order. Most of the shelves were labeled, making retrieval of the resources easier. Very few libraries had functioning catalogues. The ones noted were the Browne/Card System. In one exceptional school, there was an online public Access Catalogue (OPAC) running.

There were a few libraries that were automated. Among them, some used an information system which was used for the whole school administration but certain modules for the library were missing. Examples include Academic Information Management system and Education Administration. Librarians who used them stated that they were not very helpful as some of them lacked certain components found in dedicated Library Management Systems. Two libraries were found to be using dedicated Library Management systems, one called "Cadomel (Library Gold)" used maintain bibliographic details of the resources, circulations records as well as library users, who can be sorted by class.; another is called "Destiny", a web-based Library Management system useful in maintaining an inventory of library resources and has an OPAC that with potential for innovative interaction between users and the collection. One school was trying to come up with an In-house system at the time of the visit.

The study also found that most libraries market their resources by means of displays, notice boards and data boards. Some used the library periods to alert their users to new materials or get support from the teachers to make announcements in their classes, while others take advantage of the school's weekly Assemblies to do so. Interestingly, it was also found that a WhatsApp group for parents at one of the schools was also used to communicate information concerning new library resources to parents, who in turn informed their children.

4.4 The delivery of the Library Services

4.4.1 Allocated Time and lending services

It was found that the libraries' operational hours ran concurrently with the school hours i.e. the times that the schools were open for classes, for example 07 hours to 16 hours on a full day (Monday to Thursdays) and 07 hours to 13 hours on half days, (such as Thursdays or Fridays in some schools). The study made an interesting discovery of a school library that stayed open even during the school holidays, operating on weekdays.

The weekly timetabled library periods ranged from 35 to 50 minutes, with Librarians indicating that the time allocated was hardly ever enough to allow for loaning of material as well as other planned activities. In order to mitigate this challenge, Librarians allowed the pupils to borrow or return books outside time tabled hours, such as just before classes commence, during break and lunch times respectively. This however was not always convenient for the Librarians.

Some libraries allowed users to borrow resources for a maximum of a week, nevertheless, pupils were free to change before that period elapsed. However, it was brought to light that some librarians were not able to offer lending services due to a number of challenges, among them increased lost or damaged books. As one Librarian explained: "at this age, they are very immature; they come back with all sorts of stories, like teacher I had the book at lunch time, it was in my bag, but then I didn't find it, I don't know who took it. Or teacher there was a cousin who came home during the weekend for a sleep over. She was reading the book. I think she went with it." That is how she stopped the service because the school had no policy to recover the lost books. She said "how can you ask a parent to buy a book they have never seen?" Some librarians reported mitigating these challenges by charging users (in effect their parents) for lost or damaged materials. This ensured that all lost books or damaged were replaced. This practice is easier done in schools which allow for security deposits to be made.

4.4.2 Reading Lessons

The study found that not all libraries offered reading lessons to pupils as it was deemed as the sole responsibility of the teachers. A librarian at one such school indicated that, that was the reason for not allowing children below grade 2 or 3 from accessing the library. One librarian explained that "by that age (above grade 3) the children know how to read with just a few with problems." One librarian indicated that the school even had a teacher employed to do reading lessons, whose sole focus was literacy.

Nevertheless, Librarians who provided reading lessons to pupils reported following a particular reading system. Three (3) Librarians reported using the Oxford Reading Tree, a reading scheme that has 17 levels, each with a variety of titles. It allows young readers to read books at their own pace within each level and then they are then assessed before progressing to the next level. Because it is individualised, one Librarian said that "you would find maybe a grade 5 pupil is way ahead of a grade 6 or even a grade 7 child." The reading scheme comes with guides for the teacher or librarian.

Another Librarian indicated using the Accelerated Reader Scheme. It is a computer-based program that is used to monitor reading practice and progress. The program has more than 150,000 titles to choose from on its Book Finder list, with each level given a particular colour code. Based on a set criterion, a reader is assigned a specific range of books to choose from, encouraged to read for at least 30 min daily and quizzed after finishing each book. They are quizzed again at the end of each level. Teachers use these quizzes to track each student's progress as well as to set suitable goals for each reader.

Other librarians used the Ladybird Key Words with Peter and Jane reading scheme, which has 12 levels with a variety of books at each level. This scheme gradually introduces and repeats words that are most frequently used in the English language. The idea behind this is that by teaching young readers these key words enables them to recognize them on sight and understand sentences more easily. The scheme does not have a formal assessment, once the child is able to successfully read the books in that level, he/she progresses to the next level.

The Librarians who reported using Oxford also indicated that they taught expressions, pronunciations and comprehensions as well as how to do a book review. One of the libraries even had separate reading rooms, one for lower levels and another for the higher reading levels. Teaching comprehension was common even among those who didn't teach reading, while Book Reviewing was reported by two (2) Librarians. One of them attested to having made an in-house reviewing form for the children to follow. While some Librarians did not specifically state that they taught expressions and pronunciations, chances are that they also do.

4.4.3 Information Literacy

The study also found that Informational literacy skills were taught across all the libraries visited with the only differences being in the level of depth and teaching styles. For some, just orientation was enough while for others it was fully fledged. One of the librarians actually said it was her main area of service delivery. They teach "How to conduct themselves in the library," "research skills", how to use the DDC, how to find information in the books using the table of contents and the index, how to follow the labelled sections of the library among other things.

One Librarian said "I am an information Literacy Specialist" she explained that her role was to equip the children with information literacy skills. She reported using in-house teaching scheme of work adapted from the information Literacy Standards and revised annually to keep abreast with current trends. Her focus is on the searching and using of information resources. For instance, children are taught how to search and locate information in the library, the various ethical issues such as how to avoid plagiarism, copyright issues, citation and referencing. She does this in an age-appropriate manner and then empathizes specific research skills for grades 5 and 6.

Another Librarian reported using in-house schemes of work that teach the basics of book care, different parts of story such as characters, themes, plots in fiction books for younger children, while introducing grade 4s onwards to the DDC classification scheme. For those in grade 6, the Librarian said that she teaches them how to research using different reference

sources such as encyclopedias, stating: "I give them a topic to find information using the different sources and they make PowerPoint presentations of their results." Additionally, two children every week in grades 4 to 6 were given a chance to be librarian during their weekly library periods. This kept the children interested in library activities and encouraged them to be more interactive.

4.4.4 Audio -visual services

Audio visual materials were present in almost all the libraries as earlier alluded to. These were mainly in form of DVDs. Some story books also come with accompanying DVDs. Some Librarians reported that instead of making the children read, they sometimes played videos of fairytales tales like Cinderella, or YouTube videos that teach library skills among other lessons. A Librarian reported that her school had subscribed to DSTV and so the children get to watch educational content on one of the channels.

The use of Audio visual materials in libraries is important as they stimulate the interest of the learners, they help them to better understand the lessons and make it easier to remember. It makes the learning process for the children much more exciting, as stated by Yazar and Arifoglu (2012, p. 304)

Audio-visual aids in education are very important in that they make learning permanent. The more senses these aids include, the more permanent and qualified learning is. Thus, in choosing the educational aids to be used, aids which will switch on the child's audio visual senses should be chosen. A great number of researches have shown that people remember 10% of what they read, 20% of what they hear, 30% of what they see, 50% of what they see and hear, 80% of what they see, hear and tell and 90% of what they see, hear, touch and tell. The development in the child's basic skills include his being aware of the differences around by using senses of seeing, hearing, touching, smelling and tasting.

4.4.5 Story time

This was common in all the libraries except one, where the Librarian indicated that her focus was on Information Literacy. During story time, one of three things happen: either the librarian reads to the class, or one of the pupils reads to the class, or if the books are enough to go round, everybody reads aloud together. A discussion then follows to gauge the pupils' comprehension and lessons learnt as well as to highlight any new words. The librarians also pick a few words and ask the children to spell them.

Individual reading in silence is equally promoted in order to gauge concentration and understanding. Children are meant to read silently. This is where you see "which minds are not present, you will find one touching her shoes and another peeping at the friend's book" to use the words of one of the librarians. "This gives an opportunity for the librarian to know whether the children know what they are doing or they are just bored" she went on to say.

4.4.6 Qualifications of the Library Staff

All the Libraries visited had trained librarians except one, the majority being Degree holders and a few with diplomas and only one with a certificate in Library and information science. Only one library was reported to be run by teachers on rotation and eventually had to close to make room for a new teacher who had no accommodation.

The fact that all but one library were manned by qualified professionals was encouraging because trained librarians understand the value of the library and they are very conversant with the running of the libraries. This presents a different case from Nabuyanda (2011) who found that most school libraries were run by unqualified staff. This however, may have something to do with the methodologies, because while her sample had been random selection, this study was purposive because it targeted schools which were deemed to have functional and well established libraries in place.

