



**Information Equality, Africa**  
 Newsletter of the Progressive African Library and Information Activists'  
 Group - PALIAct

<http://www.seapn.org.uk/PALIAct-new.html>

No.2	December 2006
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The Editor welcomes contributions on issues relevant to the objectives of PALIAct. A limited number of printed version of *Information Equality, Africa* is available (especially for Africa). If you need paper copies, please write to the Editor.

## EDITORIAL

Welcome to the first issue of *Information Equality, Africa*, previously called *PALIAct Ideas & Action*. The change of name is an indication of PALIAct's continuing development and growth. It is also an indication that it is clarifying its vision and aims. It is now firmly rooted within the Department of Applied Social Sciences at the London Metropolitan University. It has also found fertile ground in Kenya where it has been received with great enthusiasm.

As with our last issue, we continue to bring information about PALIAct itself as well as developments and ideas from other fields and other parts of the world to provide new ideas and experiences that continue to enrich PALIAct. With the expansion of the amount of information available on the internet, it is easy to get lost in the vast jungle of information available and often relevant information may not reach those who need it the most. At the same time, not everyone has easy access to the internet and computers. *Information Equality, Africa* aims to make it easier for relevant information to reach people who need it.

*Information Equality, Africa* is published in two formats: print and on-line. It is circulated in electronic form to all those who had indicated an interest in the organisation. Please let us know if you do not wish to receive future issues. Printed copies can be posted to interested people, particularly, in Africa. It is also available on its website: <http://www.seapn.org.uk/PALIAct-new.html>.

Finally, through its newsletter, PALIAct aims to incorporate the advice of Kwame Nkrumah:

Go to the people  
Live among them  
Learn from them  
Love them  
Serve them  
Plan with them  
Start with what they know  
Build on what they have

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30 November 2006

The consolidation of PALIAct is reflected in a number of developments which will be reported in this and subsequent issues. These include:

1. Developing strong links with the World Social Forum. Two PALIAct members from Kenya represented PALIAct at the Library Workshop at the WSF in Bamako 2006. PALIAct was successful in its funding application to the Finnish Government for funds for these visits.
2. PALIAct working in partnership with the Kenya Library Association and Network Institute for Global Democratization (NIGD) successfully organised a workshop for 30 librarians from Kenya and Uganda to prepare them to take up the information challenge at the next WSF in Nairobi in 2007.
3. Several PALIAct members and sympathisers attended the XVII Standing Conference of Eastern, Central, & Southern African Library & Information Professionals (SCECSAL XVII), Dar es Salaam, Tanzania, 10th 14th July 2006 and made important links with librarians from the whole region.
4. Informal links continue with the Social Enterprise Development Foundation of West Africa with a view to setting up a PALIAct Centre in Ghana.



*Wanjohi Muthoni and Esther Obachi from PALIAct with Mikael Bök of NIGD at Polycentric World Social Forum, Bamako, January 2006.*

### **Report from the PALIAct Kenya Centre**

*This update is provided by Esther Obachi and Abdulqadir Nassir. 11 August 2006. - Editor*

Report from Chairperson, Kenya PALIAct

PALIAct Kenya Centre was formerly registered on the 9<sup>th</sup> of June 2006 after a ten-month struggle at the Attorney General's office. Its interim officials are:

Chairperson	Esther Obachi
Secretary	Emmah Manyeki
Treasurer	Mary M. Wanjohi
Vice Chair	Edward Macharia
Founder Member	Abdulqadir A. Nassir

This gave the members confidence in their operations. Since then we have recruited more members in Nairobi and Naivasha. The Nairobi group has 17 members and is still recruiting. We are now planning to organize more activities to attract more members.

Some recent activities are listed below.

#### World Social Forum (WSF) Bamako - Jan 2006

The World Social Forum operates under the banner "Another World is possible" which is very close to PALIAct's objectives.

Esther Obachi (PALIAct, Kenya, Chair) and Mary M. Wanjohi (Treasurer) represented PALIAct at the Library Workshop at the WSF in Bamako 2006. Their visit was sponsored by the Finnish Foreign Ministry with support from the Network Institute for Global Democratization (NIGD) [details from: <http://www.nigd.org/about>].

The Library Workshop was part of the Polycentric World Social Forum which was the prelude to the 2007 World Social Forum, which will take place in Nairobi (Kenya). It was a trial run for the movement for global justice on the continent, responsible for the organisation and mobilisation for an effective popular participation.

[For details, see: <http://www.nigd.org/libraries/bamako-nairobi/tot-workshop/wsfmali2006>].

The theme of the Workshop was "the role of the libraries in the WSF process". Esther and Wanjohi participated in the Workshop on 22 January, 2006. Their presentations were on "the role of the library in the WSF process".

#### Training the trainers, WSF Workshop for librarians, 3-5 July Nairobi

Following the above Bamako Polycentric, PALIAct and NIGD successfully applied for funding for a "training the trainers, WSF Workshop" for librarians. This took place on 3-5 July Nairobi and was attended by 30 Kenyan and Uganda librarians. As PALIAct had not been registered, it was decided to work in partnership with the Kenya Library Association – which proved a very fruitful partnership. Details about the workshop are available from: <http://www.nigd.org/libraries/bamako-nairobi/tot-workshop>. Shiraz Durrani from London Metropolitan University also participated in the workshop and represented the PALIAct UK Support Group.

The workshop participants were informed that PALIAct is alive and kicking and whoever wished to join could do so. The same message was delivered to the people who attended the launching of Mr. Durrani's book "Never be Silent". In The SCECSAL conference in Dar es Salaam, Mr. Durrani announced the existence of PALIAct and its objectives.

The next step is for PALIAct Kenya Centre to open a bank account after an EC meeting. The Interim Chairperson has called for elections in September/October 2006 so that the office bearers can be given mandate by the wider membership to steer the organization to greater heights. We are hoping that during the AGM and elections, PALIAct will come up with strategies on how to network with other organizations to disseminate information to the peasants and other people at the rural Kenya.



*Some participants of WSF workshop taking a well deserved break from proceedings (Nairobi July 2006)*

#### SCECSAL XVII, Dar es Salaam, Tanzania, 10th 14th July 2006

A number of PALIAct members attended the XVII Standing Conference of Eastern, Central, & Southern African Library & Information Professionals (SCECSAL XVII), Dar es Salaam, Tanzania, 10th 14th July 2006. Among them were Shiraz Durrani and Esther Obachi. Shiraz presented a paper entitled "Politics of information & knowledge in Africa; the struggle for an information inclusive society in a globalised world" which included the PALIAct experience. Conference details and proceedings are available from: <http://www.tlatz.org/scecsal2006/Proceedings.html>.



*Kenyan delegation at XVII Standing Conference of Eastern, Central, & Southern African Library & Information Professionals (SCECSAL XVII), Dar es Salaam, Tanzania, 10th 14th July 2006 (Second from right, sitting: Kay Raseroka, University of Botswana, the chairperson of IFLA from 2003 to 2005).*

### Meetings

A number of meetings were held in Nairobi to review PALIAct progress and to plan future activities. As Shiraz Durrani was in Nairobi at that time, he was also able to participate. The first meeting was 23 June for Nairobi members. This was followed by a second meeting on 25 June with Naivasha members.

Esther K. Obachi

Interim, Chairperson , PALIAct, Kenya Centre

*[Additional material supplied by Shiraz Durrani].*

### **NAIVASHA Centre**

As is clear from the minutes of the Naivasha centre, the PALIAct Naivasha centre is up and running. We now have a steering committee that has been busy setting up the centre, starting with on-going discussions about our objectives and plan of action. The 7-person interim steering committee (4 male and 3 female) is comprised of volunteers mainly professionals working locally (teachers, accountants etc) but will be joined with active farm workers soon. We have held 4 weekly meetings to-date, but have taken a break (to allow members go on short school vacation) and will re-convene on August 24, 2006. The last meeting (on 1.8.2006) listed some of the challenges that PALIAct Naivasha will have to address in its work, viz.

1. poverty
2. lack of access to modern information technology
3. sexism
4. backward cultural values and practices
5. exploitation and violation of workers' rights (this is a working class majority district)
6. social ills, like child abuse, substance abuse etc
7. low education standards
8. lack of social amenities - schools, recreation parks/facilities, hospitals,
9. poor housing
10. HIV/AIDS
11. Crime

We have our work cut out for us.

We will keep you posted.

Regards  
Abdulqadir Nassir  
Founder member

### ***PALIAct- ILIG meeting on PALIAct***

The International Library and Information Group of CILIP held a meeting on 17 May 2006 to inform members about PALIAct. Shiraz Durrani and Potenza Atiogbe attended. Shiraz talked about PALIAct's vision and work so far. Discussions were also held about closer co-operation between PALIAct and LINK.

## **Articles**

### **Durrani, Shiraz: The PALIAct story**

Durrani, Shiraz (2006): "Progressive librarianship in Africa, the PALIAct story". *Focus on International Library and Information Work*. Vol. 37 (1) 2006. pp.4-8. Available from: <http://www.cilip.org.uk/specialinterestgroups/bysubject/international/publications/focus/currentissue.htm>

The African Progressive Librarian and Information Activists' Group (PALIAct) is an initiative of the Department of Applied Social Sciences (DASS) at the London Metropolitan University. It is a partnership with a group of progressive African librarians and information workers. PALIAct has the support of the progressive librarians groups, including the Progressive Librarians Guild in USA with its publication *Progressive Librarian*<sup>1</sup> and Bibliotek i Samhälle in Sweden, with its publication *bis*.<sup>2</sup>

PALIAct seeks to develop people-oriented information services decided upon by workers, peasants, pastoralists, fisher people and other marginalised individuals and groups whose information needs have not been met. It involves working in partnership with other professionals and service providers. PALIAct operates on principles of equality, democracy and social justice and encourages a Pan African world outlook among information and community activists. PALIACT sees the right to relevant information as a basic human right.

The idea for PALIAct has been under discussion over many years, but got a new lease of life during the International Federation of Library Associations (IFLA) meeting in Glasgow in 2002 when a number of participants agreed that a new approach to meeting Africa's information needs was needed. This was discussed at the Africa Regional Section meeting well as in smaller, informal groups. The key idea that emerged from these discussions was that "African librarianship needs to liberate

<sup>1</sup> See Progressive Librarians Guild website for further details: <http://libr.org/plg/index.html>.

<sup>2</sup> For details about bis, see: <http://www.foreningenbis.org/index.html>.

itself from the colonial-imperialist mould". These views were in keeping with the consensus that Issak (2000) found:

The consensus of opinion seems to be that African librarians need to rethink what a public library is all about, in terms of what is needed, what will be used, and what is sustainable in Africa. Perhaps some new and more viable visions will result. In particular, public libraries in Africa need to start to be more aggressive and introduce services that are attractive to the users. Librarians must begin to know their potential users, and not only assume that they are school children. More dynamism and more involvement of the user community, extended to all users are required for the improvement of public library services.

Those who showed an interest in the ideas discussed at IFLA came from Britain, Cameroon, Cuba, Ethiopia (including librarians from the Economic Commission for Africa, and the then OAU), Ghana, Kenya, Mexico, Nigeria and USA.

An informal network of those interested was set up, but no action was taken to formalise the organisation. It was felt that the first step was to spread the idea widely in Africa and develop the organisation once there was sufficient grassroots support.

The proposal was revived when a librarian from Ghana, George Obeng, visited Ethiopia and met some of those present at the Glasgow IFLA meetings. He wrote:

I was in Addis Ababa for a UN documentation workshop last October... on the last day I had dinner with Petrina, the Librarian at the ECA. She talked extensively about how you tried to work on the progressive library association. You could see that it pains her that it couldn't work. Why don't you try to revive it.<sup>3</sup>

At the same time, there was renewed interest and support from the Editor of the Newsletter of the Black Caucus of the American Library Association<sup>4</sup>, Roland Barksdale-Hall, as well as from other committed individuals, including Del R. Hornbuckle. Support also came from Al Kagan<sup>5</sup> who is active in IFLA as well as in the Social Responsibility Round Table of the American Library Association.

It was then decided to launch a semi-formal "ideas forum" as the first stage of setting up a progressive organisation. A formal organisation could then be set up if and when the idea takes root. Thus was born PALIAct. Its first action was the mailing in February, 2005 of its vision and proposals to those who had indicated an interest. The statement is available at the PALIAct website: <http://www.seapn.org.uk/PALIAct->

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3 E-mail from George Obeng to Shiraz Durrani, 24 December, 2004.

