Namibia Library and Archives Service Information Bulletin

Republic of Namibia
Ministry of Education,
Arts & Culture

Librarians Driving the Information Advocacy Agenda

Editorial Team

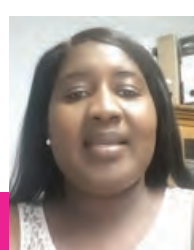**Nomusa Senzanje**   **Barbara Jacobi**   **Margaret Ndala**   **Victoria Isaaks**   **Sabina Neumbo**   **Beauty Matongo**

Who we are

The Namibia Library and Archives Service (NLAS) is a directorate for the implementation of National and International standards relating to Library and Information work. Its purpose is to secure equal access to knowledge and information for lifelong learning by creating and maintaining professional expertise and nationwide network of libraries/information centers. The Directorate consists of five sub-divisions: Community Library Services, the National Library, Ministerial Library Services, Education Library Services and the National Archives. The mission of NLAS is to ensure that adequate, appropriate and relevant information services and resources are available at all levels of the Namibian society.

In this issue

Message from the Director

In our previous newsletter, I reported that the NLAS Directorate is doing a lot of great work silently, meaning with little publicity. However, in 2015, this took another turn because a lot of publicity happened. We did a lot of programmes which were highlighted with the blessing of the Hon. Minister Katrina Hanse-Himarwa and Deputy Minister Hon. Anna Nghipondoka as well as senior management of the Ministry of Education, Arts and Culture (MoEAC).The following are our highlights:

- o Mortenson Center at the University of Illinois Library in the United States of America became a partner of NLAS for a period of one year (2015). The Mortenson Center offers non-degree professional development programmes for librarians from outside the United States. The partnership was to strengthen innovative library leaders. Under this programme, one hundred and six (126) Namibian librarians were trained in May, September and October in Oshana, Ohangwena, Khomas and Omaheke.

- o IFLA International Advocacy Programme (IAP): a programme sponsored by Bill & Melinda gates Foundation was hosted in Namibia for librarians from 12 African countries from the 19th to the 22nd of July 2015. The main objective of the meeting was to develop an advocacy agenda for public and community libraries on the Africa continent until 2026. This included positioning African libraries to address the UN Sustainable Development Goals and increasing libraries ability to assess and address the issues and challenges emerging within Africa by aligning public and community libraries with government priorities and community needs. The meeting came up with the Windhoek Declaration. Following this meeting, a dinner for librarians was hosted by the First Lady Monica Geingos at the State House. Local media shows included:

  - ▶ Good Morning Namibia –panelists were the Secretary General of IFLA, Ms Jennefer Nicholson and the wife of the Vice President of Ghana Madam Matilda Amissah-Arthur. The aim was to talk about libraries and make people aware about the role of libraries around the world.

  - ▶ Talk of the Nation – panelists were Dr. Ellen Namhila, Pro Vice Chancellor: Administration & Finance; Ms Veno Kauaria, Director NLAS and Ms Deborah Jacobs, Director of the Global Libraries Initiative. Ms Jacobs works for the Bill and Melinda Gates Foundation, based in the USA but working around the world. She was invited to be on the panel as her presence is significant in the library sector. University of Namibia library students formed part of the audience.

- o Namibia was also selected to be the host of IFLA social science satellite meeting 11-12 August 2015. A total of 100 Namibian Librarians attended this meeting and several of them presented papers.

- o National Archives hosted the Diasporic Literary Archives in October 2015. Professor David Sutton from the University of Reading was the facilitator. The workshop was for the publishers, writers and archivists.

- o Namibians librarians were elected to serve on international Library and Information boards:

Ms Veno Kauaria, Director, National Library & Archives Service

- ▶ Ms Veno Kauaria member of Online Computer Library Center (OCLC), IFLA Africa Standing Committee, IFLA International Advocacy Programme,

- ▶ Dr Ellen Namhila member of IFLA governing board,

- ▶ Dr. Chiku Mchombu member of IFLA Social Sciences Standing Committee,

- ▶ Mr Willem Utoni member of IFLA continuing professional development and workplace learning.

- o Continuation of the Finnish Library Association - Libraries for Development Project offered free basic computer skills training to community members and library staff at 27 community libraries since 2012. So far a total of 4 186 public members and 153 staff have been trained.

- o School libraries usage statistics are now available. The usage by learners for non-fiction/fiction books, periodicals, audio visual and reference materials from 6 regions in 2015 was 35 142. An analysis of these statistics by regions are given in this newsletter.

- o UNESCO funded a project - Training for the Girl-Child in Basic Information Technology skills started in Omaheke, Ohangwena and also included Oshana from October to December 2015. Ninety nine (99) girls went through the training at the three (3) regional libraries.

- o Digitization - Although the Directorate does not have permanent staff assigned for digitization in the current establishment, the National Library digitized more than 9 328 pages of the South West African journal and newspapers while the National Archives digitized 4 393 pages of the Native Estate Files in 2015.

- o Challenges - We are still struggling with the recruitment of librarians and archivist; we are hoping that we could get scholarships for librarians and archivists. Staff members will go on an advocacy drive from June 2016 to high schools and talk about career path for librarians and archivists.

With this outline, we hope you enjoy your reading and feel free to send your contributions. Your feedback will help us improve our next issue.

Advocacy Agenda for African Libraries Towards 2026

• L to R: Ms Matilda Amissah-Arthur, First Lady Monica Geingos and Hon Minister of Education, Ms Katrina Hanse-Himarwa during the State House Dinner.

by Charles Mlambo,

Chief Librarian, National Library of Namibia.

"Never in the history of librarianship in Africa has there been a critical mass of librarians interested in the development of libraries and people on the continent. And so it is the right time with the right people, with the right energy that we are having this meeting."Dr. Buhle Mbambo – Thata, Executive Director, Library Services, University of South Africa (facilitator of the meeting).

Librarians from 12 African countries converged in Windhoek from 19-22 July 2015 for a high level Advocacy Agenda meeting for African Libraries towards the year 2026. The meeting was coordinated by the International Federation of Library Associations and Institutions (IFLA) Advocacy Programme (IAP) and a regional organisation, the Africa Library Institutions and Association (AfLIA). IFLA`s Secretary General, Ms Jennifer Nicholson also graced the occasion and urged librarians to work with the global community to forge an advocacy agenda that will drive information issues for the next decade.

The Second Lady of Ghana, Mrs Matilda Amissah-Arthur who is a Professional librarian herself was amongst the delegates. "We are trying to be the voice of African libraries, things have changed and with the advent of the internet, we are now moving to libraries without borders," said Mrs Amissah-Arthur to the delegates. Courtesy of the Namibian First Lady, the delegation of librarians was honoured with dinner at State House at the end of the meeting.

The outcome document of the high level meeting set the tone of the advocacy agenda for public and community libraries in the African region until the year 2026. It urged the participation and collaboration by libraries and librarians over the next 10 years to act on four main priority areas:

• Aligning public and community library services with government priorities and to highlight the contribution of libraries to development agendas (including the UN Sustainable Development Goals (SDGs) and African Union Agenda 2063: The Africa We Want);

•Promoting public access through public and community libraries to information in any format, including emerging technologies; access to affordable infrastructure to deliver information services and related skills to support these services;

• Demonstrating public and community librarians' roles in developing local content using indigenous knowledge; and

• Promoting a culture of reading, while recognising the critical role of oral culture on the African continent.

The meeting also recognised that public and community libraries faced two substantial challenges for which greater capacity to undertake advocacy activities would result in an increased ability for libraries to meet their community needs and gain policy makers' committed support. These challenges include:

• The shift from print to digital information supported by the reach of new communications technologies. This shift is changing the means and mechanisms of information delivery in libraries, and has the potential to lead to improved and more relevant services and programmes for users;

• The concurrent development processes underway at national and international levels (national development plans (NDPs); UN SDGs) that are pursuing specific development outcomes, and libraries have a great opportunity to support development – if libraries can participate, and be recognised as significant stakeholders.

The outcomes document also recognised the importance of community needs assessment, ICT and digital literacy amongst other emerging skills. It stated that the Advocacy Agenda Africa 2026 will liaise with key partners including AfLIA to support discussions, working groups and strategies for the renewal of Library and Information Science (LIS) curricula and accreditation on the continent to ensure continued relevance.

The meeting was closed by the Honourable second lady from Ghana who urged the delegates to continue conversing and dialoguing to realise the agreed outcomes.

