



Botswana Library Association  
Information is power

# 9TH

Botswana Library Association  
Annual  
Conference

20<sup>th</sup> - 22<sup>nd</sup> September 2017  
Marang Hotel, Francistown



## CONFERENCE ABSTRACTS





## FOREWORD



The Botswana library Association (BLA) continues to be at the forefront in providing a platform for librarians, records managers, archivists, teacher librarians, school librarians and other information workers to discuss emerging issues in the library and information field. Through its website the Botswana Library Association publishes materials emanating from the conference proceedings to facilitate global access to those materials by librarians and other interested parties.

The theme for this year's 9th conference is Libraries and other infomediaries in the transformation agenda towards 2036. The conference will address among other issues how the Library and Information profession will position itself in the national development agenda. In addition the conference will engage stakeholders at the conference on how we can all work together to have a strong and united voice. It is important to note that it takes our collective efforts to achieve our desired goal which is to have a strong library association in the region and beyond.

We will also reflect on the successes we have made so far as a professional association as well as the challenges we continue to face in the process.

We hope that the conference will serve as a source of inspiration and knowledge repository to enrich your resolve and dedication in providing the best services to your clients.

In conclusion let me thank all the delegates who took time to attend the conference especially those presenting papers. My sincere gratitude goes to all those who worked tirelessly to ensure the success of this conference.

A handwritten signature in black ink, appearing to be 'D. D. D.', written over the end of the text.

# CONFERENCE ABSTRACTS

- ABSTRACT 1 JOROSI BOEMO PAGE 7**  
INFORMATION LITERACY IN HIGH SCHOOLS:  
A STUDY OF SELECTED SCHOOLS AROUND  
GABORONE, BOTSWANA
- ABSTRACT 2 GAOLATLHE SEGAISE PAGE 9**  
THE PERCEPTIONS OF THE UNIVERSITY OF  
BOTSWANA ACADEMIC STAFF TOWARDS  
UNIVERSITY OF BOTSWANA RESEARCH,  
INNOVATION AND SCHOLARSHIP ARCHIVES  
(UBRISA)
- ABSTRACT 3 NEEMAT ABDULRAHMAN PAGE 10**  
EMPLOYABILITY PREPAREDNESS AS  
ROADMAP TO NATIONAL INTEGRATION:  
CASE OF THE BEYOND ACCESS/IREX  
INTERVENTION IN NIGERIAN PUBLIC  
LIBRARIES
- ABSTRACT 4 THATAYAONE SEGAETSHO AND PROF PAGE 11**  
**NATHAN MNJAMA**  
KNOWLEDGE AND SKILLS ON  
ENVIRONMENTAL CONDITIONS FOR PAPER  
MATERIALS IN THE SELECTED HERITAGE  
INSTITUTIONS IN BOTSWANA
- ABSTRACT 5 SAM CHIMBOMBI PAGE 12**  
ACCESS TO SECURITY RECORDS:  
A LEARNING CURVE FOR BOTSWANA
- ABSTRACT 6 JULIE BIANDO EDWARDS PAGE 13**  
ADDED VALUE OR ESSENTIAL INSTRUCTION?:  
INFORMATION LITERACY IN THE 21ST  
CENTURY CLASSROOM
- ABSTRACT 7 TEBOGO KHAMA PAGE 14**  
AN ASSESSMENT OF THE  
INTEGRATED PATIENT MANAGEMENT  
SYSTEM OF THE MINISTRY OF HEALTH:  
A CASE STUDY OF PRINCESS MARINA  
HOSPITAL

