

# **Collaboration in International and Comparative Librarianship**

Susmita Chakraborty  
*University of Calcutta, India*

Anup Kumar Das  
*Jawaharlal Nehru University, India*

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# Chapter 13

## Building the Capacity of Librarians through Collaboration: The Experience of the University of Bergen and Makerere University Libraries with their New Partners in the North and South

**Maria G. N. Musoke**  
*Makerere University, Uganda*

**Ane Landoy**  
*University of Bergen Library, Norway*

### ABSTRACT

*This chapter details the collaboration scenario of the University libraries of Makerere University in Uganda and the University of Bergen in Norway for over a decade. This chapter highlights the multiplier effect of the collaboration leading to new partners at the University of Juba in South Sudan, the East African School of Library and Information Science (EASLIS) at Makerere and the Norwegian School of Librarianship. The new partners implemented the Juba University Library Automation Project (JULAP) funded by the Norwegian Ministry of Foreign Affairs. JULAP aimed to rebuild the Juba University Library closed due to 1985 war. The project includes library automation, training and sponsoring young Sudanese for a Bachelor's degree in Librarianship at EASLIS. Staff training is conducted by EASLIS, while the practical component was handled by previously trained Makerere University Library staff. Activities, challenges faced and addressed, achievements and future plans of the project are outlined.*

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## **INTRODUCTION**

Makerere University in Kampala, Uganda and the University of Bergen in Norway have been collaborating for a long time. In 2009, the two universities celebrated ten years of the on-going agreement - a Frame Agreement on research collaboration, scientific competence building, student and staff exchange, and institutional development. The agreement time frame was fifteen years, and is an important element in the strategic work between scientists from the University of Bergen and Makerere University. Collaboration between the two universities would be established in any field of mutual interest and relevance to the objectives of the two universities.

Projects complying with the conditions of the Frame Agreement, are regarded as part of the collaboration, irrespective of financial backing. The collaboration involved the libraries in the two Universities, which is the focus of this chapter.

## **CAPACITY BUILDING IN THE INITIAL COLLABORATION**

The collaboration between the two libraries included support from the University of Bergen Library (UoBL) to various professional activities of Makerere University Library (MakLib), for example: Capacity building of library staff, interlibrary loans, professional support for the retrospective catalogue conversion, and Makerere University's institutional repository - the Uganda Scholarly Digital Library.

Capacity building of MakLib staff included visits to the UoBL for attachments ranging from two weeks to three months to get hands-on training and observe best practices. Between 2001, when the Maklib-UoBL partnership was formalised, and April 2012, fifteen Maklib librarians had visited the UoBL, while five UoBL staff had visited Maklib to conduct training in various aspects of the state-of-the-art academic librarianship.

*Document Delivery Service (DDS)* between the two university libraries was one of the first activities started after Maklib and the UoBL signed a memorandum of understanding in which both libraries identified areas of collaboration as already indicated. One of the objectives of the collaboration was to facilitate Inter Library Lending (ILL) and/or DDS between UoB Science library and Maklib following a framework of International guidelines of ILL. This facilitated access to the UoBL through the online database "BIBSYS". Maklib then got registered as an official user of UoBL and was given an account to freely access the library holdings through BIBSYS. Since January 2002, there were information literacy sessions focusing on e-resources, and Maklib users got introduced to the BIBSYS database. This was specifically for academic staff in the science-based departments. On average, forty requests for DDS were received from one science department between 2002 and 2004. The documents were delivered from the UoBL by fax. On the other hand, Maklib received, on average, five requests for Maklib's local collection materials, which were scanned and sent as e-mail attachments to UoBL (Musoke, 2008). In addition to imparting skills, the service provided access to current literature and greatly reduced Maklib's budget for international commercial DDS. The situation has, however, greatly improved as Maklib subscribes to over 20,000 full text journal titles since 2009.