Delegates during IAP meeting

Preservation and Accessibility of Indigenous Knowledge (IK) in Namibia: "Preserve Namibia Indigenous Knowledge Project"

by Namutenya Hamwaalwa
Chief Librarian, Ministerial Library
Services

Omaongo Harvest at Olukonda: Oshikoto Region

Introduction

The Directorate of Namibia Library and Archives Services (NLAS), Ministry of Education, Arts and Culture identified a gap or unavailability of indigenous knowledge in various libraries and information centers in the country. NLAS sourced out funds and introduced a project titled "Preserve Namibia Indigenous Knowledge Project" funded by the National Commission on Research Science and Technology (NCRST) in March 2015.

Purpose

The project aims to contribute and to enrich the preservation of indigenous knowledge for future generations as well as to assist in introducing digital systems to improve and enable easy access to indigenous information.

Methods

The main focus of the project is to capture videos and produce publications to make indigenous knowledge readily available to researchers, communities and to the entire public. Phase one of the project was carried out in four regions, namely; Oshikoto, Oshana, Ohangwena and Omusati in the Northern part of Namibia.

The first step of the project was to establish a review team which assisted with the identification of activities to be recorded. A budget was set; then a professional technical team was hired to film. The next step was to identify key participants through traditional authorities and community leaders. The field work included preparation of documentation such as script writing, participant's letters of consent, filming, and finally editing of narrations, sub-titles, reviews and sound mix.

Results

As from March – September 2015, 16 videos on Ovawambo indigenous food, drinks and utensils have been recorded and made for distribution. A website on Namibia indigenous knowledge is being developed and will be accessible to the public before the end of 2015.

Future Plans

Since phase one of the project is only carried in four regions, the team is planning to roll out the project to all regions; to publish indigenous information in print and electronic format; to design mobile apps, and social media accounts; to distribute indigenous materials to libraries, information centres, and media centres as well as to submit copies to

the National Archives and National Library of Namibia for preservation.

Challenges of Preserving Indigenous Knowledge in Namibia

The team can testify that there is a threat of extinction of indigenous knowledge in the country. Elders who are participants in the project confirmed that most young people in the communities do not have interest in participating in indigenous activities. Based on that it is evident that Namibia requires to aggressively preserve its heritage through the knowledge found in its communities so as to promote national development.

Another challenge is that the project is costly and laborious. It requires a dedicated professional technical team and equipment and support from different individuals with interest to preserve Namibia heritage and make indigenous knowledge available at all levels.

Preparation of traditional sauce made with kernels from Manketti nuts

Protection of intellectual property rights and copyright issues is a serious challenge for Namibia. It is however worth noting that the information collected through this project is gathered and managed by two key institutions namely; the National Commission on Research, Sciece and Technology as the copyright holder and the Ministry of Education, Arts and Culture: NLAS whose mandates are to promote research and enable access to information in the country. The two institutions will work on strategies to ensure that Namibia's indigenous knowledge is protected and only used for the intended purposes.

Conclusion

Indigenous knowledge in Namibia should be documented, made accessible and incorporated into national policy and development documents. Its use, preservation and distribution should be clearly articulated.∎

Integrating ICTs in Capturing, Storing and Disseminating Indigenous Knowledge

by Nomusa Senzanje, Senior Librarian, National Library of Namibia

The use of Information and Communication Technologies (ICTs) in capturing indigenous knowledge has gained widespread increase in libraries, archives and media organisations with an interest in heritage and culture. These institutions engage with local communities to systematically capture, preserve and disseminate indigenous knowledge. Ossai (2010) defines indigenous knowledge as local knowledge that is embedded in community practices, institutions, relationships and rituals commonly held by communities and mainly transmitted orally from generation to generation. Indigenous knowledge is generated by communities through time, allowing them to understand and cope with their environment and socioeconomic needs. Examples of community practices and rituals include traditional celebrations, rites of passage, traditional clothing, proverbs, traditional folk tales, the use of herbs and traditional agricultural methods.

ICT Tools
Audio-visual digital recording devices such as digital video cameras and audio recorders are primary tools for capturing techniques, practices, stories, language, and song and dance. Scanners are being used to digitise photographs, manuscripts and historical documents. Increasingly 3D scanners are used in museums and cultural institutions to generate 3D digital surrogates of physical artefacts such as tools, shields, carvings, clothing and baskets (Hunter, n.d). Other technologies used include computers, the Internet, radio, television, mobile phones and satellite.

Why Use ICTs?
The use of ICTs to capture and store indigenous knowledge ensures that traditional knowledge is preserved for future generations. It is believed that the identity of a people is lost if culture is not preserved. "A people's identity and cohesion is tied to their ability to retain and express their culture. The loss of one's culture implies assimilation into another" (KTA Centre website). If indigenous knowledge is not systematically captured and documented, it is threatened with extinction. "Elders are concerned that their children are

losing the ability in oral traditions and songs" (Leuthold, 1999). The youth of today are raised in a digital world, music videos, and television; hence they are well versed in viewing the expression and transfer of ideas and knowledge electronically (Lyall, 1998). Thereby, by adapting ICTs, the transfer of knowledge to younger generation is enhanced as they tend to be more digitally literate.

ICTs facilitate access to indigenous knowledge. Indigenous knowledge and heritage resources, when digitised, could be retrieved from a collective database in institutions or uploaded to the Internet for global access. A wealth of indigenous knowledge on almost every subject can be accessed throughout the world at any given time by an unlimited number of people. Thus the promotion of traditional ways of life opens up or leads to the expansion of local and international markets in tourism, music and craft industries.

ICTs have enabled African communities to be active producers of indigenous knowledge rather than being passive consumers of information imposed on them through the formal western education system. Africans have the responsibility to capture, preserve and disseminate indigenous knowledge using modern technologies to showcase their traditions from an African perspective. By embracing technologies they can protect their culture from being misrepresented or misappropriated. This often occurs when interviews are transcribed and interpreted into other languages. Indigenous concepts might not have the foreign language equivalence; hence they lose their meaning when translated. Audio recordings ensure that words are transmitted above and beyond the written word; visual technologies capture facial expressions, gestures and intonations of a story teller which are all vital elements of storytelling.

Multimedia learning is ideal for transmitting knowledge that traditionally has been passed down through oral tradition, song and dance. "ICTs can be used to record, present and share indigenous knowledge providing a range of opportunities for teachers and students and to make links with a Western educational setting between two worldviews" (Robbins, 2011). Videos,

television and computer software that combine text, sound and colourful moving images can be used in teaching indigenous knowledge. They aid in memory retention as learners listen and visualise what they are taught.

Challenges of Using ICTs

Not all aspects of living traditions of indigenous knowledge can be captured using digital technology. Most of the knowledge resides in the head of the creator as tacit knowledge or as implicit knowledge in the form of habits, rules and routines. More so, secrecy of some African indigenous practices does not help matters due to cultural taboos tied to cultic matters and cultural rites of passage as means of bringing the uninitiated into union with society (Ossai, 2010). The initiation of boys and girls into manhood and womanhood respectively, is often shrouded in secrecy due to the questionable legitimacy that surrounds such practices. The use of technologies to record a spirit medium during a trance is usually prohibited. In some cases those with the knowledge may not be willing to be recorded; either they may be suspicious or uncomfortable to be captured on camera.

Inadequate infrastructure for capturing and making the knowledge available in usable formats to the people who need them and who do not have access to ICTs is a common trend in developing countries. Although internet connectivity is rapidly expanding in urban areas, lack of infrastructure in the rural areas remains an obstacle. The poor, rural and illiterate remain unable to cross the digital divide as these technologies continue to marginalise them from accessing indigenous resources. Given such a scenario, it is possible that the owners of knowledge may never have access to it or benefit from it.

Indigenous knowledge captured with use of ICTs can be easily lost in the event of technological failure. Hardware becomes obsolete, video recordings get damaged. This entails revisiting the recording process if back-ups cannot be retrieved.

Although the guardians of knowledge are traditionally oriented individuals and groups, those who wish to document it are mostly from western countries. This necessitates the need to protect the intellectual property rights of the individuals and communities so that they can profit from the proceeds of their indigenous knowledge. Information dissemination of indigenous knowledge is often limited to people who are familiar with a particular indigenous language. Translations are often cumbersome and time consuming.

Conclusion

However, despite these challenges, it is essential to use ICTs in ways that support indigenous languages, culture and traditional wisdom. ICT awareness and literacy programmes should be readily available in indigenous communities in order to maximize on the benefits derived from their use in local communities.

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Libraries: Imparting Knowledge to Eradicate Poverty

David Matsveru
Chief Librarian,
Ohangwena Regional Library

Dealing with teenage pregnancies needs a multi-sectorial approach since the causes are multi-faceted. One of the underlying factors related to teenage pregnancy is poverty. Poverty has been described as the cumulative effect of a number of "social shortfalls," that include inadequate education and housing, unemployment, poor working conditions and a lack of political voice.

