

# **GHANA LIBRARY JOURNAL**

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(GUEST EDITOR)**

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## EDITORIAL

This special issue is a compilation of conference papers presented at the GLA Biennial Congress of 2008, and the Seminar and Annual General Meeting of 2009. The theme of the Congress was; “*Copyright, Information and Education*”. The theme is very relevant because Copyright is a global issue with interventions from relevant international institutions. In Ghana, Copyright is mainly linked to music as such there has been very little or no intervention from librarians. As an institutional member of the International Federation of Libraries and Institutions (IFLA) the Ghana Library Association has made consistent efforts to align its Congress and Seminar themes to those of IFLA.

The first paper presented at the Biennial Congress was authored by Bernard K. Bosumprah, the Copyright Administrator of Ghana. The title was, “*Copyright, Information and Education*”. It provides detailed analysis on copyright and the protection of creative people in a bid to have more works of culture.

“*The Management of Reprographic Right in Ghana: Efforts and Challenges*” was the next paper presented by Ben K. Nyadzi, Executive Secretary of CopyGhana. He gave a vivid exposition on international legal efforts to protect the literary works of authors from illegal reproduction. The presenter also touched on the role of educational institutions which use the creative works and the ability to create a balance between the uses of published works while at the same time, safeguarding the interest of authors.

The Seminar and Annual General Meeting of 2009 was on the theme; “*Life-Long Learning and Libraries*”. There was only one paper presentation and it was written by Samuel Bekoe Tackie. The title of his paper was; “*Life-Long Learning: The role of the Libraries*”. The paper delved into the definition, benefits and components of Life Long Learning on the international scene. He then narrowed Life Long Learning to Ghana focussing on and the role of the various categories of Libraries in the development and actualisation of Life Long Learning in the country.

All the presentations have provided a lot for librarians and information providers to ponder over. The topics would be issues for discussions for a long time to come as the underlying factor -- technological development—shows no sign of abating.

This is just the beginning. The debate would go on in our libraries, offices and meetings.

Mary Adwoa Arkorful  
Guest Editor

**GHANA LIBRARY ASSOCIATION CONGRESS AND ANNUAL  
GENERAL MEETING, ERATA HOTEL, ACCRA, NOVEMBER 18 AND  
19, 2008**

**Theme:  
COPYRIGHT, INFORMATION AND EDUCATION**

## **WELCOME ADDRESS BY THE PRESIDENT OF THE GHANA LIBRARY ASSOCIATION**

Valentina J. A. Bannerman

Chairman, Guest Speaker, Head of Information Studies Department, University of Ghana, Professors, President of the Ghana Association of Consultants, President of the Ghana Publishers Association, Members of Council, Fellows, Chartered Librarians, Associate Members and Retired Members of the Ghana Library Association, Special Guests, Students, Members of the Press, Ladies and Gentlemen.

It is indeed a great pleasure to be with you once again to welcome you to yet another congress in the annals of the Ghana Library Association (GLA), the 2008 Biennial Congress. Every two years the GLA organises a congress where topical issues are discussed and decisions taken.

The theme for this Congress, *Copyright, Information and Education* is quite relevant because Copyright has been an important issue for several years without much intervention from librarians. Now is the time for librarians and other information professionals to make an input. Mention copyright today and everybody thinks of musicians and rights holders who feel exploited. Consequently, the “Fair Use” component of Copyright is relegated to the background.

In its simplest form, Copyright can be explained this way. Someone owns something. Fair use allows you to use that work but not as much as you would like to. Sometimes you have to ask permission. Sometimes you are the owner! Just think about that.

Unfortunately, Copyright is not quite as simple as that. By the time we leave here, we would have some level of understanding of all the issues involved and how as librarians, we have the explicit responsibility of protecting access to information and ensuring the free flow of information to the widest possible audience and for future generations.

Our stand as Librarians is that we support Copyright – that is, balanced Copyright because restrictive Copyright laws threaten our core business of making

information available to our users. Another reason is that if Copyright protection is too rigid, competition and innovation would be restricted, and creativity stifled.

It is for this reason that librarians, archivists and educators have taken up the challenge to protect access to knowledge on a global level through various organisations. Some of the organisations are:

- International Federation of Library Associations and Institutions (IFLA)
- Electronic Information for Libraries Network (eIFL.net)
- European Library/Archive Associations (EBLIDA)
- Commonwealth of Learning
- Consumers International
- UNESCO's Information for All Programmes (IFAP)

These bodies represent libraries and educational institutions at international levels. As creators, publishers, custodians and consumers of information, there is the need for them to interact with international law-making bodies like the World Intellectual Property Organisation (WIPO) to ensure their needs are addressed. If this is not done, and laws relating to copyright matters are implemented years later at the national level, it would be too late to effect any changes.

The participation of libraries in the national legislative process is also crucial. I wish to appeal to the Minister of Justice and Attorney General to consider the participation of librarians in any national and international fora when Copyright issues are being discussed. I also wish to urge the Copyright Administrator to involve librarians in all discussions and workshops on Copyright so that the views of librarians and other information professionals would be heard.

We wish to be present at the National Policy Dialogue Seminar due to take place next year. It is at this seminar that The African Copyright and Access to Knowledge Network (ACA2K) which was launched in 2007 would present its findings and policy recommendations. The Network is undertaking a research to investigate the relationship between copyright and education in African countries. One of the researchers who is also an Intellectual Property Consultant would update members of the GLA on the exceptions and limitations which all authors and other creators of intellectual property need for teaching, learning and research and also generating new knowledge.

Ladies and Gentlemen, in the last ten years, the international trend in copyright has

been to shrink the public domain, restrict access to knowledge and strengthen protection, particularly in the digital arena. What I mean is that the term of protection of Copyright has been extended from 50 years after the death of the author to 70 years after the death of the author. In some countries, it has even been extended to 90 years after the death of the author. What this means is that works in the public domain are works published before 1938! I wish to appeal to the Minister of Justice, the Copyright Administrator and CopyGhana to consider the users of information and support librarians and educational institutions to guard against further extensions to the period of protection.

As we listen to the presentations, let us remember that librarians support balanced Copyright. We are grateful that we have eminent speakers to provide us the needed information. We hope that at the end of the day, they would also appreciate the stand of librarians.

I wish to thank our sponsors; Damas Educational Services, SEDCO Publishing, Abbiw Books and Mayan Book Centre for the support they have provided for the Congress.

Our special thanks go to our development partners, Goethe Institut and Public Affairs Section of the United States of American Embassy for their support to the Ghana Library Association in organising training programmes. GLA appreciates the support which is the beginning of new relationships.

Finally, I warmly welcome you all to the 2008 Biennial Congress of the Ghana Library Association.

## CHAIRPERSON'S OPENING REMARKS

**James Flolu**

Special Guest of Honour, Hon. Joe Ghartey, Attorney General and Minister For Justice, President of the Ghana Library Association, Members of Council of the Ghana Library Association and President of the Ghana Book Publishers Association.

Thank you very much for inviting me to be part of this very important function. I understand this to be a two-day affair for you to deliberate on topical issues of interest to your members. The selection of the theme; *Copyright, Information and Education* for this year's Congress is quite appropriate at this time. As the Vice Chancellor of the University with the sole mandate for teacher education in the country, I am happy to be part of this.

Educational institutions are creators, publishers and at the same time consumers of information. Consequently, they recognise the important role that Copyright plays in education and the need for a balance to be struck between the interests of creators and consumers.

Copyright is a statutory monopoly and is characterised by its international nature. International issues are important, because national Copyright laws almost always come from international treaties and agreements. Countries need to ensure that information is made available across the broadest base possible as part of the focus on achieving the Millennium Development Goals (MDGs).

Access to information and knowledge is crucial to the development of creative minds who contribute to national economies. The question is; “does the Copyright law in Ghana take advantage of flexibilities in international agreements to safeguard and enhance access to learning content?”

### Examples of flexibilities

Translations, adaptations and conversions into different formats. For instance, Braille, or digitization to facilitate access to information  
Access to untraceable or unobtainable works, otherwise known as orphan

works. For instance, copying where permission cannot be obtained or where the work is not available in that market.

The convergence of telecommunications, publishing, broadcasting and computing is creating a media environment with enormous implications for flexible learning and mass higher education and training, for instance, Distance Education. It is necessary to ensure that educators have sufficient rights to use works.

Copyright infringement is of key concern to educators and authorities all over the world. The educational sector believes that clarity and balance in the Copyright Act must be vigorously championed so that every student and teacher can be assured of timely and fair access to Copyrighted materials.

It is for this reason that I am glad that this theme has been chosen to provide an opportunity for education of a major stakeholder, librarians on this very topical issue. It would also provide an opportunity for librarians to make public your stand on Copyright and its implications in accessing information by the public.

With these brief remarks, I accept to Chair this function.



## **COPYRIGHT, INFORMATION AND EDUCATION**

**Bernard K. Bosumprah**

Copyright Administrator of Ghana, Accra

### **Introduction**

The purpose of the subject matter of Copyright is protection of culture or the cultural industries. No civilized human society can live without protecting its cultural products such as books, music and painting. The literature, music and artistic output of a country and their interpretations by actors, singers, dancers and others constitute the culture of that country and form perhaps the most important part of its national identity.

The talented people of a country, who write books, compose music, paint pictures or act, sing and dance are what we can call the propagators of the culture of a country. In the earliest days, these people and the culture they portrayed were supported by nobility. Kings, queens and other nobles engaged and paid these cultural propagators to entertain them and their guests or to beautify their palaces, castles or residences. There is still room today for wealthy individuals to provide some form of patronage for the arts; perhaps technology provides the nobility with alternative forms of entertainment at the expense of the patronage of the arts.

The earliest periods of human civilisation were characterised and identified with the dominant tools and resources such as stone, bronze and iron. But our present era has been labelled "The Information Age". There is presently an enormous opportunity for Information and Communication Technology (ICT).

The purpose of Copyright protection is to encourage creative people to produce more works of culture and also provide incentives for the dissemination of those works. Copyright law evolved during an age when management of rights and royalty payments were not in place. The Renaissance in western civilisation was often linked with the invention of the printing press. Publishing was therefore fairly dependent on simple printing presses; copying and dissemination of printed material were also easily controlled. There were also limited number of authors

and publishers.

Today, the system must accommodate a huge number of titles and ever multiplying number of users all of whom need access to materials on an almost instantaneous basis. The Copyright system has since the last century gone through many stages of improvement in many countries to provide creative people with adequate legal rights by the exercise of which they may earn a living.

In the modern world, most countries have Copyright laws which provide rights to creative persons and define the conditions under which such rights may be enjoyed and exercised.

The historical evolution of Copyright Administration in Ghana could be traced to the colonial era during which Ghana (the then Gold Coast) was under British Colonial Administration.

The first recognized copyright legislation of Ghana was the 1911 Copyright Act of the United Kingdom. It was a statute of general application to all colonies under the British Colonial Administration including the Gold Coast.

The 1911 Copyright Act was more or less a statute on paper; it was not effectively enforced. The first post-independence Copyright Legislation of Ghana was in 1961 which is Act 85. To a large extent, Act 85 was a replica of the 1911 Act. It did not sufficiently address issues related to enforcement, infringement, exclusive rights and collective administration.

Copyright materials especially musical works were freely and illicitly exploited by users. This led to agitations from music right holders in the 1970s and pressure was brought to bear on the ruling government at the time to review Act 85 which resulted in the passage of PNDC Law 110 of 1985. The Copyright Law, PNDC Law 110 was the third copyright legislation but the first progressive Copyright statute of Ghana.

As the years passed by, technology caught up with the copyright industry and some inadequacies became apparent in the PNDC Law 110. Provisions in PNDC Law 110 on the following subject matter among others became inadequate:

Protection of software and computer programmes.

- Levy or devices that are capable of being used for copying copyright works-
- Administration of a security device for anti-piracy measures.
- Protection of folklore.
- Penalty for copyright infringement.
- Mass reprographic reproduction of literary works.

It therefore became necessary to pass the Copyright Act 2005, Act 690, to address the weaknesses in PNDC Law 110.

The current Copyright Legislation of Ghana Copyright Act 2005, Act 690 has effective and adequate provisions for the protection of both the economic and moral rights of Copyright owners.

## **Rights in Copyright and Related Rights**

### **i. Economic Rights**

The economic right in copyright works seeks to emphasise the fact that the creator of a work is entitled to earn income when the copyright work is exploited. The underlying philosophy here is that a creative work being a work of the mind is a manifestation of the creator's personality as well as an economic asset. The author's right over his work is therefore viewed as entirely personal, a right akin to that of paternity. The author is therefore entitled to an exclusive right in all forms of economic exploitation of his work such as the:

- Reproduction of the work in any quantity, manner or form.
- Translation, adaptation, arrangement and other transformation of the work.
- Commercial rental of the work.
- Distribution of the work.

Thus for the creator to be able to reap from the sweat of his/her labour, legal protection must be given to shield him/her, so that no one could exploit the work without his/her express permission.

### **ii. Moral Rights**

In addition to the economic rights referred to above, the author of any work which is protected by copyright shall have the sole right to claim authorship of the work and in particular to demand that his/her name or pseudonym be mentioned when

any of the economic rights is exercised in relation to such work.

### **Duration of Copyright**

Copyright protection results automatically on the completion of the work. In other words, the creation of the literary, musical or artistic work vests copyright in the creator of the work. It is not dependent upon registration or any other formality. Under the current Copyright Act, copyright protection begins when a work is created and lasts for the life time of the author and 70 years after his death.

### **Infringement of Copyright**

A person infringes another person's rights under the law if without the license or authorisation of that person or a person authorised by him to grant such license or authorisation does, permits or causes another person to:

- a) Reproduce, duplicate, extract, imitate or import into Ghana otherwise than for his private use.
- b) Distribute or permit or cause to be distributed in Ghana by way of sale or hire or otherwise.
- c) Exhibit or permit or cause to be exhibited in public for commercial purpose any work protected under the law.

For the purpose of infringement of copyright, the exploitation of a work in a manner prejudicial to the honour or reputation of the author shall be deemed an infringement of the rights of the author.

### **Remedies for Copyright Infringement**

The Copyright Act 2005, Act 690 of Ghana made adequate provisions for the protection of the rights of creators against infringement of copyright. There *are* stringent provisions to deter people who engage in infringement of copyright works.

#### **a. Civil Remedy**

Under the Copyright Act, any right owner whose rights are infringed may institute civil action in the High Court for:-

1. An injunction to prevent the infringement or prohibit the continuation of the infringement.
2. An order requiring Customs, Excise and Preventive Service (CEPS) to

detain the goods; in case of imported copyright works.

### **3. The recovery of damages for the infringement.**

#### **b. Settlement of Disputes**

The Copyright Act also made provisions for copyright disputes to be settled outside the courts. If any dispute arises between any parties, they may petition the Copyright Administrator to mediate between them for a peaceful settlement.