4.4.7 Challenges faced by school Libraries

One of the challenges which was common among all the libraries was that time allocated to library periods was inadequate. The periods ranged from 35 to 50 minutes in a week. The other challenge was that most of them were not automated. Even the ones which were automated had some modules missing. Schools administrators expected the librarians to use the general education administration information systems which lacked certain modules like circulations. In most schools, the librarian was alone without an assistant. "There is too much work" confessed one librarian. Another challenge was that sometimes the materials such as tape and glue for processing of books or mending books were not bought on time. Another challenge was insufficient budget for library materials, with one Librarian saying she ended up exceeding the budget allocation, pointing to lack of prioritization by school administrators. The study also concluded that in some schools the library is not a priority because the school opted to close the library to pave way for a teacher to be accommodated.

5.0 CONCLUSION

The first objective was to look at the facilities that were found in school libraries. Most school libraries were not purpose built and they were initially classrooms and then converted to libraries. Some had multiple rooms which included reading rooms and computer hubs. There were some book shelves tables and chairs, Television sets and a projector in one library. The library resources included fiction and nonfiction books, a few reference materials in some schools and specific reading scheme titles like the Oxford reading Tree, the Accelerated reader and Lady Bird titles. Some libraries provided lending services usually for a period of one week whereas some had no such services. Information literacy skills were also taught. Among the challenges was the attitude of not prioritizing the school library by School administrators, inadequate library periods, insufficient budgets, the lack of library assistants, and the damage of books especially by younger children among others.

5.1 RECOMMENDATIONS

- The Ministry of General Education should make it mandatory for every school to own a library with an office space for the librarian.
- The Ministry of General Education should further ensure that every School Library should be run by trained Librarians who should not fall under support staff but should be at the same level as teachers or better depending on their qualifications.
- School managers should ensure that Library periods are increased to at least one hour.

- School Librarians should ensure that automation of the Libraries should not be an option. Proper library systems should be installed especially that even open source ones are available.
- The School librarians should consider stocking a few textbooks at short loan to use within the library even though the bulk of them are kept by the teachers in the classrooms.
- School Managers should ensure that budget allocations should be adequate to ensure the smooth running of the libraries.
- The Zambia Library Service should sensitize various stakeholders on the importance of School libraries.

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FROM WORDS TO ACTION – How to put the IFLA Media and Information Literacy recommendations into practice in academic libraries to achieve SDG 4.3 (ensure inclusive and equitable quality education and promote life-long learning opportunities for all).

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ABSTRACT

The IFLA Media and Information Literacy recommendations were endorsed by the governing body of IFLA at its meeting in The Hague, Netherlands on 7th December 2011 and taken into consideration during the 37th UNESCO General Assembly planning of future strategies, policies and initiatives held in November 2013. In light of these recommendations, the paper shows the progress that is being made in the area of Media and Information Literacy (M&IL) in universities in Zambia such as Copperbelt University through various Information Literacy programs like trainings and workshops. Despite the progress, the task to fully develop IL within many higher institutions and across various aspects of institutional activities remains a challenge as some institutions do not even offer Media Literacy (ML) training skills. The paper examines the recommendations which are applicable to academic libraries and can be adopted by high learning institutions. The paper then provides practical recommendations to achieve the identified recommendations through strategies which promote various approaches for ensuring successful M&IL implementation in universities. These need to be present in teaching and learning of the different groups. In order for this to be achieved, the paper adopts the use models such as the Seven Pillars Model for Information Literacy from Society of College and National University Libraries (SCOUNL) as ways for evaluating, developing and achieving a successful M&IL training program in academic institutions. Lastly, the vital recommendation is that, for M&IL education in all Lifelong Learning curricular and delivery to be achieved through a system of teaching which can enable students successfully gather, analyze, and use information, students require search tools and techniques that adapt to changing expectations of online and efficient access of information. Academic libraries therefore have the responsibility to equip learners with vital media and information literacy skills needed to thrive in a dynamic digital world.

1.0 INTRODUCTION

The 21st century has seen a drastic and fast paced revolution in the area of technology and also the information, through information explosion. This evolution has led to the digital, information and knowledge ages, all of which we currently live in. Information is generated and transmitted through various media at a very fast rate than ever been experienced. Also tools such the Internet and information systems have transformed ways in which people seek information. In order to function, make decisions, solve problems in almost any area of life in the social, educational, professional at international, national and even at individual level, people need information. This information which can be about themselves or their environments is availed through three major processes which are; by observation and experimentation, conversation and consultation (Bruce, 2002). The competence to do this effectively and efficiently is called information literacy. The media through which they are delivered to a recipient and its comprehension is called media literacy. Information literacy (IL) and Media Literacy (ML) have been identified by international organizations such as IFLA and UNESCO as very vital in this day and age for which reason recommendations have been put in place in line with

universal targets to be met at an international level such as Sustainable Development Goals (SDGs) (IFLA, 2011). Academic libraries in institutions in this information and knowledge age need to prepare their students for productive futures in this new environment. Media and information literacy skills offer themselves as a solution to aid students cope and successfully negotiate the current technological and information environment.

2.0 MEDIAAND INFORMATION LITERACY-WHAT IS IT?

Media literacy (ML) gives individuals the ability to access, understand, and analyse media and media messages. Media Literacy is not exclusively "digital" in a sense but developing a skill set that includes the ability to understand media bias and the ways in which media influences beliefs and behaviours (CEU, 2016). A media literate individual will be able to understand ethical issues surrounding the production of and the use of various media forms and critique the inclusion and exclusion of opinion of factual information in media reports. Furthermore, media skills also equips individuals with the ability to effectively create and deliver media products by acquiring the skills that enable them critically evaluate and creatively produce representations in a variety of media (Frau-Meigs, 2006).

Young people, an age group in which most university students fall receive nearly all their information through a popular culture of mass media which includes hours listening to music and radio, watching television and on the computers and mobile devices such as smart phones browsing the Internet or using social network applications such as Facebook and Twitter (Hobbs, 2015). Universities, libraries in particular do very little to help students understand this popular culture. The ability to analyse mass communication through Media Literacy is a set of skills that are essential for survival in today's society.

Information literacy (IL) unlike media literacy is very broad. It is the adoption of appropriate information behaviour to identify, through whatever channel or medium, information well fitted to information needs, leading to wise and ethical use of information in society (Lungu. 2012). IL in this context is "the ability to recognize when information is needed and have the ability to locate evaluate, and use effectively the needed information" (IFLA, 2006). IL skills include accessing information efficiently evaluating information critically, and using information accurately and creatively. IL to a greater extent forms the basis for lifelong learning because it is common to all disciplines, to all learning environments, and to all levels of education.

The importance of IL has arisen from the increasing information available to students, lecturers and researchers who are faced with diverse and a variety of information sources and choices. This to a greater extent raises the question of the authenticity, validity and reliability because this information is in most cases not filtered. Therefore, the uncertain quality and huge quantity of the information available poses as huge challenge for the effective application of the relevant information. This is because the abundance of information does not automatically translate to informed individuals without a set of abilities in place necessary to use information effectively (Breen, 2005).

Information literacy provides as a solution to the gaps stated and is very critical in the modern age where in order to thrive and succeed in the digital and knowledge economy students require digital age proficiencies. IL aims to ensure that learners master the content and extend their investigations, become more self-directed, and assume greater control over their own learning (Bruce, 2004). In addition, the purpose is to ensure that information literate individuals can determine the extent of information needed, access the needed information efficiently and effectively, evaluate information and its sources

critically and incorporate selected information into one's knowledge base. Lastly but not least, IL ensures that information is used effectively to accomplish specific tasks and purposes, and enables an individual understand the economic, legal and social issues surrounding the use of information, and access and use information ethically and legally (Bruce, 2002).

It is therefore important that in order to thrive in this digital era, students acquire M&IL proficiencies. This is possible through an education system that puts in place deliberate M&IL programs, structures and strategies that prepare students for the world beyond the classroom (CONUL, 2004). To be media and information literate, students must be able to recognize the information media, when information is needed and have the ability to locate, evaluate, and use effectively the information needed during and beyond their time in a higher learning institution. The ability for students to be media information literate has influenced international organisations and institutions to take a keen interest as well as take a leading role. These organisations include IFLA and UNESCO (Town, 2013).

3.0 IFLA MEDIA AND INFORMATION LITERACY RECOMMENDATIONS AND SDG 4

The recommendations are adopted from the IFLA Media and Information Literacy Recommendations (IFLA, 2011).

On 7th December 2011, the IFLA governing body endorsed a set of recommendations aimed at developing an information and knowledge society at all levels namely local, regional, national and internationals. In order for this to be achieved governments and intergovernmental organizations as well as private institutions and organizations should pursue programs and policies that advocate for and promote media and information literacy and lifelong learning for all. Of the seven recommendations given, the paper adopts five which are relevant particularly to higher learning institutions. These are;

- Conduct a research on the state of media and information literacy and produce reports, using the information literacy indicators as a base to design effective initiatives;
- Support professional development library, information, archive personnel in the principles and practices of media and information literacy and lifelong learning;
- Embed media and information literacy education in all lifelong learning curricula;
- Recognising media and information literacy an lifelong learning as key elements for the development of generic capabilities which must be demonstrated for accreditation of all education and training programs and
- Including media and information literacy in the core and continuing education of information professionals, educators and administrators.