Poverty does not only affect the physical and mental aspects of an individual, but it also limits personal choices and motivation for change (Raphael, 2002). Living in poverty leads to abuse, increased stress and anxiety.

Poverty may lead a father to sell his daughter's virginity for a cup of alcohol.

A sense of personal worth, hope and a feeling of having control over one's life, are important aspects for positive living.

This can only be accomplished when people are informed and are equipped with the right information to be able to make informed decisions in life. Ohangwena region has the population of about 245,446 people and only 38,342 are formally employed.

This shows that most people are living below the poverty line (National Planning Commission, 2015). The majority of unemployed people are women. This could result in poor decision making as most women might opt to indulge in sexual relationships for the sake of earning a living. It is this realization that lead Namibia Library and Archives Services (NLAS) through the support of the Millennium Challenge Account – Namibia to build state a of the art library at Helao Nafidi in Ohangwena.

The library plays a very important role in the lives of young people and the public at large. It serves as a regional information hub to empower the community members with knowledge to be able to improve their living conditions.

A realistic approach to pregnancy prevention recognizes the complexity of personal, social, and cultural issues that affect youth.

That is why the library has combined programmes that provide information services and skills development to prevent the youth and children from being misinformed as lack of adequate information leads to bad decision in life

The library started by introducing computer training programmes for women. The aim was to empower women with skills to be able to look for jobs online and also to start their own businesses.

This is why the library staff members at Ohangwena Regional Library are saying, 'come to the library where you will be imparted with more knowledge (gain information) without losing your dignity.

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I Love books
because I
don't have to
wait for the
commercials
to be over to
find out
what
happens

Ohangwena Regional Library

The Experience of Writing your own Book as a Librarian

• Tonderayi Chanakira
Chief Librarian, Education
Library Services

I have worked in the library profession for a period of 27 years. This was a major driver that inspired me to think of writing my own book as I felt I had my own story to tell. My experience as a librarian who has worked in different libraries in my country of birth, Zimbabwe, as well as in Botswana, Namibia and many other parts of Europe and Asia, played a great part in inspiring me to write a book from a librarian's point of view.

The journey that I walked in trying to have my manuscript published as a book was not easy. Many publishers ignored my manuscript; and at one time I was so discouraged to the point of shelving my project.

I would also like to pay special tribute Miranda Hoplaros, a fellow Zimbabwean established writer who is based in Cyprus. She is the one who read my manuscript and advised me on the best title to use to get the attention of publishers. I had read one of Miranda's books when I was working as a librarian in Botswana.

I also think that my exposure to studying literature at the University of Zimbabwe also inspired me to write my own book. Some of my lecturers have published their own books and this also inspired me to write a book. Established Zimbabwean writers such as Musaemura Zimunya, my former lecturer played a great part in inspiring me. They advised me on the best way to write.

I was advised to come up with a story that was original. A popular writer, Shimmer Chinodya, challenged me to write a book that was better than his. Shimmer has won several international awards for writing novels. The experience of working for several organisations as a librarian became my story. I kept writing and re writing my manuscript and shared it with fellow colleagues and relatives. It was an uncle who kept encouraging me to publish as he identified with many of the issues that I raised.

The Namibia Library and Archives Service (NLAS) hosted a writers' workshop on 5 December 2013 in Windhoek which I attended. It was at this workshop that I got first hand tips and learned about the difficulties that authors face when they deal with the publishing industry.

The Chief Librarian of the National Library, Charles Mlambo, brought out the difficulties that even established writers face. He gave an example of the famous Doris Lessing whose manuscript was rejected when she used a pseudonym.

Learning from the experiences of other authors encouraged and inspired me to get my own book published. The main message I got from attending the workshop was that publishing a book is not an impossible mission. One can publish on their own without taking a manuscript to an established publisher who will negotiate for royalties. I then decided to be my own publisher.

The next challenge that I faced was to look for funding for publishing my book. There are steps that a manuscript goes through before it becomes a book. Firstly one writes and types a story. Secondly the manuscript should be edited. Then the layout and design stage follows. A friend assisted me with this process.

Printing a book can be a great challenge as this needs money. Since I was determined to have my book published, I had to get a bank loan to enable me to pay for the printing costs.

I also looked for local printers whose prices were cheap. I was very surprised by the reasonable quotations that came from some of the printers. I calculated the profit I would make after selling my book. I was not disappointed by what the sales of the book would realise.

As a librarian I want to demystify the kind of thinking that librarian cannot become authors. I found it satisfying to write my own story of the journey that I have walked as a librarian.

Fellow librarians let us promote our own profession by writing about it. I have managed to publish my first book, and you can also do it.

Colleagues always remember that "If there's a book that you want to read, but it hasn't been written yet, then you must write it" (Toni Morrison). The best story teller is the person who experienced the story. So colleagues, lets write books as we have our own library stories to tell the world. ∎

Miranda Hoplaros

> **It is what you read when you don't have to that determines what you will be when you can't help it.**
> Oscar Wilde

NLAS Book Selection Workshop
16-18 June 2015

• *Caroline Rogers*
Volunteer, Community Library Services

The 2015 Namibia Library & Archives Service (NLAS) book selection workshop was held at the National Library in Windhoek 16-18 June. In previous years, both publishers and librarians attended the workshop. Publishers brought books and other library products, which they displayed on tables, set out for this purpose in the library's lobby. Librarians perused the publishers' offerings and made selections for their libraries based on what was available. Participants also visited local bookshops to choose among additional offerings.

Based on feedback from last year's workshop, NLAS decided to take a different approach to this year's workshop. Rather than inviting publishers to display their products, only community and school librarians from each of Namibia's regions (30 in total) were invited to attend. The model for this year's book selection workshop was intended to yield more targeted selection of books and library materials based on library patron's needs rather than only on what publishers brought to exhibit.

Community Library Services (CLS) sent surveys to all community libraries in the country. Librarians were required to make assessments of their users' needs. The surveys asked librarians to rank in order of importance several areas including the following:

• Adult fiction genres (romance, thriller/suspense, historical novels)

• Adult non-fiction (Biography, History, Technology)

• Senior school materials (Science, Maths, History)

• Types of children's materials (games, puzzles, toys, etc.)

• Indigenous language materials

The workshop took place in the National Library's computer laboratory. It started with a welcome address from Ms. Veno Kauaria, the director of Namibia Library Archives Service (NLAS). Participants received preloaded electronic materials and packets containing publishers' book lists and several handouts for subsequent workshop sessions. Facilitators for these sessions included Ms. Theopolina Shuumbili, Ms. Helen Mandl, Ms. Victoria Isaacks, Ms. Johanna Shuuveni, and Ms. Caroline Rogers all from CLS. Education Library Services (ELS) staff members were on hand to assist librarians to search for materials for school libraries.

The first session entailed the collation of regional and national needs. Attendees compiled the data from the surveys they brought with them representing each community library's needs.

They then wrote these totals on large sheets of paper hung on the walls. By the end of the session, it became clear to everyone what the needs of library patrons throughout the country are. Some of the outcomes or highest rank needs were:

• Indigenous language materials

• Atlases and globes

• Games for children

• Computer and technology books/training manuals for adults

• Books on agriculture for adults

• Dictionaries in all languages spoken in Namibia

Based on the collated lists of the needs of libraries in their regions, attendees had time to search the library's catalogue to see if certain books were already in the collection. They also spent time searching various publishers' websites and book lists to find new materials matching the kinds of books their libraries need.

On the second day, participants spent time searching for materials and compiling their book lists. Two sessions focused on related, but slightly different topics. These included a "Google Tips & Tricks" presentation by Ms. Caroline Rogers who led attendees in developing their online search strategies and queries (i.e., how to think about what you're really trying to find and then creating a search query that pinpoints and narrows your search results). The most popular session according to evaluation of the workshop was "Working with Images" facilitated by Ms. Helen Mandl.

Using sample images pre-loaded onto the laboratory computers, participants were able to learn how to manipulate photos and images in a number of ways including resizing, adding borders and captions, cropping, and making image quality adjustments.

The final day of the workshop began with a presentation on the new developments in book processing and consignments within CLS given by Ms. Johanna Shuuveni. Participants were then divided into two groups and shuttled to local bookshops and publishing warehouses for approximately two hours; then the workshop drew to a close.

Feedback from participants in this year's workshop was nearly unanimous in two areas:

1. TIME - Nearly everyone felt the workshop was too short.

They hope to have more time for both the book searching and selection process on the computer as well as the length of time provided for visits to the Windhoek book shops.