In 2003, Maklib procured a Virtua-Integrated Library System (ILS) including an Oracle server, and started the long process of converting the manual records. In 2005, a team from the UoBL provided the very needed professional support to Maklib to handle the retrospective records conversion. This included a well spelt out workplan mutually agreed upon by Maklib and UoBL. For example, using the shelf-list (had over 100,000 cards) in the Main library, control the cards against the shelf, define a catalogue status "conv" in Virtua Integrated Library system, entering the records in "MARC-light", revise the proof-reading rou-

tines, upgrade the card production process, data import from Virtua to CardMaster, pilot project on the Serials Control module, etc. A strategy was also put in place, namely: establish a Retrospective conversion project steering committee, set up a project team - build the team – find the right people – train them, set a reference group, identify suitable facilities in the library for the project, develop a conversion manual, provide information, e.g. by developing a web page for the project (intranet). By 2011, all of the records had been converted. Library users had access to over 432,000 bibliographic items/records online representing over 360,000 titles (of books, monographs, microfilms, CDs, etc). There were also 12,412 periodical holdings in the system. Retrospective records conversion was achieved because of the skilled and dedicated Maklib staff, and through the collaboration with UoBL and funding from NORAD, Sida, Carnegie Corporation of New York and Makerere University.

The change from the wooden catalogue boxes to OPAC terminals has been described as ‘transformation’ by library users, visiting librarians and scholars. This has been one of the greatest benefits of ICTs to the Library, Makerere and the world at large, in that it is enabling access to the Library collection online, availed at <http://libis.mak.ac.ug:8000/cgi-bin/gw-46-4-2/chameleon>. This has revolutionised access to library resources as library users no longer have to come to the library physically to find out what is available. The online library catalogue is just a click of a button away even from upcountry locations, where Internet access is possible. The onsite library users have grown accustomed to this electronic service and the OPAC (Online Public Access Catalogue) terminals are occupied throughout the day.

In 2006, Maklib named its OPAC MakULA (Makerere University Library Access); the word ‘makula’ means a gift or something splendid in one of the Ugandan local languages. Maklib endeavours to maintain a ‘splendid’ catalogue as a ‘gift’ to its users. A paper evaluating the use of

MakULA was presented at the international conference on Qualitative and Quantitative Methods in Libraries (QQML) in May 2011 at Athens. One of the Maklib librarians is doing doctoral research on this topic.

Recently, six University Libraries in Nigeria and one in Ghana joined Maklib in using the Virtua Integrated Library System. Maklib staff have shared their experiences with these University libraries through training.

The collaboration with UoBL expanded in 2005 to include a digitisation project initially for Maklib local materials to increase their access. This was the beginning of a digital institutional repository, named, The Uganda Scholarly Digital Library (USDL) running on DSpace. The project initially focused on sciences, but after the pilot phase in 2006/7, it was extended to other disciplines. A pilot phase of one year was proposed to enable Maklib staff to gain experience in digitising, processing and making available research results in a digital archive. This was the same year the UoBL was implementing the DSpace software for its Institutional Repository, The Bergen Open Research Archive (BORA). In addition to supporting the Retrospective records conversion, librarians from UoBL assisted Maklib in the planning of USDL during their 2005 visit. A digitization project plan was drawn, which included the training of Maklib staff. Training in DSpace and hands-on scanning was done, during the visit, as well as the first attempt to upload the digital documents to a DSpace-server that was set up in Bergen. There were, however, initial problems probably due to the low bandwidth at Makerere. To address this problem, a DSpace server was set up at Makerere University. The electronic publishing group at UoBL sent technical information and installation manuals to the USDL project at Makerere and with not much more support from UoB, the USDL project succeeded in setting up a USDL server at Makerere. More training was done when two Maklib staff had an attachment at the UoBL for 2-3 weeks. By September 2012,

over two thousand six hundred (2600) full text records had been archived in DSpace for access on the USDL site. However, some of this content (especially theses) had access limits due to the rights of authors to consent when their theses would be fully accessible.

In addition to building the capacity of librarians to manage an institutional repository in a low bandwidth environment, digitising Makerere University's research output has increased Makerere University's visibility on the web by contributing the highest number of rich text files. This has continually improved the webometrics ranking of Makerere University. USDL is another example of the fruits of the collaboration between Maklib and UoBL.

A Ugandan Music digital archive was set up for the first time in 2006, although Makerere University's department of Music had been in existence for long. Maklib and the UoBL both worked with their respective Music departments and researchers. The UoB Music librarian visited Makerere and trained the Maklib Music librarian. The Maklib Music librarian and archivist both visited the UoBL for training. After setting up the archive, Maklib continued to work closely with Makerere University's Dr Nanyonga Tamusuza, an Associate Professor of Music, who supported the development of the archive in many ways. This continued to build the capacity of the Maklib archivist and music librarian, who work with the Maklib USDL team and cataloguers to make the digitised music available in DSpace as well as making it searchable in Maklib catalogue.