<b>ABSTRACT 8</b>	<b>TIBONE JEREMIAH</b> AN INVESTIGATION INTO THE USE OF THE INTERNET BY THE STUDENTS OF TLOKWENG COLLEGE OF EDUCATION, BOTSWANA	<b>PAGE 15</b>
<b>ABSTRACT 9</b>	<b>BOIPUSO MOLOGANYI AND DINEO KETSHOGILENG</b> EMPOWERING STUDENTS FOR LIFELONG LEARNING: A REALITY OR AN IDEAL? VIEWS OF THE UNIVERSITY OF BOTSWANA LIBRARIANS TEACHING INFORMATION LITERACY	<b>PAGE 17</b>
<b>ABSTRACT 10</b>	<b>KELEBOGILE RAMOTSISI</b> THE USE OF FACEBOOK AT THE UNIVERSITY OF BOTSWANA IN PROMOTING LIBRARY SERVICES	<b>PAGE 18</b>
<b>ABSTRACT 11</b>	<b>JOSHUA TIBONE GACHALA</b> THE ROLE OF LIBRARIES IN ACHIEVING SUSTAINABLE ECONOMIC DEVELOPMENT	<b>PAGE 19</b>
<b>ABSTRACT 12</b>	<b>MR SHADRACK. B RATHAPO</b> INFORMATION PROFESSIONALS BECOMING INNOVATIVE TO DRIVE BOTSWANA VISION 2036 “A CASE STUDY OF KNOWLEDGE MANAGEMENT AT PEEPA	<b>PAGE 20</b>
<b>ABSTRACT 13</b>	<b>LORATO OTHUSITSE</b> THE ROLE OF LIBRARIES IN 2030 AGENDA FOR SUSTAINABLE DEVELOPMENT: A CASE OF GABORONE	<b>PAGE 21</b>
<b>ABSTRACT 14</b>	<b>BONGIWE MAGOCHA</b> THE COLLABORATION INITIATIVES IN SUPPORT OF TEACHING, LEARNING AND RESEARCH. THE CASE OF BOTSWANA ACCOUNTANCY COLLEGE AND UNIVERSITY OF SHEFFIELD HALLAM LIBRARIES	<b>PAGE 22</b>

<b>ABSTRACT 15</b>	<b>JULIE BIANDO EDWARDS</b> VITAL ASSETS”: LIBRARIES AS PARTNERS IN COMMUNITY DEVELOPMENT	<b>PAGE 23</b>
<b>ABSTRACT 16</b>	<b>JULIE MOLOI AND KELEBOGILE P. KGABI</b> A PRELIMINARY RECORDS SURVEY OF UCCSA CHURCH ENDANGERED RECORDS IN BOTSWANA	<b>PAGE 24</b>
<b>ABSTRACT 17</b>	<b>MULIKAT ADISA, MNJAMA, NATHAN, PETER SEBINA AND GARBA DAHINU</b> ELECTRONIC RECORDS-CHALLENGES AND PROSPECTS FOR THE INFORMATION PROFESSIONAL	<b>PAGE 25</b>
<b>ABSTRACT 18</b>	<b>BATLANG SEREMA, LYNN JIBRIL, &amp; RAKGAMANYANE ORABILE</b> LIBRARIES STRATEGY DEVELOPMENT AND EXECUTION: THE NEED FOR STRONG LEADERSHIP AND VISION FROM THE TOP ADMINISTRATION	<b>PAGE 26</b>
<b>ABSTRACT 19</b>	<b>ANDREAS MUTOROKE &amp; MOSEPELE BOIDITSWE</b> THE ROLE OF THE SCHOOL LIBRARY IN PROMOTING RESOURCE-BASED LEARNING: CASE STUDY OF MAUN SCHOOL LIBRARIES”	<b>PAGE 27</b>

# INFORMATION LITERACY IN HIGH SCHOOLS: A STUDY OF SELECTED SCHOOLS AROUND GABORONE, BOTSWANA.

Boemo Jorosi, University of Botswana  
jorosibn@mopipi.ub.bw

## ABSTRACT

IL is increasing important in the contemporary environment of rapid technological change and proliferating information resources. Because of the escalating complexity of this environment, individuals are confronted with diverse, abundant information choices in their academic studies, workplace and personal lives. Information is available in through libraries, community resources, special interest groups/organizations, media and the Internet. Moreover, information comes to individuals in unfiltered formats raising questions about its authenticity, validity, and reliability (Baro and Zuokemefu, 2011). Further, information is available through multiple media, including graphical aural and textual and these pose new challenges for individuals in evaluating and understanding it (ALA, 2000).

IL forms the foundation for lifelong learning. It is common to all disciplines, to all learning environments, and all levels of education it enables learners to muster content and extend their investigation, become self-directed and assume greater control over their own learning (Baro and Zuokemefu, 2011). In the higher education arena, IL is of critical importance. Learners/students are expected to discover things for themselves, find the information they need and use the data to support their assignments and projects. It is thus paramount that higher education institutions ensure that all students acquire competencies in knowing how to learn, to formulate questions, to access potential sources of information, to evaluate what is focal for accuracy to organize information and finally to use information to do something with it (Doyle, 1992).

However, although there is an extensive body of research on IL, the vast majority of the literature emanates from developed country context and few empirical studies address developing country situations. Consequently, our understanding of how IL is provided in these contexts is limited. The objective of this paper is to investigate the state of information literacy skills levels among students in selected high schools around Gaborone.