#### **c. Criminal Proceedings**

It is a criminal offence under the law to infringe copyright. Any person who infringes any copyright or related rights of another person under this law, shall be guilty of an offence and shall be liable on summary conviction to a fine of not more than thousand penalty units or to a term of imprisonment of not more than 3 years or to both. One thousand penalty units translate to twelve thousand Ghana cedis.

#### **Collective Administration of Copyright**

Copyright works are normally exploited by a large number of users at different places in many ways. This makes it difficult for individual right holders to monitor the several users of their works. Similarly, it is difficult for users to obtain the necessary authorisation from the numerous right owners. The Copyright Act has therefore made provisions for the setting up of collective administration societies to collectively administer the rights of owners as a way of protecting their rights. Music right holders took the lead in Ghana in the collective administration of their performing rights through the setting up of the Copyright Society of Ghana (COSGA) in 1986.

Though literary rights holders have similar rights under the law, it was in the late 1990s that they were compelled by technology to initiate the collective administration of the reprographic rights. This topic will be discussed in a separate presentation.

#### **Copyright, Information and Education**

Copyright is the legal recognition of the legal rights of creators of musical, literary and artistic works. It is a right over property which is recognized under the laws of many countries to stimulate human intellectual creativity and to encourage others to make the fruits of such creativity available to the public. A good or

comprehensive law is however not an end by itself. Unless the provisions of the law are effectively enforced to benefit society then such a law is only as good as the paper on which it is written.

Those who argue against copyright protection most often misuse the free-flow of information argument. Copyright systems do not impede access to information but encourage access to information albeit not at the expense of the creators of the works. Copyright protection balances the interest of the creators and the users of Copyright works. Copyright has a public benefit theory which is derived from the fact that the creation of an author is the emanation of his personality and such personality is part of a cultural environment or society to which the creator belongs. It is this environment which provides the author with a reservoir of knowledge, expressions and inspirations which he utilizes in his creative endeavours. For these reasons, the product of these creative endeavours should be made available for the consumption and benefit of society.

But in utilising the author's creative genius, society must consider that the work may be the means of the author's livelihood. If the author must continue to create more works for society's consumption, then society should ensure that the author can make a living from what is created. This assurance can only be actualised if the author's economic rights are given adequate protection by the law.

If the books that are written, the music that are composed, the pictures that are painted and the computer software that are developed remain hidden in a cupboard, the public is denied the benefit of them. They might just as well never have been written, composed, painted or developed at all. The copyright system helps to prevent this from happening.

By enabling creative people and their business partners or facilitators to earn a living out of their joint efforts, copyright makes an inestimable contribution to the enjoyment of creativity by the public. Without the continuing flow of literature, music, art, communication and information, education will be crippled and there will be little satisfaction to the intellectual needs of people. To enhance education and the free flow of information, the Copyright Act makes provisions for permitted use. In the provisions, the reproduction, translation, adaptation, arrangement and other transformation of the work for exclusive personal use of a person for research and teaching shall not be an infringement of the rights of the author.

Today, galloping technological progress has opened up illegal utilisation of copyright protected works on a massive scale in many nations and even in the most isolated corners of the world. The unauthorised copying of copyright works has led to non-purchase of copyright materials. This poses a threat to the development and flow of information as the incentive to create new works is strangled.

## **Conclusion**

The Copyright Office in Ghana has been carrying out vigorous public education programmes which are aimed at explaining the concepts of copyright and how a non-copyright regime can affect a nation's economy, education, culture and other facets of national development. Copyright awareness has been achieved to a moderate extent in Ghana. Much more public education is required to get our citizenry to respect the rights of copyright owners of their creativity.

I hope this Annual Congress of the Ghana Library Association will provide a platform for both creators and users of copyright works to deliberate on how authors can be encouraged to continue to provide the much needed material to enhance the free flow of information and the development of education in Ghana. After all, one of the objects of copyright protection is to help disseminate copyright works.

## **THE MANAGEMENT OF REPROGRAPHIC RIGHT IN GHANA: EFFORTS AND CHALLENGES**

Ben K. Nyadzi

Executive Secretary, CopyGhana, Accra

It is common knowledge that education provides the key to development in every country and Ghana is no exception. But sometimes, it is necessary to reflect on the question that if education is the key to National Development then what is the key to education itself? I think many people will agree with me that literary works provide the core tools and the key for the achievement of the goals of education. Quality education can hardly be successful in any country without books or literary works.

The authorities and students of our educational institutions will generally agree that any student who acquires good books, with minimum tuition from teachers, that student will be able to acquire knowledge and also pass examinations without much difficulty. The role of literary works in the achievement of both individual and national goals of education cannot be overemphasised.

Literary works record the history of a country; they record knowledge and ideas in all spheres of human endeavour. It is impossible to imagine life today without books to educate, to inform or to afford pleasure and fill leisure hours.

Until about the last three decades the works of authors, publishers, journalists, photographers and visual artists were well protected devoid of photocopying. However, rapid and sophisticated technological developments in recent times have now made it increasingly easier and sometimes cheaper for users to reproduce numerous copies of literary and printed materials. Some of the photocopiers are so sophisticated that they reproduce materials that look clearer than the originals. The emergence of colour photocopiers on the market has further opened new avenues for the reproduction of literary works.

Photocopying is relatively a modern technique which came about as a result of technological development. This technique offers so much for education and the spread of information but at the same time, it threatens the economic rights of



authors and publishers.

When we speak of photocopying in this context, we think of an act which a third party is engaged in. It is not an author or the publisher but a user who actually makes the copies. Here, people make use of authors' works without necessarily buying copies as they should otherwise normally do. The large number of students and lecturers involved in this act and the volume of works they photocopy go a long way to reduce the sale to the publisher and the royalty payment to the author.

Meanwhile, the literary material is the brain child and intellectual property of the author and the publisher. Property brings wealth, power and enhances the status of the owner. But the authors and publishers of the materials that are photocopied gain little or nothing from the photocopying process.

Copyright laws (in any country) provide the legal foundation for the protection of the author and the publisher. It is the author of any copyright protected work who has the exclusive right to do or authorise anybody to do the following:

The reproduction of the work including photocopying in any manner, form or quantity.

The translation, adaptation, arrangement or any other transformation of the work.

The distribution of the original copies of the work by sale to the public.

The public performance, broadcasting and communication of the work to the public.

The main aim and function of copyright therefore is to legally empower the creator of the work and to prevent the unauthorised and unfair reproduction of intellectual property.

One can think about the number of hours, days, sleepless nights and other frustrations the author goes through in getting the manuscript ready. The publisher then comes in with heavy investment before the work can come out for public consumption. But before the author and the publisher are aware, their intellectual property has become an item of business between the user (normally the student or the lecturer) and the photocopy machine operator.

The ideal thing for the user to do is to buy a copy of the work or borrow it from the library, read and return it without reproducing it. The reproduction of the literary

work in any manner, form or quantity is an exclusive right granted under the copyright law to the author and the publisher.

The issue of mass photocopying has been a matter of great concerns to authors and publishers the world over. Experts estimate that each year more than 300 billion pages of copyright protected works are photocopied world-wide resulting in the loss of about US\$15 billion to rights holders annually.

This massive and mostly unauthorised photocopying of literary materials such as textbooks, journals, sheet music and magazines goes a long way to cripple efforts in writing and publishing materials for the cultural, political, educational and economic development of many countries.

As a response to the massive unauthorised photocopying of protected materials worldwide, the right holders in the literary industry in many countries have adopted measures to ensure that all outfits that engage in photocopying for one reason or the other are licensed to do it in a legally regulated environment. This led to the establishment of Reprographic Rights Organisations (RROs).

The elementary legal and contractual principle for licensing reprographic reproduction is based on the fact that copyright is understood as the author's right to determine if, when and how his/her work is to be reproduced. If photocopying is to be authorised, the right holder of the work must do so. The aim of the establishment of RROs is to bring photocopying under control. Through licensing, RROs try to secure the economic rights of the right holders by limiting copying when necessary and by demanding from users a just and reasonable fee for the copies made.

It will be difficult or impossible for an individual author or publisher to go round and monitor the use or abuse of his works. And of course in his continual spirit of creativity, the creator should not be burdened by the complication of individually monitoring the users of his work, some of who may not be resident within the author's national borders. Similarly, it will be too cumbersome for users to contact individual rights owners to obtain authorisation to photocopy their works. Individual right holders therefore have to come together and give their mandate to one organisation (i.e. the RRO) to manage their reprographic rights on their behalf. Reprographic Rights Organisations among others,

Monitor the genuine use and abuse of right holders' works.

Create and promote cordial relationship between right holders and users

Secure the economic rights of the creators by negotiating a just and reasonable fee (royalties) from users who engage in mass photocopying.  
Collect and distribute the royalties to rights holders.

The first Reprographic Rights Organisation "Bonus" was founded in Sweden in 1973. Today more than sixty countries the world over have established RROs mainly to collect and distribute royalties to literary right holders as a compensation for the financial loss they suffer by the mass photocopying of their works. Notable among the RROs in the world are:

Kopinor in Norway

Kopioisto in Finland

Copyright Licensing Agency in UK

COSOMA in Malawi

Repronig in Nigeria

Kopiken in Kenya

### **The Situation in Ghana**

All that one needs to do is to visit the campuses of some of the tertiary institutions. Both simple and sophisticated photocopiers can be found mounted at various points and the libraries for the benefit of the students and lecturers. Numerous pages of copyright protected materials are turned out daily from these copy centres. A single copy of any prescribed book, magazine or journal is enough to go round all the hundreds of students registered for a course in a Ghanaian university and polytechnic. In some cases, whole books are photocopied for private use and for sale.

Some students interviewed on University of Ghana campus two years ago confirmed that they photocopied educational material and it was not for pleasure that photocopying is resorted to. The works they photocopied had direct bearing on the courses they were pursuing and without photocopying most of them could hardly pass their examinations or obtain good classes. It was also confirmed that many individual students spent on the average, between GH¢30.00 to GH¢40.00 on photocopying within one academic year. But no part of this amount goes to

benefit the authors and publishers whose works are copied.

Within the past decade the literary industry in Ghana has also been subjected to mass photocopying of Copyright protected works especially in the tertiary institutions.

The initiative towards the setting up of a Reprographic Rights Organisation in Ghana was started in 1999 jointly by the Ghana Association of Writers, Ghana Book Publishers Association and the Copyright Office. With the aim of establishing a Reprographic Rights Organisation in Ghana, members of the above mentioned outfits formed a planning committee. The committee in collaboration with the World Intellectual Property Organisation (WIPO) and the International Federation of Reproduction Rights Organisations (IFRRO) organised a National Reprographic Rights Seminar in Accra from 3<sup>rd</sup> -5<sup>th</sup> April, 2000. Participants at the end of the seminar issued a communiqué to support the urgent need for the establishment of a Reprographic Rights Organisation in Ghana to address the issue of mass photocopying in the country.

A Working Committee was set up after the National Reprographic Rights Seminar to work out the modalities on the establishment of the RRO in Ghana. The Working Committee made proposals and recommendations on the following:

Name of the organisation

Legal Framework

Administration

Licensing

Collection and Distribution of Royalties

In 2000, the organisation was formally established and named CopyGhana. The legal basis of CopyGhana initially was the Copyright Law of 1985, PNDC Law 110. But with the passage of the new Copyright Act, the legal basis of CopyGhana is the Copyright Act 2005, Act 690. CopyGhana is also a member of IFRRO and therefore represents both local and foreign rights owners. It is necessary to place on record that since 2000, Kopinor, the Reproduction Rights Organisation of Norway has been providing technical, financial and moral support for the CopyGhana Reprographic Rights project.

The initial licensing areas of CopyGhana were the polytechnics and public universities. However, in 2005, CopyGhana found it necessary to expand its licensing net to cover the private tertiary institutions. Colleges of education, senior high schools, churches, government offices and private companies that engage in

mass photocopying are other licensing areas yet to be brought on board.

The licensing strategy of CopyGhana has been public education, dialogue and negotiations with student leaders and the authorities of user institutions. CopyGhana has since its establishment, held discussions with the following authorities on the mandate of the organisation:

KNUST

University of Ghana

University of Education, Winneba

Professor Ameyaw-Akumfi, former Minister of Education

Chairman, Vice Chancellors Ghana

Members, Vice Chancellors Ghana

Methodist University College, Ghana

Trans Africa University College

Wisconsin International University College

Regent University College

Zenith College

Presbyterian University College

Christian Service University College

Catholic University College

Conference of Heads of Private Universities of Ghana

To sensitise the direct end users (students) on their obligation under the law, the CopyGhana Committee has held series of meetings with the leaders of the recognised student bodies in Ghana including:-

National Union of Ghana Students (NUGS)

Ghana National Union of Polytechnics Students (GNUPS)

Ghana Union of Professional Students (GUPS)

University Students Association of Ghana (USAG)

SRC of University of Mines and Technology, Tarkwa

SRC of KNUST.

CopyGhana has so far signed licensing agreements with three private universities in Ghana namely:

The Methodist University College, Ghana  
Trans Africa College  
Wisconsin International University College

### **Challenges**

Generally, the response of the private tertiary institutions to the mandate of CopyGhana has been more positive and encouraging than that of the public tertiary institutions. The authorities and students of some of the tertiary institutions argue that most of the works photocopied in the tertiary institutions are of foreign origin and wondered whether CopyGhana has the mandate to protect foreign works and also collect royalties on them.

We always explain that works of intellectual property are not confined to the borders of one country. They are circulated across the boundaries of many countries the world over. Copyright protection therefore goes beyond the borders of anyone country. There are therefore provisions in International Treaties and National Copyright Laws for reciprocal protection of copyright works among countries. Ghana has also signed International Treaties and Conventions which enjoin the country to protect works of foreigners as it protects the works of its citizens. The work of Ghanaian authors and publishers are also foreign to other countries and will be protected by those countries. Any copyright work, whether it is of local or foreign origin has to be protected.

Users also often raise the issue of photocopying under permitted use. Copying for private or personal use for the purposes such as teaching, research and public education is termed permitted copying. This is allowed in many countries including Ghana (as contained in section 19 of the Copyright Act 2005, Act 690).

Permitted copying is however an action that takes place occasionally and not

frequently. It is normally done by a few users and many works are not involved. The type of photocopying that takes place on the campuses of tertiary institutions is on the high side. It is a daily, regular and frequent activity. It goes on every academic year; it involves a large number of students and volumes of works are

copied. Permitted copying can result in mass photocopying and if this happens, it negatively affects the normal exploitation of the work by the author or the publisher.

Article 9 of the Berne Convention - for the protection of literary and artistic works states that:-

"Authors of literary and artistic works protected by this convention shall have the exclusive right of authorizing the reproduction of such works in certain special cases provided that such reproduction does not conflict with a normal exploitation of the work and does not unreasonably prejudice the legitimate interest of the author."

