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REPORT OF THE
REGIONAL WORKSHOP ON
INFORMATION AND KNOWLEDGE MANAGEMENT FOR DEVELOPMENT

Addis Ababa, 29 – 30 April 2007

Introduction

This workshop was done within the framework of *Harnessing Information for Development*, a component of ECA's programme of work for the biennium 2006–2007. The expected accomplishment was to achieve "improved availability and use of information for development at the national, regional and sub-regional levels."

The objective of the workshop was to discuss issues, strategies, processes and mechanisms for managing and using information and knowledge to empower all members of the community to enable them participate adequately in economic, social and political affairs for their individual and collective well-being, and towards the achievement of the Millennium Development Goals (MDGs) and participation in the global knowledge economy.

Main methodologies discussed in detail include action learning, action research, information literacy and lifelong learning the health, education, gender empowerment and economic development. Participants and contributors included medical practitioners and researchers, economists, agricultural scientists, development experts, policy-makers in government and private sectors, librarians, statisticians, ICT specialists and other information professionals.

The workshop, which was a pre-session event of the Fifth Session of the Committee on Development Information (CODI-V), incorporated the Sub-Saharan Africa Colloquium on Information Literacy and Lifelong Learning organized in collaboration with the Africa Section of the International Federation of Library Associations and Institutions (IFLA), took place in Addis Ababa from 29–30 April 2007.

Attendance

Participants came from the following member states: Algeria, Angola, Botswana, Cameroon, Congo, Ethiopia, Egypt, Gabon, Gambia, Ghana, Kenya, Lesotho, Malawi, Mali, Morocco, Mozambique, Niger, Nigeria, Rwanda, Senegal, Sierra Leone, Somalia, South Africa, Sudan, Swaziland, Tanzania, Togo, Tunisia, Uganda, Zambia and Zimbabwe.

Also attending were participants from the following international agencies and institutions: African Union (AU), The Economic Community for West African States (ECOWAS), Food and Agricultural Organization (FAO), International Labour Organization (ILO), International Livestock Research Institute (ILRI), United Nations Children's Educational Fund (UNICEF), UNLO, and World Health Organization (WHO).

The lists of participants and the analysis of participation are attached as Tables I and II

Official Opening

Ms Kay Raseroka, University Librarian of the University of Botswana and the Immediate Past President of IFLA chaired the opening. Ms Aida Opoku-Mensah, Director, ICT and Science & Technology Division of ECA, delivered the welcome address. Ms Jacinta Were, Chairperson of the Professional Committee and Member, Governing Board of IFLA; and Ms Helena Asamoah-Hassan, Chairperson, Africa Section of IFLA also made opening remarks.

Remarks by Ms Ray Raseroka, Chairperson of the Opening Session

Ms Raseroka began by expressing her appreciation of the successful collaboration between ECA and IFLA, which had continued to grow since 2005. She also expressed her gratitude for the support ECA had provided IFLA toward their participation in this event. She said that she was particularly pleased that ECA was mainstreaming issues related to access to knowledge, libraries and information services

for development within the ECA programme. She also remarked that libraries could achieve much more by tapping the information rooted in indigenous systems and using ICTs to leverage their resources and services. She went on to stress the importance of making information accessible and improving information literacy among the citizenry so that everyone is able to participate in the global economy. She ended by urging participants to examine the issue of intellectual property rights particularly as regards indigenous knowledge systems.

Welcome Address by Ms Ms Aida Opoku-Mensah, Director, ICT and Science & Technology Division of ECA

Ms Opoku-Mensah stated that the focus of the workshop was to explore ways in which knowledge could be used as a key resource for solving the problems of poverty in Africa. She also stated that the workshop was important for the theme of CODI-V, especially as regards how information and knowledge could be managed so as to lead to creation of employment and ensuring continuous employability of the various segments of the community. She went on to thank Ms Raseroka for her commitment towards ensuring that the workshop and the colloquium became events of CODI-V, and reiterated ECA's recognition and support for the role of libraries, which she remarked was still an untapped area. She therefore urged the participants to take up the challenge of promoting libraries and making them veritable institutions for reliable access to knowledge for development.

