The Role Of Libraries In Collecting, Documenting, Preserving And Promoting Indigenous Knowledge

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ABSTRACT

This study traced the role of libraries in the preservation and makes accessible of Indigenous knowledge. It discussed the issues surrounding the management of Indigenous knowledge in libraries. It examined the various use of Indigenous knowledge by array of information users within and outside the libraries. It clarified the traditional library services of identifying, acquiring, organizing, and presentation of IK to the adoption of Information and Communication Technologies. It also highlights the potential role of libraries. The case of academic libraries (including research and University libraries), and the National Library of Ethiopia. Taking Jimma University and Addis Ababa University, Institute of Ethiopian Studies and the National Library of Ethiopia as a case study. It will also considered not only the traditional library functions of collecting, organizing, preserving and providing access (making recorded Indigenous knowledge available), but also possible roles in identifying, locating, recording, raising awareness and promoting of IK. Most Indigenous knowledge, especially in developing countries, is not documented and is transmitted orally from generation to generation. As such, it is vulnerable to gradual disappearance due to the influence of globalization and as individuals who lived life in the old way departs this life. Many libraries/ research institutions recognize Indigenous knowledge (IK) as an important source of developmental information. To this end this article is focused on discussing the role that libraries/ research institutions, Academic libraries and National library can play in collecting documenting, organizing, preserving and disseminating the society’s indigenous knowledge system to the next generation. Thus, this paper is devoted to reveal the existing situation, documentation and accessibility and/or representation of indigenous knowledge in libraries taking University/Research, National library in Addis Ababa and Academic/University library of Jimma as a case study.

Regarding to the methodology, descriptive survey method will be employed. Data has been collected using self-designed questionnaire for the project and were analysed. Interview and Focal group discussions will also another method of collecting data. Stratified, and quota along with purposive sampling technique will be employed to select the sample and determine the sample size. At last conclusion based on the findings and recommendation on the possible alternatives were forwarded.
Introduction

Aina (2004) defines library & information centres as the institutions responsible for the collection, processing and storage of recorded knowledge for the purpose of reading, study and consultation; and the librarian as the professional who is concerned with the collection, storage, processing and dissemination of knowledge in a library. This underlies the management of information and knowledge resources, which (Mabawonku, 2002) reports to include selection, collection, production, documentation, organization, preservation, dissemination and exchange. (Adeniyi..et.al, 2013)

Library and information service is the science of providing access to vast amounts of accumulated knowledge and information. This service has much to be offered by the providers, who are mostly addressed as librarians or information specialists; when one is considering the way to improve library and information services. The growth of new information technologies has provided an considerable momentum to research in library and information science and the efforts of information scientists made huge contributions to our understanding on how information is generated, organized, disseminated and used, the core value being the desire to study how to make information accessible and usable. The view that information is central to the solution of any social problems, and thus should be regarded as a factor of production is widely accepted nowadays e.g. many do agree that information is the most basic; when compared to other basic needs. The Library and information Science as a discipline has been designed in such a way that its services and activities satisfy individuals’ information needs, which are the common purposes of libraries, information centres and librarianship or information specialization.

It is difficult to define indigenous knowledge because it varies along with the indigenous people of the World (Stephen, 2008) as cited in the work of (Adeniyi..et.al,2013). Moreover, common features have been identified to create a working definition such as this one provided by UNESCO.

Indigenous knowledge refers to a complete body of knowledge, knowhow and practices maintained and developed by people, generally in rural areas, who have extended histories of interaction with the natural environment. These sets of understandings, interpretations and meanings are part of a cultural complex that encompasses language, naming and classification systems, practices for using resources, ritual and spirituality and worldview. It provides the basis for local level decision-making about many fundamental aspects of day-to-day life.

Indigenous knowledge is regarded as local knowledge of a particular or society, which is in danger of becoming extinct. IK exists as stories, songs, folklore, proverbs, cultural values, norms, beliefs, rituals, local languages and agricultural practices.

Indigenous comprises of many parts ranging from culture, religion, mythologies, economy, governance, medicine and agriculture to taboos, poetry art and crafts and many more. It is often related to oral history, oral archives and oral tradition.

The International Federation of Library Association (2003) asserts that libraries could help in

- Collecting, preserving and disseminate indigenous and local traditional knowledge
- Publicizing the value. Contribution and importance of indigenous knowledge resources
- Different initiatives have been launched by both government and non-governmental organizations toward collection, preservation and dissemination of indigenous knowledge. The International Federation of Library Associations and Institutions (IFLA) in its response to the need to proper preserve and disseminate IK to the society recommended that libraries and archives should among other functions.

“Implement programs to collect, preserve, disseminate indigenous knowledge and local/traditional knowledge resources

National Library and indigenous knowledge
A country’s national library has a particular responsibility for collecting, organizing, preserving and making available the country’s recorded heritage, with special emphasis on the published portion thereof (Van Helden and Lor, 2002). This responsibility starts with identifying the heritage to be collected, and the client needs that must be satisfied. From this should flow policies that give appropriate priority and emphasis to various components of this heritage, including indigenous knowledge.