It is clear from above that the rights holders have control over their works. Even in copying for personal or private use, if the right owner realises that it will conflict with his normal exploitation of the work and also prejudice his interest he can stop it.

Concerns have also been raised by students that they make photocopies of literary and printed works due to the non-availability of copies of original works and also because of financial constraints. But it has to be pointed out that even if copies of original books are available, photocopying cannot be completely avoided. In some situations, the courses students pursue require them to photocopy a few pages or one chapter of the book. The user may not find it necessary to buy the whole book since he needs only a small portion of the work. In any case, the scarcity of copies of an original work and financial constraints do not grant users any right under the Copyright Law to massively reproduce anybody's intellectual property without authorisation.

The authorities of some institutions also claim that, their students are supplied with textbooks for all their courses at the beginning of every semester. They also subscribe to online databases. Therefore throughout the academic year, no student of the institution engages in photocopying. But the records and operations of Reprographic Rights Organisations the world over indicate that in developed countries the materials are always available and majority of students can afford to buy them; many institutions also subscribe to scientific, technical and medical journals, yet photocopying still goes on.

Furthermore, digital technology has revolutionised our system of communication. The transfer of information and works from creator to user has therefore become increasingly easier and faster. But this technological development has also given

birth to problems of control and ownership.

Today, many right owners are unhappy that there are traces of law breaking in digital technology and their works are becoming more easily available to unauthorised users.

The International Federation of Reproduction Right Organisations (IFRRO), the parent organisation of all RROs has set up a Digital Strategy Committee to come out with measures that will enable right owners to control their works and also make it possible for users to acquire the necessary licenses to avoid law breaking in digital issues.

### **Conclusion**

In conclusion, I would like to state that mass photocopying of copyright protected works is an exploitation which is not only unfair but also unauthorised. It should not be allowed to go on without any regulation. The management of reprographic rights and the payment of reprographic fees is a globally accepted measure that has been put in place to ensure that mass photocopying of copyright works takes place in a legally regulated environment. It is also aimed at creating fairness between the right owners and users in the literary and the print industries. This measure must also work in Ghana.

CopyGhana also wishes to appeal to the Attorney General and Minister for Justice to see to the approval of the new Legislative Instrument. This will go a long way to strengthen the legal foundation of collecting societies in Ghana.



## **REPORTS**

### **PRESIDENT'S REPORT BRINGING ON BOARD ALL STAKEHOLDERS IN THE INFORMATION SOCIETY**

Valentina J. A. Bannerman

President, Ghana Library Association

#### **Introduction**

Consolidating the gains made and moving forward'; that was the statement made at the 2007 AGM after one year in the service of the Ghana Library Association. At the end of the second year, I can say with confidence, without any political connotation that we have indeed moved forward. The main objectives were to improve membership, institutionalise training, and make plans to implement other resolutions passed in Abuja, Nigeria last year by the West African Library Association (WALA) and which all Library Associations in the sub-region were required to carry out. The focus of this year's report is bringing on board all stakeholders in the Information Society. The report recounts progress made and indicates what is left to be accomplished to ensure that the Association continues to grow.

#### **Membership**

The following strategies were adopted to improve membership:

Efforts were made to monitor the activities of regional representatives and heads of sections of the Association in order to empower them. A lunch meeting at Congress to discuss their reports have been instituted to make them part of the responsibility of improving membership, and making the Association relevant in the activities of members.

Council took the step to publish a notice to the effect that a list of paid up members would be published and this has radically increased membership. The Secretary has a list of prospective members, who receive messages and updates from the Secretariat though they are not paid up members. She continues to update the list regularly. Hopefully, by the time the deadline expires, all members on the list would be paid up members.

In order to address their concerns and bring them into the fold, Council decided that *Para professionals* be referred to as *Associates* since the title appeared to negatively affect them.

## **Publicity**

As part of the image building of the profession, it was decided to use car stickers and a common cloth as a means of advertising the Association to the public and also promoting the profession and the Association. For a start, car stickers have been produced and it was realised that it would also be a source of revenue for the Association. Designs for the cloth have been produced. Members may select from the many patterns submitted for consideration. It was designed by a lecturer at the Department of Art Education at the University of Education, Winneba.

## **Communication**

Mindful of the power of communication in enhancing its activities, Council, with the assistance of a member, contracted Coastal Network Consortium to build a website for the Association. It is the beginning of an interactive website which would enable members of the Association to be in touch with the Secretariat and be abreast with developments in the field. The Newsletter would also be online and our development partners and other stakeholders in the information society will be informed about GLA's activities.

The URL is [www.librarygla.org](http://www.librarygla.org).

## **Training**

As promised, Council continued to liaise closely with the Chairperson of the Education and Research Committee of GLA and the Consortium of Academic and Research Libraries in Ghana (CARLIGH) to provide training for members. Some of the programmes include:

An Emerald Author Workshop which took place on 25<sup>th</sup> May 2008 to encourage members to write for publication in the Emerald Database.

Aluka Digital Training on 27<sup>th</sup> May 2008 to train users on how to access the database.

Customer Care by CARLIGH on 27<sup>th</sup> May 2008.

The workshops were aimed at providing skills, knowledge and continuing education to members of the Association.

On 18<sup>th</sup> and 19<sup>th</sup> June, 2008, the Ghana Library Association (GLA) in conjunction with the Information Resource Centre (IRC), Public Affairs Section of the United States of American Embassy in Accra, ran a successful workshop for members on:

- a) Power Point Presentation
- b) Internet Research
- c) Introduction to IRC databases

Mr Charles Akpaloo, the Information Officer, facilitated the collaboration. A promise was made to continue the collaboration to run more training programmes. The Chairperson for the Education and Research Committee will report on these workshops.

## **Partnerships**

### **Goethe Institut**

The Director of Goethe Institut honoured a promise made in 2007 to support the Association. This was done by collaborating with the Association to organise a workshop for Council and select members of the Association. The theme of the workshop was Strengthening the Network among Ghanaian Libraries and Information Professionals. It took place at the University of Ghana between 15<sup>th</sup> and 16<sup>th</sup> April 2008 .

The full report can be accessed on <http://www.goethe.de/ins/za/prj/lid/enindex.htm>

The Vice President is representing the President at a follow-up workshop to be held in South Africa in November 2008.

This is the beginning of a great partnership. The possibility of Ghana Library Association having networking relationships with both the German and South African Library Associations is very high. Both Presidents attended the Workshop as Resource Persons.

The Library and Information Association of South Africa (LIASA) has benefited a lot from Goethe Institut and GLA is on the verge of establishing such a relationship.

Goethe has promised to support the website of the Association to make it viable. Innovative features would be added to the website which will make it easily accessible and more detailed. This will incorporate built-in tools for managing

membership and disseminating information. Recognising that writing grant winning project proposals would promote the development of libraries, Council has asked for support from Goethe to run a workshop for the Association on: *How to write grant winning proposals.*

## **Readwide**

The effort to improve the reading culture in the country is still high on the agenda of GLA. The best way to embark upon this task is to partner with similar bodies to promote reading. In line with this, partnership with Readwide which was considered during the previous year is at the discussion stage. The issue at stake is the role of GLA in the Reading Promotion especially since the promotion was kick started without the Association. For a start, there is the need to authorise Readwide to use GLA logo alongside theirs.

In support of this partnership, libraries should ensure that they have an adequate supply of novels in their libraries and make conscious effort to market them. University of Education, Winneba Library is fortunate to have an Extended Reading Programme initiated by a lecturer whose special interest is reading. Students are required to read two novels a semester and provide a summary of the book. Consequently, the Library has made novel processing a priority for the mean time and about 100 novels have been procured for the project. As a result of the partnership on reading, Readwide continues to support the Association in its activities.

## **Ghana Book Publishers Association**

Council has been liaising with the Executive Members of the Ghana Book Publishers Association in various activities. This includes an invitation to participate in the Book Fair, an invitation to the President to Chair the Book Launch and for members of GLA to attend the National Book Awards Night. Members of the Ghana Book Publishers Association were invited to attend the 2008 Congress and as you are aware, the President and the Secretary were present at the Opening Ceremony. The presence of members of the two Associations at each other's programme is worth mentioning. At least four of its members continue to provide support to the Association.

## **National Commission on Libraries**

In support of the immediate past Council, the establishment of this commission was regarded as critical because of the reasons enumerated in the pamphlet circulated and which are summarised below:

Issues related to libraries cut across other spheres in the country. Examples of such issues are National Information Policy, Information Literacy, Copyright, Intellectual Property, Information and Communication Technology (ICT), World Summit on Information Society (WSIS) which needed to be articulated.

Presently there is no government agency articulating international issues that have a bearing on libraries.

Ghana has five categories of libraries: School, Public, Special, and Academic/Research Libraries. The situation varies in each of the categories and there is the need for a holistic approach in dealing with them.

Each category has a different parent organisation in charge of it, which is quite logical. However, there is no government agency that coordinates library matters in the country.

The Ghana Library Association has been making efforts to fill this gap by advocating for an umbrella body to take up the library issues in the country. Unfortunately these efforts have not yielded fruit.

The mandate of the elected body of the Association is only two years renewable once. Also there is no executive secretary who would normally have been a permanent member. For these reasons continuity of policy is a concern which the National Commission on Libraries would cater for.

The best way to have a National Library is to advocate for a National Commission on Libraries, a body well equipped to push the agenda.

It is important for the members to understand and support this endeavour and make this a priority. As mentioned in the pamphlet, the proposal is with the Ghana Library Board awaiting their comments to enable the Ministry of Education, Science and Sports to take action. The concerns regarding membership of the Commission raised by Ghana Library Board staff have been addressed. The Board objected because it was skewed in favour of University Libraries. The following representatives have therefore been withdrawn:

Vice Chancellors Ghana (VCG)

Committee of University Librarians and Deputies (CULD)

The following representatives have been included:

Ministry responsible for Information

Ministry responsible for ICT matters

Special Libraries

All concerns need to be fully addressed so that the matter is pursued with a united front. In South Africa, the existence of a Commission has helped LIASA to pursue its agenda of uniting all professionals and libraries and helping to articulate issues in the national and international world and also to generally develop the Association.

### **Library and Information Science Education**

It is important for GLA to liaise with the Department of Information Studies, University of Ghana, Legon. The reason is that Library and Information Science Education is preparation for employment in the field where librarians acquire skills through in-service training at the work place and continuous education which is provided by the Association.

As such, leaders of Library Associations of Anglo-phone West Africa met once again this time, to share information and best practices on Library and Information Science (LIS) curriculum and practice in the Region. There were paper presentations from library associations within the sub region on the review of LIS practice in relation to adequacy of curriculum and review of the curriculum by lecturers from the Library Schools in their respective countries.

The paper presented by the President of GLA with the support and input from the Head of Department of Information Studies, discussed the types of skills, knowledge and values needed by LIS professionals if they are to fulfil the current information needs of the society, operate efficiently with the new and emerging technologies and above all, fit into the highly competitive information sector job market. The paper suggested that the type of education and training offered in Ghana made this a special challenge.

The paper agreed that Head Librarians should therefore not expect new employees to be able to walk straight into jobs fully trained, rather they should look on the young librarians as people to whom the responsibility of thinking ahead and preparing for future developments should be given and it is for library schools to produce people capable of taking on such responsibility. Among the recommendations made include mentoring for professional librarians, reviewing of the curricula on regular basis and teaching core professional courses.

## **Education on Copyright**

A course on Copyright has been developed by eIFL for librarians. The eIFL –IP Programme Manager, Teresa Hackett, has recommended training librarians in partnership with the Beckman Centre for Internet and Society at Harvard Law School. The course outline has been written by professionals and it is being offered free to any Library School willing to mount the programme. The Mortenson Centre for International Library Programmes have already road tested the curriculum and found it satisfactory. It would soon be available to all library schools.

It was considered important to sensitise members on copyright matters because it has been an important issue for several years without much intervention from librarians. It is our fervent hope that GLA can forge links with the Copyright Office to prevent the extension of copyright period after the death of the author so that the public domain does not shrink but is rather enriched. It is important for access to knowledge and must be accessible for the benefit of creators, inventors, universities and research centres. It is therefore important to develop it. It is hoped that GLA would be represented at all national bodies that are involved with copyright.

## **National Vocational and Technical Institute (NVTI) Certificates**

Ghana Library Association (GLA) has been mandated to reach out to all and sundry within the profession. This includes personnel in the second cycle schools who are mostly untrained. With the new accreditation system of the GLA now in place, they are not even associate members. Council has contacted the Director of NVTI who has requested for the syllabus and course outlines so that examinations could be conducted for them. Librarians would teach the courses and NVTI Certificates would then be awarded to staff who have gone through courses and passed the examinations. This basic qualification would make them associate members and at the same time, provide them the opportunity to pursue further studies in librarianship.

## **The Way Forward**

The progress enumerated above is the result of Council's determination to enhance the image of the profession. Other areas deemed essential to be pursued include Publicity and Advocacy.

## **Publicity**

Calls have been made for the position of Publicity Officer for the Association. Such a person would be responsible for the public relations, the media and generally promoting the Association in the mind of the public and our clientele, in particular. The Officer would also improve on the efforts already started.

## **Advocacy**

In order to facilitate proper library development plan, current and accurate statistical records should be maintained by all types of libraries in the country. Such figures provided could be used for lobbying and advocacy.

To ensure uniformity in this regard, the IFLA standard for statistical preservation was recommended for adoption by all the libraries and individual libraries were to develop and maintain their data. To guide members, the type of data to be maintained by libraries was compiled. Two Council members worked at length to get this done. I commend them for a good job done. It would be completed with a template for the collection of data which would facilitate the process for members who do not as a matter of course compile statistics.

## **Strategic Plan**

The President's 2007 Report indicated that the Association needed to strengthen its membership, acquire funds to operate, assist members and at the same time, tackle issues related to libraries in the national and international domain. This will lead to the relevance of the Association not only in the lives of members but also for the good of the nation. This has to some extent been achieved. A Strategic Plan is needed to provide continuity.

A Strategic Plan has been drawn up to assist in the identification of the future needs of members and options for satisfying those needs.

Each strategic plan will cover a two- year period. The main outline has been formulated for members and a committee needs to be set up to work on the activities. It would be reviewed regularly to determine the issues that members consider essential.



I must admit that past presidents of the Association stressed the need for strategic plans but this has not been sustained. The need to institutionalise the process is deemed essential. The procedure for updating the Strategic Plan has therefore been outlined to ensure continuity.

The newly-elected President will activate the planning process by appointing a chair to facilitate and lead the planning process. The Planning Committee will meet to review the existing plan and outline a calendar of activities. It would be monitored and evaluated. In so doing, the objectives of the GLA would be accomplished.