She made a link between access to information and poverty and observed that poor countries were not able to manage and utilize information effectively. This, she said, had a bearing on the information society and overall development, especially when compared to Asian countries, which have been able to develop their human resources base to enhance their economies. She stated that Africa needed to develop her human resources to be able to manage and develop information and knowledge to enhance productivity.

She charged the regional workshop to address challenges such as:

- i. What are best ways to deploy information and knowledge to empower African citizens, especially youth and women? How does information and knowledge help Africa combat HIV/AIDs, child mortality and MDGs?
- ii. How does a farmer use information and knowledge to increase productivity?
- iii. What strategies should be adopted to ensure access for all?
- iv. Libraries are public institutions but are mostly city based. How do we take services to the remote and rural areas of Africa?

She concluded by saying lifelong learning is a critical for Africa to get out of the poverty trap and urged participants to take a critical look at this area during their deliberations with a view to drawing up concrete steps to close the knowledge gap.

Remarks by Ms Jacinta Were, Chairperson of IFLA Professional Committee and Board Member

Ms. Were expressed her gratitude to ECA for organizing the workshop. She remarked that IFLA had been involved in WSIS and was concerned about the issue of access, especially the role of libraries in Africa, which is often underestimated for the development of the Information Society. She also expressed her hope that the conference would address these issues, and in particular, the role of libraries in supporting governance, health, agriculture and education. She urged that the decisions taken at the workshop be feed into policy formulation at the institutional and national levels and that the

outcome of the workshop be disseminated widely to other information specialist and policy-makers not privileged to attend the workshop.

Remarks by Ms Helena Asamoah-Hassan, Chairperson of IFLA Africa Section

She gave a background to the colloquium, , and said that the outcome of the colloquium should:

- i. Produce a blueprint for information literacy and lifelong learning for Africa.
- ii. Have detailed input from participants to be published and distributed as well as presented at the forthcoming global colloquium.
- iii. Enhance the strong partnership developed with researchers in the sectors dealt with and hoped that the partnership would expand to other areas of development work.

Papers Presented

A total of 14 papers were presented in the following sectors: information and knowledge management; Economic development; Education; Health; Agriculture and Gender; Governance and Citizenship.

Information And Knowledge Management

Information and Knowledge Management for Action Learning and Action Research for Development, By Abraham Azubuike

Mr. Azubuike began by highlighting Africa's globalization-related development challenges including the problems of attracting foreign investors, increasing access to capital for small businesses, quality assurance of goods and services, and a lack of competitiveness in the world market.

He argued that most development strategists have concentrated on economic growth as a way of solving poverty issues and that the use of knowledge for development had not been adequately emphasized. He said that libraries have a role to play in improving the situation of people, especially in helping to meet the Millennium Development Goals and complementing the goals of major instruments for economic growth and resource distribution. He stated that the root cause of underdevelopment was the under-use of knowledge, which leads to inaction or inappropriate action, hence deprivation and exclusion.

Action learning and action research could be effective tools for Africa to achieve MDGs, especially as knowledge residing in people's heads cannot be effectively activated and applied otherwise. He was also of the view that MDG programmes should actually use AR methodology to solve the problems of poverty and insisted that if the right questions were asked, the right solutions would be found.

He went on to define Information Literacy as the capacity to recognize and articulate information needs, know where and how to access information and how to value and use it to gain understanding and to empower oneself. He also defined Lifelong Learning as the continuous learning to keep abreast of changes in one's environment, to maintain personal capacity, and to ensure sustainable well-being through empowerment.

He stated that the application of AL, AR, IL and LL methodologies will ensure that "communities are able to identify a problem, collect and analyze information and act upon the problem in order to find solutions" whether at the strategic level or end-user level. Communities will be able to make decisions in areas such as health, agriculture, education, and human rights.