 In identifying the relevant recommendations, these will provide the vital foundation for fulfilling the Sustainable Development Goal number 4 (SDG 4) which aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. The emphasis however us particularly on SDG 4.3 and SGD 4.7 which state respectively that;
- By 2030, ensure equal access for all women and men to affordable and quality education, vocational training and tertiary education, including university (SDG 4.3) and
- By 2030, ensure that all learners acquire the knowledge and skills needed to promote

sustainable development, including among others, through education for sustainable development and sustainable lifestyle, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of cultural contribution to sustainable development (UNESCO, 2017).

4.0 THE STATE OF MEDIA AND INFORMATION LITERACY IN ACADEMIC INSTITUTIONS

The Copperbelt University (the area of focus in this paper) through funding from the Development Partners in Higher Education (DelPHE) in collaboration with University of Botswana and Aberdeen University embarked on The Information Literacy Project. This project was spearheaded by the respective universities' library departments. The aim of the project was to develop The Information Literacy Tool Kits which would lead to the implementation of an IL programme in the Copperbelt University and bringing lecturers and library professionals closer together in curriculum design and programme implementation in the field of IL. Secondly it was purposed to empower libraries fulfil their role in developing and delivering IL lifelong learning university learning strategies. Thirdly, the project was in the end expected to develop IL toolkits to help library professionals and lecturers explain the importance of the value of IL programmes to students both for current studies and aid lifelong learning and provide guidance and a set of standards to support the recognition and development of IL across institutions in Zambia (Lungu, 2012). The project was thirdly expected to reinforce library professionals pedagogical skills in facilitating IL and fluency towards lifelong learning and develop materials to assist academic and teaching staff to assess the quality of information which students deploy in their work. However, despite coming up with a detailed documented framework toolkit, these guidelines have not been implemented.

The inability to implement the DelPHE project however has not deterred the library department from coming up with a programme that delivers information literacy training skills (ILTS) to university students. The programme however is an initiative by the department and is not part of the university curriculum. The programme is entirely developed by library staff and marketed across the schools to university faculty who feel the need for their students to undergo such training, and also support the programme. The library staff who deliver the program have undergone pedagogical skills training which equips them with the capacity to deliver the programme. Some of the contents of the programme focus on training students in areas of information searching and seeking skills, copyright and plagiarism, referencing and citation, using online and electronic resources and proposal and research writing. Students depending on the desire by their lecturer are assessed and graded in these lessons. Most students, who are few take up the training voluntarily and are requested to give feedback by the library to determine the usefulness of the programme. The ILST programme continues to attract a lot of students and is growing based on the increased number of students that enlist for the programme with the library. The library department does not however offer any ML programmes to students.

5.0 STRATEGIES FOR PUTTING THE IFLA MEDIA AND INFORMATION LITERACY RECOMMENDATIONS INTO PRACTICE IN ACADEMIC LIBRARIES TO ACHIEVE SDG 4.3.

5.1 Conduct a research on the state of media and information literacy

It is important first and foremost to explore the experiences of university students to understand what they know, how they develop their understanding and how they value ML and IL. The data needs to be

gathered from students through various data collection techniques for which the library can do an undertaking. The students' reflections on their prior experiences with assignments and research especially will also shed light on how students form and shape their concepts of media and information literacy (ALA, 2006). The exploration can also be used to understand how students describe certain events, experience, and people that have helped them shape their understanding of M&IL. The findings can then be examined how students are meeting international standards of M&IL such as those set by the Association of College and Research Libraries (ACRL) Information Literacy Competency Standards for Higher Education and National Association for Media Literacy Education (NAMLE) to gain better understanding of how these standards shape concepts of M&IL and strategies for curriculum design and instruction. Some of these standards include understanding if students access needed information efficiently and effectively (ACRL standard 2), if students evaluate information and its sources critically and if the selected information is incorporated in their knowledge base and value system (ACRL standard 3) and if students understand many of the legal and social issues surrounding the use of information and access and use information ethically and legally in line with NAMLE requirements (ACLR, 2006).

5.2 Support professional development

Media and Information literacy skills are closely linked with learning while learning is closely coiled with teaching. Teaching can be performed by anyone, but effective teaching however is a different task. Effective M&IL teaching takes students to a higher cognitive level, from surface learning to deep learning. For this reason for a successful M&IL skills training programme, beyond pedagogical skills, more skills need to be studied, acquired and understood by library staff through models or programmes that pave way to achieve the higher cognitive level in learning (IFLA, 2006). An example of such a model that can be applied by library staff is the Bloom's taxonomy in preparing them to deliver M&IL skills to students. The first two steps can be achieved through active or passive learning where students are taught to "Know" and "Understand". The remaining steps of three to six require active learning which demands more practice where students are taught to "Apply", "Analyse", "Synthesise" and "Evaluate" (Koltay, 2011).

Beyond M&IL training, an M&IL practicing library can successfully enable easy access to information resources in all formats while taking responsibility for its currency and relevance, identify and acquire the materials of most relevance, organize those materials in an easily accessible manner. The library can train readers to access and exploit relevant information resources in the most effective way and take the lead in raising the levels of M&IL within the organization. M&IL skills allow library and information professionals to create, develop and manage a library or information unit which meets the specific information needs of their organization (Bruce, 2002).

5.3 Embed media and information literacy education in all lifelong learning curricula and recognising media and information literacy and lifelong learning.

As professional educators, librarians of academic institutions have opportunities to diagnose the existing range of learners' M&IL experiences, deepen those experiences with which they are familiar, encourage them to explore previously unfamiliar experiences apply the skills learned in workplace, study and everyday life contexts. The curricula followed in universities should embrace the full range of conceptions across an entire program of study (CONUL, 2004). The

schools and faculty through help of the librarians should be made to understand that M&IL is not teaching a set of skills but rather a process that should transform both learning and the culture of communities for the better through the process of constructive alignment. A M&IL programme implemented in the curriculum is therefore important and must include resources to facilitate the learning of specific skills such as web based information skills enhancement packages, other point of need or self-paced instruction (Breen, 2005). The programme should provide the opportunity for students to learn specific skills, either early in a course or at point of need (from self-paced packages, peers, lecturers, librarians), should necessitate engagement in learning activities that require ongoing interaction with the information environment and finally the curriculum should provide opportunities for reflection and documentation of learning about effective information practices.

Standards have been created as means to guide M&IL work in the higher education sector and have been shown to have utility in this context. Some of these are models that have been developed across the world to help understand, explain and raise awareness of M&IL. Recognising M&IL and lifelong learning as key elements for the development of generic capabilities which must be demonstrated for accreditation of all education and training programs can be done by applying these models (SCOUNL, 1999).

This paper adopts the Seven Pillars Model for Information Literacy from Society of College and National University Libraries (SCOUNL, 2001). This is an information literacy model developed as result of research and has been adopted by many colleges and universities across the world as template model for information literacy instruction.

The first four pillars focusing on students having the ability knowing how to locate and access information and the basic skills required to do this. The pillars are broken down as follows;

- 1st Pillar: students need to recognize their information need through what is known to them, what is unknown to them and then identifying the gap.
- 2nd Pillar: students should have the ability to distinguish ways of addressing the identified gap by knowing which information sources are likely to satisfy the information need.
- 3rd Pillar: students should be able to construct information search strategies. This means knowing how to develop and refine effective search strategies.
- 4th Pillar: students should have the ability to locate and access information through various information sources and using search tools to access and retrieve information.
- The last three pillars focus on a student having the ability to understand and use information effectively.
- 5th Pillar: students should be able compare and evaluate information by knowing how to assess the relevance and quality of information retrieved.
- 6th Pillar: students should develop the ability to organize, apply and communicate information. This means taking action or making decisions of the information and share the outcomes of these actions and decisions with others.
- 7th Pillar: students should be able to synthesize and create new knowledge from the information assimilated from various sources.