### **Conclusion**

Much has been done and yet there is a lot to be achieved in order to strengthen the Association. As indicated above, a strategic plan if institutionalised is the panacea to help raise the Association to a higher pedestal.

## **SECRETARY'S REPORT**

**Theodosia Adanu**

Secretary, Ghana Library Association

Colleagues, twenty-four good months have passed since this Council took office. I deem it a great privilege to have served you in the capacity of Secretary and thank you very much for the confidence you had in me.

Over the past two years, Council has held a total of twelve (12) meetings with three (3) extraordinary meetings. In my last report, I listed the highlights of Council's discussions for the first year. A summary is available in the Minutes of the 2007 Annual General Meeting just read and discussed. Council had a total of 13 members with the third Associate member and the representative of the retired librarians duly invited to Council.

Discussions over the past 12 months had centred on consolidating what was began in the first year. Further attention was paid to the issue of Library statistics of which details would soon be circulated to all libraries. I would, however, like to mention that the creation of a website is far advanced and it is available for viewing at <http://librarygla.org>. There is still quite a bit of work to be done on it. We would appreciate comments from you on how to improve it, make it interactive and beneficial to all of us. Other issues of interest discussed included:

the Strategic plan

the Ghana Library Journal

The Newsletter – Efforts are being made to revive the Newsletter but these efforts will fail without you. We need you to contribute to it. Any information to do with activities or new developments in your library will be featured in the Newsletter. Also relevant and interesting information may be culled from other newsletters and made available to GLA members through this mouthpiece. But remember such information must be duly acknowledged. Mr A. W. K. Insaadoo is responsible for the newsletter and all contributions should be sent directly to him.

The National Commission on Libraries (NCL)

How to get the Secretariat functioning.

Our Senior Colleague, Mrs Petrina Amonoo has offered to keep the office open two days in a week; Tuesdays and Thursdays, from 10.00 am to 2.00 pm. As soon as she begins, information will be sent round via email and through your Regional

Representatives.

## Regions/Sections

The year took off with the Regional and Sectional heads being informed of their responsibilities and requesting them to provide programmes of activities with budgets to Council. In addition, Heads were asked to constitute teams to work with and the list of the team members to be made available to Council.

The Sectional and Regional Heads are as follows:

Education, Research and Training	Mrs Angelina Lily Armah
Cataloguing	Mr John Oswald Amekuedee
Special Libraries	Mrs Theresa Adu
Accreditation & Certification	Mrs H. R. Asamoah-Hassan
Newsletter	Mr A. W. K. Insaadoo
Mr Kofi Bani	Ashanti Region
Mrs Henrietta Sosu	Greater Accra Region
Mr. F. N. N. Baada	Brong Ahafo Region
Mr W. B. Baiden	Central Region
Mr Owusu Acheaw	Eastern Region
Mr Alikem Tamakloe	Volta Region
Mr Albert Intarmah	Western Region
Mr Abdul-Kadiri Ibrahim	Northern Region
Mr John Ayeseya	Upper East Region
Mr Francis Abavari	Upper West Region

Please take note of your Regional/Sectional Heads and help build up these branches of the Association.

Unfortunately not much activity has been reported from the Regions and Sections. The Education, Research and Training Committee has, however, been quite active. A report will soon be presented on their activities. Regional and Sectional reports would also be heard.

May I add that, the Regions and Sections of the Association cannot function without each member playing his/her role. For functional regions and sections, we need the entire membership otherwise, year after year, we will gather here and the story will be the same. May I challenge each one of us to determine to contribute his/her quota to support the work of the Regional and Sectional Heads. A vibrant

Association is determined by what happens in these areas.

### **Constitution**

The Association has a Constitution which has been made available to all registered and paid-up members. We would like to impress it on all members the importance of being conversant with the Constitution. For those who do not have copies you are assured of copies as soon as you register and pay up.

### **Communication**

This has been a big challenge and continues to be. We do recognise that not all of you have email addresses. We would therefore appreciate it while registering for participation you indicate clearly your postal address and phone number. An advertisement for the Congress was placed in the Daily Graphic. This has greatly paid off. A number of you are here because of that advertisement. We want to be able to continue to correspond with you. In the same breath, we would also like to encourage you all to endeavour to create email addresses. Postage has become so expensive that Council might need to consider making use of SMS texts for communication purposes.

I would also like to encourage the Regional Representatives to help Council to disseminate information to members in their regions.

### **Recommendations**

I would like to reiterate the recommendation of the previous Secretary for an Assistant Secretary.

I would also like to recommend the position of a publicity officer or a public relations officer.

### **Conclusion**

In Conclusion, I would like to 'steal' the concept of change from Barack Obama, the President-elect of the United States of America. To paraphrase him, change will take place only when things are done differently from the way we are used to. As an Association, let us explore new ways of doing things and change and progress will be assured.

**RAPPORTEUR'S REPORT**  
**Theophilus Fiwotoafor**  
**University of Education, Winneba Library, Winneba**

**Opening Ceremony**

The function started at 10:36 am after arrival of the Guest Speaker, Hon. Joe Ghartey, the Minister of Justice and Attorney-General. The opening prayer was said by Pastor Charles Amoah of Valley View University.

The welcome address was given by Mrs Valentina J. A. Bannerman, the Librarian of the University of Education, Winneba (UEW) and President of the Ghana Library Association. She said that the theme for the Congress was quite relevant because even though Copyright had been an important issue for several years, there was little intervention made by Librarians. She expressed the hope that the Congress would provide the platform for Librarians and other information professionals to make an input.

She added that librarians support balanced copyright because restrictive copyright laws threaten their core business of making information available to their users. She stated that if copyright protection was too strong, competition and innovation would become restricted and creativity stifled. The President observed that the participation of Libraries in the national legislative process was crucial and appealed to the Minister of Justice and Attorney General, Hon. Joe Ghartey, to consider the participation of Librarians in any national and international fora when copyright issues were being discussed.

Finally, she urged the Copyright Administrator to involve Librarians in all discussions and workshops on copyright issues so that Librarians' point of view would be heard.

The Chairman for the occasion, Prof. James Flolu, the Dean of Faculty of Creative Arts, UEW, who represented Prof. Akwasi Asabere-Ameyaw, the Vice Chancellor, UEW, was introduced by Mrs Agatha Frempong, an Assistant Librarian, Kwame Nkrumah University of Science and Technology (KNUST) and a member of GLA Council.

In his welcome address, he observed that copyright issues were very important, even in the traditional society such that when an individual made an intelligent statement, he was said to have been with the elderly in society and was expected to give acknowledgement as such. He urged Librarians to embrace copyright issues.

The Chairman then proceeded to invite Hon. Joe Ghartey, Minister of Justice and Attorney General, to give the keynote address. The Minister, in his speech, conceded that the Copyright Act 690, 2005, was not comprehensive enough since it weighed heavily in favour of musicians. He observed that Act 690, 2005, in its current form was insufficient since there were regulations that needed to be put in place in order to make the Act more effective.

He advocated for the establishment of a separate office to address all issues relating to intellectual property. He concluded that he would have instituted moves for the establishment of such an office for safeguarding intellectual property if he could stay longer in his current position.

Furthermore, he called on Librarians to be proactive and be the voice of reason to ensure that intellectual property was protected.

After the keynote address, fraternal messages were delivered. Mr Elliot Agyare, on behalf of Ghana Publishers Association, said that publishers were the beneficiaries of library work and that Librarians were a very important link in the Book Chain since they made the literary works available to users. In the same vein, Mr Charles Kalla, on behalf of GNAT, admitted that teachers and Librarians were in the same industry of making knowledge and information available to their clients: students. He observed that information had assumed new dimensions due to the advent of Information and Communication Technology. He impressed on the GLA to join hands with them in order to catch up with the pace of technological development.

The Chairman then gave his closing remarks; bringing the opening ceremony to a close after which the vote of thanks was said by Mrs Theodosia Adanu.

## **Presentations**

### **Paper 1:**

#### **Copyright, Information and Education**

Bernard K. Bosumprah

Copyright Administrator, Accra

The Chairman for the session, Mrs. Matilda Amissah-Arthur opened the floor and invited participants to address the pertinent issues raised in the paper.

Discussions on this paper centred on the duration of copyright. Under the current Copyright Act, copyright protection begins when a created work lasts for the life time of the author and 70 years after his / her death.

The participants expressed dismay that Librarians, who are mediators between users and authors have been left out of such deliberations. The primary function of Librarians is to provide access to information seamlessly but the duration of the copyright protection adversely affects their responsibility to their users. They contended that Ghana is a developing country and needed information to catch up with the developed nations. However, restricted access to information through the Copyright Act 690, 2005 would not assist Ghana in her developmental efforts.

The liability of Librarians to prosecution when users abused literary works in their custody also came up for discussion.

The resource person was of the view that the rights of the author informed the duration of the copyright protection and even though Ghana is a developing country, it had to conform to international standards. He advised Librarians to be guided by “fair use” and protect the interest of authors as well. He noted that pirated works cost less than the cost incurred by authors in producing the original work. As such, violation of the Copyright Act deprives authors of literary works the benefit of enjoying the fruits of their labour.

## **Paper 2:**

### **The Management of Reprographic Rights in Ghana: Efforts and Challenges.**

Ben Nyadzi

Executive Secretary, CopyGhana, Accra

Members also discussed this paper. The participants admitted that photocopying of books in tertiary institutions is a fact even though it is not supported by librarians. It was suggested that Heads of Department in the tertiary institutions should write to authors seeking authorisation to allow them to print their works at reasonable cost to be made available to the students at affordable prices and royalties paid to the authors. It was hoped that it would contribute to minimising the scale at which books were being photocopied.

The participants called on CopyGhana to embark on a more vigorous education exercise on the reprographic issues and not leave the matter in the hands of the Vice Chancellors.

The resource person responded that the authorisation to print the published works could be given by CopyGhana only and such permission could only be considered after CopyGhana was firmly established.

In response to a question about the amount that each student in private universities paid as royalties to the CopyGhana, Mr Nyadzi declared that the amount was GH¢2.00 per student per semester. The amount is disbursed as:

30% for administration of CopyGhana

70% for rights holders.

## **Paper 3:**

### **The Fair Use Exception in Copyright Works in Relation to Libraries and Educational Institutions.**

Naana K. Halm.

Since Mrs Naana K. Halm was unavoidably absent, Mrs Petrina Amonoo delivered the paper on her behalf.

This paper was not discussed due to the absence of Mrs Naana K. Halm. Nevertheless, Mrs Amonoo called on the participants to send their concerns to Mrs



Naana K. Halm to be addressed by giving out her e-mail address.

#### **Paper 4:**

#### **Ghana National Committee for Information for All Programmes (IFAP)**

Christine Kisiedu

After the presentation, members were dismayed that the Constitution of the Ghana National Committee for Information for All Programmes (IFAP) recognises the Ghana Library Board instead of the Ghana Library Association as the mouthpiece of Librarians at its meetings. Members resolved that it was high time that situation whereby the Ghana Library Board was the mouthpiece for Librarians discontinued.

The discussion then shifted to the issues pertaining to the earlier presentations. The participants expressed concerns about the role of Librarians as providers of access to information to their clients and the copyright law which seemed to be a barrier to accessing information. Participants observed that the high cost of published materials and increasing student enrolment vis á vis inadequate sources of funds to libraries in tertiary institutions to purchase books resulted in photocopying of the few library materials that were acquired for the large student population.

As in the previous paper discussion, the liability of Librarians to prosecution when users abused materials in their custody under the Copyright Act 690, 2005 came up again.

The House agreed that as Librarians, they had to be conversant with the Copyright Act 690, 2005 so as to protect the interests of the author as well as their clients. It was resolved that Librarians put up disclaimers publicly on photocopying of library materials on notice boards, websites and in their library guides. This would create awareness among the users to be circumspect as regards photocopying of library materials.

Continuing education of both library staff and users of library materials on copyright issues was emphasised.

## **Paper 5:**

### **Copyright and a Story of Two Books**

Emmanuel Mensah Darkey

Faculty of Law Library, University of Ghana, Legon

A. A. Alemna

The Balme Library, University of Ghana, Legon

Harry Akussah

Department of Information Studies, University of Ghana, Legon.

The first issue that was discussed was how to determine 'fair use'. A question participants sought answers to was: "How many pages of a book constitute 'fair use' for reprographic purpose?" The issue could not be resolved entirely. Nonetheless, it was suggested that Librarians should use their discretion to make a fair judgment such that authors were not cheated.

Another issue that came to the fore was the seemingly contradicting role of the Librarian as a provider of seamless information and the copyright law which seemed to be a barrier to information provision. The Librarian is a mediator between the author of literary works and the user. Whose interest should Librarians defend?

The participants agreed that Librarians should strive to strike a balance by protecting the interests of both authors and users of the literary works. Furthermore, Librarians should explore alternative sources of providing information such as open sources and online databases.

The challenge facing librarians, however, was the uncompromising stance taken by students to duplicate copies of literary works for free. It was suggested that librarians should educate their users to realise that free copying of literary works was illegal under the Act 690, 2005.

Participants also complained about the failure of publishers to abide by the legal deposit obligation to libraries. They called for a review of the Legal Deposit Act,

(Book and Newspaper Registration Act, 1961) since the sanction attached to the infringement of the current law was not deterrent enough to enforce compliance.

One other topic that came up for discussion was the need to form a partnership among librarians, authors and publishers. This would be a formidable group that would call on the Government to remove taxes imposed on published materials in order to make them affordable. If the prices of published materials were affordable, users could buy many copies for themselves, thus minimising photocopying of literary works.

The session ended with the Chairman calling on librarians to forge a very strong bond with the various stakeholders of information providers. She remarked that digital libraries could also enhance patrons' access to seamless information without resorting to over reproduction of copyrighted materials

## COMMUNIQUÉ

In the light of the theme of the Congress, this Communiqué was issued at the end of the deliberations:

1. The Copyright Law, Act 690, 2005 should be reviewed to take into consideration the views of libraries. Librarians should be involved in the review processes.
2. Librarians must educate themselves and users on the provisions of the Copyright Law, Act 690, 2005 on continuous basis. Information Literacy programmes of libraries should include topics on copyright.
3. Librarians should participate actively in any national and international fora when copyright issues are being discussed.
4. The Ghana Library Association should be invited to the National Policy Dialogue Seminar.
5. The Ghana Library Association should be officially represented on the Information for All Programmes (IFAP) to articulate issues on librarianship and the provision of information.
6. The Ghana Library Association should use her partnership with the Ghana Publishers Association to promote 'fair use'.
7. The Book and Newspaper Registration Act, 1961 (Act 73) should be reviewed and enforced.
8. Libraries should put up disclaimers publicly on photocopying of library materials on notice boards, web sites, in library guides and others.
9. Workshops should be organised for Librarians to update their knowledge of the Copyright Law, Act 690, 2005 and dialogue on practices of 'fair use'.