He concluded by recommending:

- i) The use of AL, AR, IL and LL for development problem solving and achieving MDGs.

- ii) Knowledge/ Information intensification should go with action research.
- iii) National institutions should build taxonomies and knowledge maps directly working on MDG problem areas.
- iv) Information services should not only focus on websites but also on local resource centres and extension services. This should be done in a systematic way looking at taxonomies of information and knowledge maps.

In the discussion that followed, participants were of the view that many governments in Africa did not acknowledge the role of libraries in development. As a result, libraries were not well prepared to help communities solve their problems. Furthermore, participants agreed that MDGs could be realized when knowledge acquisition is taken seriously at all levels.

The participants recommended that libraries needed to get involved in continuing education, community life as well as have knowledge of experts within the community who could work with the community to solve problems. They also recommended that a concrete plan of action should be formulated to enable policy makers and practitioners to implement the recommendations from the workshop.

Economic Development

Economic Information Literacy And The Development Of Sub-Saharan African Countries By Dr Christopher Sama Molem.

The paper pointed out that economic information literacy could be instrumental in shaping and advancing a budding economy, however, sub Saharan African countries did not benefit from the information readily available in the 21st century. The paper also highlighted the fact that the stagnant economies of these countries could be blamed largely on the neglect of strategies for making relevant information available to the appropriate members of the society. A number of impediments have been identified which include illiteracy, poor attitudes towards information literacy, poor governance, inappropriate education in higher education, non exploitation of indigenous knowledge, lack of appropriate government policies on information dissemination among other things. Some of the remedies proposed include the selection, collection and dissemination of information using appropriate languages. There is also the need for governments to set up good economic policies, which cater for information acquisition and the elaboration of strategies for resourcing indigenous knowledge. Other remedies require the resolution of governments information secrecy act, a guarantee of the accountability of government officials and the elimination of corruption.

In the discussion that followed, participants pointed out that it was important to carry out an information needs assessment like the one done in Malawi for rural women which showed that women wanted to be empowered and to know how to find out about institutions that give out loans.

Education

Information Literacy: The Missing Link In South Africa's Educational Transformation? Prof. Genevieve Hart

The presenter argued that effective information literacy education had been neglected in the South African schooling system and highlighted the fact that there was a gap between the demands of the curriculum for information literacy education and the obvious vehicle for information literacy education – school libraries. The author attributed the neglect of school libraries to the belief by government that ICTs could overcome inherited inequalities; the general confusion between digital literacy and the more inclusive construct of information literacy; and a general lack of understanding of the role of school libraries in education.

In her presentation, Prof. Hart suggested that more research was required to assess the impact of the new ICT projects on learning in the project schools. She insisted that the research should look beyond the mere provision of computers and access to the Internet to assess the impact on the information literacy of learners and educators. The presenter concluded that the two sectors, ICTs and libraries, could work in partnership rather than in competition in order to provide school leavers with the skills demanded by the information society. In the discussion that followed, participants observed that lack of government support for the development of school library networks in South Africa was disturbing given the fact that school libraries play a critical role in developing a reading culture. The participants then went on to recommend the teaching of information literacy at the school level.

Approche Multilingue – Multimedia Pour La Formation Des Adultes By Prof. Babacar Buuba Diop

The presentation focused on the work of ANAFA in introducing multimedia projects in its promotion of adult literacy and education in Senegal. The presenter pointed out that adult educators have to settle down to the task of constructing manuals and other tools that can be read and decoded in national languages. He noted that the non English-speaking world was almost completely excluded from information on the Internet because most of the information is in English. Yet, the Internet offers opportunities for the South to access information if only the linguistic difficulties could be overcome. The presenter observed that it was not enough to know how to read and write in the twenty first century in order to access information but also to develop new skills. The presenter urged adult educators to be conscious of the possibilities that ICTs offer for delivering services, such as distance education, which has become the real tool for the transference of knowledge. He concluded by saying that in order to exploit the educational potential that the Internet offers, some effort has to be made at the level of the language and interface design. For example, the [Alf@net](#) project has demonstrated that it is possible for illiterates in French to learn to use interfaces in French. He said for the language barrier to be overcome, it would require the cooperation of different disciplines and partnership with foreign agencies to:

- i. Develop tools, which would help to reduce linguistic barriers such as the one created by the Arab countries (Windows – software PAO...)
- ii. Develop web sites in national languages.
- iii. Bring together the different initiatives to establish local electronic networks
- iv. Develop educational CD ROM (or DVDs)
- v. Develop navigation tools in national languages and translation software.