As major scholarly libraries and curators of national heritage, national libraries have long had responsibilities for relatively unconventional information carriers. The recording and preservation of oral history are also well-established practices in major libraries such as the United States Library of Congress (United States. Library of Congress 2004). Accepting a responsibility in respect of IK would not be a radical departure for a national library.

Collecting: legal deposit. The comprehensiveness of national library collecting activity depends to a large extent on legal deposit. In the UNESCO Guidelines for Legal Deposit Legislation, national library (and sometimes one or more other libraries) for the use of all the people of that country. It is the most effective means of ensuring that as much as possible of a country’s published output is collected, bibliographically recorded, preserved, and made available for use to serve education, scholarship, research, cultural and economic development, and sound administration, now and in the future.

In recent years, legal deposit has in many countries been extended to material other than print: sound recordings, films, videos, broadcast media and digital material.

Academic/ Research/ University Library and indigenous knowledge

RESEARCH LIBRARIES

The research libraries under discussion primarily serve researchers, teachers, students, professional practitioners, managers and decision-makers. In so far as indigenous knowledge falls within the scope of the organizations they serve, they must provide resources and facilities to enable the organizations’ indigenous knowledge researchers to carry out their research—collecting, organizing and making available not only the historical, geographical, theoretical and methodological texts and articles that these researchers need to develop their insights and skills, but also published documents (in all media) in which indigenous knowledge has been recorded. In doing so, these libraries are essentially playing the traditional role of a research library, exercised here in respect of indigenous knowledge researchers. (Sarah, 2015)

It is suggested that research libraries can go further, for example by assisting the indigenous knowledge researchers attached to their institutions in the processes of organizing, preserving and making available unpublished documents (sound recordings, video recordings, transcripts, etc.) in which indigenous knowledge has been recorded. Librarians have special expertise in information storage and retrieval systems, for example in the compilation of Thesauruses and bibliographies. They are also skilled in the preservation of documents in a range of media (Ngulube 2002). It should not be necessary for the research departments or institutes to reinvent this wheel. Of course, it is important that the information storage and retrieval systems and the preservation procedures should be developed and operated in close collaboration with the indigenous knowledge researchers who have collected the material.

Universities and research institutions also have a responsibility to serve the wider Community. Their libraries should serve as a community resource.

Equity demands that communities that have contributed their knowledge to research institutions should not be denied access to the libraries in which their recorded indigenous
knowledge is preserved. Instead, the library collection of indigenous knowledge should be seen as an information and educational resource for the community outside the institution, and its use by the community should be promoted (Chisenga, 2002) as cited in the work of (Sarah, 2015). It should be possible for members of the community to regain or refresh indigenous knowledge that is gradually being lost as a result of the various socio-economic processes that impact on traditional communities. The research library should also open its doors to the youth, so that they can learn about their indigenous knowledge and develop pride in their heritage. It is important that this exposure should not take place in a vacuum. The indigenous knowledge and cultural artifacts of a community are not curiosities to be gaped at. They should be treated with respect. This requires that when access is provided to record indigenous knowledge; it needs to be contextualized and interpreted by competent persons.

Statement of the Problem

Indigenous knowledge is the basis for local decision-making in agriculture, healthcare, food preparation, education, natural resource management and a host of other socio-cultural activities in rural communities (Mabawonku, 2002). Indigenous knowledge is a set of experiences generated by people living in those communities and it provides problem-solving strategies for local communities, especially for the poor (World Bank, 1998). Undoubtedly, Indigenous knowledge has a lot to offer in the quest for sustainable development. Indigenous knowledge is mostly stored in peoples’ minds and passed on through generations by word of mouth rather than in written form and it is vulnerable to rapid change (Sithole, 2006). Indigenous knowledge faces extinction unless it is properly documented and disseminated (World Bank, 1998)

Today many indigenous knowledge systems are at risk of becoming extinct because of rapidly changing natural environments and fast pacing economic, political and cultural changes on global scale. Practices vanish as they become in appropriate for new challenge or because they become in appropriate for new challenges because they adapt too slowly. However, many practices disappear only because of the intrusion of foreign technologies or development concepts that promise short-term gains or solutions to problems without being capable of sustaining them.

The tragedy of the impending disappearance of indigenous knowledge is most obvious to those who have developed it and make living through it. But the implication for other can be detrimental as well, when skills, technologies, artefacts problem solving strategies and expertise are lost.

Most indigenous knowledge, especially in developing countries, is not documented and is transmitted orally from generation to generation. As such, it is vulnerable to gradual disappearance due to the influence of globalization and as individuals who lived life in the old way departs this life.

For instance Ethiopia is very rich in different indigenous knowledge systems in such areas as architecture, medicine, agriculture and cottage industry and so many others.