Methodology-wise, the study seeks to combine mail-delivered questionnaires and in-depth interviews to gather data. It is hoped that the study will not only fill an apparent gap in the empirical literature but also suggest practical strategies for providing IL in higher education arena.

Key Words: Information literacy, High school students, Education, Botswana.

THE PERCEPTIONS OF THE UNIVERSITY OF BOTSWANA  
ACADEMIC STAFF TOWARDS UNIVERSITY OF BOTSWANA  
RESEARCH, INNOVATION AND SCHOLARSHIP ARCHIVES  
(UBRISA)

Gaolatlhe Segaise, University of Botswana  
gaolatlhe.segaise@mopipi.ub.bw

ABSTRACT

The significance of this paper was to investigate the attitudes of faculty members at the University of Botswana (UB) towards depositing their scholarly work in the institutional repository. The study employed Unified Theory of Acceptance and Use of Technology (UTAUT). In order to achieve the objectives of the paper, it was considered necessary to investigate on the influence of performance expectancy as well as effort expectancy factors on academics towards University of Botswana Research Innovation and Scholarship Archive. In addition, the researcher also examined the importance of moderating factors towards the acceptance and use of the institutional repository.

Quantitative method was used to survey the perceptions of academicians towards the institutional repository. Purposive sampling was used to send out 100 questionnaires to the participants, 72 questionnaires were returned which translates the response rate to 72%. The findings revealed that lack of knowledge about the benefits of contributing research output in UBRISA; as well as lack of time and effort to deposit literary work in the institutional repository contribute to the negative perceptions and attitudes of faculty members towards UBRISA.

Keywords: Institutional repository; Unified Theory of Acceptance and Use of Technology (UTAUT); University of Botswana Research Innovation and Scholarship Archive (UBRISA); Performance expectancy; Effort expectancy

# EMPLOYABILITY PREPAREDNESS AS ROADMAP TO NATIONAL INTEGRATION: CASE OF THE BEYOND ACCESS/ IREX INTERVENTION IN NIGERIAN PUBLIC LIBRARIES

Neemat, Abdulrahman, FCT Education Resource Center Nigeria  
Email: neemdar@yahoo.com

## ABSTRACT

National integration is driven by inclusiveness, a sense of belonging and a strong confidence in the existence and future of a country. Nigeria has been bedeviled by numerous clashes, conflicts and challenges which depict the absence of national integration. Unemployment as a means of satisfaction of human basic needs as typified by Maslow's hierarchy of needs has been fingered as one of the major causes of lack of social cohesion, feelings of marginalization and confidence in the country as an entity. Studies have pointed to a gap in the set of skills acquired in schools and what 21st century employers' need. Beyond Access/IREX intervention in 70 Nigerian public libraries trained librarians with different modules that will enhance the employability of their users by imparting the missing skills. Using frequency counts and simple percentages, it was revealed that 71% of the libraries teach basic computer skills, 54% operate job search centres while 46% provide access to e-government services. Electricity and Internet connectivity were identified as major challenges in the provision of these services.

Keywords: national integration; employability, beyond access

# KNOWLEDGE AND SKILLS ON ENVIRONMENTAL CONDITIONS FOR PAPER MATERIALS IN THE SELECTED HERITAGE INSTITUTIONS IN BOTSWANA

Thatayaone Segaletsho

University of Botswana, Department of Library Services, Gaborone, Botswana  
segaetshot@mopipi.ub.bw / segaetshot@gmail.com

and

Prof Nathan Mnjama

Department of Library and Information Studies, University of Botswana  
Email: mnjamanm@mopipi.ub.bw

## ABSTRACT

Knowledge and skills development are crucial entities for human evolution and civilization. They are the assets to enhance human productivity, planning, informed decision making and economic growth. To adequately provide efficient heritage services to the community, heritage professionals need to have proper professional education for effective and meaningful management of collections. Therefore, this study was aimed at determining two major objectives. Firstly the study sought to determine familiarity with the concept of preservation by staff in selected heritage institutions in Botswana. Secondly the study established the level of knowledge and skills on preservation related work by staff in selected heritage institutions in Botswana. Data was collected through the use of questionnaires, interviews and document analysis. Although most of the respondents did not have direct preservation or conservation certification or degrees, most respondents did have basic knowledge about preservation work. However, the study observed that most institutions had limited knowledge and skills in preservation at higher management staff levels and this was resulting in less prioritization of preservation work. As a result, decision making, planning, strategizing and prioritization was conducted by staff with less or no skills and expertise on preservation.