Promoting Information Literacy: Lessons From Education And Lifelong Learning, By Dr. H. Manthoto Lephoto

Dr. Lephoto began by stating that the purpose of adult education which he said is to empower people with skills to be able to deal with their situations and that by opening learning opportunities to all, especially those who do not have access for various reasons. The presenter argued that efforts to build the information society should also support efforts to promote literacy at all levels of education and life. The presenter also noted that people play a central role in development and stated that any development effort should aim at enlarging the choices that people can have in life. Adult learning is purpose oriented because adults pursue a learning experience in response to a need. Adult learners are self-motivated, a quality that is crucial in building a culture of lifelong learning. Literacy in general and functional literacy in particular are at the heart of any educational empowerment. In particular, literacy is a basic tool one needs in order to participate in information literacy activities.

In his conclusion, the presenter stated that Open and Distance Learning (ODL) uses technology and incorporates distance education approaches and methodologies in order to remove barriers to education and allow learners to study what they want, when they want and from where they want.

Health

Communicating Evidence Based Research Information For Change Of Behaviour – The Case Of Malaria and HIV/AIDS By Dr Eric Akum Achidi

Dr Achidi started by asserting that to achieve better health for the greater majority of the population the right kind of information must be obtained through a variety of channels basically involving research. The presenter then noted that a well-designed study would produce information that targets specific problems thus improving on decision-making and consequently a positive quality of life. Once the right information has been generated, it has to be packaged in a user-friendly manner that will be better understood by the end user or the community. The presenter went on to point out that health education is a continuum of learning experiences which enable people to make informed decisions, modify behaviour and change social conditions in ways which promote health. He also pointed out that operational research provides useful information for policy formulation or change. Evidence based policy has the potential to transform tremendously the health status of a community.

Dr Achidi concluded by illustrating how information generated from the community had been used to improve the health status of the community by using the examples of malaria and HIV/AIDS in Sub-Saharan Africa.

Using Information Literacy Skills To Support Health Care Services In Sub-Saharan Africa. By Christine Wamunyima Kanyengo

The presenter started by outlining the burden of disease in Sub-Saharan Africa. The presenter then underscored the need for information literacy for both the health workers and the consumers. Information literacy for the health worker should be well targeted in terms of language levels, training material level, time of delivery of training and the subject area. This is to make the training as relevant as possible so that uptake in terms of learning is increased. The presenter also noted that information literacy skills can be more beneficial to the health worker and the community when combined with modern tools of information and communication technology such as telephones, computers, Internet, CD-ROMs, DVDs, films etc. The presenter noted that consumer health information services are non-existent in Africa where information services target health professionals and students. The challenges to the provision of consumer health information in Africa include multilingual societies and the lack of relevant simplified health information that can easily be translated.

Challenges to implementing effective information literacy programmes lie in the financial and infrastructural problems that affect many countries. These include understaffing, transport, communication infrastructure e.g. telephone, faxes, email, Internet, medical equipment and shortage of drugs. However, mobile phone penetration has been a success in several African countries. The presenter concluded by stating that for health information literacy to be meaningful in Sub-Saharan Africa, it should be both for the practitioners and the consumers. This can only happen where African governments put in place the necessary infrastructure that will enable both the health practitioner and the ordinary citizen to work together towards the improvement of their information literacy skills.