To mention some of them, the Konso people are famous for their traditional skills in hillside terracing and banding. The Bale administrative zone, farmers prepare a trench around a potato plot to protect the potato from a porcupine, in Gondar, farmers shift their barn from one farmland to another to fertilize the land, around Debre Berhan, and Tigray it is common for the residents to build their houses from stone, mud and ash. In Addis Ababa and Awassa, we see people ( those with low income) engaged in producing and selling household furniture made of Bamboo and/or Sisal., The Stellae of Axum, the rock-hewn churches of Lalibella, and the castles in Gondar are some of the standing monuments of civilization in ancient Ethiopia regarding architecture etc. (Wossenu, 2000). Therefore, the question is how many of these
Our indigenous knowledge are documented, preserved and promoted/represented, are accessible for the researchers as well as for the local community especially for the youth in libraries.

Keeping this in mind the study will devoted to explain the research questions here after:

Research Questions.
- Are indigenous knowledge resources are well-represented in libraries?
- Do libraries organize their indigenous knowledge resources?
- How do libraries collect, document/preserve and make accessible indigenous knowledge?
- What are the problems in documenting, promoting and representing of indigenous knowledge in libraries? and managing indigenous knowledge?
- What are the challenges of managing indigenous knowledge in general?

General Objective
The major focus of this study were to assess how libraries manage indigenous knowledge, by identifying, collecting, acquiring, organizing, documenting, preserving, provide access to indigenous knowledge resources and representing it in the selected libraries.

Specific Objectives
- To show the role of libraries in collecting, documenting, preserving indigenous knowledge found in the country in general.
- To reveal the role of libraries in identifying, studying, documenting, and make accessible indigenous knowledge resources and how they could enable the researchers users of the libraries utilize the identified indigenous knowledge.
- To enlighten that libraries could play their part in this area and can integrate their activities with other associations/organizations To examine how they transfer indigenous knowledge to the users in need of indigenous knowledge. For whom who couldn’t go to the local place? And to make indigenous knowledge accessible for who are far away from the local place
- To identify how libraries manage indigenous knowledge? ( to examine how libraries collect, document/preserve and create access to indigenous knowledge for the users of the libraries ).
- To investigate the challenges of collecting, documenting/preservation and accessibility of indigenous knowledge and managing it in general.

METHODOLOGY
POPULATION:- Libraries in Jimma University, Addis Ababa University, including institute of Ethiopian Studies library and the National library made up of the population for the research.

The descriptive survey research design was adopted for this study. The survey design that was adopted in this study is a suitable and efficient way of studying large populations because only a sample of the population is used. Therefore structured questionnaires were used to gather information regarding the role of libraries for documenting/preserving indigenous knowledge resources and provision of access to indigenous knowledge by library information professionals in libraries in selected libraries.

Sample
The sample for the research were from the selected libraries (AAU, IES, Jimma University and National) which are Academic/Research/University libraries and National libraries in their type.

Sampling Technique
After identifying the number of libraries in each kind ( Accademia/University/ Research and the National Library), stratified sampling technique were employed except for the case of National library. Since National Library is one by nature, by default it was included in the sample. Hence, stratified sampling technique along with purposive and quota sampling technique were employed.

Therefore, the samples were taken from AAU Libraries ( including FBE ( Faculty of Business and Economic ), Kenedy ( Main Library ) with it
branches (Technology Faculty and Science Faculty), Institute of Ethiopian Studies (in AAU), National Library, Jimma University Library (Including Social Science department, technology department, education department and agriculture department libraries). At last 8 questionnaires for each department/faculties and for the National Library were distributed. These make a total of 80 questionnaires were distributed.

**Literature Review**

A number of scholars are diverted their attention to the documentation and preservation of IK recently. Among the literatures which I reviewed some of them are as follows. In fact the literatures (researches) which are reviewed are written by foreigners. No researches are found conducted by Ethiopian scholars in the area. One literature which is related to my topic to some extent is conducted by Worku Jimma which is entitled “The Role of Library and Information Services for Rural Development: The case of Ethiopia”. This research article is also focused on the rural development and has a difference with that of my article. Therefore the difference is visible. And still there is a gap in the area.

However, Among the literatures I reviewed conducted by foreign scholars, three of them are presented as follows: (Lindh and Haider, 2010) stressed that, there appears, to be an increasing interest within library and information studies (LIS) in so-called indigenous or traditional knowledge. Discussions on usefulness and applicability of indigenous knowledge in development seem to be motivating electronic documentation and the creation of databases.

Their research article aims at drawing attention to the ways in which international organizations define and talk about indigenous knowledge in relation to development. The authors explained that they were critically close reading of publications issued between 1998 and 2008 by the following organizations: WIPO, UNESCO, ICSU, UNDP, the World Bank, and IFLA. The critical reflections are also intended to shed light on how documentation practices can be understood extensions of power.

The analysis concludes by showing how knowledge named indigenous knowledge is trapped and created in a circular flow which legitimises international aid organizations, development discourse and the intellectual property rights system. The article concludes by demanding greater awareness among Library and Information Service practitioners regarding the culturally embedded character of knowledge practices and of the power of classifying and defining.