Key terms: knowledge and skills on environmental conditions, education on preservation, heritage institutions in Botswana.

# ACCESS TO SECURITY RECORDS: A LEARNING CURVE FOR BOTSWANA

Sam Chimbombi, Botswana Defense Force  
samchimbombi@gmail.com

## ABSTRACT

In 2012, the International Council on Archives (ICA), the professional association that brings archivists and records Managers with its headquarters in Paris, France adopted 10 principles on access to records. Principle No. 1 states that “The public has the right of access to archives of public bodies. Both public and private entities should open their archives to the greatest extent possible.” Based on this principle, it is assumed that the public should be allowed to inspect public archives irrespective of the origins of such archives.

The ICA Principles, however, acknowledge that for various reasons access to public records and archives may be restricted and is clearly stated in Principle No. 2 which requires that “Institutions holding archives make known the existence of the archives, including the existence of closed materials, and disclose the existence of restrictions that affect access to the archives.” In addition, Principle No. 4, states that “Institutions holding archives ensure that restrictions on access are clear and of stated duration, are based on pertinent legislation, acknowledge the right of privacy and respect the rights of owners of private materials.” However, it has been observed that access to records especially access to records emanating from state security agencies are rarely made available for public inspection.

Using the ICA Principles on Access as the basic framework on access, this paper seeks to examine access issues, relating to records of security agencies across the world and to propose a model framework that may be adopted by security agencies in Botswana. Based on a review of the literature, this study seeks to identify the legislative, regulatory and policy framework that impacts upon access to records from security agencies, the challenges and the problems inherent in administering access to records of security agencies. The paper finally seeks also to propose a model for providing access to records of security agencies in Botswana, where currently there is no legislation for accessing any of the security agencies records.

Key words: Access to records, security agencies and legislation.

# ADDED VALUE OR ESSENTIAL INSTRUCTION? INFORMATION LITERACY IN THE 21ST CENTURY CLASSROOM

Julie Biando Edwards, University of Montana  
Julie.edwards@umontana.edu

## ABSTRACT

In recent years, we have seen a proliferation of the amounts of information that we're exposed to, and our ability to critically navigate that information hasn't kept pace with the speed at which it's coming at us. As information professionals we must ask ourselves – what is our role in helping students and patrons navigate information? What value can we add in a world where information is increasingly complex, contradictory, and competitive? Are our traditional methods of delivering information literacy enough? This presentation looks at the evolution of information literacy instruction from the skills in the Association of College and Research Libraries (ACRL) Information Literacy Competency Standards for Higher Education (2000) through the newly adopted Framework for Information Literacy for Higher Education (2016), using examples from my own experience as a reference and teaching librarian. I will focus on how the ways in which we reach students has changed – from one-shot information literacy sessions to more in-depth interactions with students under the new Framework. I will argue, ultimately, that to truly serve students in our current information age, librarians must consider moving even deeper into the classroom, developing and teaching information literacy and critical thinking skills for credit in the college and university setting, and I will highlight a course I developed at my own institution.

Keywords: added value, information literacy, information literacy competency standards

# AN ASSESSMENT OF THE INTEGRATED PATIENT MANAGEMENT SYSTEM OF THE MINISTRY OF HEALTH: A CASE STUDY OF PRINCESS MARINA HOSPITAL

Tebogo Khama, University of Botswana  
tebogo.khama@mopipi.ub.bw

## ABSTRACT

A health care service environment demands for data and process sharing to collaborate and communicate needs better. Due to high operational costs, the adoption and fusion of varied information systems grants challenges especially for health-care administrators. Consequently, health-care institutions naturally look for new means to increase their functional capabilities and reduce integration cost. Has the Ministry of Health (MoH) managed to facilitate the adoption and use of the Integrated Patient Management System (IPMS) in hospitals? In seeking to build on the limited research surrounding health informatics in Botswana, the author will provide an overview of the present state of health informatics at the Ministry of Health (Botswana), focusing on factors affecting the employment of information and communication technology (ICT) in the health-care sector.