Information Literacy And Life Long Learning For Health In The African Region By Dr Clara Ladi Ejembi

Dr Ejembi began by highlighting the benefits of advances in medical knowledge which have not been equitably distributed between and within countries, resulting in widening health inequalities between developed and developing countries, with the African continent being the most disadvantaged. She stated that individuals, families and communities have to be empowered with socio-culturally relevant health information, within the context of the realities of their everyday lives to enable them to become health literate and to take actions to promote their health, prevent disease, manage illnesses appropriately and in the event that they need additional help, to know where to obtain it. She pointed out that in spite of the tremendous problems of illiteracy, poverty, disease and inaccessibility to ICTs

confronting the African continent, there are opportunities for leveraging local knowledge and exploiting available health information systems to accelerate the achievement of health literacy and lifelong learning for the attainment of health related MDGs on the continent. To this end, Africans should be empowered to access, retrieve, understand and use relevant health information sources. She underscored the significant role that libraries could play in sourcing, repackaging and distribution of relevant health information in appropriate formats – newsletters, handbills, audio. She said that libraries could also help the health care professionals and teachers acquire the relevant skills to navigate the vast information databases, find and evaluate usefulness of the available information.

In her recommendations, she advocated the commitment by all partners, innovativeness and flexibility to ensure equitable and universal access to relevant health information for all Africans in a form that is useful for which they can act on for the promotion of their health. She also recommended training in the use of the Internet, e-based distance learning programmes that focus on specific health conditions and the development of web-based discussion groups and list serves for health issues. She concluded by advocating inter-sectoral collaboration, broad based partnerships, community participation and improved funding so as to appropriately respond to the health information needs of the different strata of our populations.

Agriculture And Gender

Approaches, Strategies And Challenges For Information Management And Usage In Fostering Sustainable Agricultural Growth And Rural Economic Development In Sub-Saharan Africa By Prof. Z. Abubakar

The presenter started by pointing out the bleak outlook for farming systems in Sub-Saharan Africa and then went on to trace the evolution of the agricultural extension system in Sub-Saharan Africa. Current approaches and strategies being used in most SSA countries for information management and usage towards ensuring a sustainable agricultural growth and rural economic development were analysed. The challenges posed by the rapid socio-economic changes taking place in most SSA countries, the aging as well as the emerging technologies in the information generation and dissemination business as well as communication of information and feedback were identified and analysed. The presenter advocated that information management and use, modernized or old fashioned, would mainly rely on ease of use, time of release, flexibility, cost, quality of personnel and supportive facilities requirements. The presenter highlighted on ways to promote easy access to information, improve basic infrastructure needed to revolutionize the strategic role of information leading to the removal of impediments to access.

The presenter concluded with the following recommendations on how to transform agricultural extension for the sustainable development of the Sub-Saharan African region:

- i) Developing extension strategies that identify available communications resources
- ii) Analysing information needs through knowledge, attitude and practice surveys
- iii) Domesticating foreign information by appropriate packaging
- iv) Expanding the use of mass media especially radio to complement other extension services and integrate use of various media and ICT for distribution of information
- v) Establishing capacity in development communications to package information for use in extension and advisory service programmes
- vi) Building into programmes strategies that promote equal access and opportunity for the poor and disadvantaged groups
- vii) Assessing telecommunications policies and regulations that might constrain access to information
- viii) Promoting adult literacy in rural areas and the concept of “information” as a key input distinct from any other input necessary for sustainable development.

Enhancing Learning/Continuing Education Through Technology Mediated Open And Distance Learning:
The Case Of Agricultural Facilitators And Rural Farmers In Ghana By Dr. Collins K. Osei.