(Bruce, 1997)
The figure below shows the seven pillars;

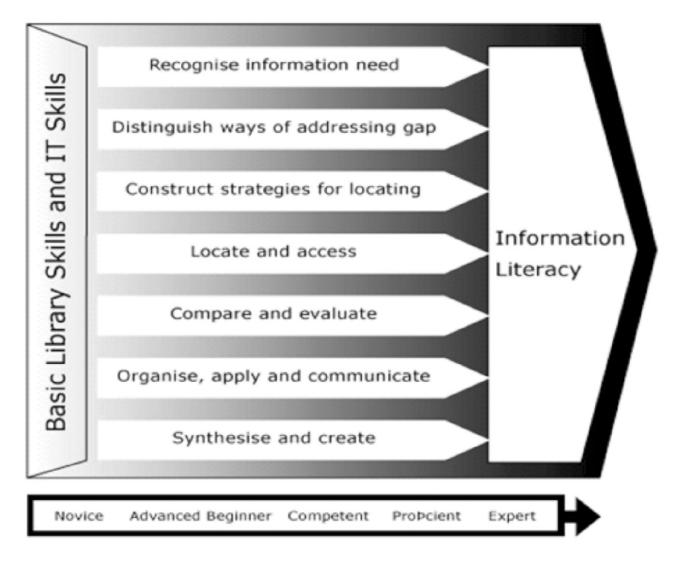


Figure 1: SCONUL pillars to information literacy © Society of College, National an University Libraries

As far as ML is concerned the same model can be applied. Academic libraries beside ensuring that students are equipped with the knowledge and skills should ensure that they have an understanding of the various mediums and formats in which data, information and knowledge are created, stored, communicated, and presented such as new papers, radio, television, through social networks, etc and to assess and evaluate these mediums. This is because ML includes an understanding of the many different types of media and the purpose for which the can be used. Media Literacy should therefore be integrated into the Information Literacy programme. Students should be taught the difference between fact and opinion and be able to distinguish between information, entertainment and persuasion. Students need to learn that all information ultimately has a source and that knowing the source and its biases is an important part of understanding any information. SCONUL can be used to combine both NAMLE standards as a means of assessment to determine student's abilities to think critically when analysing mass communication so that beyond the experience and knowledge students acquire from their study, they will be able to apply these skills in all subject areas, in all careers, and in their daily lives.

6.0 CONCLUSION

Putting the IFLA Information Literacy recommendations into practice in academic libraries to achieve SDG 4.3 is challenging. But IFLA and UNESCO by joining forces in the media and information literacy have laid a solid ground and paved the way for academic libraries and the institutions to work towards more concerted efforts to support students in acquiring the knowledge, skills and attitudes and ethical stance to become media and information literate. To begin with university teaching staff, librarians as well as students need to fully understand that M&IL are essential for success and lifelong skill that they need to be applied in various aspects of life. This can be achieved through a research aimed at discovering the strengths and weaknesses in the current Media and Information Literacy programs in order to enhance the effectiveness of the program using the Association of College and Research Libraries (ACRL) Information Literacy Competency Standards for Higher Education as a benchmark. The integration of Media and Information Literacy training using the SCONUL model NAMLE standards incorporated into practice through assessment is a worthy form of weaving student's Media and Information Literacy development. The aim of librarians and teaching staff is to guide students to enhance safety also in their online behaviour on the web and on social media making them more aware of commercial and political interest behind mediated messages on and off the web.

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SOCIAL MEDIA IN THE WORK PLACE: FRIEND OR FOE?

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ABSTRACT

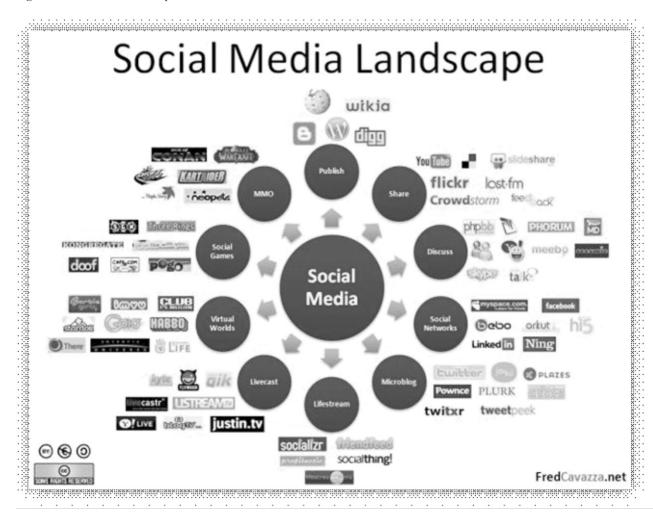
The importance and use of social media in the workplace cannot be ignored in today's information age. Many organizations are using social media to make visible their products and services and reach out to millions of customers. Employees are using social media to operate and communicate on job related issues in a fast and easier way than before. This conceptual paper explored the significance of social media in the workplace as well as the challenges. The focus was on public social media sites, such as Facebook, Twitter, and LinkedIn, which are run by commercial providers and are often free. Based on previous studies, it was found that employees and employers participate in a number of social media sites in the workplace. The social media sites are being used for a variety of purposes including work and non-work related activities. However, studies show that social media can both present opportunities and challenges at the workplace. The paper recommends that organizations should monitor the usage to ensure that employees use social media sites productively and to the interest of the organization. Employers should also formulate appropriate workplace policies to guide employees on how to use social media for job purposes.

kEYWORDS: Social media, Web 2.0, Social Networking, Internet, World Wide Web, ICTs, electronic environment.

1.0 INTRODUCTION

The value of information in today's information and knowledge society has highly appreciated and its sources have significantly increased. The advent of Web 2.0, which allowed users not only to retrieve but also create, organize and share information, gave birth to a whole new data source known as social media (Mutanuka, Chilembo and Chulu, 2014). Social media has changed the way people interact socially. Individuals can exchange photos and videos, share news stories, post their thoughts on blogs, and participate in online discussions through social media. Social media also allow individuals, companies, organizations, governments, and parliamentarians to interact with large numbers of people (Dewing, 2010). In fact, social media has transformed into a global source of information for billions of user. The term "social media" also known as "Web 2.0" refers to the wide range of Internet - based and mobile services that allow users to participate in online exchanges, contribute user - created content, or join online communities. The kinds of Internet services commonly associated with social media include Blogs, Wikis, Social bookmarking, Social network sites, Status-update services (e.g. microblogging services, status - update services such as Twitter), Virtual World Content and Multimedia sharing sites (Dewing, 2010).

Figure: Social Media Landscape



Source: Trang, 2013

These social media categories overlap to some degree. For instance, Twitter is a social network site as well as a status - update service. Similarly, users of the social network site Facebook can share photographs, and users of the media sharing site Pinterest can follow other people.

Venkat (2011) observed that the number of people using social media is high and as of 2010, 160 million people were using Myspace, about 250 million people were logging to Facebook each day, twitter had about 15 million frequent users, people were watching not less than 2 billion videos on YouTube on a daily basis, not less than 10 million people were contributing to Wikipedia, and 175,000 blogs erupted daily. This number has since grown and today, for instance, Smiricky (2013) observed that there are over 600 million Facebook users, more than 300 million Twitter users and over 150 million LinkedIn users. Undoubtedly, the sharing and collaboration of information through online media is transforming the lives of millions of internet users, and in no population is this more visible than the youths of today. Numerous individuals are using social media for communication and also as a platform for expressing opinions on different subjects like health, education, politics, sports, products, etc. The change is undisputable, and therefore, organizations have to evolve along with it.

Special attributes of social media include *persistence* (a great deal of content posted on social media sites may remain there permanently by default); *replicability* (content can be copied and shared); and *searchability* (content can be found easily using online search tools); *accessibility or global reach* (social media can be used anywhere, at any time, where an Internet connection is available (Dewing, 2010), *immediacy* (provide instantaneous transmission of information to and from individuals or organizations) *interactivity* (effective two-way communication technologies); and *reduced cost* (provide easy, inexpensive and rapid means of generating, accessing, storing, disseminating, transmitting and communicating huge amounts of information).

Despite the increase in social media usage today, efforts made in understanding the use of these in workplaces is still limitedespecially in developing countries like Zambia. Because of this gap in knowledge, very little is known on the extent to which employees and employers usethese tools or sites in the workplace. In addition, there is little understanding of the opportunities and challenges of using social media in the workplace. This desk research therefore, sought to bridge the above knowledge gap.

2.0 USE OF SOCIAL MEDIA IN THE WORKPLACE

There has been wide spread adoption of these social media sites and most employees are using them in the workplace. Proskauer Rose LLP (2014), in their study established that 90% of businesses now use social media for business purposes. Social media is changing the way organizations operate and communicate. Organizations of all kinds are looking for ways to seize advantage in this emerging era marked by greater immediacy, interactivity and transparency. Businesses are increasingly using social media as a new way to reach customers more effectively and to spread news of their activities more rapidly (Aguenza, Al-Kassem and Hence, it has quickly become an accepted practice for employees to use social media internally and externally as well as to achieve organizational outcomes. It was commonly agreed that social media sites in particular have had a profound effect by changing the nature of efficiency of communication processes in both business and private life (Aguenza, Al-Kassem and Som, 2012). An institution can hardly survive in this complex business environment. No organisation can work in a vacuum. Connectivity with other individuals or organisations in order to remain up-to-date with knowledge has become imperative for organisations to thrive. For instance, the Zambia PostalServices Corporation used to make a lot of money by posting letters before advent of Internet. But now, there are few people posting letters and the company had to restrategize itself to survive in this electronic environment. Internet has broken the distance barrier. People can e-mail letters easily, cheaply and faster through Internet.