Since January 2011, the Music archive upgraded to a newer version of Dspace that encompasses the various fields of the music collection at <http://dspace3.mak.ac.ug> to make it visible on the web. By September 2012, the archive had over 3,000 audio recordings, over 1500 digital songs of 1940's and 1950's, over 2,000 video recordings, and over 2,000 photographs of music activities. The archive includes Klaus Wachsmann and Peter

Cooke's collection which were repatriated from the British sound Library.

Through collaboration and development support, Maklib staff have written papers and presented at international conferences. Some of the papers supported by the UoBL collaboration include: Akiteng & Musoke (2010), Musoke (2010), Kigongo-Bukenya & Musoke (2011). Others get short attachments to well resourced libraries to learn new skills as already indicated. The practice at Maklib is that on return, every librarian, who attended a conference, got training, etc, makes a presentation to professional librarians indicating what s/he learnt during the conference/training and how s/he is going to apply what s/he learned to library work. After the dissemination sessions, further sessions are conducted for those who would like more in-depth information or hands on, while the implementation process starts. Maklib has gained a lot from these sessions.

In all the above activities, Makerere University librarians have gained the knowledge and skills needed to implement automated projects. The knowledge and skills have been acquired over a period of time from various collaborations with librarians in the North (Dewey, 2006; Ford & Schnuer, 2006; Musoke, 2008; Kigongo & Musoke, 2011) and support from Norad, Sida, Carnegie Corporation of New York and other Development partners. The acquired knowledge and skills, through continuous professional development, have been enhanced by the hands-on practice that has resulted into 'champions' at MakLib. This has had a multiplier effect as the multi-skilled librarians have trained others within and outside Uganda; for example: Juba Library Automation Project (JULAP) in South Sudan, Sokoine University library Digitisation project in Tanzania, University of Winneba Library in Ghana and the six Nigerian University libraries using Virtua Integrated Library System (Musoke, 2010).

Some of the lessons learned in the past ten years are: Automation is never a completed activity because of the rapid advances in IT developments.

Librarians, therefore, have to keep updating their knowledge and skills. Capacity building of librarians is not only important to the implementation of ICT library projects and activities, but also to the sustainability of the projects as the skills and knowledge acquired take the process forward and are shared with others (Musoke, 2010). These lessons were important as they informed the subsequent phases of the collaboration.

## **GROWTH OF THE COLLABORATION BEYOND THE INITIAL TWO INSTITUTIONS**

This section highlights the subsequent collaboration involving the initial two institutions (Maklib and the UoBL) as well as a new partner in the North and two in the South, the activities, the challenges faced and how they were addressed, and the achievements of the new collaboration.

### **The Growing Collaboration**

The Norwegian University Cooperation Programme for Capacity Development in Sudan (NUCOOP) aims to fund collaboration between institutions of higher education in Norway and Sudan. This is a follow-up to the Comprehensive Peace Agreement between the warring parties in Sudan, where the Norwegian Government set aside funding for Sudan, especially geared towards rebuilding the South. When the NUCOOP announced the funding of collaborative projects, the Juba University officials contacted the UoBL for a joint project. As the UoBL already had collaboration with Maklib, it was deemed necessary to build on the existing network in order for the project to be successful. The new project, named, Juba University Library Automation Project (JULAP), focused on the automation of the library and the training of the library staff. As the project had an academic training component, it was

necessary to include the East African School of Library and Information Science (EASLIS) at Makerere University and the Norwegian School of Librarianship at the former Oslo University College<sup>1</sup>; in this chapter, the “old” name (Oslo University College) is used because that is what is in all project documents.

### **Aims and Objectives of JULAP**

JULAP aimed at establishing a computerised library to facilitate access to books, periodicals and other academic information resources.

The objectives were to:

- Set up a modern university library, with scholarly literature in the form of relevant books, journals and reference works, both printed and electronic.
- Enhance ICT infrastructure: computers, Local Area Network (LAN), etc, for staff and patrons; software for cataloguing, circulation and repository.
- Sustain the project by building the capacity of Juba library staff through training.

### **Project Design and Activities**

One of the first tasks was to meet all the partners to make an assessment of existing library collections and services in Juba, and this was done in February 2008. All partners were represented. The meeting took note of the facilities and the existing infrastructure, as well as the printed collections. The existing catalogue was card-based; hence, the main activity of this project was related to the development of an electronic library system. After the initial meeting, periodic meetings were held to plan, monitor and evaluate the implementation of the project.