The presenter, in his introduction, stated that agriculture is the mainstay of the Ghanaian economy, providing for the livelihood of 70% of the population. However, yields are low and thus adversely limiting their potential income and affecting their nutritional status. The presenter noted the limited continuing educational opportunities for the agricultural facilitator even though there is an enormous demand. The presenter went on to report on experiences and lessons learned in the use of multi media such as print, radio and audiocassette to enhance the transfer of new technologies on healthy vegetable production for improved livelihood of small farmers. The project included

- i. Participatory needs assessment surveys to understand the farmers' needs and their use of relevant media
- ii. Capacity building for content developers, agricultural facilitators and farmer groups
- iii. Selection and use of appropriate information media for programme delivery
- iv. Facilitating the broadcast and access of agricultural information through radio and audio cassette and listening clubs by extension agents and farmers and
- v. Providing a support system to enhance learning

The presenter outlined the lessons learned in the implementation of the project noting that Technology Mediated Open Distance (Tech-MODE) can be used as an appropriate intervention for fulfilling the physical and social distances between researchers, extension agents, radio stations and farming communities.

The presenter concluded by proposing that policies need to be strengthened to promote the use of Tech-MODE in agricultural education for extension agents and the farming community; Open Distance Learning and Information Technologies based agricultural training programmes should not be used only as complementary to the conventional agricultural training programmes but also act as an alternative source for agricultural training; linkages among research, farmer groups, extension and other NGOs using Tech-MODE should be linked to credit and marketing sources as a business strategy to promote self-replicability and sustainability.

Women And Information Communication Technologies: Setting The Context For Information Literacy Programme And Social Change In Cameroon By Dr Joyce B. Endeley

The presenter started by pointing out the importance of information literacy and the challenge societies face having to ensure that all citizens have access to useful information for personal, community and national development. The presenter then went on to explain that information literacy opportunities are rare in most rural societies in Africa where people learn through the process of socialization. Learning through socialization no longer suffices since ICTs provide an opportunity to challenge normative knowledge and create and contribute to knowledge. However, the rural population in need of information for development and survival is the most deprived of ICTs. Women tend to be the most deprived. The presenter also drew attention to the fact that information literacy initiatives/ infrastructure are hardly found in rural communities in Africa due to reasons such as the lack of rural electrification, bad or lack of roads, widespread poverty and low levels of literacy. Trained human resources to establish and sustain an information society are also lacking.

The presenter pointed out that radio, which does not necessarily need electricity is the most common form of ICT available and affordable to many rural people. Cell phones have penetrated the rural areas and have made great strides in giving the rural population, women and other vulnerable groups voices. Several case studies were presented to illustrate the forms of technologies that are commonly used by rural societies and the constraints associated with their use in Cameroon. She concluded by saying that the provision of information literacy through tele-centres fights exclusion to ICTs and goes a long way to enhance citizenship. Such centres can become strategic to social policy formulation and the implementation and the creation of employment enterprises and income generating activities. The

challenges for setting up information literacy/tele-centres were noted to be many. The presenter also noted that specific measures must be taken to ensure gender and class inclusivity. Governments need to encourage telecommunication companies to provide services in rural areas, and with a number of them doubling as Internet service providers, they can also extend these services to rural areas. The presenter proposed that profits generated from increased demand and consumption of cell phone and other network services be invested in rural areas. Governments need to encourage telecommunications companies to network with local governments to come up with strategies that encourage equal sharing of development opportunities in both rural and urban areas and for all women and men whether rich or poor.

Governance And Citizenship

Governance And Information Literacy: Pillars Of Sustainable Development In Southern Africa,
By Dr Lawton Hikwa

Dr Hikwa discussed good governance as the basis for sustainable information literacy. It stated that in order to sustain development in Southern Africa, governments must be willing to enact legislation that forms the basis for policy frameworks for effective delivery of library and information services. An information literate citizenry possess the ability to know when there is need for information, how to identify, locate, evaluate and use such information effectively in dealing with problems. The paper pointed out that in most states in Southern Africa the value of information and information literacy is not yet fully appreciated and adequately understood for it be exploited for sustainable development. The author underscored the impact information literacy has on the citizenry, especially in equipping them with the necessary capacities to participate in the processes of how they are governed.

The paper noted that all countries in Southern Africa have laws that determine the provision of library and information services. Legislative instruments form the governance basis for justifying the provision of effective library and information services. It concluded with a suggestion that a policy framework for effective library and information services should harmonise conceptions about certain institutions and should affirm national values regarding those institutions and the way they should be run.