4 For further information about BCALA, see: <http://www.bcala.org/>.

5 Al Kagan is the African Studies Bibliographer and Professor of Library Administration African Studies Bibliographer and Professor of Library Administration at University of Illinois Library.

[new.html](#). The great interest in the ideas was indicated by the fact that the statement got a wide coverage in professional press.

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## **Barksdale-Hall, Roland: Developing Critical Thinkers for Today and Tomorrow**

Developing Critical Thinkers for Today and Tomorrow<sup>6</sup>  
By Roland Barksdale-Hall <sup>7</sup>

Recent unrest in France gives us all around the world pause to reflect upon what potential social chaos exists when leaders ignore the social development of youth in marginalized communities. Children of the African Diaspora, for example, have a complex social milieu to explore. Teens have responded favorably to programming modules of art appreciation with emphasis upon music, storytelling, drumming, and drawing. Giving the youth a connectedness to a cultural legacy through programming emphasis upon Kwanzaa and cultural celebrations has reaped rewards.

In particular, it is critical that Black information workers not only develop quality programming for underserved youth but inculcate a "sense of somebodiness." For several years, I then a Black librarian at the Carnegie Library of Pittsburgh participated in a school-community partnership that a cultural organization spearheaded with the Martin Luther King Elementary School in Pittsburgh. I and a librarian colleague, Ida Mary Lewis, retired head of the African American Collection at the Hillman Library of the University of Pittsburgh Library System, focused our energies upon developing a stellar voluntary enrichment program for fifth graders, known as "Self-Discovery through Heritage."

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<sup>6</sup>"Developing Critical Thinkers, Today and Tomorrow" was a presentation for The Twenty-fifth Annual Conference of the Pennsylvania Conference on Black Education, Mechanicsburg, Pennsylvania (USA), February 17, 2005. The concept for this paper has developed over time with a variety of field experience. In addition, the thought derived for this particular essay partially is attributable to both an earlier presentation ("A Community-based African American History Project," National Council for Black Studies' 19th Annual Conference, Oakland, California, (USA) June 1-4, 1995) and later presentation ("Developing a Culturally Inclusive Curriculum for a Youth Summer Camp," Central Pennsylvania Consortium, Second Annual Conference on African American Studies, Gettysburg College, Gettysburg, Pennsylvania (USA), April 20, 1996, featured as the Daniel Payne Annual Presentation on Pedagogy and Curriculum).

<sup>7</sup> Roland Barksdale-Hall, Associate Faculty, Bryant & Stratton College, 27557 Chardon Hills, Cleveland, Ohio 44092 (USA). Telephone (440) 944-6800 Fax: (440) 944-9260 Email: wh.barksdalehall.roland@mail.bryantstratton.edu He is the Managing Editor of The Newsletter of the Black Caucus of the American Library Association and a member of the first graduate class in Leadership and Liberal Studies from Duquesne University, Pittsburgh, Pennsylvania (USA). He was the recipient of the 2003 Afro-American Historical and Genealogical Society History Award. Currently, his program module of Self-Discovery through Heritage, which has been adopted by the Junior Frontiers International, Inc., is being prepared for national distribution. He has written for The African American History Reference Series (2 volumes) (Oxford University Press, 2005), Against the Grain, Urban Library Journal, ARL: A Bimonthly Newsletter of Research Library Issues and Actions #184, and Warpland: A Journal of Black Literature and Ideas.

## SELF DISCOVERY THROUGH HERITAGE

Myriad benefits from a journey of "Self-Discovery through Heritage" emerged. J.S. Johnston, Jr. discussed critical thinking and observed, "it is generally agreed that nothing is more important to the nation's ability to meet the competitive challenge of the future than what Samuel Ehrenhalt of the Department of Labor has termed a 'flexible, adaptable labor force.'" To prepare our children to assume future leadership roles in a global society has invoked critical thinking. Our introduction to the urban classroom was memorable. Youth appeared like they were not there. Some had their heads down. Others got up and sharpened their pencils while I was talking. Yet we remember catching a flicker in some of their eyes. The teeny flicker of hope drew me back again and again. Our work was like reviving a drowning victim.

We engaged youth in discussion about the dilapidated New Granada Theater, a familiar landmark in Pittsburgh's Hill District. I researched the landmark and presented my preliminary findings, which included a photo of the cornerstone dated 1927 along with a March 12, 1927 front page story, "K. of P.'s To Erect \$300,000 Temple" from the files of *The Pittsburgh Courier*. The building had been designed by L.A.S. Bellinger, a Black architect, built at a major cost by the Knights of Pythias during the 1920s, and viewed with racial pride.

Our beautiful Black children came alive, as we talked about Black Underground Railroad Operators and the genealogy of buildings in our community. The children were no longer desensitized to the past. So, on a personal level each was better equipped to answer. "Who am I?"

## TRAINING THE TRAINERS

Today's presentation focuses upon the delivery of quality multicultural programming.<sup>8</sup> I spearheaded a community-based cultural project and taught the six session adult continuing education course, which was offered with program goals: to promote tolerance and to develop critical thinking skills, when I was head librarian at the Penn State Shenango Campus. The library's empowering mission embraced the library as a cultural center. Doctor Debbie Dewitt, early child education specialist, analyzed "the reflective-thinking strategies that teachers use in the creation of culturally inclusive curricula." Observation of some white "teacher's inability to diagnose what teaching strategy was not working for African-American students" lead to the development of a new course, "Handling Cultural Diversity in the Classroom: The Black Child." Information workers too "need information that would enable them to engage in critical thinking about cultural issues" (16).

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<sup>8</sup> As an educational component of a multicultural project, Penn State Shenango's "People in Search of Opportunity: The African-American Experience in Mercer County, Pennsylvania," adult continuing education course and Summer Cultural Camp for youth brought together diverse groups in community partnership. This project between an academic institution provides a historical interpretation of the African-American experience in Western Pennsylvania, fosters cultural awareness, and conveyed empowerment to the African-American community through history, as well as addressing the critical need for collaborative multicultural programming.

A diverse interracial group of cultural workers enrolled in the course, which resulted on open exchange about fears and biases. Such candid moments were critical, as Dr. Dewitt has explained in fostering understanding of "cultural diversity more clearly" and increased "sensitivity to the cultural realities of others" (17). Discussion of a slave re-enactment revealed that deep-seated sentiments concerning past events, moreover the African slave experience continue to exist within America. The final session evolved into a rap session concerning race relations. A Black merchant shared how she and her husband, a Black policeman, felt when as prospective home buyers they learned that they were not welcome in certain areas of the community. Sessions sprung the door open to truth-telling and an increase in self-awareness.

Overall student evaluations ranked the class from very good to excellent. The adult program spanning the Black experience from the early nineteenth-century to the present was well received. Through slide presentations, oral accounts, primary documents, and discussion, the group leader examined freedom in its various historical contexts. By the conclusion of the program there were signs that the students were moving beyond stereotypes and other preconceived boundaries. Responses indicated that youth could benefit from similar multicultural programming. This learning experience paved the way for development of a culturally inclusive curriculum for youth.

#### CULTURALLY INCLUSIVE CURRICULUM FOR A YOUTH SUMMER CAMP

Today's youth are faced with many challenges brought on by changes, including diversity, social health, and family structure (Edginton, 51). Lawrence J. Greene, the founder and executive director of the Developmental Learning Center, advocates teaching children critical thinking skills. During the last decade the educational literature shows a major interest in critical thinking (Brookfield, 379).

Consultation with graduates of the adult continuing education course and cultural workers focused upon the examination of the feasibility of summer enrichment program for youth. The focus group arrived with the following programs format: a week long summer cultural camp on local African-American history. The primary objective of the program was to help children in grades four through six develop critical thinking. The program also was designed to promote responsibility skills, which included punctuality, confidence, hard work, politeness, and goal setting. Students used program materials on Black inventors, the Underground Railroad, and family history to bring discussions to life. The course program, which the writer developed and facilitated, was offered to coincide with the free lunch program at an elementary school. Course fees were waived to encourage active participation. Consensus provided decision-making, yet the facilitator maintained veto power.

Susan R. Edginton, a youth program development coordinator has noted "very often, values determine the course of action people will take and

influence the way in which they direct their energy and resources." Consequently, the introduction of values into the camp attributed to the success of the program. Youth formed a nation, which they named "The Nation of Black History," but most of their daily activities and tasks were performed in villages as in Africa, where the village was the basic building block of communities. Youth agreed to operate villages, which were kept small with a maximum of eight children by consensus. There were no officers. Youth were encouraged to argue a point, always retaining respect for others' opposing viewpoints. Youth worked together, received group awards, and found the good feeling of success fulfilling in and of itself. Youth's latent abilities emerged as they experienced a string of successes. The Village Code of Conduct included: be polite, be a hard worker, be on time, be responsible, be clean, be friendly, be prepared, and be a goal setter. Moreover, honor and self-respect were integral to village life and program.

#### PRAISE FOR SELF-DISCOVERY THROUGH HERITAGE

The program book for the Self-Discovery through Heritage, known as *People in Search of Opportunity*, was featured in *American Libraries*. Program evaluations of the Youth Summer Camp showed that the strong influence of peer support groups reinforced positive behavior, as evidenced in the operation and structure the community took:

"To see children from a varied background to come together to set up a nation was uplifting. The children came from different home situations – some had both parents, some had guardians, some adopted – but all worked together for the common good of their village. The cultural camp was so beautiful." A culture worker with twenty years teaching experience commented about Self-Discovery through Heritage.

"It was very impressive to me that the children participating in group learning became very mindful of their peers. They came to understand the choices that they make affected the entire group. Therefore, they weren't quick to offer suggestions before thinking about their choice." Another cultural worker observed.

*The Pittsburgh Public Schools' Reporter* (vol. 15 no. 7) earlier praised the school-community partnership. "Fifth graders at King, taught by Margaret Lewis, are proud of their multicultural project. In partnership with Lewis, Roland Barksdale-Hall, executive director, Western Pennsylvania African-American Historical and Genealogical Society, is teaching students to do genealogical research. Students also are learning the African-American history of their school community, located on Pittsburgh's North Side. Barksdale-Hall shares his expertise—and the magic of historical research—through games, activities, slides, and video presentations." I soon was asked to share my successful ideas for multicultural programming to the Balch Institute's Philadelphia Pittsburgh Teacher Partnership. Our children will treasure a gift of heritage forever. Don't be surprised if they show their appreciation. Finally, the children at the Martin Luther King Elementary School nominated me to be a KDKA Television New Pittsburgh Hero for my community service. And to my surprise, I was

selected. A television spot about the "Self-Discovery through Heritage" program aired throughout the city. How was that for a show of appreciation?

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### **Böök, Mikael: The Role of the Library in the WSF Process**

Network Institute for Global Democratization  
<http://www.nigd.org/docs/WSFLibrariesBamakoMikaelBook>  
Accessed: 04 June 2006 . by Mikael Böök. [book@kaapeli.fi](mailto:book@kaapeli.fi)

As far as libraries and librarians are concerned, the situation has both evolved and ripened a good deal since the WSF in Mumbai 2004. This is one conclusion from NIGD's workshop on "The Role of The Library in the WSF Process" in Bamako, on Sunday, 22 January, 2006.

Support from librarians, as a professional group, should be just as necessary to the WSF as is, say, the contributions of journalists and translators. A positive sign was the open-mindedness, and even enthusiasm, by which library and information specialists from Mali, and other African countries, embraced the WSF and the ideas from this workshop.

Groups of librarians from different countries should now take on the task of generating adequate documentation of the WSF process for their libraries, starting with the WSF in Nairobi (January 2007).

Librarians could provide the global justice movement with a documentation service corresponding to the interpretation service offered by BABELS, which did the, indispensable, interpretation from English to French and French to English during our workshop in Bamako. The corresponding service on the side of the library community could be called BIBELS, added Antonio Martins from ATTAC Brazil.

In addition to discussing the role of the libraries in the WSF process, the workshop also confronted the general question: what would be an adequate public library service in today's African countries?(Not speaking about the need to take a fresh look at the role of libraries in the other parts of the world!)