2. OVERALL IMPROVEMENT - Feedback was extremely positive for the new workshop format.

Attendees felt they were better able to think about their library users' needs and make book selections based on these.

Other comments included:

• A desire for all book consignments based on previous years' selections to be distributed prior to the workshop.

• The need for pre-workshop surveys to be distributed earlier so that libraries have more time to assess their patrons' needs before attending the workshop.

• Need for Internet at all libraries to enable staff to do book selection throughout the year.

Overall, the 2015 NLAS Book Selection Workshop was a great success. We thank all those who helped to make it so!

Book Selection Workshop
2015 in pictures
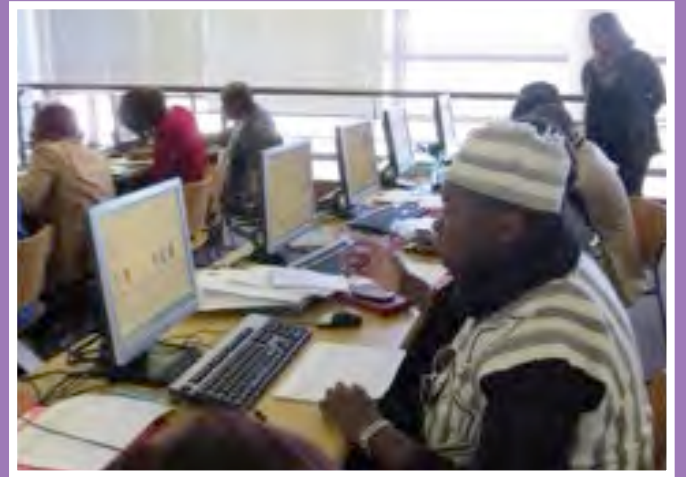
From a Cleaner to a Librarian:
An Inspiring Story of Krispine Haifidi

Born in Omusati on the 20th of October 1979, Krispine Haifidi attended her primary education at Olupaka Combined School in Omusati Region. She completed her Grade 12 in 1999 at David Sheehama Senior Secondary School. After Grade 12 she attended a six months Home Economic Courses at Omahenene Center through Women Action for Development programme in 2001.

In July 2001, Mrs. Haifidi was employed as a cleaner at Oshakati Community Library under the Directorate of Education, Sports and Culture- Oshana Region. After securing employment, she registered with Namibia College of Open Learning (NAMCOL) to improve her grade 12 results.

Studying through NAMCOL stimulated the desire for Krispine to study more; therefore she registered for a three months part-time certificate in Secretarial and Office Management at Valombola Vocational Centre. She attended classes after work.

Mrs. Haifidi did not limit herself to cleaning jobs in the library, but she used the opportunity when librarians were out for workshops to assist the users in the library and mastered the basic routine library assistant job. This earned her a trust from the supervisor and colleagues and allowed her to assist occasionally at the circulation desk when it was necessary.

As there is a saying that "hard works pay off" Krispine was recommended by her supervisor to do International Computer Driving License (ICDL) training in 2010 through the Ministry of Education in Windhoek. After one month of training Krispine passed all the ICDL modules and was awarded a certificate. The late Hon. Abraham Iyambo attended the ICDL certificate award ceremony and heard of Krispine story. He urged and motivated Krispine to study further.

Motivated by the late Hon. Minister, colleagues and her working experience, Krispine applied to the University of Namibia (UNAM) through mature age entry in 2010. She was admitted and enrolled for a BA Degree in Library and Information Science in 2011. Krispine graduated in April 2015 with an Honours B. Degree -Lower Second class.

Krispine got married in 2012 while she was doing her 2nd year at UNAM, and studying for four years was not an easy task because, she had to take care of her family in the North. Krispine is a mother of two sons aged 12 and 6. However, the unconditional support that she got from her husband made her succeed.

After almost 14years of working as a cleaner, Krispine was promoted in June 2015 to the position of librarian for the Children Library Section, at Oshana Regional Library. (One-on-one interview with Krispine)■

Krispine Haifidi

> " After almost 14 years of workin as a cleaner, Krispine was promoted in the june 2015 to the position of librarian for the Children Library Section, at Oshana Regional Library. "

by Jakob Muleka
Senior Librarian,
Oshana Regional Library

Omaheke Regional Library: Promoting Library Usage Through Outreach

Michelle Simasiku

Senior Librarian, Outreach and User Service

Omaheke Regional Library

The Omaheke Regional Library is equipped with a wide variety of facilities and services for its users including conference facilities computers, free Internet access, WIFI, study and discussion areas, media and seminar rooms, a computer laboratory equipped with 25 computers, business and research areas. It also boasts a superb children's library equipped with books, computers, tables and chairs, a play area, a puppet show area, television, and toilets meant especially for children. In addition, there are the open collections for fiction and non-fiction books, which are divided into teenage and adult sections, secondary and tertiary levels, a reference section, journals and newspapers, and a map room. There is also a comfortable waiting area and a well-stocked media area in which users can find audio books, DVDs, CDs, movies for all ages, computer cubicles, and SME kiosks. On the administrative side, the Omaheke library has staff and store rooms, an off-loading area, toilets, the front desk, circulation department, ICT center, and records storage room. With a competent and friendly staff of 22 employees the library is functioning well and providing dozens of services for the community.

One of the most unique aspects of the facility, which helps make it a truly regional institution, is a mobile library unit equipped to provide outreach services throughout the region. The mobile unit provides support to areas within and around Gobabis. It caters to those who cannot get to the Omaheke Regional Library. Reasons for this include community members who live too far away from the library or who do not have the time or means to get there due to other circumstances. The focus is to target business women who spend their entire days selling at the market, old age homes, children living on the streets, prisoners, and schools and communities outside Gobabis. The Omaheke region has only two functional community libraries; therefore, 70% of the Omaheke community living in remote areas has no access to libraries. The outreach program made 41 visits from January 2015-January 2016 and has registered 478 users from six different communities. The mobile unit is essential for bridging the distance by offering library services to remote areas and members of the community who for whatever reason cannot reach the primary facility. Some of the services provided in our outreach programs are: basic computer training; movies for the old and young, books, newspapers and magazines, typing, photocopying, internet access, printing facilities, storytelling, academic research, locally targeted materials on farming, puzzles, and games.. By motivating and encouraging usage of the available services and materials, it is possible to improve living conditions of community members; just by learning how to read, people will be able to make better-informed decisions and development themselves further.

The outreach service section visited Epukiro Pos 3, Oshimanangombe, Okatuuo, Aminuis, corridor 13, and Onderombapa. The mobile unit also made visits to the Kanaan settlement and Gobabis prison between January and May 2016. Kanaan is an informal settlement Northeast of Gobabis. It is situated far from the Regional Library and, as most community members from that area have small businesses, they cannot afford to take the time to reach our facility. Thus, our mobile unit normally visits the Kanaan settlement to provide materials to community members. In order to provide prisoners with access to our services, the outreach section prepares a collection of books and takes it to the Gobabis prison. After three weeks, the books are exchanged with a new consignment. The most popular materials are books (both fiction and non-fiction) and newspapers. Computer usage, puzzles and games also prove to be popular. Other services include movies for children and pensioners.

Community visited	Number of visitors
Aminuis	69
Corridor 13	49
Epukiropos 3	39
Oshimanangombe	61
Okatuuo	27
Onderombapa	15
Gobabis prison	177
Kanaan Gobabis settlement	34
Total	**471**

Fig 1.*This table shows the number of community members who visited the mobile library in different Omaheke communities from January-May 2016.*

Challenges

The biggest challenge we face is communication. Most of the librarians working at Omaheke Regional Library are not from this region and therefore do not understand the local languages. As a result, it can be difficult to engage a high number of community members to participate in programs. Another difficulty is the poor road infrastructure, which causes the mobile unit to break down from time to time.

Planned Activities

The mobile library unit has been very beneficial to the Omaheke region by allowing the library to reach out to the community and provide access to information and technology. Outreach services have produced positive results and proven beneficial to the community with the monthly services they offer. Outreach from the Children's Library Service and User Services will help ensure reading becomes a habit and a pleasure from an early age. For the year 2016/17, we have initiated outreach programs such as: reading programmes and book clubs for schools; encouraging adult literacy learners to take part in our outreach activities; and basic computer training for all ages.