In the discussion that followed, participants noted that the paper raised the issue of frameworks on which LIS of a country could hinge their information literacy operations and recommended the development of a framework to guide national policies.

Governance, Citizenship And Information Literacy Abilities In Africa By Prof. Joseph R. A. Ayee

The Prof Ayee introduced the ongoing debate on the role of governance and citizenship in promoting literacy abilities. He highlighted the fact that information is a key public resource without which there cannot be accountability, responsiveness and active citizenship. The purpose of e-governance is to enhance service delivery and facilitate citizen participation in good governance. In most sub-Saharan African countries, he noted that a number of legal and institutional strategies have been put in place to empower people through knowledge creation and dissemination. These include, constitutional guarantee, public education, decentralization, the media, non-formal education, e-governance, distance education and public libraries. The presenter, however, observed that some of the strategies had not worked for several reasons such as the absence of national information policies; inaccessibility to information as a result of the inability of most countries to pass laws on the right to information; improper documentation and record keeping; illiteracy; misinformation and disinformation as a result of improper reporting or briefing of officials in charge of information.

He concluded by recommending efficient public investments in lifelong education opportunities, mechanisms for reducing information problems such as accounting standards, disclosure requirements, enforcing contract performance through effective laws; national information policies; support from the

private sector and other civil society organizations in funding literacy skills; and a holistic approach to supporting information literacy abilities.

Table I: List of Participants

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Table II: Participation Breakdown

Country	Male	Female	Number	Remarks
Botswana	1	1	2	
Burkina Faso	1		1	
Cameroon	2	2	4	
Congo	1		1	
Ethiopia	35	11	46	
Gambia	1		1	
Ghana	3	1	4	
Guinea-Bissau	1		1	
Kenya	6	3	9	
Lesotho	1	1	2	
Malawi	1	1	2	
Mali	1		1	
Mozambique	2		2	
Niger	1		1	
Nigeria	3	2	5	
Senegal	2		2	
Sierra Leone	1		1	
South Africa	4	3	7	
Sudan	1		1	
Tanzania		1	1	
Togo		1	1	
Uganda	2	2	4	
Zambia	1	1	2	
Total	71	30	101	

Table III: Presentations

Topic/Presentation	Name of Presenter
INFORMATION AND KNOWLEDGE MANAGEMENT FOR DEVELOPMENT	
i. Knowledge and Information Management for Action Learning and Action Research for Development.	Abraham Azubuike
ECONOMIC DEVELOPMENT	
ii. Economic Information Literacy and the Development of Sub-Saharan African Countries.	Dr Christopher Sama Molem.
EDUCATION	
iii. Information Literacy: the missing link in South Africa's educational transformation?	Prof. Genevieve Hart
iv. Approche Multilingue – Multimedia pour la formation des adultes.	Prof. Babacar Buuba Diop
v. Promoting Information Literacy: lessons from Education and Lifelong Learning.	Dr H. Manthoto Lephoto
HEALTH	
vi. Communicating evidence based research information for change of behaviour – the case of Malaria and HIV/AIDs.	Dr Eric Akum Achidi
vii. Using information literacy skills to support health care services in Sub-Saharan Africa.	Christine Wamunyima Kanyengo
viii. Information Literacy and Lifelong Learning for Health in the African Region.	Dr Clara Ladi Ejembi
ix. Information Literacy for Health.	Dr Alinah Segobye
AGRICULTURE AND GENDER	
x. Approaches, Strategies and Challenges for Information Management and Usage in fostering Sustainable Agricultural Growth and Rural Economic Development in Sub-Saharan Africa.	Prof. Z. Abubakar
xi. Enhancing Learning/Continuing Education through Technology mediated Open and Distance Learning: the case of Agricultural Facilitators and Rural Farmers in Ghana	Dr. Collins K. Osei et al.
xii. Women and Information Communication Technologies: setting the context for Information Literacy programme and social change in Cameroon.	Dr Joyce B. Endeley
GOVERNANCE AND CITIZENSHIP	
xiii. Governance and Information Literacy: Pillars of Sustainable Development in Southern Africa.	Dr Lawton Hikwa
xiv. Governance, Citizenship and Information Literacy abilities in Africa	Prof. Joseph R. A. Ayee