Progressive African Library & Information Activists' Group (PALIAct), is one of the (new) groups which try to answer that question. Local instances of PALIAct are about to be formed, beginning in Kenya and Ghana. The two Kenyan participants in the workshop, Esther Obachi and Mary Wanjohi, are both involved in PALIAct. They are planning a follow-up workshop for the WSF in Nairobi 2007.

Other African initiatives present at the workshop were, Communication pour une Développement Durable (CDD), represented by Lorimpo Kambaté from Togo, and Open Knowledge Network (OKN) represented by Peter Benjamin from South Africa.

Mamadou Konoba Keita (director of the national library of Mali), Lamine Camara (secretary of the Malian library association AMBAD), and Anne Abdrahamane (from the medical faculty library of the university in Bamako) presented the situation of libraries in Mali. Their presentations, and other material from their workshop will be included in the forthcoming special issue of *Information for Social Change*, edited by Kingsley Oghojafor from Nigeria, and its present writer.

More about the library workshop in Bamako and news on the preparations for Nairobi 2007 can be found at: ["http://www.nigd.org/libraries/bamako-nairobi"](http://www.nigd.org/libraries/bamako-nairobi)

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### **Böök, Mikael: Librarians to extend the World Social Forum process**

During a 3-day workshop in Nairobi, Kenya, at the beginning of July, thirty East African librarians begun to prepare themselves to be both active citizens and information professionals in the World Social Forum (WSF). This "training of the trainers" will be followed up by further workshops for librarians in Kampala and Daressalaam ahead of the next World Social Forum, which takes place in Nairobi from 20 to 25 January 2007.

The participating librarians want to extend the WSF process to the society at large through the preservation and dissemination of information about the WSF in public libraries. To this end, they want to initiate a WSF documentation project during the Nairobi WSF.

The July workshop was arranged under the auspices of the Kenya Library Association (KLA) with financial support from the Finnish Embassy in

Nairobi. Lecturers and speakers included Esther Obachi (KLA, Kenya), Mary Wanjohi (PALIAct, Kenya) Shiraz Durrani (PALIAct, UK), Mikael Bök (NIGD, Finland), Emma Lochery (Tax Justice Network, UK) and Onyango Oloo from the Nairobi WSF organising committee.

## THE ROLE OF THE LIBRARIES

While the WSF has spread its activities in all parts of the world and impact on all professions, information and library professionals and workers have hitherto remained rather marginal to the process. This is ironical as perhaps the key issue at WSF is lack of collection and dissemination of alternative information to people in the global South as well as in the global North. Given the stranglehold over mass media globally by a small number of media conglomerates, it is important that alternative information - particularly the type generated as part of the WSF process - is made available to people in a form and language appropriate to local needs. It is entirely appropriate that information activists take a leadership role in this process of information transfer to bring people and organisations together on the basis of awareness about each other's programmes and visions. A truly global and democratic WSF vision can emerge only if there is this active information exchange at the grassroots.

At the same time, rapid developments in the Information and Communications Technology (ICT) provide new tools and new challenges to take on this crucial information task. The organisers and participants of the Nairobi Workshop want the library community to come up with an action plan to take on these challenges. In effect, they they want the libraries to take on the information challenge that the WSF as a whole faces. The librarians can set a new standard in democratising the whole information process the world over.

## READ ON

- The World Social Forum (WSF): <http://www.forumsocialmundial.org.br/>
- The WSF in Nairobi 2007: <http://www.socialforum.or.ke/>
- The "training of the trainers" workshop for librarians in Nairobi 3-5 July 2006: a day-by-day- report by Kenyan librarians Jane Sange and Fred Kachero, workshop papers by Shiraz Durrani (PALIAct, UK & London Metropolitan University), Mikael Bök (NIGD, Finland), Esther Obachi (KLA, Kenya) and Mary Wanjohi (PALIAct, Kenya), and photos are available at <http://www.nigd.org/libraries/bamako-nairobi/tot-workshop>.
- Background on libraries and the WSF: see the proceedings and materials from the library workshops during the WSF in Mumbai (Jan 2004), and during the polycentric WSF in Bamako (Jan 2006), respectively. <http://www.nigd.org/libraries>

- Kenya Library Association: <http://www.klas.or.ke/>
- The Progressive African Library and Information Activists' Group (PALIAct): <http://www.seapn.org.uk/PALIAct-new.html>
- Network Institute for Global Democratization (NIGD): <http://www.nigd.org>

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**Samek, Toni: Internet AND Intention (abstract)**

Internet AND Intention: An Infrastructure for Progressive Librarianship (abstract)  
 Full article available from: International Journal of Information Ethics Vol. 2 (11/2004) or at:  
[http://container.zkm.de/ijie/ijie/no002/ijie\\_002\\_23\\_samek.pdf#search=%22Ten%20point%20program%20presented%20to%20the%20groups%20which%20met%20at%20the%20Vienna%20Conference%20of%20progressive%20librarians%20sponsored%20by%20KRIBIBIE.%22](http://container.zkm.de/ijie/ijie/no002/ijie_002_23_samek.pdf#search=%22Ten%20point%20program%20presented%20to%20the%20groups%20which%20met%20at%20the%20Vienna%20Conference%20of%20progressive%20librarians%20sponsored%20by%20KRIBIBIE.%22). [Accessed -1 October 2006].

**Abstract:**

This paper is an introduction to progressive librarianship (also known in North America as socially responsible librarianship, activist librarianship, and radical librarianship, and in Europe as critical librarianship). Progressive librarianship is contextualized within a broad international movement, with an emphasis on the United States (U.S.) cultural perspective. Concrete examples are given to show how progressive librarianship deals with select intercultural problems in the U.S., such as international relations and public forum. Special attention is given to the role of the Internet in the rise of progressive library discourse.

\* \* \*

**Barksdale-Hall, Roland: Politics of Information**

Politics of Information, Knowledge, and Transformation in Africa and Its Diaspora

*Roland Barksdale-Hall presented the paper, "Politics of Information, Knowledge, and Transformation in Africa and Its Diaspora" at the DuBois—Nkrumah—Dunham 1<sup>st</sup> Inaugural Conference 2006, sponsored by the University of Pittsburgh Department of Africana Studies, held at the Wyndham Garden Hotel—University Place, March 31-April 1, 2006. We reproduce below a short version. The full version is available from the author who can be contacted through the Editor, Information Equality, Africa – Ed.*

## Kindred Bronze <sup>9</sup>

Clipped-winged cherubim,  
Like nomads wander the earth.  
Reapers of gold, some gatherers,  
Others sowers, soulful eyes athirst.  
Kaffir boy driven to plow fields,

Chants: Steve Biko, he is our own.  
Harriet Tubman, she is our own.  
Sojourner Truth, she is our own.  
Malcolm X, he is our own.  
MLK, he is our own.

Queen Zingha, she is our own.  
Makeda, she is our own.  
Imhotep, he is our own.  
Chaka Zulu, he is our own.  
Gwendolyn Brooks, she is our own.

Sonia Sanchez, she is our own.  
Molefi Asante, he is our own.  
Dudley Randall, he is our own.  
Naomi Madgett, she is our own.  
Margaret Walker, she is our own.

Haki Madhubuti, he is our own.  
Toussaint L'Overture, he is our own.  
Born into their pride, lion's mane;  
Chieftains wear.  
Scarification marks the tribe.

Almost twenty years ago now, an experience as Coordinator of Black Health History, where I served as liaison to biomedical centers in the Caribbean and West Africa, highlighted the importance of resource sharing. The paper, "Politics of Information, Knowledge, and Transformation in Africa and Its Diaspora", examines the struggle for liberation of African cultural identities through information service delivery in African and its Diaspora. Identifies several Pan-African organizations, examines their struggle for African cultural identities liberation, and focuses upon the struggle for knowledge in the United States of America, Great Britain, and Africa. Highlights the development of an African librarian's organization known as PALIAct, Progressive African Library and Information Activists' Group, with a mission to uproot neo-colonialism and imperialist policies and supports indigenous African leadership.

According to Itibari M. Zulu, Head Librarian, at the Ralph J. Bunche Center for African American Studies Library and Media Center at the University of

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<sup>9</sup> Barksdale-Hall, R. *Kindred Bronze* (2004) [WarpLand A Journal of Black Literature and Ideas](#) 10.1:8.

California, Los Angeles, and author of "The Ancient Kemetic Roots of Library and Information Science," "thousands of years before the emergence of Greece as the fountainhead of Western civilization, Africans in ancient Kemet (Egypt) had developed an advanced system for collecting, organizing, describing, preserving, and providing access to information, and had developed a class of professionals to operate the system."

Imhotep, translated "he who cometh in peace," was born in Kemet (ancient Egypt) about 3,000 B.C. during the Third Dynasty. One of his greatest achievements was designing and constructing the Step Pyramid at Sakkara, the world's first large man-made stone structure. He was the renaissance man serving as author, architect, priest and court physician who wrote numerous medical texts on his findings.

Imhotep and other African physicians who came after him, recorded the curative properties of numerous drugs, compiled the first medical catalogs and knew of the heart as the source of blood supply thousands of years before William Harvey rediscovered this very same principle. They practiced surgery, knew auscultation, understood the relationship between the pulse and the heart beat and extracted medicines from plants. The existence and contribution of Imhotep to the healing arts predate Hippocrates and the Greeks by centuries. This great African physician for several thousand years after he died was worshipped as the "God of Medicine."

The spinoffs from Imhotep and other African physicians, dentists and occultists are numerous. Many of their methods, both scientific and magical, were transported into Europe by the Greeks and today are still used by people in secluded areas. In America enslaved Africans continued these practices that originated in Kemet. During the 1950s an organization whose purpose was "the elimination of segregation in the fields of . . . health [care]" formed and chose the symbol Imhotep ("he who cometh in peace") and worked to achieve integration in hospital services.

Why Imhotep? The symbol of Imhotep was chosen as the banner for the national conferences on hospital integration, sponsored by the National Medical Association, the National Association for the Advancement of Colored People, the National Urban League and the Medico-Chirurgical Society of the District of Columbia, for two reasons. First, as a reminder that a black skin was associated with distinction in medicine before that of any color. Secondly, because Imhotep means, "he who cometh in peace." In a time of adversity, the sponsoring organizations returned to the past, retrieved what was good and sought peace.

[...]

In 1970, Black librarians "concerned about the effects of institutional racism poverty, the continued lack of educational, employment and promotional opportunities upon blacks and other minorities" led by E.J.

Josey organized the Black Caucus of the American Library Association (BCALA). Information workers throughout Africa and its Diaspora have viewed the Black Caucus as a model of social progress.

In 1981, Wendell L. Wray and Jeff Jackson organized the American Library Association (ALA) African American Studies Librarians' section of the Association and College and Research Libraries (ACRL) with an emphasis upon Black Studies. At the time Wray was a professor on the faculty of Pitt's School of Library and Information Science and Jackson, Head of the Afro-American Collection at the same institution. The group identified several core issues relevant to Afro-American bibliography for discussion:

- Status of Collections
- Resource Sharing
- Biographical Control
- Mechanized information
- Retrieval
- Selection Policies & Procedures
- Integrated vs. Separate Collections
- Interdisciplinary Nature
- Archival Materials
- Retrospective Collecting Purchasing
- Oral History

In 2005, the Progressive African Library & Information Activists' Group (PALIAct) organized with a mission "to develop a people-oriented information service run and managed by/on behalf of workers... and groups whose information needs have not been met. The new service will be based on equality for all African nationalities, for women, disabled people, classes..." The core values of the Progressive African Library & Information Activists' Group PALIAct included:

- Social justice
- Equality of access
- Provision of relevant service
- Dissemination of documents
- Divergent views
- Technology's impact
- Interdisciplinary research
- International solidarity
- Activists' Partnership

In closing, the Progressive African Library & Information Activists' Group significantly has set aim to oppose corporate globalization as recognition of multinationals destructive, if not nefarious role, undermining African culture and society, remains one consciousness-rising step toward transformation in Africa and its Diaspora.