**GHANA LIBRARY ASSOCIATION SEMINAR AND  
ANNUAL GENERAL MEETING, TEACHERS' HALL,  
ACCRA, NOVEMBER 20, 2009**

**Theme:  
LIFELONG LEARNING AND LIBRARIES**

## WELCOME ADDRESS BY THE PRESIDENT OF THE GHANA LIBRARY ASSOCIATION

Valentina J. A Bannerman

The Chairman, Honourable Kosi Kedem, Chairman of the Board of the Ghana Library Board, Honourable Minister for Education, Mr Alex Tettey-Enyo, The Director of Goethe Institut, Ms Ellenore Sylla, Council members of the Ghana Library Association, Our Sponsors; Goethe Institut, Smartline Productions, Mayan Book Centre, Abbiw Books, distinguished guests, Fellows, Chartered and Associate professionals of the Ghana Library Association, Ladies and Gentlemen.

We have met here once again, as we do annually to discuss topical issues affecting the Association based on a theme selected. Typically, there are paper presentations by Resource Persons with the prerequisite knowledge and skills. This is followed by discussions, resolutions as to the stand of the Association and the way forward. The objective at such meetings therefore is to inform members about local, national and international issues which impact on libraries and library services and interact with members to facilitate meaningful actions on those issues. The themes: *Reading for Development* in 2007 and *Copyright, Information and Education* in 2008, with follow-ups thereafter have made an impact.

The theme for this year's seminar is, ***LifeLong Learning and Libraries***. The theme was selected because Life Long Learning is the skill needed in the 21<sup>st</sup> century. Discussions in the national domain focus on *Reading and Life Long Learning, Education and Life- Long Learning, Distance Education and Life Long Learning*. Even though one cannot have a meaningful education without libraries, libraries are not specifically mentioned. According to Wikipedia, LifeLong learning, also known as triple L (LLL), is the "Life Long, life wide, voluntary, and self-motivated pursuit of knowledge for either personal or professional reasons. As such, it not only enhances social inclusion, active citizenship and personal development, but also competitiveness and employability".

The term recognises that learning is not confined to childhood or the classroom, but takes place throughout life and in a range of situations. During the last fifty

years, constant scientific and technological innovations and changes have had profound effect on learning needs and styles. Learning can no longer be divided into a place and time to acquire knowledge (school) and a place and time to apply the knowledge acquired (the workplace).

We are in the knowledge age. Today, achievement in any organisation is measured by the knowledge of its workers. People must therefore learn to transform information into knowledge. Organisations are looking for people who can learn all the time. Libraries are there to provide the needed information; however, libraries need help to do that.

Chairman, the country has five categories of libraries with different parent organisations in charge. Public libraries are under the Ministry of Education through the Ghana Library Board and the community libraries being established by the District Assemblies appear to be under the Ministry of Local Government and Rural Development. School libraries are under the Ministry of Education with a different legislation and are being taken care of in the Education Bill under the Educational Reform Programme. Special Libraries are Libraries in Ministries, Departments and Agencies (MDAs), hospitals, prisons and banks and they belong to their parent organisations as do libraries in universities and research institutions. The circumstances in these libraries differ, depending on the capability of the parent organisation. Even academic libraries which are supposed to be the most resourced in terms of information for their clientele in relation to their population need help. Like Special Libraries, they have their own clientele. Public libraries on the other hand cater for every citizen, young or old, rich or poor. The public library is sometimes called “the people's university”. If we are saying that Life-Long Learning is not confined to schools and citizens have to learn all the time, whether in school or out, then the public and community libraries have key roles to play. Unfortunately they are under resourced.

School libraries are worse off and are on the lowest in the rung of libraries in terms of resources and personnel. Untrained staff are in charge of these libraries.

The Government has selected 'Education for all' as one of the targets of meeting the Millennium Development Goals (MDGs). A number of interventions have taken place to ensure that all citizens are educated, and these include the capitation grant

and school feeding programmes. Educational institutions in the country have also been upgraded to enable them produce quality teachers in the field. Libraries have been left out in the agenda to improve the educational system. For quality education to be attained, well-resourced libraries which provide relevant, reliable and current information are needed. Trained staff in the school libraries are a prerequisite to the delivery of quality information. Students are provided with a good start in their use of libraries, which they will continue to do after school.

Ladies and gentlemen, information in the everyday lives of people from the cradle to the grave is a basic condition for LifeLong Learning which is critical in the 21<sup>st</sup> century to make people's lives self-sustaining.

Chairman, there is one category of library that Ghana does not have. It is the National Library. The National Library is the “Nation's Library” and it collects, processes and stores the country's indigenous knowledge and cultural heritage. Anyone searching for information on Ghana would therefore not waste time searching all libraries but will go straight to the National Library.

There is a convergence of agencies responsible for information in the international arena, and there is one umbrella body covering them. In some countries, it is called the National Commission on Libraries and Information Service. Others refer to that body as the National Council on Libraries and Information. Kenya, South Africa and Nigeria all have umbrella bodies, membership of which has been extended to include archives and museums. South Africa in particular attributes the rapid development of their libraries to the supervisory and coordinating function of that body. Citizens access information for their learning experience without any hassle.

Chairman, we are aware the Honourable Minister of Education supports our call for the establishment of such a body and the Association will do its part to facilitate the process. We assure the Honourable Minister that our deliberations will focus on how to play our role to ensure that access to information is seamless for learners. Before I take my seat, I wish to thank our sponsors for the support they provided for this seminar. They are: Goethe Institut, Smartline Productions, Mayan Book Centre and Abbiw Books.

Ladies and Gentlemen, without much ado, I welcome you to the Ghana National Association of Teachers Hall, GNAT Hall, the home of the Honourable Minister of Education.



## **ADDRESS BY GUEST OF HONOUR**

**Hon. Alex Tettey-Enyo**

Minister of Education, Accra, Ghana

The Chairman, Honourable Kosi Kedem, Chairman of the Board of the Ghana Library Board, The Director of Goethe Institut, Ms Ellenore Sylla, Council Members of the Ghana Library Association, Sponsors, Distinguished Guests, Fellows, Chartered and Associate Professionals of the Ghana Library Association, the Media, Distinguished Ladies and Gentlemen.

I am delighted to be here today to open the 2009 Ghana Library Association (GLA) Seminar and Annual General Meeting (AGM) on the theme, “LifeLong Learning and Libraries”. This year's theme is crucial given the importance of education and employment within an environment of global economic crises. LifeLong Learning has even become more pressing in the face of rapidly changing social and technological developments. These changes have produced outcomes and processes which make the learning of new skills and competencies of paramount importance. It is no longer enough for individuals to have the same skills that they had a couple of years ago simply because, opportunities in future will require considerably more abilities and knowledge than today's educational system is able to provide. There is the need for reformation of the education system and implementation of the system of lifelong learning to guarantee all people, irrespective of their age, acquire knowledge and skills that would allow them cope with the rapidly changing world. We all need more diverse skills to compete in a global economy and cultural institutions such as libraries should engage the public in innovative learning experiences.

Lifelong learning involves all learning activities undertaken throughout life, with the aim of improving knowledge, skills and competences within a personal, civic, social (social cohesion) and/or employment-related perspective either; formally (through schools, training institutions, universities); non-formally (structured on-the-job training) and informally (through skills learned from family members or people in the community) (The European Commission, 2001.)

Lifelong learning allows people to access learning opportunities as they need them

rather than because they have reached a certain age. It is crucial in preparing workers to compete in the global economy. It also improves people's ability to function as members of their communities as the education and training they receive increase social cohesion, reduce crime, and improve income distribution. Lifelong learning is important because continuous learning is essential for survival in a changing world. According to the European Commission, "lifelong learning promotes the development of knowledge and competences that will enable each citizen to adapt to the knowledge-based society and actively participate in all spheres of social and economic life, taking more control of his or her future."

Lifelong learning cannot be achieved without literacy because reading and writing are essential for learning. In developing countries where economic and financial resources have not allowed many individuals to acquire their own learning materials, libraries have played a significant role in disseminating literacy and lifelong learning experiences. Libraries have provided access to learning and many self-educated men and women from all walks of life (Abraham Lincoln, Ansel Adams, Florence Nightingale, George Bernard Shaw, Charles Dickens and Thomas Edison,) have attested to this fact and attributed their success to the important role provided by libraries.

For the purposes of relating my address to your theme for today's seminar, I would like to refer you to The IFLA UNESCO Public Library Manifesto (1994) which charges the public library to be agents of change. It states that:

*"The public library, the local gateway to knowledge provides a basic condition for lifelong learning, independent decision-making and cultural development of the individual and social groups."*

The public library system is in fact the seat of community lifelong learning - it offers opportunities for individuals and social groups to engage in learning - through leisure and information publications, multimedia formats including online sources, formalised programmes and/or merely to learn by serendipity through browsing either the library shelves or surfing/navigating the web.

I believe this crucial role of public libraries as mandated by IFLA/UNESCO can by extension, be applied to all types of libraries. May I crave your indulgence to address you as one body – that is, LIBRARIES - as you all have a common mission of providing adequate and timely information services to diverse clientele with

variety of educational needs and learning preferences.

By your training, you are experts at organizing knowledge and providing basic services such as reference and information services, instruction and outreach services. You also provide access to learning materials in a variety of formats. I am happy to observe that access to technology and the provision of facilities to offer training in Information and Communication Technology (ICT) skills have engaged your attention in respect of your contribution to life-long learning within the community.

However, this era requires more from you in the face of rapid social and technological changes. Have you for instance, considered developing services for specific communities? What about identifying and locating reading materials relevant to the needs of the community? Or identifying the needs of the community by studying the main occupations of the area, such as agricultural products, major industries, crafts and vocations particular to that area? What about providing information for the life-long learning of the local community, for example, in the Western Region where Oil has been discovered? The library can provide useful information in the form of Selective Dissemination of Information (SDI). Newspaper cuttings, trade opportunities, product designs, market survey information, insurance and safety measures will be appreciated by the users.

Many adult workers are trying to keep their knowledge base current and compete with newcomers entering the workforce. They are also trying to retain their jobs. They desire new job openings and yearn for career change so as to enrich their lives. You will now find an increasing number of adults furthering their education through distance learning. Let us in this regard ponder on these questions. What services are you providing for the distance learner in your community? How are you helping the farmer, market woman, young entrepreneur find markets for their products and services? What innovations are already being tried and what challenges remain before us? What about working partnership with other service providers or organisations? This is essential in the future if the Library as an organisation within the community wants to remain relevant and meet community needs.

I am aware of the challenges that you have in your workplace and can even come up with a plethora of reasons why you may feel incapable of providing certain services. Some of them would include lack of funds, infrastructure, personnel and what have you. Although the challenges are formidable, they are not new and can

be managed. Indeed, some of the services can be implemented with a bit of creativity and innovation that would require thinking outside-the-box with some degree of serious planning.

For instance, what about continuous information programmes in the form of a lecture series for students and adults to promote life-long learning? Being creative and innovative would also require libraries and information professionals to change and adapt to new demands, professional tasks and working conditions. *It is* people and not technology who create value from knowledge. Therefore, it is vital that your efforts be based on the principle of “investing in people”, which is a partnership approach to developing and transforming our environment.

The Information Society offers you new possibilities to do this. You need to seize the opportunity and collaborate amongst yourselves and with other stakeholders. The present Government is doing the best to refurbish the Public Library System. The Board of Directors of the Ghana Library Board has been inaugurated, after more than five years. We shall continue to provide the infrastructure to make life-long learning possible.

I wish you well in your deliberations and look forward to your continuing engagement on matters that will improve the well-being of our citizens. I hope to read about some of the creative events planned throughout the session and I wish you all a stimulating and inspiring morning.

## **LIFELONG LEARNING: THE ROLE OF LIBRARIES**

### **Samuel Bekoe Tackie**

Department of Information Studies, University of Ghana, Legon, Accra, Ghana

#### **Introduction**

In the history of the World, we have passed through several Ages. There were the Stone Age, Iron Age, Copper Age, Industrial Revolution which may be called The Industrial Age and the Age of Learning of the Renaissance. Then there was The Middle Ages which straddled the end of the ancient world and the beginning of the modern world.

Today, our era has been described as the Information Age. It is not as if information never existed before the present era. Indeed information has existed for as long as man has existed. Our era has been described as The Information Age as a result of the transformation of the attitudes of the developed countries towards information. In the past fifty years or so, information has increasingly been regarded as a strategic resource comparable to the traditional factors of production namely: land, labour and capital. Stonier (1991), for example, has suggested that information is the most important factor in the modern production system because if one had enough information one could reduce the requirements of land, labour and capital.

The importance of information has been enhanced by technological developments that have revolutionised the generation, handling and management of information. These developments have led to the production of information in an unprecedented manner. Today, our information-driven world has become ever increasingly complex such that what held for a fact yesterday, may no longer hold true today; technology that was thought to be excellent yesterday is no longer needed today because super excellent ones have replaced them. A situation like this requires constant upgrading of the knowledge base of individuals, groups, organisations, governments and indeed, all aspects of human endeavour. Thus right from the cradle to the grave, we have to be constantly learning if we are to function effectively in this new millennium.

Indeed IFLA (2000), notes that in the course of the 20<sup>th</sup> century, education was recognized as an individual right; that for the individual, education and learning lead to personal development and a richer life. Additionally, a higher general level of education is a necessary prerequisite for economic growth and employment. Delors (1996) in his introduction to the report of the *International Commission on Education for the Twenty-First Century Learning: The Treasure Within* noted that considering the present and foreseeable advances in science and technology and the growing importance of knowledge and other intangibles in the production of goods and services, it has become necessary to rethink the place of work and its changing status in tomorrow's society.

Thus to create tomorrow's society, imagination will have to be ahead of technological progress so as to avoid further increases in unemployment and social exclusion or inequalities in development. For these reasons the idea of an education that is pursued throughout life and which has the advantages of flexibility, diversity and availability at different times and in different places ought to receive maximum support.

### **LifeLong Learning**

Brophy, Craven and Fisher (1998) note that the ideas of LifeLong Learning is a phenomenon that may be traced back to the 17<sup>th</sup> century when Comenius wrote that “no age is too late to begin learning” (Longworth and Davies, 1996). References were made to the concept in the 1940s (Giere, 1994) and then in the 1960s and 1970s (Cresson, 1996). However, since the 1990s the concept has blossomed into worldwide importance such that it has become an important focus for society. Several factors have contributed to the greater awareness Life Long learning is receiving. These include the information society, the rapid expansion of new technologies, the rate of economic, industrial, commercial and cultural change and in Europe and North America, increased competition from emerging economies in South and Central America and Asia. To surmount these factors, governments, particularly in Western Europe and North America, have taken recourse to more education.