Literature revealed that the most popular social media is Facebook. Facebook remains by far the most popular social media site followed by LinkedIn, Pinterest, Instagram and Twitter (Pew Research Center, 2015). Other social media tools include Friendster, Tagged, Twoo, Web Logs; Bookmarking sites which includes http://del.icio.us, Diigo, and CiteULike; Q &A sites such as Yahoo answers; Wikis; Instant Messaging, video sharing sites for instance You Tube (Ware, 2009). The social media sites are being used for both work related and non-work related activities. Non related activities include creating personal networks, checking on family and friends, streaming and downloading music and video, checking sports scores, following social bookmarks (Munene and Nyaribo, 2013) While work related activities include, recruitment, communication, marketing, research or information gathering, etc. The question is: should these social media be

seen as a friend or foe in the workplace? The answer is that it can be both. Some scholars argue that social media has potential to address diverse needs of employees by providing them with opportunities to collaborate and network in an online environment (Wilson, 2009) while others believe social media can be a minefield of potential problems in an organization.

3.0 OPPORTUNITIES OF USING SOCIAL MEDIA IN THE WORKPLACE

Social media can be considered a friend in the workplace as it presents a number of opportunities. To start with, using social media sites increase employee productivity (TriNet, 2012 and Munene and Nyaribo, 2013). According to Munene and Nyaribo (2013), organizational success largely depends on employees who are considered as one of the most important assets of any organization because they are capable of creating value and enable organizations have a sustainable competitive advantage. Success of any organizations depends on the productivity of employees. Fahmy's (2009) study revealed that employees who use social media sites are 9% more productive than those who do not. They tend to be more social by nature and are connected to other people through social media sites are better persons in the workplace, which means they are skilled at interacting with others and solving problems. Fahmy (2009), further found that 70% of employees who used internet for personal surfing resulted in sharpened employee's concentration. It is assumed that by taking short breathers, the brain will be refreshed and renewed. TriNet (2012) amplifies that professional social media sites such as LinkedIn, allow your employees to join specific work groups in order to engage in conversations with other professionals in similar industries thereby broadening the employee's knowledge base and help to generate new and innovative ways of meeting business challenges. Employees can also use social networking sites to build targeted professional networks that can help them stay current with market trends. Allowing employees the latitude to utilize social media techniques also promotes trust with employees and fosters a more collaborative environment.

Studies further revealed that social networking tools increase the efficiency of employees at work (AT & T, 2008). In a survey of more than 2,500 people in five European countries conducted by AT & T, it was revealed that of those employees using social networking tools in the workplace, 65% indicated that it had made them and/or their colleagues more efficient, 46% reported that it has sparked ideas and creativity for them personally 38% indicated that they enabled them to gain knowledge and come up with solutions to problems, 36 reported that they allowed them to gather knowledge about employees and customers, and 32% said social networking tools created team building opportunities for them (AT&T, 2008).

Social media can also be used as a marketing tool: According to TriNet (2012), using social media as a sales and marketing tool is a very inexpensive mode of advertising because it reaches a vast audience for a marginal investment. Organizations can use social media to introduce and promote new products and services in a way that increases a potential target market exponentially. Social networking sites allow consumers to communicate with each other and to share their thoughts and ideas about your company's products. Additionally, social media sites provide consumers with the opportunity to "follow" your products or services or to "tweet" about their experiences, thereby creating a more personal connection while building brand loyalty (TriNet, 2012). Instead of spending huge amounts of money on marketing and advertising campaigns,

your happy customers can advertise for you. Many consumers rely heavily for peer reviews of businesses on social media sites other than the source for product information because they trust their peers to fairly review products for them (TriNet, 2012).

Social media is also used togather information and knowledge about competitors, employees, customers and suppliers (AT & T, 2008). TriNet adds that both customers and potential employees use social media to research companies that they have an interest in knowing more about. According to Aguenza, Al-Kassem and Som (2012), a social media site is the quickest way to collect information. "Organizations are actively leveraging the power of social media networks to find new business opportunities, new groups of like-minded individuals and organizations, and new sources of industry specific wisdom, advice and expertise" (Wilson, 2009). Social media allow organizations to store and transmit information of different marketing strategies and procedures. Organizational presence can be maintained through social media in the workplace (Aguenza, Al-Kassem and Som, 2012). In addition, employees of the organization can use social media to access information about their employment rights and about employment law in general far more easily than was the case in the past. Most organizations provide information on employment rights in an easy to understand format, which include links to Twitter, LinkedIn and YouTube. In addition, there are a range of websites offering employment law information and advice in increasingly innovative formats, such as downloadable podcasts1 and YouTube instructional videos.

Some employers at present rely on social media sites for recruitment process to reduce recruiting costs, and bunch of curriculum vitae generated by job boards can be lessen. Social media tools can facilitate job applicants to their assessment procedures(Aguenza, Al-Kassem and Som, 2012). This is evident from the findings of a survey by Career Builder.com which found that 45% of employers were utilizing social media to screen potential employees. Additionally, Eisele (2006) surveyed 1,000 biggest organizations in Germany about their experiences with Internet and recruitment and found that 67% reported the use of web-based solutions as an improvement of their recruitment processes, 49% of them practiced it and achieved lower recruitment costs. It also shows that the use of some form of e-recruitment methods reduced the hiring costs about 87% in comparison to common traditional recruitment tools like newspapers (Lee, 2005; Cober et al., 2001). Thus, it is generally accepted that using social media sites for recruitment can make an outstanding impact to the reduction of the recruitment costs and employee productivity as well (Aguenza, Al-Kassem and Som, 2012).

According to TriNet (2012), gone are the days when organizations used to post jobs on a jobboard 0r walls or newspaper advertisement. As an alternative, recruiters today are steadily turning to social media sites to entice and recruit best talent. In order to avoid being diked with so many resumes submitted by unqualified candidates, recruiters are choosing to perform targeted searches on professional social media sites, such as LinkedIn. This way allows recruiters to search for candidates with specific knowledge, skills and experience. Prospective employees are also using company profiles posted on social media sites to develop lists of companies where they would be interested in working. By creating a detailed profile, your company will be able to attract the best candidates and maintain strong ties with former valued employees who could be potential candidates in the future (TriNet, 2012).

According to TriNet (2012), social media is being used as a vehicle to engage clients. Organizations have a customer base that can be engaged through social media for whatever product or service they offer. "But the manner of engagement is unique because social media has revolutionized the style of business-to-customer communications. Customers no longer want to be talked at. Instead, they are looking for organizations to listen, to appropriately engage, and to respond to them. Social media sites are now used as a version of electronic word of mouth and provide a platform for your consumers to not only speak directly to your company, but also for consumers to communicate with each other, sharing reviews or testimonials about specific products or services. Companies that join social media sites are able to create stronger relationships with their customers and are also able to improve customer service by utilizing social media to address customer service issues" (TriNet, 2012). Leverage social media to solicit constructive feedback from both customers and employees. Social media allows companies to collect feedback both more quickly and more cost-effectively than does a traditional email or phone survey strategy (TriNet, 2012).

Social media is also increasingly being used for both internal and external communication (Patterson, 2012). Employees are able to easily communicate with each other in work related activities, thereby improving channels of communication. Thus, social media has broken the barrier of work station. An employee can work from anywhere other than the office and be able to get in touch with colleagues at the office. They can send documents through WhatsApp for instance. Commenting on the usefulness of social media in communication Munsanje-Mwale (2014) writes:

"The association has continued to use Facebook as a means of communicating to members and also as a discussion forum. Currently the association Facebook account has a membership of over 500. This has greatly helped the association to reach out to many young professionals".

4.0 CHALLENGES OF USING SOCIAL MEDIA IN THE WORKPLACE

Although some scholars predict significant potential for social media in transforming businesses, others have raised concerns over the use of these tools in workplaces that they can also be a minefield of potential problems in an organization. One of the concerns is too much abuse by employees in the workplace.

Too much abuse by employees. First of all, employees lose more hours for the institution by using social media. This kind of social media misuse in the workplace has increased of late. According to Proskauer Rose LLP (2014) survey, the majority of businesses have had to deal with social media misuse. Moreover, more than 70% of businesses reported having to take disciplinary action against employees for misuse (compared to 35%).

Unemployable due to stupid personal stuff I put on my racebook page.

Signs of the social networking times.

Figure 2: Consequences of social media abuse

Source: Smiricky, 2013

Wilson (2009) identified five principal risks that organization has in regard to social networking: perceived loss in staff productivity, data leakage from staff gossiping freely in an open environment, damage to a business's reputation, scam practiced by cyber crooks, and the open access to organization's information due to outdated passwords.

Perceived loss in staff productivity: Employees who continually use social media sites may not be as focused as they should be—a risk that this could negatively affect their productivity (TriNet, 2012). A lot of time is wasted on websites during work hours, weakening productivity and increasing security risks to the company by sharing data externally Wilson, 2009). According to Munene and Nyaribo (2013), wasting time through internet activities is simple and it is a huge hidden cost to business. If the company has an eight-person department and each of them spends an hour a day on the above activities, that is a whole employee wasted.

Company information leakage: In a study by AT and T (2008), respondents reported that social networks are a distraction to employees (49%) and a source of company leaks of confidential information (45%). An employer or employee risk disseminating proprietary or confidential information, such as customer information, internal policies and procedures, product information, financial records, and trade secrets through use of social media. An employee's post about a successful day for the company, for example, could violate notice, disclosure, or reporting requirements. Employees in the healthcare industry are especially susceptible to potential confidentiality breaches due to close contact with patients' private medical records and information. But, be careful not to implement overly broad confidentiality requirements, which can run afoul of the National Labor Relations Act (TriNet, 2012).