Table IV: Programme

Date and Time	Title	Name of Presenter
29 April 2007		
0830 – 0930	Registration	
0830 – 0900	Meeting of Resource Persons & ECA Secretariat	
0930 – 1030	Official Opening	
	Opening Remarks by Chairperson	Ms Kay Raseroka, University Librarian, University of Botswana, Botswana
	Welcome Address	Ms Aida Opoku-Mensah, Director, ICT and Science & Technology Division, ECA
	Address	Ms Jacinta Were, Chairperson, Africa Section, IFLA
1030 – 1100	Coffee Break	
1100 – 1200	Knowledge and Information Management for Action Learning and Action Research for Development	Mr Abraham Azubuike, Chief Librarian, ECA
1200 – 1300	Discussion of Presentation	
1300 – 1430	Lunch Break	
1330 – 1330	Meeting of Panelists & Organisers of Colloquium Chairperson – Mr John Tsebe, National Librarian, National Library of South Africa	
1430 – 1500	SECTOR 1: ECONOMIC DEVELOPMENT	
1430 – 1450	Economic Information Literacy and the Development of Sub-Saharan African countries	Dr Christopher Sama Molem
1450 – 1500	Discussion	
1500 – 1700	SECTOR 2: EDUCATION	
1500 – 1600	Information Literacy: the missing link in South Africa's educational transformation?	Prof. Genevieve Hart
	Approche Multilingue – Multimedia pour la formation des adultes	Prof. Babacar Buuba Diop
	Promoting Information Literacy: lessons from Education and Lifelong Learning	Dr H. Manthoto Lephoto
1600 – 1630	Coffee Break	
1630 – 1700	Discussion	
1700 – 1900	Meeting of Colloquium Organising Committee	
30 April 2007		
0830 – 1030	SECTOR 3: HEALTH	
0830 – 0950	Communicating evidence based research information for change of behaviour – the case of Malaria and HIV/AIDs.	Dr Eric Akum Achidi
	Using information literacy skills to support health care services	Christine

Date and Time	Title	Name of Presenter
	in Sub-Saharan Africa.	Wamunyima Kanyengo
	Information Literacy and Lifelong Learning for Health in the African Region.	Dr Clara Ladi Ejembi
	Information Literacy for Health.	Dr Alinah Segobye
1200 - 1300	Discussion	
1300 - 1430	Lunch	
1100 - 1300	SECTOR 4: AGRICULTURE & GENDER	
1100 - 1200	Approaches, Strategies and Challenges for Information Management and Usage in fostering Sustainable Agricultural Growth and Rural Economic Development in Sub-Saharan Africa.	Prof. Z. Abubakar
	Enhancing Learning/Continuing Education through Technology mediated Open and Distance Learning: the case of Agricultural Facilitators and Rural Farmers in Ghana	Dr. Collins K. Osei et al.
	Women and Information Communication Technologies: setting the context for Information Literacy programme and social change in Cameroon.	Dr Joyce B. Endeley
1430 - 1530	SECTOR 5: GOVERNANCE AND CITIZENSHIP	
1430 - 1510	xiii. Governance and Information Literacy: Pillars of Sustainable Development in Southern Africa.	Dr Lawton Hikwa
	xiv. Governance, Citizenship and Information Literacy abilities in Africa	Prof. Joseph R. A. Ayee
1510 - 1530	Discussion	
1530 - 1600	Breakaway Sessions	
1600 - 1630	Coffee Break	
1700 - 1730	Report Back from Breakaway Sessions	
1730 - 1800	Final Plenary Session - The Way Forward. Addis Declaration on Information Literacy and Lifelong Learning.	