### **LifeLong Learning Defined**

A study that was conducted by a team of experts from the Centre for Research in Library and Information Management (CERLIM) at the Department of

Information and Communications in Manchester Metropolitan University in the United Kingdom (1998) proffered a working definition for Life Long Learning as "... A deliberate progression throughout the life of an individual where the initial acquisition of knowledge and skills is reviewed and upgraded continuously, to meet challenges set by an ever changing society". Wikipedia, the free encyclopaedia, defines the concept as the Life Long, life wide voluntary and self-motivated pursuit of knowledge for either personal or professional reasons thereby not only enhancing social inclusion, active citizenship and personal development but also competitiveness and employability. Another definition offered by NIACE (2003) is, "all learning activities undertaken throughout life on an on-going basis in a variety of formal and informal settings with the aim of improving knowledge, skills, understanding and competence within a personal, civic, social and/or employment related perspective". These definitions emphasise the fact that learning is not limited to childhood or to the classroom. Learning, on the other hand, takes place throughout life and in a range of situations.

Indeed the scientific and technological innovation and change that have been sweeping the world in the past fifty years have ensured that the traditional notion of the three stages of life namely: a time to acquire knowledge (school), followed by a place and time to apply the knowledge acquired the (workplace) and finally retirement to rest, no longer holds. As new knowledge is discovered and new technologies come up, employers will expect their employees to be able to adapt to new ideas and changes that would move the organisation forward. This requires learning. Employees, in order to maintain their jobs and to ensure that they are performing at the highest level of efficiency would have to constantly upgrade themselves. Even in retirement, the individual cannot cocoon himself or herself from the changes going on around him or her. An individual who isolates himself or herself from the rapid changes going on in the world is likely to wake up one day to realise that life has passed him or her by. For example, a time would come when one may not be able to write an ordinary letter and mail it unless one uses electronic mail; one may not be able to use normal currency in shopping anymore; one may not be able to walk into a bank and withdraw money except one uses the Automated Teller Machine (ATM). Indeed the Agricultural Development Bank (ADB) requires its customers to use the ATM if they are withdrawing amounts from GH¢200.00 and below.

## **Benefits of LifeLong Learning**

LifeLong Learning certainly has implications for individuals, organisations, governments and society as a whole. Life Long Learning helps individuals to update their knowledge base, develop new skills and competencies; handle the constant change that is significant of the information age, acquire foresight, understand development and acquire personal, professional and intellectual development. It also helps in maintaining competitiveness, employability and productivity. It promotes social inclusion, freedom of expression and opinion which is necessary for democracy to thrive. Through Life Long Learning, individuals increase their personal choices and options available to them. It helps individuals to adapt to the information society. It creates a highly skilled work force and therefore a strong society.

## **Components of LifeLong Learning**

Life Long Learning consists of diverse forms of education and training. It encompasses formal, informal and non-formal education. Thus the school system from basic to tertiary level forms part of Life Long learning. Adult education and distance learning are also part of Life Long learning; open learning which is defined as any form of learning which includes elements of flexibility thereby making it more accessible to students than courses traditionally provided in centres of education and training. The flexibility derives from the content of the course and the way in which it is structured; the place of provision; the mode, medium or timing of its delivery; the pace at which the student proceeds, or the forms of special support available and the types of assessment offered. Very often the “openness” is achieved partly by the use of new information and communication media (EC, 1991).

Other forms of LifeLong Learning include work-based learning which comprises sandwich courses, employment-based learning programmes, Joint Education and Industry Initiative, and continuing professional education. Another form is the provision of extra-mural courses which are offered by higher educational institutions. Finally there is independent learning which is defined as learning which occurs independently of the formal education system and which is characterized by learner responsibility for the direction and execution of learning (Brookfield, 1984).



## **Libraries and LifeLong Learning**

Wherever there is learning, there are bound to be libraries. Libraries and education are intertwined. It is universally acknowledged that no educational effort stands the chance of success without the support of libraries. Libraries traditionally have been supporting formal education at all levels. Public libraries particularly, have been supporting non-formal education since the 19<sup>th</sup> century. Libraries certainly have a role to play in Life Long Learning. Brophy (1998) asserts that libraries are part of a social process which transform stored data into knowledge for the benefit of its users, and knowledge into stored data for the benefit of posterity, and that the benefit of having libraries can be seen in the impact they have had on individuals and societies, that every user regardless of his or her physical location, should be able to use all library services.

Line (1997) states that the shift of emphasis, particularly to Life Long Learning, has a fundamental impact on all types of libraries. He posits concepts of academic and public libraries of the future, where culture, learning and research would be followed and where most of the competencies of libraries and information professionals would become more necessary rather than less, because information handling skills would be of prime importance. Haagstrom (2004) also notes that all the forms of education and training rely on working methods that develop the individual's ability to search for information and develop knowledge actively and independently.

Libraries possess the potential to make a difference between a traditional system of formal education and a broader system of learning. Libraries have the potential because they are socially inclusive places that offer a broad choice of different media and professional guidance in information search. Indeed, the exponential growth in information and the new technologies for handling information require that libraries and librarians should be at the forefront of the campaign for Life Long Learning. In this regard, all types of libraries namely academic, school, public and special, are involved in the support of Life Long Learning

## **The Role of Academic Libraries in Life Long Learning**

Academic libraries are well placed to support Life Long Learning. Particularly in the area of information literacy, academic libraries all over the world provide their students with information literacy skills which enable them to access information effectively and efficiently not only for academic purposes but at the work place after they have graduated from formal education. Academic libraries provide support for university-based non-formal and informal educational programmes. In the UK for example, academic libraries support individuals engaged in distance learning, independent learning and work-based learning activities.

Support comprises direct service like sending out books and articles to students through the post; offering book loans and arranging access to university libraries other than the host institution; and library co-operative agreements between library consortia. In terms of services, Sheffield Hallam University offers Distance Learning Support Services to off-campus students. The Library offers books and articles through the post; book loans for up to three weeks; Inter-library Loan Service; photocopying and supply of journal articles. The University's website offers an impressive set of links to UK universities' access policies as well as "Distance Learning Links for Librarians' page. Other universities providing similar services include the University of Manchester, Thames Valley University and the University of Wales among others.

Some university libraries invite non-university members to use their library facilities; such external or independent users are required to demonstrate a need to use a university library and pay a fee or subscription. University of Sussex for example, allows non-members of the University, who can show a need to use a major academic library but have no access to one, access to various levels of service. A fee is charged for the provision of services on a cost recovery basis. Other university libraries providing this kind of access to non-members include University of Bath, University of Surrey and University of Exeter.

There are agreements between universities for resource sharing. This has resulted in the establishment of several consortia based on geographical location. Examples include Avon University Libraries in Co-operation (AULIC). The Consortium includes the Universities of Bath, Bristol and the West of England Libraries. Borrowing rights are extended to all academic and academic related staff and postgraduate research students of the three institutions. There is also the

Consortium of Academic Libraries in Manchester (CALIM). CALIM is a network of academic libraries located within two square miles of each other. Libraries in the Consortium are Manchester Metropolitan University, Manchester University, UMIST, Sanford University and Manchester Business School. Servicing a population of 70,000 students, they offer Inter Library Loan (ILL) services, full-text transmission among libraries, union list of all journals held in CALIM libraries and joint subscriptions to several online services.

In the USA, library services tailored to the needs of distance learners for example has a long history. In recent years, guidelines and standards have been developed to ensure adequate or generous resourcing where possible. The emphasis is on resource sharing (Feldman, 1993). Emphasis is also placed on collaboration among librarians, academic staff, administrators and students in order to ensure the quality of the educational experience (York, 1993). At the University of Louisville in Kentucky, library support for distance learners has been integrated into the structure of the course by way of lecturers' website homepages and in printed course materials. Three main services are offered namely, information literacy, reference services and document delivery services. Based on the assertion that information literacy is a necessary component of any educational experience, information literacy instruction is done through the course lecturer's homepage and by printed hand outs which forms part of the course material. The reference service provides librarian-assisted access to databases while the document delivery service provides items electronically or by post.

In Canada, there is the North Alberta Library and Information Network (NORALINK) established by Athabasca University. Athabasca University is Canada's Open University. It has 18,000 students enrolled from across Canada. The University Library sends materials to students by post. Public, college and university libraries are part of the network and this enables Athabasca University students who live where there is a NORALINK library to use its services in the same way as a student enrolled at that particular university or college. In Australia, there is the Open Learning Agency of Australia (OLAA) which allows students to subscribe to distance education courses from various universities and colleges. OLAA has the Open Learning Library and Information Services which facilitates students' access to library services at academic and public libraries. OLAA has developed the Open Learning Electronic Support Service (OLESS) to serve as a nation-wide off-campus student focused information web.

## **The Role of Public Libraries**

The Public Library has always had an educational role right from its inception. It is not for nothing that it has been described as the “poor man's university” (Watkins, 1998). The educational role of public libraries in the UK began with support for the mechanics' institutes which were the precursors of modern day workers colleges. In the USA, support for adult education was the motivating factor for the development of public libraries. The UNESCO Public Library Manifesto recognizes the public library as a living force for education and information.

Perhaps, of all the library systems, public libraries are best placed to serve the ends of LifeLong Learning. After leaving school and the facilities provided by academic libraries, the individual may not have access to these libraries thereafter. It is the public library to which everyone turns. Haagstrom (2004) notes that in a society of Life Long Learning, public libraries will be nodes connecting the local learning setting, whether formal or informal, with the global resources of information and knowledge. Public libraries can, therefore, be of great importance in the development of future systems of Life Long Learning. Information and Communication Technology (ICT), she continues, has already laid the basis for the creation of information networks, giving users even of small local public libraries access to the world wide sources of information. Public libraries offer guidance and training on how to search and use information and rate the quality of information sources. Public libraries can, therefore, be said to qualify as significant prerequisites for an informed democratic knowledge society. In this regard, public libraries and professional librarians have to change and adapt to new demands, professional tasks and working conditions. Libraries should make the empowerment of the users a priority. The library environment should be such that even the shyest person feels emboldened to ask for help without a feeling of being judged incompetent.

In the United Kingdom, the public library system has been described as a sleeping community education giant (Boyce, 1980). Boyce urges that public libraries must awake and present themselves as providers and partners in adult education rather than as servicing agents. Public libraries should, additionally, aggressively market materials associated with continuing education and use their closeness to the community to attract and serve the working class. In the United States of America (USA), public libraries at their own initiative began providing Internet access to

their users for free in 1998. Then in 2000, the Federal Government, recognizing the importance of that service, began to provide funding for the libraries to continue with the service and for those not providing the service yet to begin.

### **School and Special Libraries**

There is no doubt that school libraries can play a role in Life Long Learning. School libraries can play this role by teaching information literacy skills and the use of libraries to students. School library use will no doubt prepare the individual towards the transition to academic library use and eventually public library use. In the USA, schools provide age related information literacy instruction to children. Special libraries would also have a role to play in the provision of information literacy skills to employees of the organisations since employers would expect employees to access and use information to further the objectives of the organisations.

On the role of libraries in Life Long Learning, Ray Doiron, President of the Canadian School Library Association (CSLA), advocates a continuum of libraries and provides a table that summarises the various needs for different types of libraries throughout our lives (Doiron, 2003). His contention is that in today's complex world, it is not enough to say that at some point in life, everyone needs a library. Rather, we need libraries at all points in our lives and so we need to build LifeLong libraries. I found the table quite interesting and credible so I have reproduced it below.

Stage or Time in Life	Literacy Areas	Programs and Services Used	Libraries Involved
Preschool Stage (0-5/6 years old)	Family literacy Emergent Literacy	Developing early habits for literacy  Developing the importance of literacy in our lives.  Supporting parents' information needs. Programs for reading, creating ...  Early introduction to information skills (library usage; simple locations skills...)	Public Library School/Housed Public Library Informal Libraries in a Day Care or Preschool
School Stage (5/6-18 years old)	Literacy (reading and writing)  Numeracy  Information Literacy  Media Literacy Computer Literacy Science Literacy  Multiple literacies	Wide range of resources needed for curriculum.  Wide range of learning outcomes  Information Processing (research)  Resource-based learning	School libraries  Public Libraries  Specialized Libraries  Virtual Libraries

		<p>Technological competence</p> <p>Access community resources</p> <p>Access other libraries</p> <p>Information technologies (Internet, WWW, CD-ROM...)</p>	
<p>Post-Secondary Stage (18+)</p>	<p>Personal development</p> <p>Professional goals</p> <p>Academic,</p>	<p>Post-secondary learning needs</p> <p>Research and project activities</p>	<p>Academic libraries</p> <p>Professional libraries</p>

<p>Post-Secondary Stage (18+)</p>	<p>Personal development</p> <p>Professional goals</p> <p>Academic, Professional or workplace literacy goals</p> <p>Personal information needs for recreation, family life, health</p>	<p>Post-secondary learning needs</p> <p>Research and project activities</p> <p>Specialized library services for reference, research</p> <p>Interlibrary loans</p> <p>Online journals and databases</p>	<p>Academic libraries</p> <p>Professional libraries</p> <p>Virtual Libraries</p> <p>National Library</p> <p>Institutional libraries</p> <p>Businesses and corporate libraries</p> <p>Public Libraries</p>
<p>Adult life (post school, into work life family life, retirement....)</p>	<p>Life Long learning</p> <p>Workplace literacy</p> <p>Adult literacy</p> <p>Pre-school and</p>	<p>Access information for daily problem solving</p> <p>Working with new information</p> <p>Coping with change</p>	<p>Public libraries</p> <p>Workplace libraries</p> <p>Virtual libraries and online services</p> <p>Academic libraries and schools as an</p>



	school literacies	<p>Coping with information overload</p> <p>Techno-stress</p> <p>Developing family literacy awareness and needs</p>	adult learner
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**Source: Doiron (2003)**

### **LifeLong Learning and Libraries in Ghana**

In countries like the United Kingdom, the other European Union Community countries, Canada and Australia, there are policies formulated to promote Life Long learning. Several studies have been conducted over the years to find ways of augmenting the literacy levels of the citizens since that is the only way to ensure that a strong society has been built where democracy exists and where citizens can take up challenges and raise their standard of living. In all these places, sight has not been lost of the role that libraries play in the promotion of Life Long Learning. Thus it has been suggested and attempts have been made to integrate libraries, particularly public libraries with agencies providing education. In the UK for example, the Department for Education and Employment presented a consultation paper calling for a National Grid for Learning which was defined as “a way of finding and using on-line learning and teaching materials”; and “a mosaic of inter-connecting networks and education services based on the internet which will support teaching, learning, training and administration in schools, colleges, universities, libraries, the workplace and homes.”