Primary risk exposure to potentially protected information: The "friending" of subordinates/constituents can be a slippery slope. A company may obtain information about illegal or other conduct of potential concern, such as employee's drug use or excessive drinking, medical or health issues, disability status, genetic information, sexual orientation, religion and other lifestyle information. Knowledge of protected information may be seen as a basis for adverse employment action (**Patterson, 2012 and TriNet, 2012**).

Damage to an organization's reputation: Social media could be used as a forum for disgruntled employees to launch online attacks against companies or employees, thereby creating possible litigious situations (TriNet, 2012). Posting on social media sites is also vulnerable to cyber-criminal activities by disseminating wrong information which can cause embarrassment to the organization concerned. A study conducted by Nucleus Research with 237 corporate employees shows that 77% of employees checking websites during work hours resulted in 1.5% decrease in employee productivity for those organizations allowing access to social media sites in the workplace (Gaudin, 2009). It was obvious that productivity of employees was dropped due to addictive and excessive browsing and uploading photos which were not related to the workplace. (Aguenza, Al-Kassem and Som, 2012).

Scam practiced by cyber crooks: Social media sites may be a common source of malware or spyware that can pose security risks to organizations. Companies need to deploy a variety of tools in an intelligent way to monitor, manage and control how different individuals use new web applications being used in the workplace (*TriNet*, 2012).

It may be difficult for employers to act on an employee's off-duty social media online activity since expressing views of workplace conditions may be protected under the National Labor Relations Act or whistleblower and retaliation statutes. In general, employees in union and non-union environments have the right to speak freely about working conditions, including wages, hours, and other matters (TriNet, 2012).

If used as part of the **hiring process**, social media sites as may lead to issues of **discrimination**. According to TriNet (2012), a candidate may argue that a company had access to information about a protected status, such as race, disability or age when make hiring decisions. Knowledge of this information may be seen as a basis for adverse employment action. According to TriNet, it is a best practice to use social media sites after the candidate has been interviewed and only if the company is interested in the candidate.

Information overload is one of the issues that influence the mind of most users concerning the use of social media in the workplace. Social media has several types of media, so much that users can easily be overloaded with information, which may be difficult to deal with by those who are not information literate.

5.0 WAY FORWARD/RECOMMENDATIONS

As the use of social media sites becomes even more prevalent, it is commonly understood that employers need to consider how social media sites is likely to impact their organizations. The widespread use of these sites by employees raises inevitable questions. For instance, how can these sites serve the interests of organizations by enhancing productivity and unleashing the potential of social media in the workplace? At the same time, employers must be able to embrace the technology and minimize risks associated with social media.

- Formulate social media policy which can guide employees on how to make productive use of social media at work. A comprehensive social media policy can minimize future costs by placing employees on notice as to what content and behavior is acceptable in using social media. Policy can serve as a foundation for future disciplinary action to be taken (Simiricky, 2013)
- Employers should education and train employees on what is considered "protected activity or information" for the organization. A robust Internet education policy within a companyas well as effective monitoring tools—are critical to solving social networking security issues in order to keep employees safe, compliant, and productive (TriNet, 2012).
- Employers should monitor all social media activities to ensure compliance with company policies. Proponents of monitoring argue that this is proper as the employer has the obligation of ensuring that productivity is enhanced and company time is not wasted or abused (Munene and Nyaribo, 2013). Employers should therefore, take keen interest to know how social media is being used and in what capacity.
- Organizations should incorporate social media into company marketing plans to ensure that social media is used to enhance productivity

6.0 CONCLUSION

Whether you like them or not, employers need to face the reality that social media sites are not merely a fad that will fade with time. They will continue to grow in popularity and are here to stay. At times you feel you are too busy to spend time on social media (and secretly judge those that do). The reality is that you may be missing an opportunity as the chances are that your competitors are already using social media to their advantage. Certainly your employees have also been using social media extensively. Above all - to you as aManager, your customers are using and receiving information via this important, new communications media right now. So there is no need to avoid it.

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USE OF SOCIAL MEDIA AMONG UNIVERSITY OF ZAMBIA LECTURERS IN TEACHING AND LEARNING

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ABSTRACT

The role of social media in teaching and learning in higher learning institutions cannot be overemphasized. Higher Education (HE) teaching practices have evolved over the last two decades, with more emphasis on student centred pedagogy. There is an increased expectation placed onto the role that technologies can play to harness effective learning. This is because student centred learning requires technology which facilitates active learning and deep interaction between students and their lecturers. One way in which lecturers can embracing the use of technology is through social media. However, there remains disconnect between the ambition for interactive learning through technology and the realities of the practice. The aim of this study was to investigate whether or not University of Zambia Lecturers use social media in teaching and learning. Specifically, the study investigated the extent to which social media platforms are being used by UNZA lecturers as teaching and learning tools, the preferred social media platforms for teaching and learning, the ICT knowledge levels and skills of UNZA lecturers in using social media platforms for teaching and learning, perceived benefits of using social media in teaching and learning, and challenges faced by UNZA Lecturers in using social media for teaching and learning. The study employed qualitative method. Thirty lecturers from the school of Education at the University of Zambia were purposively selected to take part in the study. Data was collected through a semi structured interview guide and focus group discussions. Results revealed that Lecturers especially the younger ones were in the forefront of using social media platforms for teaching and learning purposes. Further the results indicated that the most preferred social media for regular instruction were YouTube, Slideshare, Wikis, Blogs, LinkedIn, Facebook, and Podcasts and if appropriately implemented, these technologies can be a catalysts for learner-centred approach to teaching, social presence, collaborative learning, reduced cost, interactive, global reach, replicability and searchability were the main benefits the study revealed. The study also revealed that most of lecturers were competent enough to use social media for teaching and learning purposes while a few indicated that they required some of training. Challenges faced include, cost, inaccessible Wi-Fi, insufficient computers, privacy, time constraint, technophobia and miscommunication were the main challenges the study revealed. In view of the above the revelations, the study recommended that for lecturers to fully utilize social media for teaching and learning the University should invest in the much needed ICT infrastructure which includes computer labs in schools, improved internet connectivity and acquaint all lecturers on the benefits of using social media for teaching and learning. Further lecturers are encouraged to assist learners to make effective use of these social media to build their knowledge base.

Keywords: Social media, e-learning, University of Zambia, Facebook, Twitter, Blogs, Teaching, Learning.

1. INTRODUCTION

The emergency of Information and Communications Technologies (ICTs) has fundamentally impacted on all spheres of life. ICTs have become indispensable in modern day life. In this regard, higher learning institutions both public and private have adopted ICTs in their teaching and learning. It is therefore necessary for lecturers to start embracing the use of social media in teaching and learning so as to prepare the learners for the ICT dominated labour market.

What then is social media? According to Varinder and Kanwar (2012: 8), social media, refers to "all web based applications which allow for creation/exchange of user generated content and enable interaction between the users." Vankat (2008) adds that the term social media essentially covers a set of technologies comprising of interactive media that allow people to create, modify, and share information. Although there are different applications that make up social media, the general principles of social media remain the same, which is that of 'mass socialization,' this according to Selwyn (2011) entails harnessing the power of the collective actions of online user communities rather than individual users. Social media entails that the internet is no longer a oneway broadcast delivery system where the individual user downloads data, information and other resources produced by a relatively small number of content providers. Instead, the internet is now driven by the activities of its ordinary users as they are the generators of content. Social media applications are seen to be open rather than closed, bottom-up rather than top-down. Social media users go online to share and rate, mash-up and remix, friend and trend.

2. BACKGROUND TO THE STUDY

Amidst these technological developments, many higher education institutions- students and educators alike, now find themselves expected to catch up with this world of social media applications. It is for this reason that Social media applications have continuously raised the awareness of a number of researchers on the prospects of using these tools for educational purposes. According to Armstrong and Franklin (2008: 12):

There are two important reasons why Web 2.0 matters to universities. Students will increasingly be using Web 2.0 technologies in their social lives, at work and in previous study, and will begin to expect that their courses will make use of them too...and perhaps more importantly, because Web 2.0 provides a new set of powerful educational affordances.

However, the fact that students are using a technology is not really a reason per se to use it in their education, but as alluded to earlier, Web 2.0 is made up of several technologies which provide different capabilities. It is anticipated that some of these technologies will have a significant impact on how students engage with their education. In as much as there are still divided opinions over the advantages of using Web 2.0 in education. Bryant (2006) in Mcloughlin and Lee (2007) explains that Web 2.0 tools have potential to handle the diverse needs of today's students, by providing them with opportunities to collaborate and network in an online environment. It is for this reason that lecturers at The University of Zambia should embrace the social media as a way of enhancing teaching and learning and therefore be able to produce graduates who are well prepared for this ICT dominated labour market.