## Correspondence

*Dear Shiraz:*

*Very useful and progressive work [PALIAct]. Congratulations.*

*The President of India, Dr. A.P.J. Abdul Kalam, has launched a programme "PURA"- Provision of Urban facilities in Rural Areas. You may like to pick details on the internet. Wishing you all strength.*

Dr. Dharendra Sharma  
Convenor: Concerned Scientists and Philosophers  
Director, Centre for Science Policy, Dehradun 248009. India  
[www.psaindia.org](http://www.psaindia.org)

\* \* \*

### **"Intellectual Freedom in Ghanaian Libraries"**

Hello librarians! Are you a Ghanaian librarian, or have you ever been? Do you have experience with public libraries or educating future public librarians? Would you like to share some of your ideas about your profession? I am looking for your help!

My name is Liza Harrington, and I am an undergraduate student at Suffolk University in the United States. Through my university I am participating in a study abroad program called "InterFuture," a volunteer, not-for-profit organization that allows students to travel abroad and conduct independent comparative cultural research. The research will eventually result in an honors thesis paper to receive credit at my home institution.

I have already conducted my research in the United States and England and am now in Ghana for three months, as my last research locale. I am gathering information in these locales mostly through in depth interviews with librarians and would like your help.

My chosen research topic is considering public librarians attitudes toward intellectual freedom and freedom of access to information issues in public libraries. My study's intent is to discover not only how librarians are dealing with freedom of information issues but how they feel, individually and as public figures, about them. This is an attempt to draw larger conclusions about the cultures themselves, as well as to bring recognition to the problems public libraries are currently facing and may be facing in the future.

If you would be willing to speak with me, I will be in Accra until mid-December and will be able to travel to most areas of the country. You can contact me through email to schedule a meeting at [liza.harrington@gmail.com](mailto:liza.harrington@gmail.com) or by mobile while I am in country at 024 6201364. Alternatively, if you are not available for a personal interview but are interested in sharing your ideas, we could exchange emails or arrange a phone interview while I am in Ghana or upon my return to the United States.

Thank you for any help you may be able to give!

Liza Harrington  
October 9, 2006

### **Information serving people: experiences & ideas**

#### **The Association for Health Information and Libraries in Africa (AHILA) 10TH Biennial Congress, Mombasa, 23 – 27 October, 2006**

##### **Submitted by:**

Shane Godbolt BA (Hons) FCLIP, Hon FCLIP  
Shane works with Partnerships in Health Information  
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<http://omni.ac.uk/hosted/phi>

As many will know AHILA is a professional association of health libraries. Founded in 1984 it now has a membership of 46 nations across both Francophone and Anglophone Africa. The Congress brought together health information providers, medical librarians and health professionals attracting 125 participants from all over Africa, and several from outside Africa. 25 African nations were represented along with Switzerland, the UK & the US

There were 51 delegates from Kenya and in second and third places came the UK with 12 and neighboring Uganda with 8. All other countries sent between 1 and 4 people. Delegates were largely from the academic sector - university or research institute - or from government libraries with a few researchers and others from the health professions. The conference facilities were state of the art and proceedings took place in a comfortable air conditioned conference room set up with translation facilities and the latest technology, all of which worked perfectly. The importance of the theme and of the role of libraries in addressing the issues of health, disease and poverty in Africa was highlighted by the Assistant Minister of Health and Director of Health Services, Kenya who graciously joined us for the opening ceremony. The Librarian of Nairobi

University, kept a packed programme running to time with a relaxed humour, a firm hand and cards which flashed 5 and 2 minute warnings!

Our packs included a booklet setting out a full programme and abstracts of 40 or so papers to be given - a rich feast indeed. The theme of the congress "***Millennium Development Goals and Health Information Provision in Africa***" included a variety of sub-themes on such topics as ICTs, poverty alleviation, documentation and repackaging of information, marketing, and information literacy. There were also well attended workshops on African Index Medicus, HINARI, Information Management skills in health libraries and on Library statistics ( at which the presenter showed us how one might learn through a light hearted approach to a serious topic!).

AHILA appropriately hosted the launch of the "Healthcare Information for all by 2015" (*HIFA2015*) a new and much needed strategic initiative. The goal of *HIFA2015* is that *By 2015, every person worldwide will have access to an informed healthcare provider.* Dr Fred Bukachi, a Kenyan cardiologist, spoke movingly of a *cause celebre*, the methanol poisoning outbreak which had hit Machakos Hospital, in the 1980s and brought into sharp focus the lack of any literature with treatment advice and protocols available in the hospital to the doctors and other health professionals. Dr Neil Pakenham-Walsh went on to give a presentation explaining the need for communication, understanding and advocacy to achieve the goals of political commitment, financial support and cost effective action.

Standards of presentation throughout the meeting were high and messages were clearly conveyed. Many papers were challenging, stimulating and moving or a mixture of all three. There were success stories; there were innovation stories; there was carefully garnered evidence and there was vision but above all there was a desire to seize new opportunities and to move forward and contribute the health librarian's special expertise to the massive agenda set by the MDGs. Recurrent themes were the need to work with others, especially with public librarians and NGOs and the urgent need to ensure health information was much more widely disseminated and available especially in rural areas

This was my first AHILA and it has left with me with many wonderful memories. I learnt so much and found the meeting was an inspirational experience. There are many issues including

- Working across boundaries with NGOs and others
- Being prepared to risk take and to take on new roles and responsibilities
- Equipping librarians to become ever more effective through training and development
- Understanding and promoting the contribution librarians can make to alleviating poverty and ill health

The Congress resolutions ( see AHILA website) adopted at the closing session showed a group of people who were committed professionals, politically aware and determined to move forward on a massive agenda.

The Association's Kenya Chapter (KEN-AHILA) and especially the Chair of the Local Organizing Committee Nancy Kamau and her team are to be congratulated on a very enjoyable and well – organized event which it seemed to me from many snippets of conversation I heard very much marked a 'coming of age' for AHILA. Nancy was unanimously elected the next President of AHILA, a role I have no doubt she will fill with distinction.

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*Partnerships in Health Information (Phi), which has recently formed a partnership with Bournemouth University, is an emerging UK charity that promotes partnerships between health libraries in the UK and those in developing countries. These partnerships are having a significant impact on health information available to people in some of the world's poorest countries including Sierra Leone, Uganda, Kenya and the Chechen Autonomous Republic and our own understanding of global health issues.*

*'Reliable information is the foundation of good health and good health is essential to reduce poverty.'* Jean Shaw, Research Officer, Phi

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## **DR. A.P.J. ABDUL KALAM: Providing Urban amenities in Rural Area**

Providing urban facilities to rural areas is another important mission about which I have talked to you earlier. In the long term interest, it is necessary for us to make the living in the villages attractive proposition for our people by reinforcing the rural habitat and providing modern economic linkages. To achieve this, economically viable cluster of villages have to be created through a mission mode programme into physical, electronic, and knowledge connectivities, leading to the self sustained economic prosperity for the groups of villages. It is essential that PURA (Providing Urban amenities in Rural Area) has to become a business proposition to be run by small scale industrialists, entrepreneurs, and societal establishments.

Information and Communication Technology (ICT)

Mission of Information and Communication Technology (ICT) and related services is one of the wealth generators for the nation. We should aspire to increase the business volume by

15-20 times in ten years duration. The benefit of ICT must reach all parts of the country through telemedicine, tele-education and e-governance. We have to embark on creating ICT infrastructure and developing knowledge products to promote selective self reliance in the ICT Sector and thus achieving a competitive edge globally.

DR. A.P.J. ABDUL KALAM  
PRESIDENT OF INDIA

<http://www.orissagov.nic.in/panchayat/pura/president.htm>

[Accessed: 20 August 2006]

### **Provision of Urban Amenities in Rural Areas (PURA)**

*Lalitha Kumar (2005): Rural development in India.*

Available from: <http://www.digitalopportunity.org/article/view/113222/>

[Accessed: 20 August 2006].

In an effort to bridge the rural urban divide and achieve a balanced socio-economic development, the Planning Commission of India has formulated an innovative scheme, namely, "Provision of Urban Amenities in Rural Areas" (PURA). The Ministry of Rural Development is the nodal agency for implementing this scheme in the country. It aims at meeting the gap in social and physical infrastructure in the identified rural clusters consisting of 10 to 15 villages within a radius of 4 to 5 kilometers around selected towns to enhance their growth potential with focus on the following areas:

- Provision of reliable power supply to the household level
- Provision of water supply
- Provision of road facilities
- Provision of reliable telecom, Internet and I.T Services
- Upgrading existing schools to the next higher level
- Up-gradation of health facilities
- Marketing facilities for agricultural produce.

The Government of India has selected towns of 28 Districts of Orissa, except Cuttack and Khurda, for implementation of PURA in the first phase. An exercise has been carried out by the Planning Commission to identify 504 towns (one town per selected District) around which clusters have been selected. Only towns with a population of 100,000 or less have been identified. The infrastructure gaps of the selected clusters will be bridged under PURA. Collectors are the nodal officers for implementation of PURA. Certain facilities are provided across all the villages in the cluster, whereas common facilities are chosen at strategic locations to serve the entire cluster.

Further details are available at website <http://orissagov.nic.in/panchayat/pura/pura.html>

## **PURA: as envisaged by Dr. A.J.P. Kalam**

*Dr. A.J.P. Kalam, the President of India, has elaborated on PURA in his various speeches, including that on Republic Day 2006. The following is an extract from his speech at the Dedication Function of the Institute of Information Technology, Pune, on 28-05-06:*

Providing Urban amenities in Rural Areas (PURA) is another example for creating rural wealth and prosperity. The model envisages a habitat designed to improve the quality of life in rural places and makes special suggestions to remove urban congestion also. Naturally our most demanding urban problem is that of congestion removal and efficient supply of water and effective waste disposal in every locality are the paramount civic needs. There is a minimum size below which a habitat is not viable and not competitive with the existing congested city. At the same time, the existing congested city is not economical compared to a new town once a minimum size of expansion is crossed. As against a conventional city say, rectangular in shape and measuring approximately 10 km by 6 km, the model considers an annular ring-shaped town integrating minimum 8 to 10 villages of the same 60 km<sup>2</sup> area. This model provides easy access to villages, saves transportation time and cuts costs substantially and is more convenient for general public.

Knowledge powered rural development is an essential need for transforming India into a knowledge power and high bandwidth rural connectivity is the minimum requirement to take education, health care and economic activities to the rural areas. Knowledge society leading to knowledge super power can prosper and survive only in the environment of economic security and internal security. Physical connectivity by providing roads, electronic connectivity by providing reliable communication network and knowledge connectivity by establishing professional institutions and vocational training centers will have to be done in an integrated way so that economic connectivity will emanate. Such Model of establishing a circular connectivity among the rural village complexes will accelerate rural development process by empowerment.

## **Convergence of Technologies**

The information technology and communication technology have already converged leading to Information and Communication Technology (ICT). Information Technology combined with bio-technology has led to bio-informatics. Now, Nano-technology is knocking at our doors. It is the field of the future that will replace microelectronics and many fields with tremendous application potential in the areas of medicine, electronics and material science. When Nano technology and ICT meet, integrated silicon electronics, photonics are born and it can be said that material convergence will happen. With

material convergence and biotechnology linked, a new science called Intelligent Bioscience will be born which would lead to a disease free, happy and more intelligent human habitat with longevity and high human capabilities. Convergence of bio-nano-info technologies can lead to the development of nano robots. Nano robots when they are injected into a patient, my expert friends say, it will diagnose and deliver the treatment exclusively in the affected area and then the nano-robot gets digested as it is a DNA based product.

Convergence of ICT, aerospace and Nano technologies will emerge and revolutionize the aerospace industry. This technological convergence will enable building of cost effective low weight, high payload, and highly reliable aerospace systems, which can be used for inter-planetary transportation.

DR. A.P.J. ABDUL KALAM  
PRESIDENT OF INDIA

Address during the meeting with the Vice Chancellors of the Universities of the State of Punjab  
<http://presidentofindia.nic.in/scripts/eventslatest1.jsp?id=1269> [Accessed: 20 August 2006]

### **ICT to every Indian village : opportunities and challenges**

Garai, Atanu and Shadrach, B. (2006) *ICT to every Indian village : opportunities and challenges*. OneWorld South Asia, New Delhi. Source: <http://eprints.rclis.org/archive/00006089/>.