The second research article entitled “Libraries and Preservation of Indigenous knowledge in Developing Countries: The Nigeria Experience “is conducted by (Isah... et.al, 2012)

Their research article traces the role of libraries in the documentation/preservation of indigenous knowledge (IK) in developing countries. It also highlights the nature of indigenous knowledge and the traditional role of libraries at preserving it for posterity; it also discusses current issues surrounding the management of IK in libraries, archives, and other cultural institutions. It examines the various use of indigenous knowledge by array of information users within and outside the libraries. It x-rayed the traditional library services of identifying, acquiring, organizing, and presentation of indigenous knowledge to the adoption of Information and communication Technologies. It includes with the challenges in IK preservation and suggests measures that can be taken to alleviate the challenges.

The third literature reviewed is, conducted by Isaac Anyira, 2010. The title of the research is “The Role of Libraries in the Preservation and Accessibility of Indigenous knowledge in the Niger Delta Region of Nigeria”.

The research highlights that there is a growing appreciation of the value of indigenous knowledge. It has become valuable not only to
those who depend on it in their daily lives, but to modern industry and agriculture as well.

Many libraries recognize indigenous knowledge as an important source of developmental information. The study also found that indigenous knowledge enable indigenous communities to sustain agriculture, acquire education and vocational skills, and conserve their environment, as well as resolving conflicts controlling pests, marinating good health, and ensuring the security of lives and property.

It was also discovered that indigenous knowledge is not effectively managed in Niger Delta libraries. As the author cites the work of (Ngulube, 2002) cited in the paper states that libraries have not been particularly been active in managing IK. (Nakata and Langton, 2005) observe that the library and information profession has much learning to do, to meet the information needs of indigenous people and appropriately manage indigenous knowledge in library and information centres.

The study identified ways of making indigenous knowledge accessible, including television/radio broadcasting, exhibits and displays, film, mobile library services, lending of relevant indigenous materials, and online access. Libraries can use the Internet to provide access to a wide range of indigenous knowledge as cited the work of (Okore, et.al., 2009) and Stevens(2008) in the paper adds that libraries should collaborate with indigenous communities to acquire, store, and make indigenous knowledge accessible.

The study also discovered the challenges of indigenous knowledge management, including inadequate funding, copyright restriction, lack of basic equipment, neglect of indigenous knowledge, militancy, language barriers and lack of staff.

Finally as a recommendation, the study recommend that, Libraries and Librarians should prioritize the management of indigenous knowledge. Indigenous knowledge management equipment and tools should be provided in libraries. Libraries should collaborate with indigenous people to acquire, store and make IK accessible.

Efforts should be made to collect and package indigenous knowledge and make it available on the Internet. Efforts should also be made to persuade traditional institutions and resource persons in indigenous communities to share indigenous knowledge with libraries for proper preservation and accessibility. Government and corporate organizations should collaborate with libraries by providing fund for of preservation and accessibility of indigenous knowledge Copyright issues should be properly stored out before embarking on any collaboration agreement.

Findings
A total of 80 questionnaires were distributed. 8 questionnaires were distributed for each department in University libraries and also 8 questionnaires were distributed for institute of Ethiopian Studies and the National library for each. Among these questionnaires (80 in number) which were distributed, 16 questionnaires were not returned. Among the unreturned questionnaires, 8 questionnaires were from Science Faculty (AAU). This means the entire questionnaire distributed to this faculty/department were not returned. Therefore, a total of 64 questionnaires were returned and analysed. This constitutes around 80% of the total.

Research Questions
1. Identifying the availability of IK in libraries
   - Are indigenous knowledge resources are well-represented in libraries?
   - Do libraries organize their indigenous knowledge resources?
   - How do libraries collect, document /preserve and make accessible indigenous knowledge?

2. What are the challenges of collecting, documenting, promoting/accessibility and representing of IK in libraries?
   - What are the problems in documenting, promoting and representing of indigenous
knowledge in libraries? and managing indigenous knowledge?

- What are the challenges of managing indigenous knowledge in general?

Findings

The study pursued seven research questions: to identify whether the libraries capture, document / preserve & make accessible IK? ; To find-out how libraries make IK knowledge accessible to users, and to investigate whether librarians encounter any challenges in preservation & dissemination of IK or not.

As mentioned earlier, data was collected using questionnaire and interview technique. All the respondents were asked seven questions on the availability of IK in their libraries, capturing, documenting preservation of IK; accessibility of IK to the user, and whether librarians face any challenges in collecting/capturing, preserving and make IK accessible to users. Techniques on how they collect/ capture IK; techniques on how they document/preserve IK; on how they make accessible (methods of accessibility) of IK in their library.

Findings of the study are presented according to the research questions.

4.1. Identifying the availability of IK resources in the library?

The first research question sought to identify whether the IK resources are available in the selected libraries. Are IK resources are well represented in these selected libraries?

Jimma University libraries:
The respondents in Jimma University states that there is a limited number of publications of IK resources are available in the libraries. Among the departments social sciences, agriculture, technology and education, in departments of social sciences and agriculture; the respondents said that there are some IK resources are available. In social science department, there is a catalogue/manual which lists the types of IK resources are available in the libraries. This manual was prepared by the graduate students of anthropology in 2008 E.C.

Except this IK resources, in terms of original IK recordings, videos or and the like are available in the library. To some extent (Interviews, sound recording) are also available.