3. STATEMENT OF THE PROBLEM

As indicated in the introduction the emergency of Information and Communications Technologies

(ICTs) has fundamentally impacted on all spheres of life. ICTs have become indispensable in modern day life. In this regard, higher learning institutions both public and private have adopted ICTs in their teaching and learning. Researches have shown that Web 2.0 has ground breaking opportunities for higher education, for instance, in a research where Swain (2008) did a survey among the students at Kansas State University, he concluded that Web 2.0 has relevance for higher education. Furthermore, in an experimental study by Ullrich et al (2008), it was concluded that Web 2.0 applications offer significant advantages in learning. These studies show that Web 2.0 can indeed encourage students to actively participate in learning. However, at The University of Zambia, School of Education in particular has not conducted any research regarding lecturer's use of social media for teaching and learning purposes. It is therefore, necessary that a research was conducted to accurately explain the extent to which social media is being embraced in teaching and learning activities.

4. RESEARCH OBJECTIVES

The objectives of the study were to find out:

- i) The extent to which social media platforms are being used by UNZA Lecturers as teaching and learning tools,
- ii) The preferred social media platforms for teaching and learning,
- iii) The ICT knowledge levels and skills of UNZA lecturers in using social media platforms for teaching and learning,
- iv) The perceived benefits of using social media in teaching and learning,
- v) The establish challenges faced by UNZA Lecturers in using social media for teaching and learning.

5. THEORETICAL FRAMEWORK

The study was guided by the Technology Acceptance Model (TAM). The model was developed by Davis in 1989. TAM has been widely used by researchers to explain how people and organisations adopt technology. According to TAM individuals' behavioral intention to use an information technology is determined by two beliefs namely;

- i. perceived usefulness
- ii. perceived ease of use.

Perceived usefulness in this model entails the extent to which a person believes that using an information technology will enhance his or her job performance. Perceived ease of use on the other hand, entails the degree to which a person believes that using technology will be free of effort. In this study, perceived usefulness and perceived ease of use will determine an individual's level of acceptance of a technological change in an organisation.

In line with this model, if lecturers perceive that social media platforms will enhance their teaching and learning, they are more likely to embrace such media platforms for teaching and

learning. In contrast, if the lecturers think that social media platforms do not enhance teaching and learning, they are not likely to embrace such media platforms and may even reject the change.

Additionally, if lecturers perceive social media platforms will ease their teaching and learning compared to traditional pedagogy, they are more likely to adopt social media platforms; if they perceive that learner centred pedagogy is easier with social media platforms as compared to traditional pedagogy one, lecturers are likely to social media platforms for teaching and learning.

6. LITERATURE REVIEW

The World Wide Web has undergone a huge transformation from a tool for scientists to a worldwide source of information for billions of users. It has transitioned into a more social participatory stage called social media under which an information user becomes the provider of information by creating, organizing and sharing content (Anderson, 2007). Few people would fail to notice the recent emergence of social media, especially much-publicized applications such as Facebook, Twitter, YouTube and Wikipedia. Since being declared Time Magazine's 'Person of the Year' at the end of 2006, social media have come to dominate the ways in which digital technology is now used around the world (Selwyn, 2011).

Further, proponents of Web technologies in education have long argued that these technologies supplement and upgrade the widely accepted traditional delivery of lessons to students. For example, with reference to traditional learning, Vygotsky (1980) argued that human beings learn best if there are some sorts of interaction through collaborative learning and group work so that students work together on a task.

In this social media era, the said interaction and collaboration in teaching and learning is now implemented virtually without worrying about time and space limitations or barriers. To this end, some educational researchers have coined the term Learning 2.0 in reference to "a spectrum of all pedagogical approaches that draw heavily upon Web 2.0 tools.

According to Jones (2015:93), social media technologies such as blogs and Twitter are no longer only used for leisure. Rather, over the years, these technologies have also become platforms for interacting and engaging with learners. In their recent study about the tweeting behaviour of undergraduate students in some universities in Singapore, Menkhoff et al. (2014) find that among other benefits, Twitter enables students to have "a voice, to be more engaged and to interact more freely with both their peers and the instructor via knowledge sharing and twitter discussions". This means that students who are expectantly captive in traditional approach to teaching, are increasingly offered an opportunity to provide prompt feedback to instructors, an element that Schroeder and Greenbowe (2009) and Jones (2015:93) say leads to the much treasured studentcentred learning approach. Getting feedback from students is glorified by Menkhoff et al. (2014) as an important aspect through which an instructor can monitor if students have comprehended the course content taught in class thereby allowing the instructor to identify knowledge gaps and address them on the spot.

7. RESEARCH METHODOLOY

The research design employed was the qualitative method in which a sample of thirty lecturers of thirty lecturers from the school of Education at the University of Zambia were purposively selected to take part in the study. Data was collected through a semi structured interview guide and focus group discussions.

8. FINDINGS AND DISCUSSION

Extent to which social media platforms are being used by UNZA Lecturers as teaching and learning tools

The study revealed that Lecturers especially the younger ones were in the forefront of using social media platforms for teaching and learning purposes. They indicated that social media provides them with the ability to break the limitation that students face in the face-to-face learning, enables innovative and collaborative interactions. According to Talabi and Akinpelu (2011) lecturers and students use social media mainly for chatting and educational purposes and the greatest problem faced by the by lecturers and students in their use of social media are breakdown of networks and high cost. This implies that lecturers are willing to use social media for teaching and learning purposes if the necessary infrastructure is put in place.

Preferred social media platforms for teaching and learning

Results showed that the social media most preferred social media platforms were for regular instruction were YouTube, Slideshare, Wikis, Blogs, LinkedIn, Facebook, and Podcasts. Results also indicate that instructional purposes rank highest amongst why students use social media in classroom. The finding are in tandem with previous studies; for example, Moran et al. (2011) found that Facebook, YouTube, Twitter, Myspace, LinkedIn, Flickr, Slideshare, blogs, wikis, and podcasts are widely used in higher education. YouTube and Facebook were also the most frequently cited when lecturers reported their uses of social media in their teaching practice. The study further, revealed that lecturers believed social media sites offer value in teaching. They reported that videos, podcasts, and wikis are valuable tools for teaching. This was also observed by (Kabilan et al., 2010). Who identified Facebook as a potentially valuable resource for supporting student communication and collaboration with lecturers. Therefore, students have widely adopted its use Further, the younger lecturers believe that social media is easy to use and saves time and money especially for online courses. However, the results of this study differ from those of Ajjan and Hartshorne (2008), who found that while some faculty members believe Web 2.0 technologies could improve students' learning, their interaction with faculty and their peers, writing abilities, and satisfaction with the course, few instructors actually choose to use them in the classroom. Moreover, lecturers use social media in their regular instruction at a moderate level. Lecturers who wish to have the highest performing technology available and are eager for new solutions are labeled innovators (Rogers, 2003; Tantaphalin, 2010). The result is similar to the Sshaped adopter distribution, which rises slowly at first, whenever there are only a few adopters in each time period. Then, the innovation may ultimately be rejected (Rogers, 2003). The results of this research provide foundational data to guide instructional designers and lecturers to design courses that implement the use of social media, especially in regular instruction. This instructional model can help learners achieve their learning objectives. Therefore, instructors should be encouraged to use social media in their regular instruction as an effective tool for 21st century learning.

ICT knowledge levels and skills of UNZA lecturers in using social media platforms for teaching and learning

The results indicated that most of the lecturers were competent in the use of social media for

teaching and learning purposes. They also stated that the use of social media had increased their creativity in teaching and that they had more time to interact with their students and this in itself encouraged students to participate more in the course. When asked if they had some prior training in the use of social media for teaching and learning purpose, they indicated that they were using social media for teaching and learning purposes out of personal interest and some indicated that they had to take some form of computer training even though it was not a must that they should do the training in order for them to able to teach. Others indicated that they were competent enough to use social media for teaching and learning purposes, however, lack of the necessary ICT infrastructure inhibits them from using such technologies. The older lecturers indicated that there was need for them to undergo some training if they were to make use of social media for teaching and learning purposes as they had no skills to use these technologies. This conforms to the study conducted by Alazam et al. (2013) who identified a close relationship between having technology usage skills and level of technology integration in classroom. Similarly, other studies indicated that better technology integration into the classroom is dependent on users' level of knowledge and technological skills (Buntat, 2010; Paryono & Quito, 2010; Saud et al., 2010; Sukri, 2010). Further, Alazam et al. (2013) revealed that teachers' lack of technological skills was due to limited provision of pre-service and in-service training opportunities on the effective use of technology in the classroom. The lack ICT infrastructure is in line with what other studies have found, for example, Similarly, Al-Senaidi, Lin and Poirot (2009) indicated that the lack of equipment, institutional support, disbelief in ICT benefits, and lack of time, are some of the factors that cause barriers to technology integration. While Shohel and Kirkwood (2012) pointed out that resistance to technology adoption can be attributed to risk perception and uncertainty, which can limit teachers' ability to make full evaluations of technology integration (Howard, 2013). Within some faculty, lack of time commitment contributed to poor integration of technology into teaching (Amanortsu, Dzandu, & Asabere, 2014).