*What can ICT bring for the inhabitants of 600,000 Indian villages? How India is empowering the poor and marginalised citizens to participate in the emerging knowledge society? How will India provide voice to her millions of citizens? 'Taking ICT to every Indian village: Opportunities and challenges', attempts at answering such questions and exploring the complex interactions between ICT and society.*

'Taking ICT to Every Indian Village: Opportunities and challenges' focuses on very contemporary and socially-relevant issue, that is, use of information and communication technologies (ICT) for social development. The authors of this book are working in senior positions in OneWorld South Asia, New Delhi, which is an International NGO. The authors have attempted to depth study of ICT penetration into Indian society that covers issues like teledensity in urban areas vs. rural areas, internet connectivity in urban areas vs. rural areas and other key factors. The authors also discuss the present initiatives at the grassroot level in India, by various stakeholders, including NGOs, corporate organizations and developmental agencies. The President of India, Dr. A.P.J. Abdul Kalam has envisaged PURA (Providing Urban Amenities in Rural Areas) in his Republic Day speech of 2006. Accordingly, Government of India has undertaken various new initiatives. This book describes various ICT initiatives undertaken by the central and state governments for the empowering citizens of Indian villages, like, Village Knowledge Centres in the southern

India, Community Information Centres in the north-eastern India, Gyandoot in the state of Madhya Pradesh, and many others. The central government recently formed a National Knowledge Commission (NKC) with the emergence of knowledge-based industries in India. This book also discusses the how NKC will be instrumental to bridge the digital divide in Indian society.

*Reviewed by: Anup Kumar Das*

### **Library information journals in developing countries**

*Source: Managing Information Newsletter 210, 12 April 2006*  
<http://www.britishcouncil.org/ism-info@uk-topstories.htm>

Elsevier has announced that its 14 library and information journals 'are now accessible to professionals in developing countries through HINARI, the World Health Organization's HealthInterNetwork and AGORA, the United Nation's Access to Global Online Research in Agriculture programs ... professionals across 1,800 higher education and research institutes in 105 developing countries will benefit from leading resources such as *Information Processing & Management, International Information & Library Review, Journal of Academic Librarianship, Library Collections, Acquisitions & Technical Services, and Serials Review.*

### **Library practice for young learners (LPYL)**

*Developing school library services for primary and secondary schools in disadvantaged areas in South Africa 1997-2002. <http://www.foreningenbis.org/lpyl/index.HTM>. Accessed: 18 April, 2006*

The LPYL project focused on human resource development rather than on the provision of material resources such as computers, books and shelving. Furthermore, the project was designed to explore some of the untested innovations in the South African Policy Framework among a sample of school librarians in all of South Africa's nine provinces.

The project was also designed as a North-South collaboration to provide exchanges of knowledge and expertise between Swedish and South African library personnel.

The project has comprised two phases involving South Africa's national and provincial education departments and two South African non-governmental organisations, Sweden's [Bibliotek i Samhälle \(BiS\)](#) and [Swedish International Development Cooperation Agency](#) (Sida). For Phase One the South African nongovernmental organisation was the Library and Information

Workers' Organisation (LIWO). But when this organisation ceased to operate, [Education Policy Unit](#), (EPU) Natal, became the South African partner for Phase Two.

## **International Network for the Availability of Scientific Publications INASP**

The mission of INASP is to enable worldwide access to information and knowledge with particular emphasis on the needs of developing and transitional countries.

We work with partners around the world to encourage the creation and production of information, to promote sustainable and equitable access to information, to foster collaboration and networking and to strengthen local capacities to manage and use information and knowledge.

Our objectives are to

- Improve access to scientific and scholarly information
- Catalyse and support local publication and information exchange
- Strengthen local capacities to manage and use information and knowledge
- Foster in-country, regional and international cooperation and networking
- Advise local organisations and agencies on ways to utilise information and publishing to achieve development goals. "

## **African Journals Online (AJOL)**

Welcome to African Journals Online (AJOL) providing access to African published research. 230 Journals now on AJOL

<http://www.nisc.co.za>: African Journals Online  
<http://www.ajol.info/index.php?tran=0>

## **Owerri Digital Village - Nigeria**

This is a community technology and learning centre in Eastern Nigeria established by Youth for Technology Foundation (YTF). Its aims to give rural villagers skills to improve their lives and create jobs. International and local volunteers work with students and the local community at the Owerri Digital Village to develop an understanding of technology, its usefulness and how it can enhance their lives.

<http://www.comminit.com/africa/experiences/pds112005/experiences-3427.html>

Contact [ytf@youthfortechology.org](mailto:ytf@youthfortechology.org)  
<[https://webmail1.londonmet.ac.uk/sqm\\_n\\_staff/src/compose.php?send\\_to=ytf%40youthfortechology.org](https://webmail1.londonmet.ac.uk/sqm_n_staff/src/compose.php?send_to=ytf%40youthfortechology.org)>

## **Rehabilitation through sport - Angola**

This is a pilot initiative that aims to increase the quality of life of people with amputations and other physical disabilities in post-conflict Angola. Specific goals of the project include increasing awareness of the abilities, leadership potential, and rights of people with a disability, as well as educating professionals and people with disabilities about the value of sport in rehabilitation and social inclusion. This programme uses interpersonal communication - face-to-face training - to mobilise expertise in the import and application of sport in rehabilitation through a human-rights-based approach.

<http://www.comminit.com/africa/experiences/pds12006/experiences-3550.html>

## **Safe journey - Zimbabwe**

Safe Journey is a Zimbabwean multimedia information campaign launched by the International Organization for Migration (IOM) Harare aimed at reducing the risks linked to irregular migration and the transmission of HIV/AIDS. The campaign uses a variety of media including radio and television programmes featuring migrants' testimonies as well as billboards and posters.

<http://www.comminit.com/africa/experiences/pds122005/experiences-3467.html>

## **Children's Voices - Namibia**

<http://www.comminit.com/africa/experiences/pds122005/experiences-3471.html>

Children's Voices in Namibia aims to educate children about their rights by giving them the space and skills to express themselves through film. This project of the Danish non-profit organisation Ibis, teaches children how to use video cameras and then invites them to make films about their lives and issues that affect them.

## **Strategic thinking**

<http://www.comminit.com/africa/strategicthinking.html>

*Summaries of strategic thinking as the basis for communication, change and development policies and interventions.*

*Achieving the Millennium Development Goals in Water, Sanitation and Hygiene in Africa with a Gender Perspective*

By Eirah Gorre-Dal

A roundtable discussion was organised jointly by the United Nations International Children's Fund (UNICEF) and the Water Supply and Sanitation Collaborative Council (WSSCC) as a side event during the 2005 World Summit that took place at the United Nations in New York. The participants discussed how the lack of safe water, sanitation and hygiene awareness remains one of the world's most urgent health issues. The discussion also looked at how unsafe water, inadequate sanitation and poor hygiene habits play a major role in Africa's high child mortality rate and the low school attendance rate of girls.

### **It's Hot for Girls!**

ICTs as an Instrument in Advancing Girls' and Women's Capabilities in School Education in Africa. By Shafika Isaacs

<http://www.comminit.com/africa/strategicthinking/st2005/thinking-1450.html>

This is a 16-page paper that focuses on attempts at introducing information and communications technologies (ICTs) in formal primary and secondary school education in Africa. The paper contends that a clear conceptual framework in problematising the education crisis from a developmental, gender and ICT perspective is lacking and that conceptual clarity on appropriate strategies for using ICTs as a tool for women's empowerment in Africa is critical.

### **Participatory Media for the Spoken World**

*Experiences from Mexico, Tanzania and Vietnam.*

<http://www.comminit.com/africa/strategicthinking/st2005/thinking-1451.html>

By Bernhard Huber

This exploratory study analyses the functions and implications of participatory video projects in rural development settings. The term 'participatory video' refers to a bundle of innovative usages of video technology which enjoy growing popularity in many corners of the world. As experience and knowledge about what good practice is differs from person to person and in the literature, this study aims to categorise the varying approaches into a typology based on a review of the relatively scarce literature on the subject. Through a conceptual distinction of different project goals, three basic kinds of participatory video are identified, i.e. therapy-, activism- and empowerment-type video.

### **Raising Voices Programme Tools: Evaluation Report**

*By Simonne Ruff*

<http://www.comminit.com/africa/evaluations/evaluations2005/evaluations-149.html>

Raising Voices, a project of the Tides Center, works to develop sustainable programmes that prevent violence against women and children. The organisation is based in Uganda and provides resources and support that build gender-based violence prevention capacity in organisations primarily in East and Southern Africa, as well as around the world. One key strategy is the development and publication of programme tools that focused on

violence prevention and this document assesses the use and impact of these programme tools.

### **Evaluation of a culturally consistent reproductive health**

*Programme for Young Kenyans*

*by Annabel S. Erulkar, Linus I.A. Ettyang, Charles Onoka, Fredrick K. Nyaga and Alex Muyonga.*

<http://www.comminit.com/africa/evaluations/evaluations2005/evaluations-44.html>

This is an evaluation report of the Nyeri Youth Health Project in Kenya, a locally designed adolescent reproductive health programme. The project is a reproductive and sexual health information programme for in- and out-of-school youth in both rural and urban areas aged 10 to 24. The objectives of the project were to delay the onset of sexual intercourse among youth who are not yet sexually active; to prevent sexually experienced youth from suffering negative consequences of sexual activity and to create a reproductive health information and service environment responsive to the needs of youth.

### **Evaluation report on the Reflect ICTs Project**

<http://www.comminit.com/africa/evaluations/evaluations2006/evaluations-188.html>

This document provides an evaluation of the Department for International Development (DFID)-funded project Reflect ICTs, which is being carried out by ActionAid International (AAI) and local partners in Burundi, India, and Uganda. As part of this project, information and communication technology (ICT) is being introduced to existing community-based discussion circles ("Reflect circles"), as part of an effort to enhance the capacity of people to make strategic choices about the media of communication that they have identified as most relevant to their specific needs.

### **Where there is no Internet**

Delivering health information via the Blue Trunk Libraries

Mouhouelo P, Okessi A, Kabore MP (2006) Where There Is No Internet: Delivering Health Information via the Blue Trunk Libraries. PLoS Med 3(3): e77

<http://medicine.plosjournals.org/perlserv/?request=get-document&doi=10.1371/journal.pmed.0030077>

Source: digitaldivide mailing list, 8 March 2006)

'The World Health Organization (WHO) is very much aware that there are many areas in the world where access to the Internet is not yet a reality. In developing countries, a large proportion of the population, including health professionals, has no or only poor access to the Internet. Even printed materials, such as up-to-date books, current periodicals, and newspapers, are scarce. In this situation, professionals are obliged to rely on the knowledge acquired during their original training to care for patients, to prevent disease, and to promote health ... In response to this need for printed health information, WHO librarians created the Blue Trunk Library (BTL) project ... The BTL is "a ready-to-use documentation module" of about 150 WHO and non-WHO books and manuals fitted into a

blue metal trunk. The materials are arranged and filed in such a way that users can easily identify the ones that they need.'

## **Digital divide**

Uganda: Rural libraries bring smiles to farmers in Kabale District

<http://allafrica.com/stories/200603060991.html>

The introduction of Village Information Centres (village libraries) in 2003 has transformed the rural economy by providing information on markets, prices, good farming practices and entrepreneurship.

## **Education**

*In book-poor Egypt, an influx of 'Magic School Bus' and 'Pooh'*  
<<http://www.csmonitor.com/2006/0308/p01s04-wome.html>>

MALLAWI, EGYPT – For the students at the tiny Ibshadat primary school, surrounded by sugar cane fields in this southern Egyptian village, their library consisted of only 30 dog-eared books in a small cabinet. That was before 700 books arrived, part of a new joint US-Egyptian program to provide libraries of Arabic and English titles to all of Egypt's 38,000 public schools, a huge undertaking to encourage children to read in a country where few have access to books and a quarter of adults are illiterate.

## **World information access report**

P.N. Howard

World Information Access Project, Department of Communication,  
University of Washington. 2006.

*Source: digitaldivide mailing list, 21 March 2006*  
<http://www.britishcouncil.org/ism-info@uk-news.htm>

"The information society is not as pervasive as might be expected, according to the researchers behind the World Information Access 2006 Report. Between 1995 and 2005, mobile phones and Internet access became more evenly distributed around the world. But today, the supply of computers, Internet hosts and secure servers is even more concentrated among select core countries. Internet access remains limited and costly in many developing countries ... The average person spending an hour online at a commercial Internet access point - such as a cybercafé - would spend more than 10 percent of his or her average daily income. People from wealthy countries spend relatively less on Internet access and get plenty of relevant content, while people from poor countries pay more for an hour of Internet access but are less likely to find news and other

cultural content generated within their country".