**KEYWORDS:** health informatics, health-care organization, information system, information system adoption, information system evaluation

# AN INVESTIGATION INTO THE USE OF THE INTERNET BY THE STUDENTS OF TLOKWENG COLLEGE OF EDUCATION, BOTSWANA

Tibone, Jeremiah, University of Botswana  
Jeremiaht@mopipi.ub.bw

## ABSTRACT

The government of Botswana is fully committed to the widespread adoption and use of ICTs such as the Internet in all institutions of learning in the country. The adoption and use of ICTs in educational institutions in Botswana is enshrined in the 1994 Revised National Policy on Education, the National Information and Communication Policy or Maitlamo, Botswana Vision 2016 and Vision 2036.

The mixed methods research approach was used in this study. Semi-structured questionnaires were distributed to all the students' population, and face to face interviews were conducted with purposefully selected members of staff of the College to complement the information gathered from the students. Quantitative data was analyzed using Statistical Package for Social Sciences (SPSS). Qualitative data was analyzed using thematic analysis. The Chi-Square test of Independence was used to determine if there was significant relationship between the students' demographics and Internet use variables.

The findings of the study revealed that Tlokweng College of Education in Botswana through the curriculum and the College library play some prominent role in organization of information literacy skill building courses for the students. The study revealed that the majority of the students at the College possessed the necessary information literacy skills to use the Internet. However, the study also noted some factors that hinder the effective use of the Internet at the College chief among them was the limited budget resulting in the College operating under poor Internet infrastructural settings such as the shortage of computers, short wireless network coverage, and slow internet speed. The study further offered recommendations for improving Internet use at the College and these included that the College should increase the number of computers with Internet facilities; increase the Internet speed and wireless network coverage; intensify training on acquisition of Internet skills.

The study concluded by pointing out some future research areas that could be explored. This study will provide a contribution to the dearth of researches on use of Internet by the students in Botswana.

Keywords: Information communication Technology, Internet skills, Information literacy

# EMPOWERING STUDENTS FOR LIFELONG LEARNING: A REALITY OR AN IDEAL? VIEWS OF THE UNIVERSITY OF BOTSWANA LIBRARIANS TEACHING INFORMATION LITERACY

Boipuso Mologanyi and Dineo Ketshogileng  
University of Botswana, mologanyi, ketshogidk@mopipi.ub.bw

## ABSTRACT

The importance of information literacy has been well documented in literature. Information Literacy (IL) and its integration in the University curriculum has been justified in a number of ways one of being that it is a lifelong learning skill. In line with the trends the University of Botswana has a Learning and Teaching Policy which emphasise IL as one of the graduate attributes. Despite the volume of literature on the importance of IL, embracing it in to higher education environment has come with many challenges. Many times students do not seem to understand and see the relevance of IL and its relationship to their discipline or their everyday lives. In addition Librarians are faced with the task of influencing faculty, administrators and students on the importance of IL. The key question therefore is whether the IL programmes are well integrated into the curriculum, if its content and method of delivery is relevant to the needs of the intended recipients to empower them for lifelong learning particular at the University of Botswana Library

The objective of study therefore, was to find out if the Librarians believe that the IL programme at the University of Botswana equip students with the skills that are needed for the workforce and participation in society given the librarians knowledge of IL standards, challenges they experience in teaching information literacy. Focus group discussion with ten (10) librarians was conducted to investigate if library is really producing lifelong long learners. The results indicated that there is some knowledge of the IL standards amongst some teaching librarians and Librarians unknowingly apply the standards in their teaching. The IL content at UB covers some of the competencies stipulated in the standards. Librarians pointed out that student still faces challenges in applying the IL in their daily life activities

Keywords: Lifelong Learning; Information Literacy; University of Botswana, Teaching, Librarians

# THE USE OF FACEBOOK AT THE UNIVERSITY OF BOTSWANA IN PROMOTING LIBRARY SERVICES

Kelebogile Ramotsisi, University of Botswana  
ramotsisik@mopipi.ub.bw

## ABSTRACT

Facebook is undoubtedly the most visited social networking site in the world with over 90 million active users. There are now more than 2 million active advertisers on Facebook. The popularity, impact, and cost-effectiveness of Facebook ads has made the site one of the most popular online advertising platforms in the world, and its upward trajectory seems likely to continue. Facebook has had a serious impact on economies around the world. Many companies, here in Africa and abroad are now using Facebook to advertise and even check reactions of potential customers through Facebook. Literature shows that libraries have also joined the bandwagon. Many libraries use the social networking site as an outreach tool. Some Libraries use Facebook to answer reference questions, search online public access catalogs, and host multimedia collections. Facebook provides a flexible space to interface with a large number of students. The study discusses the uses and challenges of Facebook at the University of Botswana Library and the opportunities that can enhance or maximize the use in Facebook in Academic Libraries for better service delivery.