Perceived benefits of using social media in teaching and learning

Results revealed that if appropriately implemented, social media through the use of platforms such as Facebook, YouTube, Twitter and Blogs can be a catalysts for learner-centred approach to teaching. According to one"...both students and learners can interact especially on topics that were not clear in class...because they engage in a discussion, students who understood better than others can help clarify and even the lecturers can join in the discussion..." Thus, the importance of learner-centred approach in this era cannot be overemphasized. Learner-centred approach keeps learners engaged thereby ensuring effective learning, participation and knowledge retention. It has further been observed that there is a paradigm shift in pedagogical practice in universities world over as students across a wide variety of disciplines to make use of social media (Lepi, 2014). According to Aviram, Romen, Somek, Winer & Sarid, (2008) traditional pedagogical approach is no longer meeting the needs to prepare young learners to function effectively in today's ICT dominated labour market.

Secondly, the findings of the study revealed that social media offers tools that promote social presence, create a more interactive learning environment and foster collaborative study. For instance, it was explained by one of the participants that ..." you can build credible social presence on social media ...within the same blogs or wikis, there is provision for group chats which foster collaborative learning because students tend to form groups..."

The study further revealed that social media is an inexpensive means of disseminating huge amounts of information. This is evident from the response from one of the participant: "...you can

give out large amounts of information to learners without incurring huge costs as compared to traditional environment where printing, paper and toner is required..." According to Benson, Filippaios and Morgan (2010) online social media has become increasingly popular in recent years providing a different and user friendly way to provide and share information. It is for this reason that it has become necessary to stress the need and raise the awareness of lecturers in the use of social media to enhance the teaching and learning processes. As stated by Dewing (2010), social media can be used at a reduced cost to provide easy and rapid means of generating, accessing, storing and disseminating, transmitting and communicating huge amounts of information. Another participant pointed out as follows: "...social media connects you to like-minded people and opportunities which one can hardly access without it...jobs, expertise, news and the like..." It can be deduced from this finding that social media is a powerful tool to not only connect people but also opportunities like employment and expertise. Social - networking sites offer learners and teachers the opportunity to connect with other students and educators and even employers and consultancy.

Social media was also seen to be an interactive tool that can provide teachers and learners instant feedback. For instance, one of the participants explained that: ... using these technologies, lecturers share and discuss course materials with their students, allowing the lecturer to get feedback from the students on the course and the challenges students encounter in the course..." Furthermore, one of the participants added as follows: "You can receive feedback with social media instantly...it does not matter where you are and the time as long as you are connected...you can communicate or receive feedback..." stated one of the participants. This implies that social media is not only interactive but also global reach. Explaining on replicability and searchability of content, another participant added that ... you can share, copy or search for content online with ease..." The findings affirms Dewing's (2010) observations that special attributes of social media include persistence (a great deal of content posted on social media sites may remain there permanently by default); replicability (content can be copied and shared); and searchability (content can be found easily using online search tools); accessibility or global reach (social media can be used anywhere, at any time, where an Internet connection is available (Dewing, 2010), immediacy (provide instantaneous transmission of information to and from individuals or organizations) interactivity (effective two-way communication technologies); and reduced cost (provide easy, inexpensive and rapid means of generating, accessing, storing, disseminating, transmitting and communicating huge amounts of information).

Challenges faced by UNZA Lecturers in using social media for teaching and learning

The findings of the study revealed a number of challenges associated with use of social media for teaching and learning. One of the challenges include cost. One of the participant described this challenge as follows: "The bandwidth at UNZA is slow resulting in poor Internet connectivity...if one has bundles on their mobile phones, blousing becomes faster. However the cost of Internet data bundles high..." Many students cannot afford Internet connectivity as they do not earn an income. They rely on stipend given by government to survive.

Related to the above challenge is the problem of inaccessible Wi-Fi. One of the participants stated: "For members of staff, it is totally impossible to have Wi-Fi because it is only restricted to the fourth floor...There is a provision for students to access the edurom but connectivity is slow and is only found in few places within UNZA community..." This implies that majority of the people cannot access Wi-Fi thereby limiting individuals who may want to access Internet for educational purposes.

Another challenge that the study revealed is insufficient computers. For instance, one participant described the challenge of inadequate computers as follows: "The only few computers one can use to access Internet at UNZA are those in the library as the computers in the only so called "computer laboratory" are normally used for lessons...lecturers even book the laboratory in advance...So you find a que such that you cannot go there to conduct educational research...There are very few computers in the library working, about 20 only...UNZA has above 10,000 regular students...how can we all share 20 computers? The computers are always filled up all the time..." Another participant had this to say: "In as much as UNZA has a computer laboratory, it is poorly equipped. I take 60 students there for practical computing lessons...with only 30 computers working...each computer has to be shared among three students, making even lessons difficulty...so I encourage students with personal laptops to come with them to reduce on crowding one desk top". The challenge of inadequate computers seem to be a serious one at UNZA. One can hardly engage into serious e-learning with shortage of computers.

The findings further revealed that lack of privacy is a major challenge for participants to use social media for teaching and learning. It was explained by one of the participant on this challenge that:

"one of the biggest challenge with use of social media is that you can hardly hide anything...there is no privacy...you can hardly know who will access your information and for what purpose they will use it..." Similarly, Zaidieh (2012) posits that the social - networking sites such as Facebook and Twitter are open for anyone who wants to participate. According to Zaidieh, users express very powerful concerns about privacy of their personal information, but be less than vigilant about safeguarding it. Although a lot of the information individuals' supply on social - networking sites is elective, users are progressively more comfortable with displaying a great deal of personal information online. Therefore, one of the main concerns for users who register in these sites is how private their information is and who has access to the information and what is it used for. In addition, whose role is it - parent, student, educator and website developer to ensure an individual understands his right to privacy and exercises it accordingly. Jain (2015) supports this by stating that people with bad intentions may invade the personal privacy and cause problems, e.g. hackers, spies and people from outside the organization. Once information is out of the hands of the contributor, sometimes it is deleted from the contributor's account and becomes permanently unavailable because it is likely to have been accessed by other users who would still be keeping it. Thus, privacy is one of the stumbling blocks to use social networking in education.

Moreover, the study revealed that time constraint is another challenge participants experienced.

One participants described time constraint as follows: "...I am on Facebook but only access it once in three months...it wastes much of my time...I am too busy with other assignments..." Another participant added: ... "social media is addictive...once you are on it, you can't easily stop it...each time you want to access more and more information and lose time without realizing it... The findings concur with those of Jain (2015) whose study revealed that social media can be of benefit but people are often busy with other assignments. In fact, it was observed by Zaidieh (2012) in his study that too much time spent online affect the health of individuals in terms of the way the genes operate within the human body, and weakens the immune and hormone levels, and function of arteries. In addition, it is also has an impact on mental health. The use of social networking in education can also cause lack of motivation towards learning and can be boring sitting in front of computer for a long time, especially if the scientific material presented is free of audio and visual effects that will attract learner towards learning.

Technophobia is yet another challenge that participants revealed in the study. One of the participant was honest enough to state as follows: ...Some of us are BBCs (meaning Born Before Computers)...learning computer and consequently Internet skills is challenging...I teach the traditional way as I don't want to complicate my life..." Indeed, some lecturers are afraid of using technology in teaching and learning. Neither are they willing to learn computer and Internet skills. According to Rodgers (2009), "some do not believe in or are fearful of using online tools...the main problem is lack of interest, skills, knowledge or ...fear of change and fear with technology..." Yet, the world keeps changing and technology is supposed to be the way to go.

Similar to the findings of Zaidieh (2012), miscommunication in this study was found to be one of the challenges in use of social media for teaching and learning. For instance, one participant explained: "Some students find it difficult to get information communicated online...they want you to keep explain and explain on the same thing several times..." Zaidieh (2012) made similar observations in his study that e-learning does not afford the student with the same opportunities of explanation and clarification that occur in face—to-face interaction. Learners face some difficulty through social networking in expressing their views and ideas in writing, as many learners prefer to express their ideas orally which is the approach they have used for many years through their study. E-education users need to acquire writing skills to express their ideas and opinions freely. Face to face allows individuals to perceive physical clues like tone, inflection, body language, in an online environment, these are lacking.

CONCLUSION

It can be concluded that liberalization of the Internet has increased the usage of all sort of social media by lecturers and students, and the wealth of knowledge that can be disseminated using these platforms cannot be overemphasized. Therefore it is necessary to include this media into teaching and learning. It is also advantageous for educators to captivate the attention of their learners by using social media that the learners are familiar with in order for the learners to remain focused on the course.

RECOMMENDATIONS

In view of the above research findings, the following recommendations can be considered for implementation:

- a) Build capacity among lecturers to enable them use social media for teaching and learning purposes at the University of Zambia.
- b) Provide the needed ICTs infrastructure to enable lecturers use social media for teaching and learning purposes.

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