Omaheke Regional Library: Promoting Library Usage Through Outreach

Mobile outreach activities

Community	Books	News papers	Photocopying	Internet & Computer Usage	Puzzle/Games
Aminuis	37	2	3	9	18
Corridor 13	18	7		1	23
Epukiro pos 3	9	0	7	23	0
Oshimanangombe	45	3	13	0	0
Okatuuo	3	0	0	24	0
Onderombapa	10	0	0	5	0
Gobabis Prisons	45	131	0	0	0
Kanaan Settlement	20	0	0	14	0
Total	**187**	**143**	**23**	**76**	**41**

Fig 2. *Mobile library outreach activities from January-May 2016.*

Leaners playing puzzle games in Drimiopsis area

Children watching a movie at Omitara

Users reading newspapers and books at Epukiro

Users at Okatuuo

Ohangwena Regional Library

The Millennium Challenge Account Namibia (MCA-N) funded the construction of the Ohangwena Regional Library (ORL) which was inaugurated on 19 September 2014. The ORL is at the northern border town of Helao Nafidi. Before independence in 1990, libraries were for a minority group as the Bantu education system wanted to ensure that blacks remain unenlightened. The former president, Hifikepunye Pohamba noted at the inauguration of the library that the current focus of the government is to ensure that library services are made available to every Namibian in the endeavour to attain a knowledge-based society.

The aim of ORL is to provide free access to information, promote a reading culture, and facilitate the usage of Information and Communication Technology (ICT) to the community members. Equipped with state-of-the-art facilities, users are able to access the Internet and a wealth of information sources that satisfies their needs. Learners, academics, researchers, professionals in different fields and members of the general public find the library very useful.

They get informed about the economic opportunities that are available in the country. Prior to the construction of the library, one had to travel to Windhoek or another town in search of information. The library has a staff compliment of 27. One person is responsible for the school libraries, but there are plans to have two people who will head two teams that will visit the 253 schools in the region.

The Children's Library is under the care of three staff members. The Business and Research Information section is manned by three staff instead of five. We are making efforts to fill in the two vacant posts including the posts of Senior Systems Administrator and Librarian for the ICT and User Services Sections.

Unlike other regional libraries which are centrally located in towns; ORL is situated on the outskirts. Its location could be considered as inappropriate, but Helao Nafidi is growing fast and soon there will be people around and close to the library. Even with the current situation, statistics show that in Ohangwena the library has become quite popular.

Users and the use of the library

Statistics for November 2014 to August 2015 show that 30 915 people have visited the library. The type of users varies. During examination time, learners come to the library because they want a quiet place for studying. Community members come to check out books, use the Internet (e-mails and Facebook). Others especially the house wives want to learn how to use computers.

The majority of youth come when there are workshops especially for Small to Medium Enterprises (SMEs) to acquire information on how to start or where to get money to finance their businesses. The library also provides rooms to watch movies. A few farmers come to look for information on how to rare goats.

The library has the following six sections that are aimed at carrying out the information provision effectively and efficiently:

- ▸ **School Libraries Section**: manages, supervises, organizes, coordinates and trains school and teacher librarians.
- ▸ **Children's Library Section**: provides an ideal environment for children to learn, interact and play.
- ▸ **Business and Research Information Section**: responsible for providing business information to SMEs, entrepreneurs and the public at large.
- ▸ **ICT Section**: responsible for computers, programming, video-conferencing, entertainment, internet, and printing and photocopying.
- ▸ **Archives and Records Management Section**: responsible for regional record keeping and archiving.
- ▸ **User services and Outreach Section**: responsible for community service, user registration and mobile library activities. ■

Former President Hifikepunye Pohamba officially opening ORL

Omaheke Regional Library

Omaheke Regional Library was opened on the 25th of November 2014 by the Dr. David Namwandi, the former Minister of Education. Since its opening the library has received 39 959 adults and 8 824 children. Omaheke Regional Library offers two stations for computers: the ICT Centre has received over 4788 computer users and the Business Centre has received 1031 computer users. Omaheke has trained 189 adults and 30 children to use computers. Wifi is a popular service, during and after working hours and on the weekends. The most popular sites are Facebook and YouTube.

The library has over five meeting room facilities which have been used for various events by the Omaheke community.

The library stocks books, computer games and DVDs. Users can also retrieve information via Ebscohost – a database with e-books, journal and workshop articles.

The mobile library has the same resources as the regional library offering free internet service, books, photocopying facilities, newspapers and movies to the wider Omaheke community.

A total of 7542 books have been catalogued, with 2373 people registering to use the library and borrowing 2467 books.

Omaheke Regional Library has a staff compliment of 22, and has received assistance from UNESCO (a project on training women to use computers) and a Peace Corp volunteer (who joined the library in January 2015 and has assisted in the development of new programmes).

President Hage Gottfried Geingob and the U.S. Ambassador Thomas Daughton are among the special guests the library has received since its opening.■

US Ambassador Thomas F. Daughton being introduced to Omaheke political leaders by Gobabis CEO, Mr Ephraim Davids

His Excellency, President Hage Geingob with chief librarian of Omaheke Regional Library – Ms. Jean Kanengoni and Governor of Omaheke - Mr. Festus Ueitele at Omaheke Regional Library

US Ambassador Thomas F. Daughton with Omaheke Peace Corp Volunteer, Mr. John Friblely in front of the mobile library
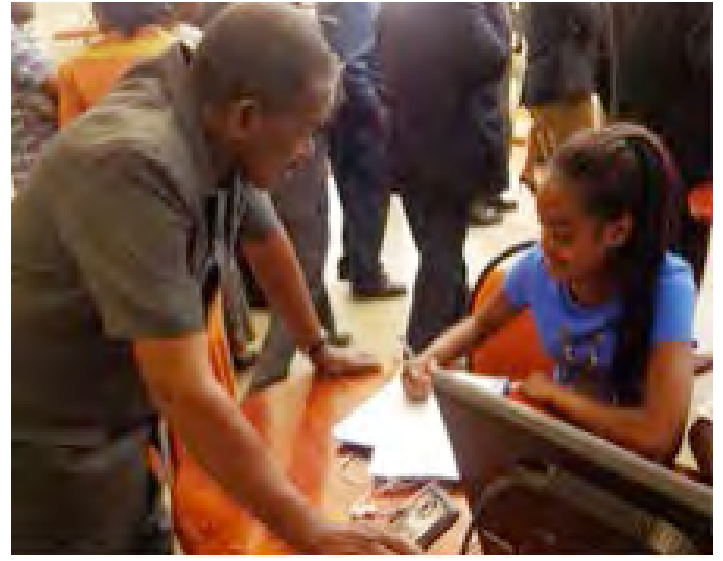

US Ambassador Thomas F. Daughton with Omaheke Acting Chief Regional Officer, Ms. Maria Vaendwanawa.

His Excellency President Hage Geingob visits Omaheke Regional Library

His Excellency, President Hage Geingob entering Omaheke Regional Library

Minister of Presidential Affairs, Honourable, Frans Kapofi interacting with a library user

Minister of Poverty Eradication and Social Welfare, Honourable Bishop Zephania Kameeta and Omaheke Deputy Director of Information, Adult Education and Life Long Learning, Ms. Edla Kaputu

His Excellency in the Business Information and Research Section, computers sub-section

His Excellency President Hage Geingob at the Children's

His Excellency President Hage Geingob and Governor of Omaheke, Honourable Festus Ueitele

Oshana: a Philanthropic Library for Communities

• Sam Kasulwa – Chief Librarian
Oshana Regional Library

Oshana Regional Library was inaugurated on 18 September 2014 by the former Minister of Education Dr. David Namwadi. Its purpose is to keep the communities around Oshakati and neighbouring villages constantly informed and to support community development programmes through imparting knowledge and skills to community members.

The library offers 220 study spaces, a well-equipped-computer center, and three fully equipped meeting halls with a capacity of 125 people, video conferencing facilities and free internet services.

Oshana Library has a stock of over 40,000 titles in addition to the electronic resources, to cater for adults, teens and children. It provides 40 hours of continuous service each week. It opens at 0900hrs to the public and closes at 1700hrs each day from Monday through to Fridays. On Saturdays, Sundays and on public holidays the library remains closed.

The library operates four sections, namely; User Service and Outreach; Business and Research Information Services; School Library Service, Children's Library and the Mobile Library Services which was introduced one year after inauguration of the facility. The sections are so closely knit and work towards achieving the same ultimate goal – of helping Namibia and its people to become a knowledge based society."

The User and Outreach Section is the entry point into this ultra-modern multi million library. Users who are looking for general information and want to use the library to further their understanding of their local and international environment are usually assisted in this section.

The section has a collection of over 30,000 titles ranging from fiction to non-fiction, reference works and even braille materials, periodicals, CD's, DVD's and over 60 brand new computers (connected with internet connectivity, WIFI and a number of electronic data bases). The section is well set to provide free access to information, current news updates and even research based information in both print and electronic formats. It is also well equipped to further the use of Information and Communication Technologies (ICT) by community members, support Life Long Learning and provide leisure and recreational reading materials.