## **Global Health Watch**

Available from:

<http://www.ghwatch.org/index.php>. Accessed: 07 November 2006.

The Global Health Watch is a call to all health workers to broaden and strengthen the global community of health advocates who are taking action on global ill-health and inequalities, and their underlying political and economic determinants.

The global community has failed to achieve 'Health for All by the Year 2000'. New targets such as the Millennium Development goals look increasingly unachievable. Questions need to be asked about whether current policies in global health are working. The Global Health Watch for [2005-2006](#) looks at some of the most important problems, suggests solutions, and monitors the efforts of institutions and governments concerned with promoting health world-wide.

This report arises out of many civil society and professional campaigns and struggles for better health, and has been released to coincide with the Second People's Health Assembly, held in Cuenca, Ecuador, at which two thousand people from across the world have gathered to discuss and debate strategies to overcome the political, economic and social barriers to better and fairer health.

## **Everyone Benefits**

*A partnership between healthcare librarians in Uganda and the UK*

<http://www.surreyandsussex.nhs.uk/lis/documents/Ugandaleaflet.pdf>

A partnership between the Albert Cook Medical School Library, Makerere of University, Kampala, Uganda and Kent Surrey and Sussex Healthcare Libraries (formally South Thames Library and Information Service) has existed informally since about 1994. This was made formal in September 2000, under the guidance of the registered charity Partners in Health Information (PHI). The aim of the partnership is to encourage the free flow of health related knowledge between nations. For further details see: [...]

We produced an ambitious training schedule to take place over the first week for the staff of Albert Cook library and staff based at the main and specialist libraries at the University. In addition we produced nine simple guides which: looked at various aspects of HTML, gave the staff the opportunity to critique other library sites, and got them to look at other aspects of web design such as the Disability Discrimination Act. The timetable and the training guides are available for others to use via the PHI site at: <http://omni.ac.uk/hosted/phi/literature/training.html>

The training was very intense but enjoyable both for us as trainers and the staff. The feedback we received from the staff was very positive. From a personal point of view I had not run any training since leaving my old position. This trip gave me the opportunity to utilise latent skills. Robert and I found the Albert Cook staff to be very receptive and hard working.

Further details available from:

- Maria G. N. Musoke  
– [mmusoke@med.mak.ac.ug](mailto:mmusoke@med.mak.ac.ug)  
<http://www.makerere.ac.ug/mulib/acooklib/index.html>

- Rachel Cooke  
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<http://www.surreyandsussex.nhs.uk/lis/>

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<http://omni.ac.uk/hosted/phi>

### **Prison radio project**

*met bulletin*; news and views for staff of London Metropolitan University  
Issue four - April 2006  
[http://www.londonmet.ac.uk/library/n73337\\_3.pdf](http://www.londonmet.ac.uk/library/n73337_3.pdf)

A graduation ceremony was held at Wandsworth prison in March to honour students who have taken part in the Prison Radio project, implemented by Kamal Prashar and Allis Moss from the department of applied social sciences at London Met. They worked in conjunction with award-winning media consultancy, Radio for Development.

The project has offered prisoners the opportunity to study for a BTEC National Award in Media (Radio), and to run a radio station for the prison community - Radio Wannu. The project aims to help offenders realise their abilities and aspirations and to break from the cycle of offending and re-offending.

For many prisoners, this is the first time that they have successfully engaged with any form of education and training. The BTEC award in Radio brings out a range of skills amongst prisoners that will enable them to engage in the workplace and/or further study on release. Apart from radio skills, they are also given the opportunity to develop their literacy, written and spoken communication, and teamwork.

Ex-offenders from the project are also offered a chance to work on a four week paid placement at a radio station on release, and to produce programmes on issues related to crime and punishment. Participating stations include XFM, Capital and Resonance FM.

To date, the Prison Radio Project for Wandsworth has been extremely successful and has offered significant opportunities for ex-offenders. Two men out of sixteen taking the Wandsworth Prison course have obtained places on degree programmes at Goldsmiths College, and others have

moved into further education and skills training, and work in the radio industry and beyond.

This month will also see the launch of a Prison Media Project at HMP Downview, a women's prison in Surrey. This will also be delivered by the media, culture and communications area in DASS and Radio for Development, with support from The Women's Library.

For more information, please email:  
Rachael Smith at [rachael.smith@londonmet.ac.uk](mailto:rachael.smith@londonmet.ac.uk)

## **e-Learning for Kids Foundation**

*Opening doors to education worldwide*

[www.elearning-africa.com/newsportal/english/news10.php](http://www.elearning-africa.com/newsportal/english/news10.php)

e-Learning for Kids Foundation wants to be the source for childhood learning on the Internet – available from anywhere and without charge. Founded in 2004, e-Learning for kids is building a global community for children, parents, and educators to share innovations and insights in childhood education. e-Learning for Kids is an Association partner of eLearning Africa.

The e-Learning for Kids Foundation - <http://www.e-learningforkids.org/> - is a global, non-profit organization that is dedicated to opening doors to education worldwide. e-Learning for Kids is a free learning platform on the Internet where children can learn and grow. It is a place where children aged 5-12 can access the best e-learning courseware – from anywhere in the world – to build basic skills in reading, math, science, keyboarding, English, and health & life skills. e-Learning for Kids has launched more than 40 courses to date in English and Spanish - and new titles are published on a monthly basis. Courseware will be translated into other languages, including French and Mandarin among others.  
Partners, sponsors and staff/

e-Learning for Kids is staffed by volunteers who are professionals in their respective fields and interested in *giving back* by investing in the future of our children around the globe. In addition, we have established partnerships with Non-Governmental Organizations (NGOs), including SchoolNetAfrica, Save the Children, and LINGOs to expand outreach through these leading organizations.

## **Building rural libraries**

[http://news.xinhuanet.com/english/2006-04/19/content\\_4447725.htm](http://news.xinhuanet.com/english/2006-04/19/content_4447725.htm)

BEIJING, April 19 -- If farmers-turned-migrant workers are determining the pace of China's urbanization, those who are left in the countryside will largely decide the future of the rural areas.

Handicapped by its lower economic and social development level, the countryside urgently and rightfully needs help from central financial sectors so that the country can achieve balanced progress

nationwide.

Four central culture and press departments have resolved to assist the countryside. They will offer books to replenish village libraries and help farmers learn. The new initiative will help a third of the country's village committees to establish libraries by donating books over the coming five years. Those books cover law and regulation, public administration, practical agricultural techniques, health and literature.

It is obviously catering to the country's ongoing drive to build a new countryside. One of the crucial aspects of the drive is cultural and social construction in rural areas. Getting farmers involved in more cultural activities and giving them more opportunities to learn agricultural techniques will make a difference that is no less significant than that created by pouring in more money.

In this sense, at least, the move to establish libraries is important. However, the move is important not just because it dovetails with the paramount national blueprint of building a new countryside. In an information era, adequate access to knowledge ensures one is not left behind in a fast-moving society. It applies also to regional development. An "information gap" will put a region at a disadvantage. If the current impasse of the rural areas is attributable to the past industry-favoured policies that have taken too much from the countryside, now it will do little to just reimburse rural China. Without access to adequate knowledge and information, farmers are unable to make full use of the favourable policies and money the central government has given them.

Unfortunately, book publishers do not seem to care much about the needs of farmers. They tend to target and foster an urban readership that is able to afford the high price and "high taste" of their books.

For that reason, the central initiative will be valuable and more so if they can really take into account the real demand of farmers.

(Source: China Daily)

Editor: Mo Hong'e

## **Delivering an ideal information world**

Shiraz Durrani: From: Quality Leaders Project Report to the Paul Hamlyn Foundation, May 2006.  
(Department of Applied Social Sciences, London Metropolitan University)  
Further details about QLP available from: <http://www.seapn.org.uk/qlp.html>

QLP-Y was posed a searching question for an article by Roland Barksdale-Hall, the Editor of the *Newsletter of the Black Caucus of the American Library Association* (BCALA). Barksdale asked: "Does QLP-Y deliver an 'ideal information world'?" The answer given to him perhaps has relevance beyond the QLP-Y framework:

To be honest, the answer has to be “no” – although a qualified “no”. QLP-Y has the potential to deliver an ideal information world, but at present it is only a pilot project that needs to be mainstreamed, both in terms of funding and in being taken up by a larger number of local authorities. This is an area being currently explored by a number of organisations and key individuals and the QLP Steering Group and will be one of the tasks of the proposed QLP Advisory Group.

At the same time, one cannot create a model of “excellence” in a vacuum. Unless the culture in the profession as a whole changes, a new effective leadership develops and accepts the principles and practices that underpin QLP, no significant change can take place. The profession has not fully accepted the need for change and is often in denial of the serious decline facing it unless drastic changes are made. But when that consciousness arises, as it surely must under increasing pressure from the Government and forces of globalisation, QLP will be ready with a model that can develop relevant information services for all. An African saying goes, “there are no paths, traveller. Paths are made by walking”. QLP takes this simple truth very seriously.<sup>10</sup>

This “simple truth” is now helping to create a sister organisation to QLP-Y, this time in Africa whose development is often forgotten in Britain. This is the Progressive African Library and Information Activist’s Group (PALIAct) – also supported by DASS.<sup>11</sup>

## **WSF OPENS WITH A CALL FOR JUSTICE**

Joyce Mulama. THURSDAY, JANUARY 19, 2006 . Terraviva online  
<http://www.ipsterraviva.net/tv/wsf2006/viewstory.asp?idnews=448>

### **The Malian capital of Bamako opened its doors to the World Social Forum (WSF) yesterday with a passionate call for justice in all walks of life.**

The historic event – this is the first time the forum is being held in Africa – has attracted some 10,000 representatives of civil society organisations and social movements from across the world. They marched over three kilometers to the Modibo Keita stadium, the venue where the official opening of the event took place.

"This is the key global forum to address inequalities between rich and poor nations," Diarra Fanta, representing African peasant farmers, told the huge crowd at the stadium.

Her declaration underlined the theme of justice, which has figured prominently in previous WSFs held in Puerto Alegre, Brazil and Mumbai, India.

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10 Durrani, Shiraz (2006): "Quality Leaders Project—Youth, a search for a relevant information service". Black Caucus of the American Library Association (BCALA) Newsletter Vol. 34 (3). Dec/Jan. Reproduced in Appendix 11: QLP-Y in the News.

11 Details about PALIAct are available from: <http://www.seapn.org.uk/PALIAct-new.html>.

Yesterday too, delegates waving placards and flags, and held up banners demanding justice on all fronts – ranging from the street to the work place and international trade.

"We want justice. Respect workers," several activists shouted out, their call echoing a demand heard right across the developing world, including Africa, where working conditions, especially of those in the informal sector, have continued to be disregarded.

"The informal sector has proved to be a very important one in Africa; it accounts for 90 percent of the workers," said Uzziel Twagilimana, African coordinator of Social Alert, a worldwide umbrella body of organisations fighting for the rights of workers in the informal sector.

Despite this fact, workers in the informal sector do not have social protection. They lack job security, health insurance, sick leave and in addition, are paid very poor wages. "These are just some of the injustices, and we hope a way forward will be charted at the forum," Twagilimana noted.

Also highlighted were injustices in trade. Activists condemned the disparity in trade between developed and developing countries, and lobbied for trading systems that favour grassroots producers from poor nations.

"We want farm subsidies eliminated and instead a bonus given to farmers and better prices for their goods. This will ensure a level playing field between developing and developed nations," Fredrick Masinde, of the Cooperation for Fair Trade in Africa, said.

Farm subsidies have for a long time been a bone of contention between poor and rich countries. European countries have continued to give subsidies to their farmers, disadvantaging unsubsidized poor farmers in developing countries who cannot match their low prices.

"We invest a lot to produce cotton but when we sell we don't get much because the prices are going down because of dumping by rich countries. "And If you don't have a fair price, your people get poorer and poorer and poorer," said Diarra Fanta.

Other issues expected to come up at the forum include gender and human rights.