In Ghana, I dare say that we do not have a policy on LifeLong Learning. We do not even seem to be clear about the direction of our education. In truth, aspects of Life Long Learning have existed in this country even before Independence. For example, the University College of the Gold Coast used to provide extra-mural classes for citizens outside the formal education system. Then there was the Peoples' Educational Association which was used to provide adult education for those who were interested in educating themselves in current affairs and contemporary issues. Currently, University of Ghana, University of Education, Winneba and University of Cape Coast provide distance education to students who so desire this type of education. So also does the Ghana Institute of Management and Public Administration (GIMPA). However, this is being done in isolation to each institution. I believe there are some private tertiary institutions that are also providing adult education facilities to Ghanaians but again in an uncoordinated manner.

In terms of library support for education generally, the picture is one of gloom especially at the school and public library levels. At the tertiary level, library support for formal education is encouraging though a lot still needs to be done. Academic and research institute libraries have formed a consortium; the Consortium of Academic and Research Libraries In Ghana (CARLIGH) for resource sharing purposes. It is a step in the right direction. Library support for Life Long Learning is another matter altogether. A number of studies have underscored the absence of library provision for distance learners at the three public universities running distance learning programmes in the country.

The public library on the other hand, has a history of support for adult education in the country. During the 1960s, the public library system assisted the Institute of Adult Education of the University of Ghana in distributing materials to the Peoples' Educational Associations throughout the country. With the launching of the Functional Literacy Campaign in 1990 the public library provided professional advice for a brief period of time.

## **What to Do**

The Ghana Library Association would have to take up the issue and advocate for a Life Long Learning policy for this country. The policy should take cognizance of

the role of libraries in education generally and Life Long Learning particularly. The Association should also argue for a policy on school library development since the absence of such a policy currently does not augur well for anybody - be it the individual, the government or the society at large. As a first step, the Association should begin to highlight the various library systems making a particular one the focus of the Annual General Meeting (AGM) and the biennial congress in order to drum up support for the library movement in Ghana.

The Association should begin to lobby government for favourable recognition and legislation. Organisations that wish to do business in Ghana could also be lobbied to take up library activities for sponsorship. That may be a way of getting publicity for libraries in the country.

## **Conclusion**

In conclusion, let me say that in so far as education whether formal or in formal is concerned, those who do not need to run (the developed countries) are flying while those who need to run (developing countries) are crawling. We, therefore, need to begin doing something now to prepare ourselves and our children and their children towards the next level.

**PRESIDENT'S REPORT**  
**Valentina J. A Bannerman**  
President, Ghana Library Association

## **Introduction**

“Much has been done and yet there is a lot to be achieved in order to strengthen the Association.” This was my concluding remark at the 2008 AGM under the President's Report titled “Bringing on board all stakeholders in the Information Society”. I mentioned that a Strategic Plan had been fashioned out for the Association to cover a two year period; 2008 and 2009. This report covers the achievements under the six main themes and goals drawn up.

### **1.0 Membership and Services**

The goal was to increase, retain, and encourage the active involvement of members and improve service delivery.

- 1.1 A large and active membership is crucial to our success and it is the number one goal in the Strategic Plan. Even though membership has increased as expected, the increase did not translate into funds for the Association. The reason is that out of the number 350 on the list, only a quarter are fully paid up members. Council decentralised payments with receipt books provided in all the regions except the Northern Region which had been inactive for a while. The decentralisation was in recognition of problems encountered after members paid dues into the Association's Account. It provided an opportunity for members who had kept their pay-in slips instead of submitting them immediately for a receipt to do so. With all these problems out of the way, the list of paid up members which has gone up from 65 to 90 will now be published in the first quarter of 2010. A further opportunity has been provided at this venue today for members to check their details and redeem themselves. It is anticipated that the number of paid up members will go up after this meeting.
  
- 1.2 Improving internal communications is a strategy under this goal. With the increasing cost of postage, communication has always been a challenge as

some members do not have e-mail. If they have, it is not checked regularly. Some even rely on others to access it on their behalf. Last year, I reported that the Association has a website, which members can access for information. However, the outcome of a workshop funded by Goethe Institut was that a more interactive website was needed for the Association, a site where members can also network with colleagues.

The site [www.gla-net.org](http://www.gla-net.org) has been duly launched and it is the beginning of an effective communication tool with web 2.0 applications that will keep the members of the Association networked. A committee of four headed by the Vice President is responsible for managing the site.

- 1.3 Council has always recognised the need for personnel at the Secretariat to deal with issues that require attention. Members have complained of unavailability of personnel to pay their dues to, collect receipts and obtain needed information. Fortunately,

Mr Benjamin Folitse has volunteered to be at the Secretariat at least three times a week to attend to such matters. His contact details will be made available to members.

## 2.0 Professional Development and Continuing Education

The goal was to embark on an aggressive programme of continuing education, and support the professional growth and development of the library community in the country.

- 2.1 The Education and Research Committee was vibrant during the year, as always, having organised workshops for members, sometimes at short notice. The Secretary will report on the workshops organised with support from the Goethe Institut and the Information Resource Centre of the US Embassy. Suffice it to say that at the last workshop on Proposal Writing, out of 31 participants who completed the Assessment Form, nine were Associate Professionals of GLA. This should be a message that there is no discrimination in the training programmes organised.
- 2.2 Goethe Institut has considered proposals for workshops next year. The Workshop on *How to get Published* was selected based on a proposal submitted with the assistance of the Editor-in -Chief of the *Ghana Library Journal*. It must be noted that when the same workshop was organised in

2005, the number of papers submitted for publication increased to the extent that the journal could come out twice a year and on time. Goethe has promised capacity building so that the GLA knowledge platform would be sustained. The trainer of trainers programme will have to be sustained by the Association. Another critical need expressed by members was for a Cataloguers' Workshop which will be considered the following year. May I use this opportunity to thank Goethe Institut and the US Embassy for the tremendous support provided to the Association.

### 3.0 Institutionalisation of Public Information and Advocacy

Under this theme, the goal was to increase advocacy, public information, and marketing efforts to enhance the perception of libraries and librarians, emphasise their value, and thus increase support for programmes and initiatives.

- 3.1 A Publicity Officer has just recently been appointed by Council, in the person of Mrs Agatha Frempong. Her task will be to publicise and promote the activities of GLA.
- 3.2 As a means of advertising and promoting the profession, members mandated Council to produce a cloth for the Association. The design, which is camera ready, will be printed at a cost of GH¢9,266.13. I can assure you the cloth will be ready after Christmas and would be worn at the 2010 Congress. The car stickers are still available for sale at GH¢2.00 each.
- 3.3 The Association has made the effort to inform its members about local and national issues which impact on library and library service and empower its members to take meaningful action. Members of the public do not associate the library with many topical discussions in the national domain. The themes selected each year for the Associations meetings are examples. The theme for 2007 Seminar and AGM was *Reading for development*. It was after the seminar that Council was given the mandate for the Association to collaborate with *Readwide* for its Reading campaign. The rationale for the collaboration as indicated by *Readwide* is that *Readwide* cannot have its presence everywhere. Libraries on the other hand, are in all the regions and districts of the country. The role of the Association is therefore to take interest, provide personnel for the programme through libraries. A document entitled *Reading Sensitisation Programme* was submitted to the President of GLA on 18<sup>th</sup> November 2009. A committee

will have to be set up to examine it and craft a role for the Association. It was submitted with the caution that no member was to publish it. In the meantime, it is hoped that librarians are making the effort to buy novels for their libraries and also creating reading corners in their libraries.

The theme for 2008 Congress was ***Copyright, Information and Education***. At the end of the Congress, members were informed about a follow-up seminar by the African Copyright and Access to Knowledge (ACA2K) Research Project Team. *This Project is probing the relationship between national copyright environments and access to knowledge in eight African countries including Ghana*. Details of recommendations can be found at <http://www.ifla.org/files/hq/papers/ifla75/95-nicholson-en.pdf>

A National Dialogue Workshop was held in Ghana in June to disseminate the results of the research. The full document can be accessed at [www.aca2k.org](http://www.aca2k.org) Members will recall that one of the research team members, Mrs Naana Halm submitted a paper on Copyright at the 2008 Congress.

I am using this opportunity to inform you of another development, which is that The World Intellectual Property Organisation (WIPO) Standing Committee on Copyright and Related Rights (SCCR) will be meeting in December to discuss exceptions and limitations for international copyright law. In preparation for this meeting, IFLA issued a Statement of Principles on Copyright Exceptions and Limitations for Libraries and Archives. A copy was given to the Copyright Office on Thursday 19<sup>th</sup> November 2009 for the delegate from Ghana who will attend the meeting. It can be accessed at:

<http://www.ifla.org/files/clm/statements/statement-of-principles-sccr20.pdf>

Members will recall that the Association came out with a statement on World Copyright Day which is celebrated every year on the 23<sup>rd</sup> April. The statement was in collaboration with the Electronic Information for Libraries (eIFL.net) Network. This was placed on the GLA Website and it is now on the new site: [www.gla-net.org](http://www.gla-net.org).

A copy was deposited at the Copyright Office.

The conclusion is that Copyright laws if applied to the letter, would have

the potential of restricting access to knowledge.

#### 4.0 Partnerships

The goal was to solicit for the support of many organisations and individuals to strengthen the ability of members to best serve our communities.

4.1.1 Mention has already been made of the partnership with Goethe Institut and the Information Resource Centre of the US Embassy to support GLA in its training efforts. The Association pledges to sustain the relationship.

4.2 The Association is a member of IFLA and institutions are also encouraged to join this professional organisation representing librarians globally. See [www.ifla.org/en/membership](http://www.ifla.org/en/membership) The Immediate Past President (IPP) is a member of the IFLA Governing Board having been re-elected for another two year term. The President is a member of IFLA Africa Section and the section works closely with library associations. As such, GLA is involved in a number of projects that have provided knowledge and skills for members. This includes the Workshop on the First International Conference on African Digital Libraries and Archives Workshop (ICADLA) that took place in Ethiopia 1<sup>st</sup>-3<sup>rd</sup> July 2009 and on the MDGs in Durban, South Africa and a follow-up in Accra, June 2009. The capacity will be disseminated to members at a workshop next year. Members attending the IFLA/WLIC have the opportunity of paying reduced fees to attend. I received calls from members requesting for the GLA IFLA code which I happily gave out.

With this sense of belonging we are obliged to make the theme for the 2010 IFLA/WLIC alive in the GLA and our libraries. **“Open access to knowledge - promoting sustainable progress”**, which matches the Presidential theme of; *Libraries driving access to knowledge*. The theme for the Management of Library Associations Section, *Access to knowledge: The Role of the Association*; the theme for the IFLA Africa Section, *Open access in Africa: Trends and developments*.

4.3 Opportunities for collaboration are also possible with Archives and Museums. I have held discussions with the Chief Records Officer at the Public



Records and Archives Administration Department (PRAAD) and the Assistant Director who was in charge at the time of the Ghana Museums and Monuments Board. It is being pursued at a high level to the extent that it has been agreed finally that the umbrella body being sought should be named the National Council on Libraries and Information (NCLI). At the same time, I will confidently add that IFLA is strengthening relationship with similar partners - International Council of Archives, Museums and Monuments among others. They have all been invited as observers to meetings of WIPO, Blue Shield and UNESCO.

#### **4.4 The National Council on Libraries and Information**

The proposal cannot get anywhere without the support of the Ghana Library Board (GLB). Fortunately the Chairman of the Board of GLB, having examined the proposal made an input. Representation was reviewed as follows:

Chairperson nominated by the President of the Republic of Ghana  
Representatives of the following:  
Ministry of Education  
Ministry of Local Government  
Ministry responsible for Information,  
Ministry responsible for Communications.  
Ministry responsible for Science and Technology  
Museums Board  
Ghana Library Association  
Ghana Book Development Council  
Representative from Special Libraries  
Consortium of Academic and Research Libraries  
National Archives  
Executive Director of the Council (Secretary)

## Implementation

It is being proposed that the National Library Service should be the implementation agency of the NCLI. The first task of the Council will therefore be to implement a National Library System. It would link up with the Museums and Archives for the purpose of promoting convergence with these institutions to facilitate access to information.

## Management Structure

1. The National Council on Libraries and Information headed by an Executive Director, who is the Executive Secretary.
2. There will be a Deputy Executive Director who will be responsible for Administration and Finance.
3. The Executive Director will also be assisted by 3 Directors:
  - National Library
  - Public Library/Community
  - School Libraries

This is the knowledge age and information is needed in the everyday lives of the citizens of this country. The NCLI is best placed to coordinate the various sectors that libraries, information, archives and museums operate facilitating convergence and information retrieval.

Two meetings with the Minister of Education were held and the decision was the need for a national Policy on Libraries to facilitate the passage of a bill supporting the NCLI. A Committee, with representation from the Ghana Library Board would be formed to work on the draft produced by Council.

### 5.0 Professional Standards and Conduct of Librarians

The goal is to support initiatives and activities that address standards and credentials of library staff.

- 5.1 Presently, the Accreditation Committee continues to issue certificates to qualified members who register. This is done in line with the *Guidelines for Accreditation of members of GLA* published in August 2006 and accepted

by members.

- 5.2 One of the responsibilities of the NCLI would be to formulate and enforce the policy on professional standards and make recommendations for reviewing them.

## 6.0 Literacy

The goal was to carry out activities and services to improve literacy among the members and communities.

- 6.1 Mention has already been made of the partnership with Readwide to promote reading in the country.
- 6.2 The Goethe Institut has announced a competition with a theme *Libraries with a kick*. It is a poster competition of the Institut in Sub-Saharan Africa for the 2010 World Cup in South Africa in collaboration with libraries. The public are being invited to design a poster with a slogan that combines football with libraries. Details will be communicated to members later.

## Conclusion

It has been an eventful year with many challenges, the most prominent being the unwillingness of some members to work for the Association. Members need to volunteer their services for the benefit of the Association, in particular, members with skills to serve as Resource Persons, or to serve on committees. Without members, activities of the Association will come to a standstill. The greatest challenge however, is for the Association to be active in the regions.

I wish to thank Council Members for their support and exuberance for the Association. We have worked as a team and become a family. It is our hope that this would be infectious and draw all members regardless of category, into the fold.

On behalf of Council I wish to thank members who contributed to our success. I wish you all a Merry Christmas and a Happy New Year.

## **SECRETARY'S REPORT**

**Christian Kofi**

Secretary, Ghana Library Association

### **Introduction**

Following the stepping down of Mrs Theodosia Adanu, the Immediate Past Secretary to the Ghana Library Association, at the end of the first term of the current Council, it became necessary to find a replacement. Therefore, at the Council meeting on Tuesday, January 13, 2009 in Accra, the President quoted Article 10 Clause 5 of the GLA Constitution which states that “the Secretary shall be on the Professional Register and shall be elected by Councillors from their membership”. She therefore proceeded to nominate Mr Christian Kofi for the position and was seconded by the Vice President, Mr Albert K. Fynn. Council members unanimously endorsed my nomination.