Keywords: Facebook, Academic Library, University of Botswana, Social networking

# THE ROLE OF LIBRARIES IN ACHIEVING SUSTAINABLE ECONOMIC DEVELOPMENT

Joshua Tibone Gachala

jgachala@gov.bw

Ministry of Environment, Natural Resources Conservation & Tourism

## ABSTRACT

Libraries make important contributions to national development. The significance of this paper is to assess the role libraries play in National Development and support the backing for the inclusion of libraries and access to information in the National Agenda that will contribute to achieving the, Botswana's Vision 2036 (achieving prosperity for all), Sustainable Development Goals (SDGs); transforming our world: the 2030 Agenda for Sustainable Development ("UN 2030 Agenda") and the Africa we want ("AU 2063 Agenda"). This paper focus on strengthening the fact that libraries and librarians are key players in the achievement of sustainable development

Keywords: Librarians, Libraries, National Development, Sustainable Development, information,

# INFORMATION PROFESSIONALS BECOMING INNOVATIVE TO DRIVE BOTSWANA VISION 2036, A CASE STUDY OF KNOWLEDGE MANAGEMENT AT PEEPA

Mr Shadrack B. Rathapo, Public Enterprise, Evaluation and  
Privatization Agency, PEEPA

Email: rathapos@peepa.co.bw / shadrackrathapo@yahoo.com

## ABSTRACT

This paper argues that Botswana librarians can move beyond their traditional functions and make meaningful contributions towards the achievement of the ideals of The Botswana National Vision 2036, A Case Study of Knowledge Management at PEEPA that dreams of Botswana being a Knowledge-based economy. The paper argues that Botswana librarians should champion the knowledge management revolution. The paper supports this by identifying various ways in which librarians can contribute and introduce knowledge management in their organisations, including the public sector; increasing innovation through Knowledge Management, improving Project management through knowledge management, improving Labour Productivity and Skills Development through knowledge and improving customer service through knowledge management. A case study of Public Enterprises Evaluation and Privatisation Agency (PEEPA) is used to demonstrate that indeed librarians have what it takes to champion knowledge management. The paper recommends that librarians should up-skill themselves by enrolling for formal short courses on Knowledge management, to empower themselves to be champions of Knowledge management. These will enable them to develop and implement among others, KM strategies, which will facilitate the attainment of the Vision 2036 ideals.

Key words: Knowledge management, Knowledge-based economy, State owned entities, parastatals, public sector, Librarians, Vision 2036, Botswana.

# THE ROLE OF LIBRARIES IN 2030 AGENDA FOR SUSTAINABLE DEVELOPMENT: A CASE OF GABORONE

Lorato Othusitse, Boitekanelo College  
Email: lothusitse4@gmail.com

## ABSTRACT

The purpose of this paper is to highlight the role of libraries in 2030 Agenda for sustainable development, with reference to Gaborone. It is usually difficult for people to acknowledge the role that libraries play in development. It is impossible for a nation to develop without pertinent information which will help in driving development. Therefore, the mandate of libraries to acquire, organize, disseminate and preserve information for development. Public libraries empower general public with information for every designed project. It also provides Open Access databases for vital information for example; some public libraries in Botswana provide free internet services. Librarians are there to teach and guide library users to retrieve information of their choice electronically. This information will therefore, be used for respective projects such as farming, research etc. Public libraries also offer specialized services to specific sector of the community. Example; Botswana National Library has a division called "Library for People with Disability" (LFPD) where special facilities such as braille and adaptive technology are offered. Academic libraries promote learning, research and information literacy amongst students and institutional members.

They strengthen and improve the academic achievement of students. In special libraries, librarians/ information managers identify barriers which impact the clientele's ability to develop, analyse and implement their projects. In this era where there is advancement of technology, library users prefer digital resources such as podcasts, e-books and online databases. It is therefore very important for libraries to invest in digital resources and market them to their clients so that they remain.