The project consisted of the following activities that were planned to be completed in a period of four years:

1. **Meetings:** Periodic meetings in Sudan, Norway and Uganda: The project partners met, discussed and planned the implementation of the new and modern library. From the very first meeting, it became clear that the differences between running a library in Norway, Uganda and South Sudan were many, with very different levels of staff competence and knowledge, as well as in degree of functioning of the university itself. The meetings were also used to visit other libraries in Bergen and Uganda.
2. **Short training visits to Norway and Kampala for the staff of University of Juba Library and the BLIS-students at Makerere, and for some of the Makerere partners:** The training was mainly in cataloguing in the Koha library system and in other aspects of the digital library services.
3. **Training of library staff on computer applications and modern reference cataloguing and classification systems by Maklib:** The first training sessions had to focus on basic computer applications, a topic that was supposed to have been covered in Juba before the training at Makerere. EASLIS did some theoretical teaching in LIS for the University of Juba staff.
4. **Classification:** Application of an internationally recognized classification scheme that was compatible with the available stock of references was done.
5. **Cataloguing:** By the time of writing this chapter, the retrospective records conversion of the existing over 30.000 books in manual catalogue, and the cataloguing of new books were ongoing.
6. **Establishment of a computer network:** Computers and a Local Area Network were installed for both librarians and library users to facilitate access to the Internet. However, the cost of bandwidth was very high in South Sudan, which made it difficult to maintain a proper library website and/or link to the free online resources that the University of Juba had permission to use e.g. JStore and Research4Life.
7. **Installation of a library system software, and training of library staff on its applications:** An open source library system, Koha, which the OUC team knew from their work with a library in Nairobi, was chosen to be used at the University of Juba Library. Consequently, library staff were trained in using Koha for book cataloguing. This also led to new competencies in Bergen and Makerere, benefiting among others students of EASLIS.
8. **Monitoring, evaluation and dissemination of the activities and results:** In addition to the monitoring activities in and between the meetings, the project partners disseminated the activities and results at different fora and formats. The International Federation of Library Associations (IFLA), has an annual global conference with satellite meetings, and the JULAP project activities and results were disseminated in the appropriate sessions. JULAP has also been disseminated at the library meetings in Sudan and the larger East African region. After the EdLib project was established, meetings and dissemination of both projects were carried out (Kigongo-Bukenya & Musoke, 2011; Landoy & Musoke, 2009).

Details of the project activities are available at the website ([julap.uib.no](http://julap.uib.no)).

## **CHALLENGES AND HOW THEY WERE ADDRESSED**

This section outlines some of the challenges faced in the project implementation, and how they were addressed.

1. The level of competence of the Juba University Library staff was much lower than anticipated. Consequently, the practical training of the Juba library staff was expanded and extended to last longer than initially planned. Furthermore, the need for training of library staff also led to the EdLib-project which includes all the university libraries in South Sudan (more about Edlib project ahead).
  2. The aftermath of the war and its effects on the administration of the Juba University slowed down the pace of the project implementation. This was difficult to overcome, but the project team continued to discuss the way forward with the University administration.
  3. The high cost and scarcity of commodities in South Sudan meant that the original budget had to be adjusted accordingly.
  4. Identifying people who qualify for university education, especially women was a problem. This had and will continue to be addressed in the recruitment process of Juba University. Furthermore, the EdLib-project was designed with a specific focus of training women from South Sudan.
  5. Initially, both the North and South partners had limited knowledge about the actual situation of libraries and librarians in South Sudan. This was one of the reasons why the EdLib project started with a situation analysis and extended research to document what was on the ground.
- namely, JULAP and EdLib, which received funding and were being implemented by the time of writing this chapter.
2. Some of the specific achievements of the initial collaboration include building the skills and imparting knowledge of librarians which, among other things, enabled Maklib to implement its automation activities and to pass on the skills to other libraries in Uganda, Ghana, Tanzania, Nigeria and South Sudan.
  3. Furthermore, the University of Juba Library staff received training after a period of 21 years. There was, therefore, a dire need for updating knowledge and imparting new skills for the librarians to be able to function as a modern academic library for an ambitious university, and to implement the JULAP objectives of automating the library functions. The project meant that the library recruits more staff and this was done. Several training sessions were conducted, mainly for the staff already working in the library. The training included longer sessions at Makerere, by both Maklib and EASLIS, and sessions at Juba where the trainers came from Uganda or Norway. In addition to the on-the-job training of the existing library staff at Juba, the project sponsored two students for a Bachelor's Degree in Library and Information Science (LIS) at Makerere University, one for a Diploma course in LIS and two for a Master's degree in LIS. By the time of writing this chapter, all the students had completed their studies and were working at the University of Juba Library, which was a great relief and boost to the library professional staffing levels.
  4. The JULAP, among other things, set up the first computer laboratory in the Juba University Library for staff and students. The renovation of the library building, the acquisition of books, and free subscription from Proquest for one year are also worth noting. The library was extended and better equipped, both with books and computers