### **Art for Peace Project - Uganda**

<http://www.comminit.com/africa/experiences/pds12005/experiences-2897.html>

This is a project for youth affected by the civil war in Northern Uganda. The faith-based non-governmental organisation Africa Youth Ministries Uganda (AYMU) trains former rebel soldiers and former abductees in art and crafts. The organisation also provides them with materials, helps

monitor quality and assists in marketing art products. AYMU hopes to reach 600 war-affected youth in the districts of Gulu, Lira and Pader.

### **Arts for social change - "Learning Journey" - South Africa**

<http://www.comminit.com/africa/experiences/pds32005/experiences-3035.html>

This "learning journey" project aimed to provide international artists and development specialists with the opportunity to share their knowledge on the use of arts for social change. The learning journey is based on the idea that the arts - painting, dance, music and theatre - can empower disadvantaged youth and build awareness around topical issues such as HIV/AIDS and children's rights. The ten-day programme which took place in Johannesburg, South Africa was organised by Pioneers of Change, an international network of development practitioners who seek to encourage the implementation of innovative development and communication strategies by providing workshops and training.

### **Safe Journey Campaign: The Music**

<http://www.comminit.com/africa/strategicthinking/st2006/thinking-1648.html>

This article looks at the "Safe Journey" campaign's communication strategy which used entertainment-education to disseminate HIV/AIDS messages. The project used popular musician, Bhudaza's, three new songs which reflect the lives and experiences of BaSotho migrant workers in South Africa while passing along messages relating to HIV/AIDS. The songs speak about people's life experiences rather than trying to lecture or 'educate.' The campaign was a collaboration between Integrated Regional Information Network (IRIN) Southern Africa and the International Organization for Migration (IOM) Regional Office in Pretoria, working in partnership with Population Services International (PSI) - Lesotho, Harmony Mines, and the Society for Family Health South Africa.

### **Developing youth through music - South Africa**

<http://www.comminit.com/africa/experiences/pds12005/experiences-2900.html>

This is a programme created by the Johannesburg Orchestra Company that uses music and music-based training to foster youth development in South Africa. The goal is to keep orchestral music alive by providing a musical home to more than 450 children and youth. It hopes to build bridges between children and young people by bringing diverse communities together through group music making. The programme is based on the belief that human exchange through music can be a powerful force for healing and change.

### **Hip-hop in the Age of Empire: Cape Flats Style**

<http://www.comminit.com/africa/strategicthinking/st2005/thinking-1374.html>

*(We thanks Dave Percival, Quality Leader at Portsmouth Libraries for bringing this item to our attention – Editor).*

The paper begins with an explanation of the concept of Empire, which is cited as being particularly helpful in a discussion of hip-hop in post-apartheid South Africa. South Africa continues to deal with the economic and political consequences of apartheid while also having to deal with the demands of global capitalism. The author suggests that despite the seeming deligitimisation of hip-hop, 'conscious' hip-hop continues to have underground appeal and is employed as a tool in marginal spaces, such as Cape Town, South Africa. In this regard, hip-hop continues to be a valuable vehicle for educating youth in Cape Town.

### **Botswana: Youths Promote Reading Culture**

SOURCE: <http://allafrica.com/stories/200609260835.html>

Accessed 30 September 2006

September 26, 2006

Chandapiwa Baputaki

Recognising that Botswana has a poor reading culture, four youths have launched a project to encourage other youths around the country to take interest in reading.

Gasebalwe Seretse, who is the project manager, Ketlaadirang Molefinyane, Tshoko Tapologo Pule and Khozi Nkwe, whose project is called 'The 10 000 Books Project', are busy soliciting for books to distribute amongst the youths all over the country as part of their mission to promote reading in Botswana.

"We are collecting books from anyone who may wish to give the youth in rural areas the chance to take interest in reading. We are going to go around in schools in rural areas where there is not even a library to give them motivational talks on the importance of reading," Seretse said.

Seretse stated that the project started when he was told that his latest book, titled 'Tshekedi Kgama: The Master Whose Dogs Barked At' was said to be selling more than ten copies a month in bookshops.

"That touched me because even those ten copies were not being bought by the youth but by people who could easily get any copy of the book they want to read," he said.

He further said that most youths are more interested in entertainment "which is not something that they can rely on for the rest of their lives". "They need to be more interested in reading and studying so that they take academic courses that they can fall back on if exploring their other talents does not work for them."

The group is soliciting for both fiction and non-fiction books that could be of interest to the youths. "We do not want them to read for leisure only but we want to give them educational materials too," Seretse said.

The response they got from publishing companies was overwhelming. Seretse said that Books Botswana, Botswana Book Centre, Macmillan and Botsalano Press responded well to their plea. They intend to donate 500 books to each school in the 20 villages they will visit across the country.

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## Documentation



**Association for Health Information and Libraries in Africa**  
**Association pour l'Information et les Bibliothèques de Santé en Afrique**  
**Afrique**

### **10<sup>TH</sup> AHILA/AIBSA CONGRESS RESOLUTIONS**

The 10<sup>th</sup> AHILA Congress was held at Sun n Sand Mombasa, Kenya from 23<sup>rd</sup>-27<sup>th</sup> October, 2006 on the theme: ' Millennium Development Goals and Health Information Provision in Africa.

Delegates of the 10<sup>th</sup> AHILA Congress after deliberations and reflecting on the theme and presentations made the following resolutions.

#### MILLENNIUM DEVELOPMENT GOALS

1. Recognizing the significance that access to health information plays in the realization of the MDGs, delegates resolved that AHILA members through their country chapters closely work with Public Libraries and other stakeholders to ensure that health information is disseminated to rural populations.
2. Endorsing the significant role that the campaign for Health Information for All by 2015 (HIFA2015- **by 2015, every person worldwide will have access to an informed healthcare provider**) -plays in the realization of the MGDS, delegates resolved to enjoin in the campaign and share their expertise in resource sharing and dissemination of resources especially through the creation and maintenance of web-based resources on health information.

## TRAINING

3. Noting the significant role that training plays in information sourcing, organization, use and dissemination, and the fact that AHILA members need continuous professional education, delegates resolved

To work closely with WHO/AFRO and other stakeholder to facilitate training in the following areas;

- African Index Medicus (AIM)
- Repackaging of health information
- Management and evaluation of health-related electronic resources
- Health information communication skills
- Integration of e-learning and library resources

4. Noting also the significance of training at country level, delegates resolved that AHILA Country Chapters should facilitate training, in partnership with interested organizations, in the following areas:
  - Research skills, including writing proposals
  - Documentation skills
  - Management skills, including keeping statistics
  - Health information marketing
  - Digitization of libraries & designing databases
  - Website design & moderating e-discussions
  - Evidence-based medicine
  - ICT troubleshooting for librarians

## AFRICA INDEX MEDICUS (AIM)

5. Realizing that the revival of AIM will play a significant role in the organization and dissemination of health information, delegates resolved
  - 1) To fully support WHO/AFRO in its effort for the revival of AIM through active participation in the project.
  - 2) That AHILA Country chapters and AIM focal points should make every effort to strengthen the local health information databases.

## FUNDING

6. Realizing that the revival and sustainability of AHILA programmes require adequate funding. Delegates resolved that country chapters initiate income-generating activities.

## AHILA CONGRESSES

7. Realizing the need to streamline AHILA Congresses, delegates resolved that:

- 1) AHILA congress proceedings should be produced within three months of the end of the Congress
- 2) Papers presented at an AHILA congress should be placed on the AHILA website within one month of the end of the congress
- 3) Evaluation of the congress should be passed to the next Local Organizing Committee so that it may implement what went well and improve on deficiencies
- 4) At the next AHILA Congress (AHILA-11), member countries should present progress reports on their activities related to the implementation of the resolutions passed in the previous congress (AHILA 10)

\* \* \*



***The Journal of Pan African Studies***

ISSN 0888-6610

<http://www.jpanafrican.com/contactus.htm>

*The Journal of Pan African Studies* is an interdisciplinary scholarly journal devoted to a synthesis of African world community studies and research that works to ask questions and seek answers to critical contemporary issues, based on an affirmative African centered logic and language of liberation.

The infinite dynamics of the African ethos warrant discussion, thus this journal represents an attempt to address that reality with informed minds. Please join us in this process, join our subscription list at no cost, contribute content, or simply inform your colleagues of our presence.

- Forthcoming: Special issue "African liberation, then and now". Includes:
  - **Ama Biney:** Kwame Nkrumah in retrospect
  - **Issa G. Shivji:** Pan-Africanism or Imperialism? Unity and Struggle towards a New Democratic Africa
  - **Jean-Roger Kaseki:** Patrice Lumumba
  - **Nana K. Busia, jr** Paradigm shift in human rights advocacy in contemporary Africa.
  - **Wilson, Amrit:** Abdul Rehman Babu

- **Zarina Patel:** Unquiet – The Life and Times of Makhan Singh

\* \* \*



***Information for Social Change***

ISSN 1364-694X <http://www.seapn.org.uk/documents/PD2107-QLPnewsletter.pdf>  
<http://libr.org/isc/>

- **ISC Winter 2006-07** (forthcoming)  
This issue will focus on **the World Social Forum (WSF)**.

\* \* \*

**Quality Leaders Project – Youth**



**QLP News No. 4 (July 2006)**

THE NEWSLETTER FOR THE QUALITY LEADERS PROJECT –  
MANAGEMENT DEVELOPMENT THROUGH SERVICE DEVELOPMENT  
<http://www.seapn.org.uk/documents/PD2107-QLPnewsletter.pdf>

**Youth Ideas & Action**

Nos. 1 – 9 (2005-06)  
<http://www.seapn.org.uk/qlp.html>

**QLP-Y Report No. 4 to the Paul Hamlyn Foundation**

May 2006 – November 2006. Part 1: Main Report; Part 2: Appendices  
(Full report will be available at the QLP website)

**Executive Summary**

A year is not a long time in the life of Local Government. But it is half the lifetime of the QLP-Y Project. The context of rapid changes at the global level and also in Local Authorities in the last 10 years or so provides

opportunities as well as challenges to projects such as QLP-Y which seek to introduce innovation. Such innovation and change need to be seen in their context of almost annual local government re-structures, often accompanied by budget and staff cuts.

The total overhaul of services to children and young people in recent years has seen a major restructure of all local authorities. Similarly, changes that have culminated in the introduction of the Framework of the Future in public libraries have themselves resulted in major service re-think and a deep questioning of the very role of public library services. These developments need to be seen in the broader context of changes associated with corporate globalisation influencing and, in turn, influenced by revolutionary changes in information and communications technology. Changes in the economic and political power at global level provide yet another major shift in world politics, economy, technologies, culture and in the world of ideas. The rapid rise of the BRIC countries (Brazil, Russia, India and China) has seen a shift in the relative power of USA and Europe. Thus China has overtaken Britain as the fourth largest economy in the world.

Such changes are not mere background news for QLP-Y. They provide a very powerful message for change in services to young people if they are to meet the challenges of the 21<sup>st</sup> Century. They also provide tools and incentive for change which makes innovative projects such as QLP-Y not only possible, but essential. Global changes provide a challenge for local services to meet new and unmet needs of young people. At the same time, they create conditions which ensure that change, if relevant and implemented sensitively, will succeed.

An essential requirement for meeting these various challenges is the availability of effective leadership. Such leadership can provide a clear vision and strategy which are essential if the public sector is to meet the rising expectation of citizens awakened to their rights. A key ingredient in bringing about required change is the active involvement of the very people on whose behalf services are provided. Their voice must inform policy decisions. An active partnership of all service providers and communities is yet another essential ingredient for success in local service.

The QLP-Y programme aims to meet these various challenges. It is a complex programme whose ramifications are not always easy to understand. It often demands shifts in thinking and requires acting outside local government boxes. The QLP-Y project was, in many ways, ahead of its time. It emerged in the last years of the 20<sup>th</sup> Century when perhaps its approach and vision were not fully appreciated by many. Yet in the rapidly changing world of today, it provides a useful model that has the potential to meet today's challenges. The QLP-Youth strand provides an important opportunity to test the theories of the "QLP vision" in the social context of four pioneering local authorities: Barnet and Haringey in London, Lincolnshire and Portsmouth. Taken as a whole, these four authorities provide a varied set of needs and conditions – both in terms of

staff development and in developing relevant services to young people. They provide a tough challenge to QLP-Y.