THE COLLABORATION INITIATIVES IN SUPPORT OF  
TEACHING, LEARNING AND RESEARCH. THE CASE OF  
BOTSWANA ACCOUNTANCY COLLEGE AND UNIVERSITY OF  
SHEFFIELD HALLAM LIBRARIES

Bongiwe Magocha, Botswana Accountancy College  
bongiwe@bac.ac.bw

ABSTRACT

Collaboration is a purposeful relationship in which all parties strategically choose to cooperate in order to achieve shared or overlapping objectives. Collaboration is mutually beneficial for the employees as well as the organization because when they work together, interact and share ideas, they see and understand how others work, think, negotiate and operate. Collaboration promotes self-analysis, problem solving, it makes an organization to look at the bigger picture and it also teaches. In any given environment, there is no institution or organization which operates as an island. Governments, parastatals, NGO's and private sector do need each other for strengthening their daily business operations or process.

BAC got into a collaboration agreement with the University of Sheffield Hallam in the UK in 2015 in delivering four degree programs in business and leisure.

The support of Library services towards teaching, learning and research are the heartbeat of an academic journey for our students in support of the programs offered. BAC and SHU have introduced several library programs initiatives in supporting students while studying at BAC . This paper will elaborate on the initiatives, the challenges and the success stories .

KEY WORDS. Library initiatives, academic support, collaboration.

# “VITAL ASSETS”: LIBRARIES AS PARTNERS IN COMMUNITY DEVELOPMENT

Julie Biando Edwards, University of Botswana  
Julie.edwards@umontana.edu

## ABSTRACT

In 2015, the UN General Assembly introduced the Sustainable Development Goals (SDGs). In 2014, in anticipation of the SDGs, the International Federation of Library Associations (IFLA) released the Lyon Declaration, asserting that the right to access to information, and the skills to use it, is essential for development. Simply put, there can be no sustainable development without access to information. So, as the world looks towards sustainable development in the information age, what role should libraries play in meeting communities' needs? Sustainable development, whether on a local or global scale, requires that people have access to information in order to improve their abilities to make informed choices about their lives, livelihoods, and communities. Sustainable development is important for all communities, everywhere, and access to information is just one way libraries can contribute to development initiatives. Libraries, especially public libraries, provide not only traditional access to information but also engaged services and programs that are community-centered.

This presentation will explore the ways in which the profession at large is plugging into the SDGs, with a particular focus on the work that IFLA is doing to connect libraries to development. It will highlight a specific form of community development – Asset-Based Community Development, which focuses on using the strengths and capacities that already exist in communities of all sizes and economic statuses – as a theoretical and practical model to help librarians understand and leverage their own assets as they collaborate with their communities on building individual and community capacity. It will argue that an asset-based approach to integrating our services into the larger trend of sustainable community development can provide us with both direction for day-to-day engagement with our communities and an important way to reimagine our value.

# A PRELIMINARY RECORDS SURVEY OF UCCSA CHURCH ENDANGERED RECORDS IN BOTSWANA

Julie Moloi, University of Botswana and Kelebogile P. Kgabi, Avancee  
Consultancies

Email: julie.moloi@mopipi.ub.bw

## ABSTRACT

Of all non-governmental organizations, churches have played a significant role in the socio-economic development of Botswana. The church has been instrumental in providing education and medical care to Botswana for over one hundred years. However, the whereabouts of many of the church records which contain evidence of church operations in Botswana remain unknown or are held under unsuitable environments. This paper seeks to present the results of a preliminary records survey carried out in February 2017 at the United Congregational Church of Southern Africa (UCCSA) Church Synod Office and Moeding College. It shows how church records can enhance the objectives of a knowledge-based society as espoused in the Botswana Vision/Agenda 2036. Records, despite their non-currency, continue to play a role in shaping society.

The UCCSA church in Botswana came into existence during the colonial period and has made a significant contribution to the socio-economic and political development of the nation. The records document the various activities of the church which include but are not limited to predominantly Education, Health, Evangelism and infrastructure development. The methods used in carrying out the preliminary survey included interviews with the church and school leadership, physical inspection of the storage areas under which the records are kept. The results of the survey revealed that church records are endangered in that they were stored in unfavorable climatic and environmental conditions such as old garage in the Synod office, in the basement of a building and neglected store rooms at Moeding College, where some records had signs of deterioration through termite attacks.

From the results of the preliminary survey, it is evident that work needs to be done to salvage the endangered records with the view to restoring them to useable state and thereby protect the information in them. The study recommends that there is need for the church to develop policies and procedures for proper storage and management of such records and to employ measures and techniques for the restoration of information and long term preservation.

Key words: Botswana, UCCSA, Synod office, Moeding College, Knowledge-based society, endangered archives, Records, Preservation.