The section also has a multi-video conferencing facility, which enables users in Oshakati to communicate and share experiences with communities outside the borders of the region and beyond. The facility enables three or more users to sit in a virtual conference room and communicate with other users elsewhere on the globe as if they were sitting right next to each other.

Until recently, very few organisations have video conferencing facilities due to the exorbitant cost in setting them up. Few institutions such as University of Namibia have managed to use this facility. Analysts believe that video conferencing will soon be one of the fastest-growing segments of the computer industry and therefore this resource center will be fully utilised in the near future.

Other services offered at the section include; circulation (lending, borrowing, renewing, membership etc.) Inter library loan, e-learning and provision of access to online learning modules, language programmes, film viewing programs user education programmes, health, agriculture and horticulture programmes.

The User and Outreach Section works with other sections to reach out a wider rural community through mobile library services. This service was started on the March 4th of 2015 (see article - A Mobile Library for Community Development).

The Oshana Library also has a section for children from the ages of 0-12 years. Children between 0 and 5 years must be accompanied by an adult or a care giver. The section intends to cultivate a reading culture to strengthen the foundations laid by schools for continuous learning to enable every child to become an independent information user. The computer laboratory in the children's section is probably

the most popular space in the library. The place offers very high speed internet (in fact, the best internet we've had the whole time) as well as computer classes to small children.

Several other programmes have been created to help children attain high levels in literacy, numeracy, information and technology and essential life skills as a basis for lifelong learning. Children's programmes run on the following schedule: storytelling - Mondays and Wednesdays; reading story books to the children - Tuesdays and Thursdays. School holiday programmes and homework help encourages children to enjoy reading books on their own, improve their knowledge their culture. The section also facilitates the development of information and computer literacy skills and offers a conducive environment for reading, leisure and learning.

The School Library service is responsible for managing the school library activities in the region. In other words it is responsible for coordinating school library activities and ensures equitable access to information resources. It also provides capacity building to school librarians and Basic Information Science teachers. It facilitates provision of information resources to school libraries and serve as a regional advisory board for school libraries. The school librarian is therefore responsible for procuring and distributing school library books and other reading materials, development of reading corners in schools, organization and coordination of school reading events.

The Business and Research Information service is the pillar of this resource center. The section is responsible for supporting community members to develop their business ventures, support agricultural production, support campaigns for community development, eradication of dis-

eases, support youths initiatives amongst others.

In June 2015, the section in collaboration with health officials from New Start Center organized and coordinated voluntary HIV testing for community members at the library. The project which was observed on world health day, culminated with health talks, and an exhibition of information related to HIV. Brochures and flyers as well as condoms were widely distributed to community members. Over 80 community members were screened. Such projects which are geared at liberating the community are taken more seriously by the library. More often, the center brings together experts from all over the region and community members at the center. The experts share new experiences with community members and where necessary they also showcase to them best modalities for undertaking community development projects. Other campaigns that the library has taken part in include the anti-malaria campaign, male circumcision campaign in which over 100 community members participated in the discussion that was held at the library.

Oshana RSRC has indeed become a philanthropic library that is committed to serve the communities. The library has brought information to the doorsteps of its communities as was stated by the former president, Hifikepunye Pohamba at the opening of the centre, where he said.. "Knowledge is power. Let us access it and use it to improve our lives and contribute to the socio-economic development of our country" Oshana is steadying up the pace towards that direction■.


• *Computer training class for community members at Oshana Regional Library*

2015 SCHOOL LIBRARIES USAGE STATISTICS

The total statistics on school libraries usage by learners for nonfiction/fiction books, periodica audio visual and reference materials from the regions in **2015** is thirty five thousand one hundred forty two **35, 142**. An analysis of these statistics by region is as follows:

Erongo region = 0
Hardap region = 0
Kavango region = 2 800
Khomas region = 7 087
Kunene region = 0
Ohangwena region = 2 982
Umusati region = 10 692
Oshana = 0
Oshikoto = 0
Otjozondupa = 3 305
Zambezi region = 8 276
//Karas region = 0; Omaheke region = 0

Pie Chart showing the statistics from schools by each region

9.4 %
24%
30,4 %
8%
8.2 %
20 %
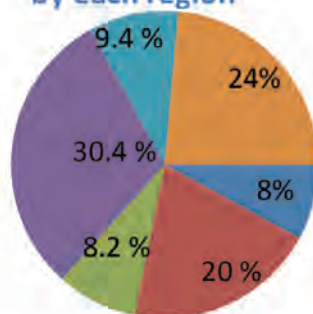
TOTAL = 35, 142

■ Kavango Region 8%
■ Khomas Region 20%
■ Ohangwena Region 8.2%
■ Omusati Region 30.4%
■ Otjozondjupa Region 9.4%
■ Zambezi Region 24%

Establishing a Digitization Programme for Namibia: Promises, Pitfalls and Progress

• *Werner Hillebrecht*
(previously at the National Archives of Namibia)

Digitization has spread world-wide like an infectious disease, no country has been spared. Guidelines, instructions and policies can be found in abundance on the internet. Nevertheless, it seems that the same mistakes are made ever and again. This article analyses the experiences of the National Archives of Namibia, which has gone through the whole wide array of pitfalls and mistakes, and comes to the conclusion that under conditions of very limited resources certain mistakes are unavoidable until the adequate local conditions have been explored and local solutions been found.

The National Archives of Namibia started with a digitization programme in 1995, at the initiative of Renate Morgenstern and without much institutional support. Subsequent staff losses, including the initiator, and lack of continued IT support ended this first beginning. It was only almost 10 years later that we seriously started again.

"Quick and dirty" initial programme

The photo collection was our first target. Photos are always visually appealing and serve a wide variety of users. Three other considerations added to this appeal. Our photo collection is catalogued on an electronic database, thereby we did not need to create metadata from scratch. Secondly, there was no need to use an elaborate file-naming convention, as the photos were numbered consecutively with five-digit numbers from one to twenty-something thousand. This greatly reduces the chance of mistakes in data-entry, and the unique identifier for each record was already on the database. Thirdly, the photo collection was very popular, but technological change made it increasingly difficult to have black-and-white photos printed from negatives to serve our users.

Our historical photo collection which had grown over 50 years was organised in a threefold arrangement: We hardly have original negatives; most of the collection stems from donated photo prints from a wide variety of sources, and those originals never were issued to users; instead secondary negatives were taken from those prints; and then show prints were printed from those negatives in a standardised size and mounted on cardboard, so that the users could easily page through, select what they needed, and order a print from the negative. All three versions – original, negative, and show print – carry the same number but are kept in separate series.

The correct way of digitization is, of course, from the best available source – the original negative or original print, in high resolution and TIFF format. That is what we are actually doing now, at our own pace as resources permit. But we first did a "quick and dirty" solution, scanning in low resolution, compressed format, from the show prints which have significantly reduced quality because they have gone through two additional analogue photographic processes, and sometimes additional wear and tear from handling by users.

Why?

We did this for a number of good reasons. It was necessary to achieve fast presentable results. In our very constrained staffing situation we had to use temporary interns without too much training and supervision. Using the show prints, we did not have to fear damage to the precious and often very delicate originals. Also, the show prints are in a more or less standard size and in a single sequence, thereby speeding up the scanning operation, while the originals are in a confusing array of series by size, or in albums. And lastly, we choose compressed format because of serious constraints on digital storage space at the time, knowing well that the uncompressed high-resolution scans would come later.

This arrangement against all accepted rules has served its purpose. The CDS/ISIS database of photos needed no additional data entry but only a change of display format to link from the existing photo number to the identical file number on the server. The result, a photographic database that is easily searchable and can deliver images at a single mouse-click, serves well to showcase the photographic holdings and to convince policy-makers and administrators on various levels that it is worthwhile to support the digitization process.

While this process was still going on, we embarked upon a more ambitious foreign-sponsored project which, we expected, would enable us to gain experience and achieve professional results. In retrospect, I would say it fulfilled these expectations, through both the positive and negative experiences, because however good the existing guidelines and manuals may be, it is necessary to explore them in practice under the local conditions. Therefore it is worthwhile to describe these experiences here in some detail.

What do we want?