This, the 4<sup>th</sup> Report to the Paul Hamlyn Foundation, provides a record of the achievements of QLP-Y in a relatively limited period of time since implementation started. The past year has seen a slow, but necessary, period of building a foundation for QLP-Y to take off. The period has, at times, been frustrating with its slow developments and apparent inactivity where small initiatives seem not to meet the challenges facing the Project. The current period can be seen as one where QLP-Y starts taking off. It is a period where the small, quantitative changes of the previous period are now leading to important qualitative changes.

Whereas the key concerns in the previous period was internal processes, the key issues now are outcomes. The focus in the previous period was on internal library/youth service matters; this is now shifting to the wider areas of local authorities as a whole. The previous period was involved in providing skills, confidence and a new vision to Quality Leaders and their Teams; it is now focused on young people in the communities. The previous period looked at the library or youth services internally; now the two services are increasingly marching ahead hand in hand and reaching out to other service providers and other Council Departments. New partnerships, formal and informal, are now the norm in all authorities. Small shoots of these significant changes are growing in each authority.

In some cases, young people themselves are providing leadership. This is people power at a very basic level. Such empowerment of young people (and their staff) is at the centre of QLP-Y thinking.

Some evidence of new services being introduced is provided in this Report: Barnet with its youth promotional video; Haringey's creative writers' workshops and the Tottenham Carnival photo documentation project; Lincolnshire's artwork for comic book and Portsmouth's display of painting by young people.

But the QLP-Y is keen to let the evaluation of the QLP-Y be done by independent evaluators who will judge the project and assess its impact on young people, staff and services. Details of the start of this process are provided in this Report.

A key development in the past year has been the visits to authorities by members of the QLP-Y Steering Group. The first round of visits was covered in the last report; this one provides details from the second round. This is a key mechanism to bring the authorities and QLP-Y together face to face, to see life from the other's point of view and to explore new ways of working, thinking and developing. The visits provide a human face to the often abstract and academic world of projects and management theories.

This Report also reflects recent changes in the organisation of QLP-Y itself: a clearer vision and strategic approach, stronger management and

performance management focus and a clearer implementation focus. An important change that is likely to come to fruition in the next reporting period is a new emphasis on policies driving practices. The organisation of this Report itself reflects these important developments in the way chapters are organised. This indicates that the Project itself is learning and developing even as it helps others to learn and develop.

Innovation and change require vision, commitment, resources, risk taking and management support. By signing up to the QLP-Y programme, the four participating authorities committed themselves to the vision and requirements of the Programme. It is to the credit of these authorities that they have maintained their support and commitment to the project. This Report documents the achievement of these authorities, of their Quality Leaders and their QLP Teams.

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## **Ideas and Issues in Social Exclusion**

DEPARTMENT OF APPLIED SOCIAL SCIENCES

No. 1, October 2006

*"Ideas and Issues in Social Exclusion" is an irregular current awareness service which alerts you to new ideas, experiences, reports and developments in social exclusion/inclusion*

To receive an electronic version of **Ideas and Issues in Social Exclusion**, please email: [s.durrani@londonmet.ac.uk](mailto:s.durrani@londonmet.ac.uk).

### **A word from John Gabriel, Head, Department of Applied Social Sciences, London Metropolitan University**

I am delighted to introduce the first of this series of working papers on social exclusion.

It is widely acknowledged that the term social exclusion is not restricted to those on low income but encompasses other factors such as poor housing, low qualifications, ill health and high crime. It is also said that social exclusion helps us grasp the ways in which individuals and groups *become* excluded from opportunities, entitlements and services rather than simply describing those conditions and, finally, the term is meant to encompass a diversity of groups, e.g. women, children and young people at risk, refugees, black and minority ethnic communities.

Answers to the question as to why we should focus on social exclusion are more varied than those simply trying to define it. For some, the goal is community cohesion, since social exclusion leads

to alienation and conflict, even terrorism. However, since the term community cohesion is invariably embedded in a racialised discourse, the object of which is to ensure that we all sign up to the same common language, political and economic values, and fly the same flag on high days and holidays, opinion here is much more divided. An alternative rationale for concern with the concept, and one that finds more support in the Department of Applied Social Sciences, is that social exclusion by definition infringes human rights and leads to greater social inequalities.

Then there is the related but equally contentious debate about who or what is to blame for social exclusion. The focus on dysfunctional families, young mothers, etc is reminiscent of the 'cycle of poverty' arguments in the 1960s which held individuals and families fairly and squarely responsible for their own misfortunes. A much more persuasive set of arguments rests on the view that social factors, beyond the control of individuals and families, are responsible for such outcomes. The fact that there is less consensus around these kinds of question might be because they ultimately rely on values which, according to Kwame Appiah, have been hitherto (and wrongly in his view), considered outside the canon of 'good' social science. (Appiah, 2006)

In his recent lecture on social exclusion (September 2006), the Prime minister identified four groups: looked after children; families with complex problems (e.g. alcohol and drug abuse); teenage pregnancies and mental health patients. He cites a number of social statistics to reinforce the connection between these factors, for example 25% of the prison population is made up of people who have been through the care system (proportionately it should be only 5%). 65% of children with parents in prison go on to offend. And 41% of drug using parents have children who repeat a year at school and people with no qualifications are seven times more likely to be unemployed and five times more likely to be low paid than those with Higher Education qualifications. (Tony Blair, Sept. 2006 to be found at <http://www.pm.gov/output/Page100337.asp>)

These priorities will inform both an action plan and in the latter part of 2006 a government white paper. There is an acknowledgement that the above groups are hard to reach, hence the importance of information which 'can be used to better identify, quantify, and map social exclusion problems' In our department the use of geographic information systems (GIS) software to uncover the local distribution of crime patterns and morbidity rates for particular neighbourhoods are examples of the value of social research in informing specific initiatives aimed at combating social exclusion.

In another extract included below 'Public Space and Social Relations in East London', the authors remind us that intervention may have as much to do with the design of public spaces as support for particular individuals and families. 'The social value of public spaces lay in opportunities for mixing with others and developing local attachment and in memories of places' The quote underlines the importance of space in relationship to identity and by implication the importance of using such spaces to reinvent individual and community identities. The Refugee Community History Project for which the department has provided the training and participated on the steering group (<http://www.evelynoldfield.co.uk/rchp/>) has been organised around interviews with refugees from 15 refugee communities. However, its strength lies not in simply documenting the lives of 150 or so refugees but about the experience of living in London, becoming a Londoner and helping to shape London's history over the last 50 years..

Hence whilst a virtue of social exclusion is, as Norman Ginsburg points out, that it is non specific, there are nevertheless particular groups that are disproportionately excluded and the above examples illustrate the need to identify particular groups at risk or experiencing social exclusion. Another initiative based in the department is the Quality Leader's Project which is targeted at young people and in particular with the aim of increasing their participation in public libraries. Elsewhere in DASS, we have specialist centres including the Refugee Assessment and Guidance Unit and the Child and Woman Abuse Studies Unit looking at the experiences of particular at risk groups.

The focus of debate around social exclusion has tended to be confined to a UK context and whilst Shiraz Durrani confirms its significance within advanced western economies, he also acknowledges that arguably more pressingly is the way it works at a global level. As Elliot reminds us the world's richest three men have assets that exceed the combined GDP of the 48 poorest nations. Insofar as the language of social exclusion is not in common usage outside of the west the focus would need to be on globally understood issues of poverty and inequality, and the processes (forms of global social exclusion?) that underpin them.

The importance attached to values underpins the extract from Shiraz Durrani and Elizabeth Smallwood's paper, 'The professional is political' which reinforces the idea that our understandings, choices and decisions all of which inform practice, are underscored by ethical judgements (back to Appiah's argument). We might use

evidence to evaluate and support different forms of intervention but ultimately these rest on value driven choices throughout.

Across the Department's subject areas- public health, social work, regeneration, community development, social research and evaluation and criminal justice- there exists a shared commitment to social justice and greater equality through evidence based research alongside a student centred curricula. Redressing social exclusion is reflected in some of our principal target groups- children and young people at risk, refugees and BME groups, victims of domestic violence, trade unionists and offenders. Add to this the Department's commitment to inter-professional and inter-agency working, again echoed in the Prime Minister's call to 'liberate professionals to work creatively and (provide) incentives to cooperate across agencies' (op cit: p 3) then the Department could hardly be better placed to offer a powerful response to the challenge of social exclusion.

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**The Network tackling social exclusion in libraries, museums, archives and galleries** – check out their website:

[http://www.seapn.org.uk/network\\_menu.html](http://www.seapn.org.uk/network_menu.html). Contact: John Vincent . [john@nadder.org.uk](mailto:john@nadder.org.uk)

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**Welcome to Your Library Project:** (working with refugees & Asylum seekers). Contact: Helen Carpenter [helen.carpenter@lda.org.uk](mailto:helen.carpenter@lda.org.uk)



## PALIAct in the News

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***Hear No Evil, See No Evil***

The burden of silence  
is a load better not borne.

It is a failing of humanity  
in the chain of cause  
and effects.

When the tide turns,  
choices are a thing of the past  
freedom's the only thing left to give  
We will then not have the chance  
to speak;

There will then be no place to hide  
as the tentacles reach for gold.

There will be no freedom in Americas;  
no liberation in Iraq;  
no complacency in Kenya;  
no democracy in Jordan;  
no trade in China or Japan.

The anger of the masses will  
be tossed this way  
and that.

Turmoil will become a bosom  
friend.  
And grief, a parasite.

Blood will flow  
where children once played.  
The gentle coo of doves,  
replaced by  
angry shrieks from bomber planes.

The deadly birds will  
shed their lethal loads,  
and the resultant craters  
will be the only sanctuary.

*akinyi © Aug 6, 06*  
Nairobi

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<sup>12</sup> "shairi , pl mashairi { English: poem , pl poems }" Source: The Kamusi Project. <http://www.yale.edu/swahili/>.

### ***What's next?***

We are living in serious times  
Global phenomena occurring all the while  
Wars and famine struggle and strife  
People expendable the price of LIFE  
What's next?

Happy go lucky  
No care in the World  
Skylarking  
Free like a BIRD  
What's next?

Apartheid  
South Africa  
After 25 years  
Them free  
Nelson Mandela  
Wiped away enough tears  
The long walk to freedom  
What's next?

A paradise  
Without the vice  
Of racism and oppression  
No equal opps  
Or alcohol pops  
The focus now on being  
As humane as possible  
What's next?

Freedom from skin persecution  
Global warming on the run  
Unity amongst all people  
The HUMAN RACE  
AS ONE

That's what should be next  
So until we arrive and achieve this OBJECT  
What's next?

Raoul Dero  
London. 31/07/06

### **The prophetic voice**

The prophetic voice is not a soothing voice. It is not a complacent voice. It will not tell us what so many would like to hear, that if only we do more of the same all will be well.

...Douglas Roche

***Never ever***

We will never be silent  
sang the Mau Mau.

We will never give up  
even in death  
the fight for what is right  
the fight for our rights.

Cuba stands *imara* for forty years and more  
Venezuela takes destiny in its own hands  
Bolivia joins the march of history  
Nepal shows it is not far behind.

Contras and proxy wars no longer work  
bombs fail to subdue Iraqi liberation  
missiles are turned on oppressors in Lebanon  
Afghans cannot be "pacified"; Palestinians just never give up.

The tide of history turns  
unrecognised, insignificant changes  
portend the demise of the two Bs, making them the has-beens  
grim brothers, indeed.

Who can be silent  
when the silent cry of the dying child  
calls on everyone, everywhere:  
never be silent, never

never, never be silent  
never ever

*shiraz durrani*  
28 August 2006  
London

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**If the truth offends**

'If the truth offends people, it is our job as scientists to offend them.'  
Evolutionary psychologist Satoshi Kanazawa, whose work on IQ and health earned him death threats, maintains that academic freedom to publish research is paramount and insists that the only responsibility scientists have is to the truth.

*The Times Higher Education Supplement.* Friday 15 December 2006



I believe there will ultimately be a clash between the oppressed and those doing the oppressing. I believe that there will be a clash between those who want freedom, justice and equality for everyone and those who want to continue the system of exploitation. I believe that there will be that kind of clash, but I don't think it will be based on the color of the skin.

Malcolm X



**PALIAct**

Progressive African  
Library and Information  
Activists' Group

<http://www.seapn.org.uk/PALIAct-new.html>