## **Achievements of the Collaboration**

By 2012, the following had been achieved:

1. Sustaining the collaboration beyond the first agreement is one of the major achievements. The sustained collaboration has led to the expansion into more partners both in the North and the South. After the initial agreement between Maklib and UoBL, there were two new projects focusing on South Sudan,

- for the students and other library users. The books were catalogued using the Koha electronic library system. The JULAP duration was from 2007-2012.
5. The Oslo University College introduced an open source library system called Koha to Ugandan and South Sudanese libraries through the JULAP. Training of trainers was conducted and the trainers were already running various training sessions in Uganda. The Koha system generated interest beyond Uganda and South Sudan.
  6. The JULAP also initiated the cooperation between EASLIS and the OUC, and this led, among other things, to the enrichment of the curriculum and teaching. For example, the open source electronic library system, Koha, is one of the systems EASLIS uses to teach cataloguing to its BLIS students since 2010/2011.
  7. The collaboration and implementation of JULAP also led to two other NUCOOP - supported projects involving more partners. The first one was called ‘Educating librarians for the future’ – (Edlib), and aimed at training library staff from all the three South Sudanese University libraries between 2008 and 2013. However, due to internal issues beyond the control of project partners, the third University library did not participate in EdLib. Only two did, and they are: Juba and Bahrel Ghasal University libraries. The main focus was on training librarians, especially women. The project started by conducting research about the educational situation in South Sudan with a focus on women. The research results enabled the project partners to plan the training better. Another important feature of the EdLib-project was the part it played in revitalizing the LIS education in the University of Juba, College of Rural studies, where a new curriculum was designed using the experience from the

previous projects, and under the guidance of the Makerere University colleagues.

During the implementation of the Edlib project, it was deemed necessary to set up a Library and Information Science Training Centre (LIST-C) where the LIS studies would have easy access to reading space, computer laboratories and lecture rooms. The project partners applied for funding and were successful. The centre was opened in January 2012, and the project came to an end.

## **UNIQUENESS OF THE COLLABORATION**

The section below outlines some of the unique features of the collaboration particularly for LIS education in developing countries.

### **More than Two Institutions**

As already indicated, the original collaboration consisted of two institutions, namely Maklib and UoBL. The extended collaboration consisted of five equal partners, each with a specified responsibility in the project. The UoBL and Juba University were the two main coordinating units, in the North and South respectively, and had the overall responsibility for planning, administration and reporting. The OUC dealt mainly with Koha, the open source library system, its implementation and training of trainers, while EASLIS did the training of theoretical and traditional library science, in close cooperation with Maklib. Maklib further provided the actual practical on-the-job training and support to the everyday running of the University library in Juba/South Sudan.

### **Practitioners and Educators**

The initial collaboration focused on continued professional development of practicing librarians at Maklib, while the subsequent collaboration

focused on both the professional development of practicing librarians as well as the academic training of librarians at Diploma, Bachelors and Masters degree levels. This is unique as most collaborations usually focus on either. A combination of the two was beneficial as it kept feeding into the other. The practicing librarians at the University of Bergen trained the MakLib librarians, who also trained the Juba Library staff. It is expected that the new graduates and trainees (from Juba) will share the newly acquired knowledge and skills with others.

The LIS educators (EASLIS and OUC) relied heavily on the practitioners (UoBL and Maklib) in this project because for the library activities in Juba to be sustained after the project is over, the Juba library staff needed to learn the practical running of the University library.

### **Multiplier Effect**

#### **South-South Collaboration**

The skills and knowledge gained by Maklib staff in the initial collaboration kept being passed on or shared in the South-South collaboration. The benefits of the South-South collaboration need not be overemphasized. It was far more practical for the Juba library staff to travel to Kampala, Uganda, one hour away on the plane, than to Norway which is nine hours away. It was also less expensive, which meant that the project got more training out of each Norwegian Krone. Furthermore, the culture and environment was much more similar, opening for a better learning experience and sustainable support.