Before we made a commitment, we had been window-shopping for opportunities to embark upon a larger-scale digitization effort. We had some general idea what we did not want. We did not want to have any material taken out of the country. We did not want to have foreign specialists coming in and run the programme themselves, doing some token training and leaving us ignorant as before. We wanted to build local capacity. We did not want to sign away our copyright and have our records displayed only on foreign websites over which

we had no control. We did not want to rely on storage elsewhere but keep our own preservation copies. We did not want to have digitization limited to a very narrow project of a single collection that had to be approved by some external board but gain wider experience and be able to select the material according to our own priorities.

These conditions ruled out quite a number of otherwise attractive opportunities. There is a global interest in access to African information resources that somebody has described, quite appropriately, as the digital scramble for Africa, and some of the foreign aid programmes are indeed rather dubious.

But the project that we eventually grasped as our entry ticket to a proper digitization programme and looked suitable did eventually achieve the aim, despite all negative experiences which, in hindsight, have helped us to move forward. It was Aluka, a project to build a web resource on the history of the liberation struggles in Southern Africa, based and funded in the US but with cooperating national steering committees in all participating countries.

In the beginning, the project had a strong history-writing component, which led to the national and regional committees being dominated by academic historians who perceived this as an opportunity to promote a regional and innovative research agenda. This component collapsed because of the overall too small human resource basis, and inadequate funding for in-depth research. As a result, the historians rather lost their initial enthusiasm, but the programme plodded on with more success on the technical side of its implementation.

Aluka provided for quality scanning equipment and for training by our South African colleagues from DISA in Durban for our permanent staff (to ensure continuity, although we could not afford to assign anybody permanently to digitization) and

for contracted temporary staff to do the bulk of the scanning work. While we started with enthusiasm, gradually several problems became apparent which revealed that the programme was nevertheless geared towards the donor's needs with little concern for our local conditions.

Digital storage issues and resolution

One such issue was the required resolution. The donor requested a standard resolution of 600 dpi, even for printed text, and we got little assistance with the problems this created for us. They had unlimited storage space, while we struggled to accommodate the uncompressed preservation files. We were assured that we could always get copies of their preservation files back, but could we trust in that? Eventually the donor agreed to expand our local storage space, and we got a separate RAID array added to our system that would accommodate the scans for a while.

Processing

But there were other problems. The donor had their expensive proprietary software to deal with the automated conversion of the preservation files to the size and functionality needed for their attractive web presentation. It was tailor-made to their specific needs. With the software that we had available locally, we had to do a laborious file-by-file conversion, and when we presented the problem, we just earned a shoulder shrug. We had a growing mountain of uncompressed files and not enough time to reduce them laboriously one by one to a file size suitable for access in the reading room. Eventually some local computer wizards made us aware that there are several free sharewares that could do the job perfectly well with batch processing, and the problem was solved.

Backups

Of course one must never forget Murphy's Law that everything that can go wrong, will go wrong, at the worst possible moment.

We had felt pretty safe with our server with a RAID array and its own uninterruptible power supply. When that server space was almost filled to capacity, and before we had reduced all our preservation-quality scans to JPG and taken another backup, disaster struck when a lightning strike destroyed two hard disks at the same time, making the RAID array unrecoverable. Except for those scans already transferred in copy to the partners, a number of scans were lost and had to be done again.

Metadata

All of the problems mentioned so far are rather easily solved with a bit more money and knowhow. The creation of metadata proved to be much more problematic, and a serious bottleneck. We were mostly dealing with archival material and with published material of a difficult nature, such as inconsistently numbered periodicals, small brochures and leaflets. We soon found that simple training in the structure of metadata in Dublin Core did not help, because interpreting the sources in a meaningful way required a level of background knowledge that the young people we employed simply did not have. Others who had some background knowledge had atrocious spelling and generally inadequate English language skills, so that quality control amounted to rewriting the entire entry. In the end metadata entry rested on the shoulders of one person, who could not cope with the amount of work and therefore created a serious bottleneck.

Arrangement

Closely related to the issue of metadata is the proper arrangement of the material. Our archive has substantial material about the subject focus of this particular project, which the historians would have loved to make available, due to the long-term staffing crisis. Digitizing a poorly organised collection that will probably be re-arranged in the future is not only not advisable. It is against all archival rules because one might in future lose the

correlation between the analogue and the digital object. Either the material had to be organised beforehand, or it had to be left out. In this question, the differences between the historians, who wanted to open up sources for research, and the archivists, who are concerned about provenance and organic relations between the parts of an archive, became very obvious. We decided not to digitise insufficiently organised archives.

Copyright

All the mentioned problems were essentially temporary hiccups that can basically be solved. It was the issue of intellectual property and permissions that eventually ended this project. This is where politics, justified concerns and emotional attitudes created a mix where it became clear that for a substantial section of the material that was already digitised or to be digitised, no rights clearance would be forthcoming to put the material on the web. To put it bluntly, one cannot expect former liberation movements to authorise the use of their materials for a project based in a country that has effective obstructed their liberation for decades, even if the project is spearheaded by scholars who had been in the forefront of support of that struggle. Such subtleties are lost on politicians. This should actually have been clear to all participants from the beginning, instead of wishful thinking.

Results

So there is now an incomplete website remaining from this particular project, and it is still a very useful resource, but substantial digitized material remains hidden from view because it was not allowed to go online. Nevertheless, our digitization effort was not in vain, as the material may be used in-house in our local server to prevent damaging our fragile originals. One may ask in retrospect, what did this project achieve then, given all the problems? It achieved a great deal. It supplied us with that first-hand practical experience that one cannot gather at training courses, workshops and seminars. It made us realize our limitations and where we have to focus on improving our conditions. And apart from that, we did indeed get a lot digitized.

What to digitize?

At the National Archives, we have a very clear priority among our paper-based archives: those records that are fragile but heavily used and therefore endangered by the frequency of consultation and of copy requests. Those are readily identified. One such resource is the German record about the German-Namibian war and genocide 1904-1908, which is still in good physical condition but heavily in demand not only for academic research but also by the general public and by the media, as it remains an emotional topic in both countries. Another one is the records of the South African government office "Native Affairs Ovamboland", being a key source about Namibia's populous North, and in appalling physical condition on paper of poorest quality.

Without digitization, this resource would disintegrate in a matter of years. Both are large, and the process is still not finalised, as other priorities come in between. And they require very diligent work, so we give them only to scanning operators who have proven to be both skilful and reliable.

How to sustain a programme?

As the first project slowly petered out, we ran into problems continuing digitization. We were working with temporary staff and donor funding. And so we were battling with payment modes and productivity issues, experiencing a sharp increase in productivity, but also sloppy work and increased quality control needs when switching to piece-work mode, and a sharp decline in productivity when switching to worktime-based payment, both of which were difficult to explain to donors. Currently, our efforts are focused on getting permanent staff for this task, although donor-funded programmes could be helpful to speed up the progress.

As it is now, we are caught in a vicious circle: we have too few permanent staff to carry the digitization through, but the formulation of proposals and eventual execution of projects with donor funds and external staff also puts a heavy strain on the available human resources. Without adequate core funding and staffing, no adequate digitization can come off the ground.

How to extend the programme?

Since we started in earnest with the digitization programme, we were painfully aware that apart from the two mentioned examples, the digitization of paper-based material is not the most pressing task. The most pressing task is to deal with our oral history sound cassettes, which are beginning to show problems like tapes disengaging from hubs, and our videos in obsolete formats such as 1-inch tapes and U-matic cassettes. Again, we were dealing with this on a project basis to gain experience, the first experiences in our cooperation with the Polytechnic of Namibia and Utah Valley University were very positive, but very soon the donor funding for this project ran out and we were left with insufficient experience. And again, the staffing problem was and is the core issue. It takes one hour just to digitise one hour of sound or video – plus at least one more hour for quality control, quality enhancement like de-noising, and metadata creation. So this project has up to now not really taken off.

The digitisation of our maps is done at the Geological Survey who owns the necessary roll-scanner. This is a very slow process because metadata creation requires upgrading of an insufficient database, and quite often restoration work on the fragile material is needed before it can be scanned. And it requires transport of the large maps, which is not an ideal solution. It would be better to have such equipment in-house.

Right now we are looking into the digitization of microfilms. That would be immensely helpful, because not only are the microfilm reader machines very unpopular with our users – it has also become very difficult to get them serviced. One could have such work "outsourced". But there is good reason to stick to our philosophy of doing as much as possible ourselves. In that way, we learn where the problems are, and can control the process.

• (This contribution is based on a paper delivered at the ICADLA-2 Conference in Johannesburg, 2011, and has been updated and shortened)▐

Farewell to Werner Hillebrecht

by Werner Hillebrecht

(previously at the National Archives of Namibia)

Werner Hillebrecht was born in 1949 in Germany. He started studying chemistry at Göttingen in 1967 until the upheavals of the worldwide "1968" student movement changed his career path. He qualified as a nurse and worked in hospitals at Göttingen, Kassel and Bremen until 1985.