The President thanked the Immediate Past Secretary for her two-year role on Council and then asked her to hand over to the Incoming Secretary. Both however, agreed that the handing over would be done at a later date and that was accordingly done. Mr Kwabena Ofori Asiamah who replaced Mrs Theodosia Adanu joined Council at the beginning of 2009. He has since been attending meetings and contributing to all deliberations of the House.

### **Meetings**

Council held eight regular and two emergency meetings to deliberate on a number of issues. Prominent among them were: National Commission on Libraries, GLA uniform cloth, investment opportunities at UT Financial Services, Strategic Plan, Publicity Officer and NVTI certification for untrained School Library Staff. The rest were membership drive and payment of dues, GLA motto, library statistics, Ghana Library Association Portal and training needs of members among others.

### **Communication**

Correspondence between the Secretariat and members has also been good during

the year. I must, however, add that some members get back to me to say that they were unable to open attached documents. This was because at times I forgot to save them in compatible formats before sending them to members.

### **NetLibrary Nigeria Limited Workshop**

The President nominated me to participate in the two-day workshop organised by NetLibrary Nigeria Limited in conjunction with SABINET Online Limited of South Africa and the Nigeria Library Association. The theme for the workshop was ***“Transforming Nigerian Libraries into an Effective (21<sup>st</sup> Century) Information Unit with ICT”***. Participants for the two-day workshop were drawn from Ghana (2), Nigeria (24) and South Africa (3).

NetLibrary Nigeria Limited provides access to scholarly materials, database of journals, article abstracts and citations, electronic journals, publishing tools and reference database, all wrapped up in a total library package and presented in a world-class digital infrastructure. Topics presented and discussed included: *“The National Virtual Library: Success and Impact”*; *“Integrated Library Systems”*, *“Globalized Universities through Automated Digital Libraries: the Case of Nigeria”* and the *“University of Cape Coast Library System”*.

### **Discussion**

As a sequel to the presentations, participants at the workshop engaged in a lively discussion by sharing their experiences and also answering questions. A host of issues were raised during this session. One of the participants stressed the need for librarians of the second and third generations to undertake self-education in the area of Information and Communications Technology (ICT). According to him, these librarians did not benefit from courses in computer literacy while pursuing their library qualifications. He therefore urged these librarians and others who do not have computer literacy skills to undertake self-education in this regard. He ended by stating that once the way we do things had changed as a result of technology, librarians should also change accordingly.

Another participant stressed the need for librarians to approach corporate organisations for funding of library projects which have to do with capacity building. She mentioned such organisations like MTN and ZAIN which operate in the respective countries among others. She stated that the NetLibrary Nigeria

workshop that was on going at that time, was being sponsored by MTN Telecommunications Network Services. She, however, hinted that most corporate organisations do not fund such projects because of the bureaucratic tendencies in most institutions.

The issue of proposal writing came up strongly during the discussion. It was highlighted that as a result of reduced library budgets, librarians should acquire the skills for proposal writing so that they can attract some level of funding into their libraries.

A call was also made for University Librarians to equip themselves on a wide range of issues to enable them assert themselves at their universities. Participants at the workshop also noted that since technology had changed library and information work, librarians should therefore learn to co-exist with IT personnel at the workplace. This is so because librarians need IT personnel as partners to be able to function effectively.

The poor state of public libraries in Nigeria was discussed at length. Finally, it was suggested that since Nigeria is a federal state, there is the need for the various states to pool their resources together towards the growth of an effective public library system.

The last point for discussion was poor Internet connectivity and heavy traffic on the Internet. The point was made that the various institutions should endeavour to formulate policies on bandwidth management. It was noted that such policies should spell out what could be done and what could not be done on the Internet at a given period of time.

Such a policy, it was believed, would lead to the maximisation of Internet connectivity. Contributors to this issue called not only for a policy on bandwidth management but a more holistic one on ICT.

### **Support from Council**

At this juncture, I want to thank all the Council Members for their support and understanding. The President has, especially, been a very great source of inspiration and motivation.  
Long live GLA! Keep up the spirit.

**RAPPORTEURS' REPORT**  
**Theophilus Fiawotoafor and Roger Byll-Cataria**  
University of Education Winneba Library

The Seminar and Annual General Meeting (AGM) of the Ghana Library Association (GLA) was held on 20th November 2009 under the theme: “**Life Long Learning and Libraries**”.

Proceedings began at 9.30 am after the opening prayer was said by Mrs Gladys Kwadzo. The Master of Ceremony, Mr Albert K. Fynn, introduced Mrs Valentina Bannerman, the President of GLA, to deliver her welcome address.

In her welcome address, the President introduced the theme for the occasion; “**Life Long Learning and Libraries**”. Mrs Bannerman indicated that the theme was selected because Life Long learning was the skill needed in the 21<sup>st</sup> century. She noted that in the current knowledge age, achievement in any organisation was measured by the knowledge of its workers and that libraries were there to provide the information that could be transformed into knowledge. Furthermore, she bemoaned the neglect of libraries, particularly, the public and school libraries despite the numerous interventions, including the school feeding programme and capitation grant, that the Government had implemented to ensure that all citizens be educated as one of the targets of meeting the Millennium Development Goals (MDGs). She stated, “For quality education to be attained, well-resourced libraries which provide relevant, reliable and current information are needed”. She also called for trained staff to man the school libraries as a necessary prerequisite for delivery of quality information.

Again, the President made a passionate appeal to the Minister of Education who was the Guest Speaker, to support the Association to establish the National Library that would collect, process and store the country's indigenous knowledge and cultural heritage. In addition, she called for the establishment of the National Commission on Libraries and Information Service as an umbrella body that could supervise and coordinate activities of all libraries in Ghana. She assured the Minister that the deliberations during the programme would focus on how libraries could play their role to ensure that access to information is seamless for learners. In conclusion, the President expressed her gratitude to Goethe Institut, Smartline

Productions Ltd, Mayan Book Centre and Abbiw Books for sponsoring the programme. She also welcomed the members to the programme.

After her address, Mrs Agatha Frempong introduced the Chairman of the ceremony in the person of Hon. Kosi Kedem at 9.52 am. He was described as an experienced Librarian, and a politician who had achieved a lot for the library profession. In his acceptance speech, the Chairman thanked the members for the honour done him. He appreciated the presence of the Director of Goethe Institut, Ms Elmore Sylla, and thanked the Guest Speaker, Hon. Alex Tetteh-Enyo for honouring the invitation. He expressed his optimism that the Minister had good news for the members. He craved the indulgence of the House to thank the Minister because he had good intentions for the GLA. He indicated that the Guest Speaker who was a product of Life Long Learning had a lot up his sleeves to offer the Association. He observed that if the GLA was dynamic, then education would be healthy in Ghana. He noted that Dr. Kwame Nkrumah nearly succeeded in establishing the National Library but in its absence, the George Padmore Library had been surrogating as the national library. However, there was no legislation backing the Padmore Library to operate as a national library, he noted.

Hon. Kedem lamented that the GLA had been in existence for a long time, but its structure remained monolithic. He charged the GLA to endeavour to bring on board other libraries such as public libraries. He called for harmonisation of relationship among various libraries in Ghana. He stated that the establishment of National Council of Libraries and Information could help harmonise activities as well as collate information at the various libraries. He appealed passionately to the Minister of Education to help the GLA to establish the National Council of Libraries. Hon. Kedem then invited the Guest Speaker to deliver his address.

The Guest Speaker, Hon. Alex Tetteh-Enyo, the Minister of Education expressed his appreciation in support of the work of libraries in the dissemination of information. In his speech, he identified himself with the relevance of the theme as being very pressing in the face of the rapidly changing social and technological developments. He remarked that it was no longer enough for individuals to have the same skills that they had a couple of years ago because opportunities now and in future would require considerably more abilities and skills than today's educational system can provide. According to the Minister, "There is the need for reformation of the education system and implementation of Life Long Learning to guarantee all people, irrespective of their age, acquire such knowledge and skills



that would allow them to cope with a rapidly changing world”.

He entreated Librarians to give serious consideration to the following:

- i. Developing services for specific communities by identifying and locating reading materials relevant to the needs of those communities;
- ii. Provision of information for the Life Long Learning of the local community, e.g. Western Region where oil has been discovered;
- iii. Provision of useful information in the form of Selective Dissemination of Information (SDI);
- iv. Provision of information for the distance learner in the community;
- v. Assisting the farmer, market woman, young entrepreneur to find markets for their products and services;
- vi. Working in partnership with other service providers and organisations;
- vii. Provision of continuous information programmes in the form of a lecture series for students and adults to promote Life Long Learning.

He observed that if the library as an organisation within the community wanted to remain relevant, it should be able to meet community information needs. The Minister acknowledged the challenges confronting the library profession such as lack of personnel. Nevertheless, he observed that some of the services could be implemented with a bit of creativity and innovation that would require thinking outside-the-box with some degree of serious planning.

He called on the librarians to seize the opportunity and collaborate amongst themselves and with other stakeholders. He reminded members that the Government was doing its best to refurbish the Public Library System. The Board of Directors of the Ghana Library Board had been inaugurated, after more than five years of inactivity.

He assured the Association of the commitment of the Government to continue to provide the infrastructure to make Life Long Learning possible.

In conclusion, he promised that the Ministry of Education would work closely with the GLA in order to establish the National Library.

The Director of Goethe Institute was invited to launch the GLA Website. In her remarks, she welcomed the members to the launch. In addition, she thanked the GLA and Mrs Valentina Bannerman, specially, for support and collaboration that made the design of the website possible. She declared the website duly launched and handed over to Mr Oliver Sarfo of Goethe Institut, who explained the content

of the Web Portal to the members. He gave the website address as <http://www.gla-net>.

Furthermore, fraternal messages were delivered. The first message was delivered by Hon. Sherry Ayithey, the Minister of Environment, Science and Technology who had come from another programme to express her solidarity with the GLA. She said that her Ministry would like to form partnership with the GLA to distribute Science and Technology books to schools and to establish Community Libraries. This would promote reading habit among the youth and prevent them from Internet pornography and cybercrimes which had been on the increase. Mr Elliot Agyare of Smart Line Limited also delivered the fraternal message. He said his company had about 260,000 e-books and academic materials and encouraged members to purchase them for their libraries.

A representative from Mayan Books Centre, the local representative of Oxford Books Limited, promised to work with libraries by supplying them with Oxford publications and also order for them those not published by Oxford. She then distributed 2010 calendars to all participants.

The Director of Goethe Institut also delivered a goodwill message on behalf of the institute. She informed the participants about a project they were undertaking titled “**Libraries with a kick**”. She said that during the World Football Cup 2010 in South Africa, many libraries would provide match results, background information about the teams and places where the games would take place. There would also be live screening of the games. She explained the modalities for participation; design a poster with a slogan that would combine soccer and libraries and send both the e-copy and hardcopy to Goethe Institut, Accra by February 1, 2010. She said that attractive prizes would be won and urged participants to get involved in the promotion of the project. Another project being undertaken by the Institut was, “**Accra Reads**” and was to encourage reading culture in Accra. The project would begin in Accra and spread to other parts of the country.

The Chairman, Hon. Kosi Kedem delivered his closing remarks to draw the curtain on the first session. He urged the GLA to take advantage of the offer made by Hon. Sherry Ayithey to establish a working partnership with the Ministry of Environment, Science and Technology. He also entreated the Heads of Library to

encourage their staff to take active interest in all activities of the IFLA and to attend IFLA Congress. He advised the members to take advantage of the numerous packages of sponsorship available rather than depending solely on their institutions for sponsorship in order to attend IFLA Congress. He also called on the members to support Mrs Helena Asamoah-Hassan to continue with her good works as a member of the IFLA Governing Board.

In conclusion, he pledged to work very closely with the GLA in order to establish the National Council on Libraries and Information.

A group photograph was taken followed by a snack break to end the first session.

### **The Seminar**

The seminar started at 11.48 am and the Chairperson was Mrs Matilda Amissah-Arthur.

The paper titled "Life Long Learning: The Role of Libraries" was presented by Samuel Bekoe Tackie, a Senior Lecturer at the Department of Information Studies, University of Ghana, Legon. The paper noted that the present era had been described as Information Age and that required constant upgrading of the knowledge base of individuals, groups, organisations, governments and indeed every aspect of human endeavour. On the relationship between libraries and Life Long Learning, he stated that no educational effort could succeed without the support of libraries because they are inclusive places that offer a broad choice of different media and professional guidance in information search.

On the role of the libraries in Life Long Learning, the paper urged academic libraries to provide information literacy skills to students and to tailor library services to the needs of distance learners. Public libraries should offer guidance and training on how to search and use information and rate the quality of information sources. They should, additionally and aggressively, market materials associated with continuing education and use their proximity to the community to attract and serve the working class. Furthermore, school libraries should teach students information literacy skills and the use of libraries in general.

On the way forward, the paper called on the GLA to take up the issue and advocate for Life Long learning policy for Ghana. The GLA should argue for a policy on school library development. As a first step, the Association should begin to highlight the various library systems by making a particular library the focus of

each the Biennial Congress and AGM in order to drum up support for the library movement in Ghana. The Association should also begin to lobby the government for favourable recognition and legislation.

After the presentation, the Chairperson invited comments from the members. The discussions that followed clearly indicated that members supported the policy formulation. The Chairperson, Mrs Matilda Amissah-Arthur, agreed and requested the formation of a committee which would be responsible for drawing up of the policy. She suggested that Mr Tackie and Prof. Christine Kisiedu should serve on the committee.

Mrs Valentina Bannerman, the President of GLA, agreed and stated that work would begin soon and that should be done in collaboration with the Ghana Library Board (GLB) because without the GLB such a policy might not be considered. However, the members agreed that the establishment of the committee to formulate the policy should be done during the AGM.

In addition, Mrs Adjabeng suggested that Public Libraries should digitise their materials and put them on CDs and DVDs to be easily accessible to patrons. In response, Mr Samuel Bekoe Tackie agreed that Public Libraries should emulate the Academic Libraries that had already started digitising their resources. However, Prof. Kisiedu noted that digitisation is a long process but in the short-term, public libraries should link up with District Information Centres to provide connectivity so that students could access their resources.

Concluding, Mrs Bannerman pledged that the GLA Council would continue with their advocacy efforts. The GLA President's paper on National Council on Libraries would be considered and fine-tuned. She invited all members to lend their support for all the activities of the GLA.

The Ghana Library Association continued with its Annual General Meeting.

## **Resolutions**

Two resolutions were passed by members during the Annual General Meeting:

1. In view of the proposal for National Council on Libraries and Information Services, it was resolved that a task force of five should be set up to draft a policy for libraries in Ghana.
2. That the GLA cloth be launched at the 2010 AGM.