Addis Ababa University libraries (Main library):-

<table>
<thead>
<tr>
<th>Does your library collect IK</th>
<th>Yes</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kennedy library (Main Library )</td>
<td>2</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>FBE(Faculty of Business and Economics)</td>
<td>-</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Technology Faculty library</td>
<td>1</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Science Faculty library</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>3 (25%)</td>
<td>9 (75%)</td>
<td>12</td>
</tr>
</tbody>
</table>

As shown in the above table among the respondents 9 (75%) of them stated that they do not collect IK resources, while 3 (25%) of them said that they do collect. These shows that as the majority stated, AAU libraries did not collect IKS adequately.

Institute of Ethiopian Studies Library
Among the informants in IES library they are six in number. They stated that they collect IK resources in their library. This shows that 6 of them (100%) agree in the availability of IK resources in the library. However, as the writer
of this paper observes except for publications (manuscripts) about IK resources, no other sources in another format were collected in the library.

National Library
Similarly, all the respondents in NALA in number claim that they collect IK resources. 100% of them agree up on the availability of IK resources in their library.

4.2 Collecting/capturing IK resources
Jimma University
The libraries collects/captures IK resources by purchasing books/documents regarding IK, subscribe the books/papers/letters/periodicals; collecting photos; interviewing the society who have the knowledge of the society; by compensation for the IK owner. These are the responses gained. There are audio visual section to collect interviews and social science college like (Amharic and Oromo folklore) departments who collects IK resources.

AAU Libraries
Among the respondents who stated that they collect IKR, the mechanism of collecting IK resources include, by scanning old documents written long years ago, updating recorded materials using new technology, by purchasing publications written about IKR (local books), collected materials/publications (by) donation, and by acquiring from institutions and government offices.

IES Library
Most of IK resources in IES library found in manuscripts. IES is one of the institutions which is collected different kinds of manuscripts for scholars. In addition the library has huge collections of archival materials. The resources are collected in different methods like purchase the documents, by communicating with different organizations and individuals who own the documents. Moreover the documents are collected by donation and by making the digital copy of rare materials.

National Library
The respondents forwarded their answers for the mechanism of collecting IKR in the library in that, Annually the researchers of ENALA plan to collect IK from elders. Collecting and documenting oral history. In addition the National library collect IKR through legal obligation, digitization, microfilming and donation. Through gathering of publications, microfilming of ancient manuscripts and by recording oral traditions and through archival collection from both public and private sources. The library mostly focus only on the literary heritage of the country specifically on traditional writing systems and manuscripts.

4.3. Documenting / preserving IK resources? Mechanisms of documenting /preserving IK resources.
Jimma University:- By classifying and cataloguing the hard copy of IK resources and using the soft copy records in the library management system.

## Table: Kinds of techniques used

<table>
<thead>
<tr>
<th>Kinds of techniques used</th>
<th>AAU</th>
<th>NALA</th>
<th>IES</th>
<th>AAU</th>
<th>NALA</th>
<th>IES</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>1. Recording / Interviews of sources</td>
<td>5</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>14(19.4%)</td>
</tr>
<tr>
<td>2. Duplicating the existing IKR</td>
<td>7</td>
<td>3</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>17(23.6%)</td>
</tr>
<tr>
<td>3. Microfilming.</td>
<td>5</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>15(20.8%)</td>
</tr>
<tr>
<td>4. Capturing the IK with video camera ( video recording)</td>
<td>4</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>10(13.8%)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
As we can observe from the above table, a total of 14(19.4%) of the respondents said that the mechanisms they used in documenting/preserving IK resources, is by recording/Interviews of sources, 17(23.6/5) replied that they duplicate (which includes photocopying) of the existing IK resources, 15(20.8/5) of the scanning respondents replied that they used the mechanisms of microfilming. As the data shows above capturing the IK with video camera (video recording) is the least type of methods that is practiced in these libraries; for which it constitutes (13.8/5) percent of the total. Digitization is another mechanism which is practicing to some extent in libraries to this regard. This means that as shown in the above table 16(22.2/5) of the respondents responded that they use this mechanism.

4.4. Accessibility of IK resources. Mechanisms of accessibility of IK?
For the question what kinds of mechanisms do you use in promoting IK?

<table>
<thead>
<tr>
<th>Methods of making IK accessible</th>
<th>Agree</th>
<th>Disagree</th>
<th>Undecided</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Methods of making IK accessible</strong></td>
<td>AAU</td>
<td>IES</td>
<td>NALA</td>
</tr>
<tr>
<td>A Lending of IK materials</td>
<td>4</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>B Online access to IK</td>
<td>7</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>C Film shows</td>
<td>4</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>D Exhibition and display</td>
<td>7</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>23</td>
<td>13</td>
<td>8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>70</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

According to the respondents, the respondents said that there are different mechanisms which were used for the accessibility of IK resources. Hence the respondents have given their choices. Among the choices given 44 (62.8%) agree that in using the mechanisms of the above listed choices of mechanisms in promoting IK resources while 12 (17.2%) of them disagree that they used the mechanisms in doing so and the rest 14 (20%) did not decide in choosing the choices to this regard. This implies that majority of the respondents tried to promote the available IK resources in their library in one or another way.