As an activist in the German international solidarity and anti-apartheid movement, he got involved in supporting the Namibian liberation struggle and started a documentation project and historical research since 1976. Together with like-minded individuals like Richard Moorsom from the United Kingdom, Tore LinneEriksen from Norway and MarttiEirola from Finland, and in cooperation with the library of the United Nations Institute for Namibia in Lusaka, he collected literature and archival sources and compiled an extensive bibliography of literature on Namibia, based on research in ca. 80 libraries in Europe and in published library catalogues from around the world. This was before the electronic age, and had to be carried around on catalogue cards. In the course of this work, he learned the ropes of librarianship in autodidactic studies. In another career change, he was employed in 1986 at the University of Bremen as documentalist for the Centre for African Studies (Bremen Namibia Project), which enabled him to go digital and convert the bibliography to a database "NAMLIT" and make it more useful to assist many Namibian students in exile to find the literature for their studies. Namibia's independence process brought the opportunity to find new uses for the database.

In 1989, he moved with the Bremen Namibia Project to Windhoek and worked at its Namibian leg CASS. Still under CASS, he catalogued the Namibiana of what was then "Estorff Library", now National Library, on NAMLIT. He joined the newly founded Namibia Information Workers Association (NIWA), which he served as Secretary and editor of NIWA Info. At a NIWA meeting, he also found the love of his life and established a family. When the National Archives needed someone to convert their archival database from a remote mainframe computer to a local PC, he was hired for this job and got archival on-the-job training by the late Brigitte Lau. After three years at the Archives, he was transferred to the National Library where he was responsible for the Namibiana Collection, legal deposit, UN deposit and ISBN administration and the webpage. As a side line activity, he catalogued the library's periodicals and established the Last Copy Collection.

In 2002 he returned to the National Archives. At the National Archives, he established the digitization programme, put particular emphasis on the repatriation of Namibian records from abroad, co-ordinated the "Archives of Anti-Colonial Resistance and the Liberation Struggle" programme, and expanded and upgraded the catalogue database system. Unfortunately, his dream to oversee the renovation of the National Archives and Library Building remained unfulfilled.

He has published books, articles and conference papers about bibliography, library and archival issues, and Namibian history, and hopes to write more in retirement. ■

Werner Hillebrecht

New Staff

Ms. Nancy Murere is a librarian at the Ministry of Mines and Energy. She holds a Bachelor of Arts Honours Degree in Information Science obtained from the University of South Africa [2014], Diploma in Library and Information Science Management from Bulawayo Polytechnic College in Zimbabwe [2007], London Chamber of Commerce & Industry [LCC&I] Diploma in Marketing Management [2003] and International Computer Driving Licence Certificate [ICDL:2010].

She has four years work experience acquired at Zimpapers Chronicle Information Center [Zimbabwe], Klippspruit library [South Africa] and also as a volunteer at National Library of Namibia. She also worked at GTG Information Technology Centre as a part time tutor in ICDL and customer care services. Nancy believes a Resource Centre is a treasure attributed for the country's success. As a librarian she is determined to enable users to get information which satisfies their needs. Nancy joined MLS on the 1st of July 2015.

Mr. Salomon Boois joined the Education Library Services (ELS) on 1st December 2014 as an Artisan. He is responsible for processing books which are distributed to schools in Namibia. He has been inspired to upgrade himself by registering for studies to do a Diploma in Library Science in 2016.

Ms. Daisy Sijona joined the Education Library Services (ELS) on the 1st of May 2015. She holds a National Diploma in Library Science obtained from the University of Namibia (UNAM). She worked as a Library Assistant at the Polytechnic of Namibia Library. She has also worked as a Librarian at Triumphant College. She is looking forward to work and achieve more in her career of librarianship.

Mr. Efraim Matheus was appointed in November 2014 as an administrative Officer for the National Library of Namibia. He graduated from the Polytechnic of Namibia with a Bachelor's degree in Business Administration; He previously worked at the Ministry of Health and Social Services as well as at Survey Warehouse. He is also a qualified HIV and AIDS rapid tester and counsellor. He likes meeting new people and learning new things, he believes that anything can be achieved as long as a person puts his mind on it.

Ms. Frieda Mwanyangapo is a graduate of the University of Namibia. She has a Diploma in Information studies and an Honours Degree in Arts (Library Science and Industrial Psychology). She has gained experience in library science and archives management when she worked for Namibian Broadcasting Corporation (NBC) as a TV Archives Assistant from 2011-2014 and currently as a librarian at Katutura Hospital. While at NBC she was responsible for cataloguing audio-visual materials. She also gained experience during her internship at the Desert Research Foundation of Namibia (DRFN) library where she was involved in cataloguing and scanning documents and uploading them online. Apart from the mentioned tasks she was also an assistant documentalist at the University of Namibia Human Rights Documentation Centre and a library assistant during holidays at several ministries. She has a passion for her work as an information professional.

New Staff

Mr Octave Porter joined the Education Library Services (ELS) as an Artisan on 1 April 2015. He is a final year student studying Records and Archives Management at the University of Namibia (UNAM). His goal is to successfully complete his probation and finish his studies at UNAM so that he can move to the professional positions were he will be able to impart knowledge to others.

Ms. Justina Angula is an assistant librarian at the National Library of Namibia. She was appointed on the 1st of May 2015. Justina holds a Diploma in Information Studies and a BA Degree (Psychology & Sociology) from the University of Namibia. She worked for Catholic Health Services at St. Martins Hospital in Omusati region, as an HIV/AIDS Prevention coordinator from 2008-2013. She believes in making a difference in people`s lives by lifting them up spiritually so that they may appreciate the purpose for living. She appreciates her new profession due to the daily interactions with the library users. She enjoys responding to their queries and treats them equally. She believes there are no silly questions from clientele.


Ms. Fenni Naamodjona Hango was appointed on the 1st of April 2015 as the assistant librarian at National Library of Namibia. She is a graduate from the University of Namibia and holds a Diploma in Library Science. She gained experience through job placements at the Khomas Regional Library from December 2011 to January 2012 and at the National Library from December 2012 to January 2013. Currently she is a 3rd year student doing her honours degree in Education (Lifelong Learning) through distance learning with the University of Namibia.

Ms. Melba Kabelele-Mabuku, was appointed as a librarian at the Ministry of Environment and Tourism in June 2015. She worked as an assistant librarian at the University of Zambia from 1 of February-6th of December, 2010; and also as an intern at Mulungushi University from 2nd April to 4th May 2007 as well as a volunteer at Katima Mulilo Community Library from the 18th August 2014 to 30th of April 2015. She holds a Master Degree in Library and Information Studies, Bachelor of Arts Degree in LIS both obtained from the University of Zambia and a Certificate in Diplomatic Practice, Protocol and Public Relations obtained from the Zambia Institute of Diplomacy and International Studies (ZIDIS). She believes that the only true equalizers of knowledge in the world are books; the only treasure-house open to all comers is a library; the only wealth which will not decay is knowledge; the only jewel which you can carry beyond the grave is wisdom.

IFLA SATELLITE MEETING
Safari Hotel, Windhoek, Namibia
11-12 August 2015
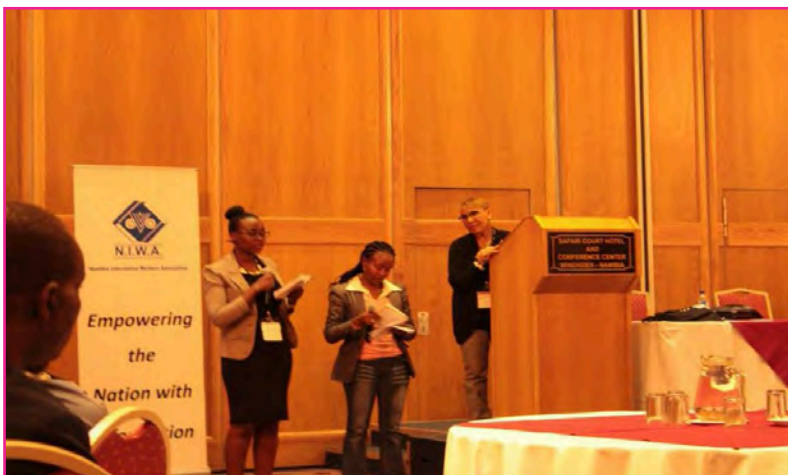
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Ministerial Library Services

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IFLA CONFERENCE, CAPE TOWN, SOUTH AFRICA (15-21 August 2015)