#### **EdLib: From Juba to all of South Sudan**

One of the first experiences of the JULAP team was that the need for capacity building was far greater than was originally anticipated. This was true for all the three university libraries in South Sudan; therefore, the JULAP partners agreed to submit

an application to NUCOOP for a new, capacity building project called EdLib. Consequently, the two other South Sudanese university libraries were invited to participate, including their existing Norwegian NUCOOP partners as a support- and contact group.

#### **LATINA (Learning and Teaching in a Digital World)**

The short course was developed by the LATINA Lab at Oslo and Akershus University College of Applied Science (HiOA). It is a mix of presentations, discussions and hands-on work with computers and audio-visual equipment. The LATINA approach is student/group centred and mainly composed of production activities. LATINA Lab generally uses software that is free and widely used. The course explores how single and multi-touch technologies like smart phones and pads can be used in learning and teaching.

As part of the collaboration activities in 2009, Maklib University Librarian visited Oslo and the LATINA/Lab where a demonstration of the LATINA/Lab was conducted. Having been introduced to the LATINA concept, Maklib decided to send its staff to attend the Summer Course at Oslo University College (OUC) in 2009 and 2010. Four librarians from Maklib attended the Summer School and these provided the backbone for introducing LATINA in Africa.

Maklib in partnership with Oslo University College conducted the LATINA course in Africa for the first time in June 2012. The aim of the course was to build capacity at Maklib and other participating institutions to facilitate similar training at respective institutions in future. The course introduced participants to new approaches to teaching, learning and librarianship. The course started with three online lectures on May 16, May 23 and May 30, combined with introductory readings and assignments. The on-site training began with one day training for the Library Executives on 15<sup>th</sup> June 2012 with twenty four participants

from the Consortium of Uganda University Libraries (CUUL). LATINA for Executives is a brief introduction for Library Directors who are not able to take the full programme. This is aimed at sensitising policy-makers about the change in pedagogy and importance of digital technologies in study, teaching and research. The one-day course is intensive, practical, group-oriented, and production-oriented. The main LATINA started on June 18<sup>th</sup> to 29 June, 2012 in the New Library Building Extension drawing participants from Kenya, South Sudan, Tanzania and Uganda.

The LATINA Africa course would not have been a success without the generous support of Springer-Verlag, INASP and the UoBL. Maklib deeply appreciates the willingness to support its mission, “to meet the study, teaching, research and outreach information needs for sustainable development. Springer-Verlag provided a grant for the acquisition of the state-of-the art equipment. The UoBL provided funds for the Norwegian facilitators, and through the collaboration projects sponsored five participants from South Sudan. INASP sponsored five participants from Kenya and Tanzania.

The LATINA course has been instrumental in building capacity in digital librarianship. Skills acquired by librarians who attended the LATINA training in Oslo have been applied in library activities and programmes. For example, continuous updating of the Maklib Album in Picasa, User education slides, and created the OPAC video tutorial in YouTube. Most interesting was a photo story generated from the pictures of branch Libraries that was uploaded on youtube.com.

LATINA Africa 2012 was a success and it is hoped that the skills imparted will be used by the participants to impact on their libraries and parent organisations. The LATINA Alumni are expected to apply skills acquired in their home institutions. A one day follow-up seminar will be held in February, 2013 to share experiences. Next LATINA will be conducted at Maklib in June 2013.

## **CONCLUSION**

One of the lessons learned was that capacity building of library staff is key to the sustainability of automated library projects in Sub-Saharan African University libraries. This is important as the knowledge and skills gained are passed on to others in the South to South collaboration which is more cost effective and has a multiplier effect.

Previous phases of collaboration focused, among other things, on continued professional development of practicing librarians as well as academic training. There will be more collaboration/networking/partnership in line with the NUFU February 2009 meeting recommendations to “increase South-South-North institutional partnerships”, particularly the section on increasing access and use of information in Higher education and research where libraries play a key role. With such support, the future of South-South-North collaboration seems to be bright. Activities will continue with implementing the on-going projects as well as writing more proposals and implementing forthcoming projects to advance the collaboration even further.

Although most collaboration usually involves two institutions, this chapter has highlighted the growth of the collaboration from two to over five institutions, and its continued growth. The audience/readers of this chapter are, therefore, encouraged to learn from this experience and replicate it to be able to build the capacity of librarians through collaboration as well as building the synergies between practitioners (the librarians) and educators (the academics in LIS schools).

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## **ENDNOTES**

<sup>1</sup> From August 2011, Oslo and Akershus University College of Applied Sciences joined.