Jimma University
Binding, labelling, displaying board and through communication with concerned users (oral, e-mail, using website like (Jimma University library website), using local media, exhibitions, workshops are mechanisms they use for the accessibility of IK.

Regarding the beneficiaries, all of the respondents respond that, researchers, students the general public (community) are beneficiaries. Especially the respondents gave priority for the researchers who are highly benefit from the accessibility of IKS in libraries.

4.5 Problems/challenges in collecting IK
What are the challenges you encountered in collecting IK in your library? (if any)

<table>
<thead>
<tr>
<th>Challenges</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Property (Copyright protection/limitation)</td>
<td>√</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Labour requirements</td>
<td>√</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lack of professionals</td>
<td>√</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time requirements</td>
<td>√</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lack of Fund</td>
<td>√</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reluctance of indigenous people to share their knowledge (Lack of cooperation from the indigenous people)</td>
<td>√</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Libraries neglect of IK</td>
<td>√</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lack of Basic Equipment</td>
<td>√</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td>Language Barrier</td>
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<td>Others please specify</td>
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As shown in the above table all respondents mention all the factors indicated, as a challenge. In addition lack of dedication is also specified.

Jimma University

The major problem indicated by the librarians in Jimma University to this regard are, budget problem, equipment, knowledge gap (awareness), the problem acceptance by the people, consistency problem, technology problem, inaccessibility of IK resources easily, problem of information, someone may not volunteer to tell their knowledge what they have.

4.7 challenges / problems of accessibility of IKS in promoting and representations of IK resources in the library

Jimma University

Librarians in Jimma University encountered challenges in making accessible of IK resources. Among the major stated once, that they started promoting IK with the help of veterinary department, however lack of budget, IT infrastructure, Lack of interest, lack of willingness (Understanding), lack of training, centres and other related problems are encountered.

Attitudes towards the role of IKR represented in the libraries. Benefits of IK resources.

Jimma University

About the questions who are the beneficiaries of IK, resources in libraries they said that; researchers, communities around... students, visitors (tourists)... (Most of the respondents from all sample libraries answered, most of the time the beneficiaries are researchers.)

For the questions, what solutions do you recommend for the challenges of collecting, documenting/preserving and promoting indigenous knowledge in the library? And what suggestions do you have in general? In this regard the response gained from the interview and questionnaires are summarized in this way.

Solutions Recommended

In line with this the respondents from NALA (National Library) forwarded alternative solutions which include the following major points.

Cooperation among stakeholders (University, library, cultural office), Creating awareness, Conduct research on the area, capacity building, project proposal to get funds, IK is an important issue, so policy makers should give attention,
Proper identification of IK, promoting awareness among library, Archive protection, proper collection and make them organize and catalogue them for ease of accessibility-providing access through various channels like internet to understand that we are not just recipients of knowledge from outside as a producers of knowledge to give proper application for IK , Strengthening:- communication with indigenous peoples, using the modern technology for collecting and preserving using standardized organizing and searching system.

General Suggestions from NALA

In order to collect, organize and preserve and make accessible our IK, it should not be only the focus of the libraries. But it should be the focus of the government and other stake holders. In producing strong policies on. How to collect; preserve and made them accessible and intellectual property protection and plagiarism, it can be seen lack in our tradition about documenting accumulated knowledge. So when people retire or die we lose. Therefore special attention should be given in promoting and documentation in textual, audio or video format. Another suggestion forwarded is proper documentation - ; like records management must be enhanced. Universities must think about training people in the area, Seeking best practices in other countries on how they are doing it is another suggestion forwarded from the respondents. And finally, the respondents stressed on the factor that is concerned on the management of IK ( in order to collect; organize ,preserve and make accessible our IK), It should not be only the focus of the libraries but it should be the focus of the government and other stake holder. In producing strong policies on. How to collect; preserve and made them accessible and on intellectual property protection as well as plagiarism.

Respondents from Kenedy

The respondents suggest allocating special budget to handle all IK materials in different formats. Moreover they suggest using digitization which may solve the problem

General Suggestions from Kennedy ( Main Library)

- This type of activity in library must be highly practiced hence, designing, different strategies, plans; policies, in preserving, collecting and documenting IK, in various formats in doing this the application of the new technology should be incorporated. Another alternative forwarded is digitizing IK from various sources and ensuring its accessibility is very important for researcher and for long term preservation and knowledge sharing.

General Solutions from Technology Faculty

- Librarian should work hard for this enough budget should be allocated by the government.

General Suggestions from Technology Faculty is summarized in the following way.

Libraries should work hard to promote our indigenous knowledge not only to our country but for global. Another point mentioned is that a library has significant role in preserving IK in electronics or paper format and it is a good place to promote/ exchange of IK if it is supported by the concerned body of government. Like in budget allocation and giving them credit for there were done and for what they are doing as far as concerning IK. In promoting and preserving.

General Suggestions from Business and Economics Faculty,

Preservation of IK is not only two or three libraries’ responsibilities; but all libraries and information canters should be participated on this valuable mission.