# ELECTRONIC RECORDS-CHALLENGES AND PROSPECTS FOR THE INFORMATION PROFESSIONAL

Mulikat Adisa, Mnjama, Nathan, Peter Sebina and Garba Dahinu  
Department of Library and Information Studies,  
University of Botswana

Email: mulikatadisa@yahoo.com, jikamshi370@yahoo.com

## ABSTRACT

Down the ages, information technology has advanced; coupled with the upsurge in computer interconnectivity. This has been brought about by the internet, which is irreversibly altering communication and how organizations conduct their operations. Networked desktop computers and office automation applications have provided the capability to swiftly create and share electronic documents. Despite the fact that transformation from paper-based records to electronic records (e-records) has led to improvements in the information profession, it has also created a number of challenges in terms of their creation, transmission, storage, preservation and retrieval. Unlike their paper records counterparts, electronic records are intangible, come in various formats, and vary based on the software and hardware with which they were created. Similar to the traditional archival materials, electronic information is recorded on media that tend to deteriorate with age.

Moreover, the rapid evolution of information technology and massive volumes of e-records makes the task of managing and preserving electronic information complex and costly. e-records are facing a deluge of highly valuable information stored in potentially fragile resources, including disks, pulp paper and computer tapes. This paper, therefore, proposes to examine the challenges associated with electronic records. Besides, the paper will focus on identifying the prospects of e-records for the information professional. The methodology will involve reviewing of the relevant literature on electronic records, information technology; archives development in africa and records management.

keywords: information technology, electronics records, challenges, preservation.

# LIBRARIES STRATEGY DEVELOPMENT AND EXECUTION: THE NEED FOR STRONG LEADERSHIP AND VISION FROM THE TOP ADMINISTRATION

Batlang Serema, Lynn Jibril & Oarabile Rakgamanyane  
Email:Batlang.Serema@mopipi.ub.bw; lynn.Jibril@mopipi.ub.bw,  
rakgamanyane@mopipi.ub.bw  
University of Botswana

## ABSTRACT

A successful library requires both a well-developed strategy and the ability to execute on that strategy. Strategy without execution is merely theory. Many libraries develop robust strategies, but fail at operationalizing their strategies into implementable steps. This paper introduces powerful business frameworks for strategy development and strategy execution in libraries. It concludes that libraries are not currently exploiting many of the strategic frameworks used by other organizations and that for the library to be able to develop good strategies and also execute it they need the support of top management in their parent organization. The paper which a preliminary literature review recommends that libraries need transformational leadership and should established a strong relationship between transformational leadership and organizational performance.

Keywords: Strategy, Transformational leadership, organizational performance, strategic frameworks, vision

# THE ROLE OF THE SCHOOL LIBRARY IN PROMOTING RESOURCE-BASED LEARNING: CASE STUDY OF MAUN SCHOOL LIBRARIES

Andreas Mutoroke and Mosepele Boiditswe, University of Botswana.  
Email: andreas.mutoroke@mopipi.ub.bw

## ABSTRACT

School libraries in Botswana, just like in other countries, support the teaching, learning and recreational programmes of the school. They raise students' literacy levels by introducing them to information search strategies and facilitate access to knowledge. This paper presents the findings of an exploratory study of the status of twelve (12) school libraries in Maun, Botswana, and the extent to which school libraries expand the boundaries of remote learning for all students. The study was guided by the resource-based learning (RBL) theory premised on the notion that library users must be information literate independent learners. It addressed the question as to whether or not school libraries created a dynamic, accessible and collaborative learning environment for the 21st century learner.

The study primarily identified the training needs of Teacher-Librarians which are meant to inform the Okavango Research Institute (ORI) library how to implement a training workshop for all Teacher-Librarians in Maun schools and surrounding through its North West Information Specialist outreach endeavor. Data collected using questionnaire, observation and informal interviews were analyzed using content analysis techniques. The purposive sampling method was used to select twelve (12) Teacher-Librarians as participants. The findings established that Maun school libraries have minimal role in promoting a dynamic, accessible and collaborative learning environment. The study therefore recommends the Ministry of Basic Education to recognize the role of school libraries in the curriculum and make school libraries well-stocked and accessible learning support facilities of the 21st century information and technology-driven society.

**KEY WORDS:** School libraries, libraries, Teacher-Librarians, inquiry learning, resource-based learning, online learning, e-learning, school library programme.









**Botswana Library Association**

Cell: +267 75526419

Cell: +267 73231047

[www.bla.org.bw](http://www.bla.org.bw)