Respondents from IES responded in the following way,

The copy right ought to protect the right of the IK owners, IK owners should be convinced by library professionals to share their IK with the library ( i.e. in the form of copy, getting their IK
materials digitized, creating awareness for decision makers and other stakeholders, before any idea is started to implement initiation is the best thing and need to think strategically and plan everything and every day discussion among professional is the best and writing proposal and finding fund to start the work and need to urge the administrator to allocate budget to collect the knowledge, digitization, to preserve IK means to preserve documents. Enough materials for preservation should be available in the libraries. There is also lack of manpower. Lack of mechanisms to extract IK is also a challenge. One respondent recommended that for the challenges of promoting, libraries should allow accessing library materials by the use of new technologies. That is getting started loading the I.E.S. library resources. For eg. Ethiopian Language Library and documentation canters.

General Suggestions from IES Library respondents include:

The government should give due attention for the collection of IK materials by libraries:- so to facilitate IK acquisition enough budget should be allocated to libraries, awareness creation about the sharing of IK materials from IK owners to libraries should be done, creating developing ware houses of indigenous knowledge at each administrative level (zone, region and national level / is very crucial to transfer wisdoms (local/ indigenous knowledge from generation to generation, the libraries and library professional should work together with the higher officials and need to give value for themselves and the knowledge that get from the indigenous knowledge and it also needs promoting using live exhibition, electronic Medias in order to pass the knowledge to the next generation, all stakeholders especially higher education institutions should focus on IK related with modern science. If we use IK properly it contributes for a country development in man field of studies, new technologies are mandatory for the users as well as the library systems.

Respondents from Jimma University

The respondents personally recommended that any individual organization should have to know the role of library to preserve and disseminate them. So they should have submit them to the library time, awareness creation all over the place about the importance of IK for our country, It needs large budget, skill and appropriate technology to capture it, Series attention from concerned body, Budget, Availability of tools or collecting them.

General Suggestions from Jimma University

Concerning those documenting and preserving IK should be given a great concern in case of ministry education level for future development. IK in collecting, documenting, preserving and promoting is very important in Library for the benefits of future researchers and the general public.

CONCLUSION AND RECOMMENDATION

Library have shown strong tendency towards preserving local culture in digital and paper format and promoting exchange of information in many countries. The integration of IK with modern thoughts, respect for local innovations and improving the exchange of traditional knowledge is essential for sustainable development and for improve livelihoods.

A library needs to put mechanisms for identifying collecting, documenting, characterizing, recognizing and sharing of IK at national levels and establish the necessary organizational incentives and support systems.

In addition there is a need for:-

- Creating local/regional/national registers of innovations and indigenous knowledge
- Establishing mechanisms for rewarding innovators
- Developing intellectual property rights protection systems
- Stimulating the flow of indigenous knowledge in schools to increase awareness on innovation and traditional knowledge.

This paper discussed the role of libraries in gathering storing and disseminating IK. In supporting this,
The International Federation of Library Association asserts that libraries could help in:

- Collecting, preserving and disseminate indigenous and local traditional knowledge.
- Publicizing the value, contribution and importance of indigenous knowledge to both non-indigenous and indigenous peoples.
- Raising awareness on the protection of indigenous knowledge against exploitation.
- Involving elders and communities in the production of IK and teaching children to understand and appreciate the traditional knowledge.
- Encouraging the recognition of principles of intellectual property to ensure the proper protection and use of indigenous knowledge and products derived from it. International Federation of Library Associations, IFLA statement on indigenous and traditional knowledge (IFLA Newsletter, No. 42 June 2003).

Many libraries recognize indigenous knowledge as an important source of developmental information. Nakata & Langton (2005) observe that the library and information profession has a lot to learn if they are to meet the information needs of indigenous people and appropriately manage indigenous knowledge. This may require libraries to move outside their comfort zone.

And finally, as the writer of this paper observed libraries have not been particularly been active in managing IK and information professionals has much learning to do, to meet the information needs of indigenous people and should work on how to appropriately manage indigenous knowledge in library and information centres. Hence, as observed our libraries are far behind from collecting, organizing, documenting/preserving and make accessible indigenous knowledge for the users. There is a little work done in collecting IKS which are in the form of literary heritage, except this, our libraries should work on managing IKS in different formats (sound or video) and should alien with the current technologies (Information Communication Technologies) keeping the indigenous communities patent right and its originality.

**Recommendation**

- It is needed that enhancing the role of Information communication technologies to collect preserve and exchange IK is very important.
- Indigenous communities patent right should be protected by the authorized body.
- Developing a national policy of framework on IK systems based on experiences of developing countries.
- Collect organize preserve and disseminate IK so that traditional knowledge is preserved for the future generation.
- Librarians should play a significant role in the management of IK (indigenous knowledge) in libraries. However, in order to execute this more efficiently, there is a need for a coordinated approach of IKS management at a national level.
- Other stake holders (Ministry of Culture and Tourism, Science and Technology Commission and the like) should work together with libraries for better outcome to this regard. (Management of IKS).
- Librarians should also be continuously trained so that they are able to identify, acquire, preserve and disseminate IK in this digital era.

**References**


Appendix

QUESTIONNAIRE

This questionnaire is designed to be filled by librarians in order to assess the role of libraries in collecting, documenting, preserving and promoting/make accessible indigenous knowledge. The purpose of the questionnaire is only for research that is going to be submitted to the Vice President for Research and Technology Transfer Office of Addis Ababa University. Therefore, I kindly request you to fill it genuinely as your cooperation will help me in completing the study successfully.

I would like to thank you for your cooperation in advance.

General Information

1. Name of the Library/University library____________________________________
2. Department __________________________________________________________
3. Address_____________________________________________________________
4. Your educational qualification (background)_______________________________
5. Years of service in the library_________________________________________

Part II. General questions about the status of indigenous knowledge in the library

1. What are the various types of indigenous knowledge you know?
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

2. What do you think the role of indigenous knowledge for the society?
   Please mark (√) on your choice(s)

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
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</thead>
<tbody>
<tr>
<td>Sustainable Agriculture</td>
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<tr>
<td>Pest and Disease Control</td>
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<tr>
<td>Conflict/Dispute Resolution</td>
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<td>Medical Care</td>
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<tr>
<td>Cultural Identification</td>
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<td>Textile Development</td>
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<td>Environment Conservation</td>
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<tr>
<td>Others please Specify</td>
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</table>

Others please specify,
3. What do you think the role of libraries in collecting, documenting, preserving indigenous knowledge found in the country generally?

________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

4. Do you think preserving/documenting and promoting indigenous knowledge in libraries are useful for researchers?
   Yes __________    No. ________

5. If yes how?
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

6. Does your library collect indigenous knowledge? _______ Yes ___________ No____

7. If yes how?
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

8. What kinds of mechanisms do you use in documenting/preserving indigenous knowledge? (if any)

   Please mark (✓ ) on your choice(s)

<table>
<thead>
<tr>
<th>Kinds of Techniques used</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recording Interviews of resource</td>
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<tr>
<td>Duplicating the existing indigenous knowledge</td>
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<tr>
<td>Microfilming</td>
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<td>Capturing the indigenous knowledge with video camera (video recording)</td>
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<tr>
<td>Digitization</td>
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<td>Others please specify</td>
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________________________________________________________________________________
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9. What kinds of mechanisms do you use in promoting indigenous knowledge?

   Please mark (✓ ) on your choice(s)

<table>
<thead>
<tr>
<th>Methods for making IK accessible</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lending of IK materials</td>
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<tr>
<td>Online access to IK (Use the Internet to provide access to a wide range of IK)</td>
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<td>Film shows</td>
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<td>Exhibition and Displays</td>
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<td>Others please specify</td>
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</table>

10. Among the library users, who are the major beneficiaries of documented/preserved indigenous knowledge in libraries? ____________________________

11. What are the challenges you encountered in collecting indigenous knowledge in your library? (if any)

   Please mark (✓) on your choice(s)

<table>
<thead>
<tr>
<th>Challenges</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Property (Copyright protection/limitation)</td>
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<tr>
<td>Labour requirements</td>
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<tr>
<td>Lack of professionals</td>
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<td>Time requirements</td>
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<td>Lack of Fund</td>
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<td>Reluctance of indigenous people to share their knowledge (Lack of cooperation from the indigenous people)</td>
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<td>Libraries neglect of IK</td>
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<tr>
<td>Lack of Basic Equipment</td>
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<tr>
<td>Language Barrier</td>
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<tr>
<td>Others please specify</td>
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</table>

12. What are the challenges you encountered in documenting/preserving indigenous knowledge in your library? (if any)
13. What are the challenges you encountered in promoting indigenous knowledge in your library? (if any)

_______________________________________________________________________________________

_______________________________________________________________________________________

_______________________________________________________________________________________

14. What solutions do you recommend for the challenges of collecting, documenting/preserving and promoting indigenous knowledge in the library?

_______________________________________________________________________________________

_______________________________________________________________________________________

_______________________________________________________________________________________

15. Did you train concerning on how to collect, organize, preserve and make accessible of indigenous knowledge system?
   Yes _____________  No _______________
   If yes would you explain?

_______________________________________________________________________________________

_______________________________________________________________________________________

_______________________________________________________________________________________

16. What suggestions do you have in general?

_______________________________________________________________________________________

_______________________________________________________________________________________

_______________________________________________________________________________________

**Structured Interview for Head Librarians**

1. What are the various types of indigenous knowledge you know?

2. What do you think the role of libraries in collecting, documenting, preserving and promoting indigenous knowledge?

3. Does your library collect, document / preserve and promote indigenous knowledge in your library?
4. How do your library manage indigenous knowledge?
5. What mechanisms do you use in managing indigenous knowledge?
6. How far do librarians (information professionals) in your library go to the rural side of the country to collect indigenous knowledge?
7. What are the challenges you encountered in collecting indigenous knowledge (if any)?
8. What are the challenges you encountered in managing indigenous knowledge in your library (if any)?
9. What are the challenges you encountered in promoting indigenous knowledge in your library (if any)?
10. What are your suggestions in general at last?