Information Service to Target Groups

LIS 227

University of Ibadan Distance Learning Centre
Open and Distance Learning Course Series Development

General Editor: Prof. Bayo Okunade

Vice-Chancellor's Message

The Distance Learning Centre is building on a solid tradition of over two decades of service in the provision of External Studies Programme and now Distance Learning Education in Nigeria and beyond. The Distance Learning mode to which we are committed is providing access to many deserving Nigerians in having access to higher education especially those who by the nature of their engagement do not have the luxury of full time education. Recently, it is contributing in no small measure to providing places for teeming Nigerian youths who for one reason or the other could not get admission into the conventional universities.

These course materials have been written by writers specially trained in ODL course delivery. The writers have made great efforts to provide up to date information, knowledge and skills in the different disciplines and ensure that the materials are user-friendly.

In addition to provision of course materials in print and e-format, a lot of Information Technology input has also gone into the deployment of course materials. Most of them can be downloaded from the DLC website and are available in audio format which you can also download into your mobile phones, IPod, MP3 among other devices to allow you listen to the audio study sessions. Some of the study session materials have been scripted and are being broadcast on the university's Diamond Radio FM 101.1, while others have been delivered and captured in audio-visual format in a classroom environment for use by our students. Detailed information on availability and access is available on the website. We will continue in our efforts to provide and review course materials for our courses.

However, for you to take advantage of these formats, you will need to improve on your I.T. skills and develop requisite distance learning Culture. It is well known that, for efficient and effective provision of Distance learning education, availability of appropriate and relevant course materials is a *sine qua non*. So also, is the availability of multiple plat form for the convenience of our students. It is in fulfilment of this, that series of course materials are being written to enable our students study at their own pace and convenience.

It is our hope that you will put these course materials to the best use.

Prof. Abel Idowu Olayinka

Vice-Chancellor

Foreword

As part of its vision of providing education for "Liberty and Development" for Nigerians and the International Community, the University of Ibadan, Distance Learning Centre has recently embarked on a vigorous repositioning agenda which aimed at embracing a holistic and all encompassing approach to the delivery of its Open Distance Learning (ODL) programmes. Thus we are committed to global best practices in distance learning provision. Apart from providing an efficient administrative and academic support for our students, we are committed to providing educational resource materials for the use of our students. We are convinced that, without an up-to-date, learner-friendly and distance learning compliant course materials, there cannot be any basis to lay claim to being a provider of distance learning education. Indeed, availability of appropriate course materials in multiple formats is the hub of any distance learning provision worldwide.

In view of the above, we are vigorously pursuing as a matter of priority, the provision of credible, learner-friendly and interactive course materials for all our courses. We commissioned the authoring of, and review of course materials to teams of experts and their outputs were subjected to rigorous peer review to ensure standard. The approach not only emphasizes cognitive knowledge, but also skills and humane values which are at the core of education, even in an ICT age.

The development of the materials which is on-going also had input from experienced editors and illustrators who have ensured that they are accurate, current and learner-friendly. They are specially written with distance learners in mind. This is very important because, distance learning involves non-residential students who can often feel isolated from the community of learners.

It is important to note that, for a distance learner to excel there is the need to source and read relevant materials apart from this course material. Therefore, adequate supplementary reading materials as well as other information sources are suggested in the course materials.

Apart from the responsibility for you to read this course material with others, you are also advised to seek assistance from your course facilitators especially academic advisors during your study even before the interactive session which is by design for revision. Your academic advisors will assist you using convenient technology including Google Hang Out, You Tube, Talk Fusion, etc. but you have to take advantage of these. It is also going to be of immense advantage if you complete assignments as at when due so as to have necessary feedbacks as a guide.
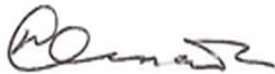
The implication of the above is that, a distance learner has a responsibility to develop requisite distance learning culture which includes diligent and disciplined self-study, seeking available administrative and academic support and acquisition of basic information technology skills. This is why you are encouraged to develop your computer

skills by availing yourself the opportunity of training that the Centre's provide and put these into use.

In conclusion, it is envisaged that the course materials would also be useful for the regular students of tertiary institutions in Nigeria who are faced with a dearth of high quality textbooks. We are therefore, delighted to present these titles to both our distance learning students and the university's regular students. We are confident that the materials will be an invaluable resource to all.

We would like to thank all our authors, reviewers and production staff for the high quality of work.

Best wishes.

Prof. Bayo Okunade

Director, DLC

Course Development Team

Content Authoring	Akinbo Olaide
Content Editor	Prof. Remi Raji-Oyelade
Production Editor	Ogundele Olumuyiwa Caleb
Learning Design/Assessment Authoring	SkulPortal Technology
Managing Editor	Ogunmefun Oladele Abiodun
General Editor	Prof. Bayo Okunade

Table of Contents

15

Study Session 1: Overview of Information Services

Introduction

Information has been observed as knowledge communicated to the recipient. It may also be seen as a processed data into a meaningful form that is understood by the user. Information service can be viewed as messages, opinions facts, ideas, symbols, signals, images and processed data that are capable of increasing knowledge.

In this study session, you will learn about information services, criteria for evaluating quality of good information to users and factors that lead to information services and demand.

Learning Outcomes of the Study Session 1:

After studying this session, you should be able to:

1.1 Discuss the overview of information services.

1.2 Highlight criteria for evaluating quality of good information to users.

1.3Describe factors that lead to information services and demand.

1.1: Overview of Information Services (Library)

Globally, many kinds of libraries have been developed to meet the needs of specific group of users; these include school, public, special and academic libraries. However, the perception of the library by the users will determine the use of its resources and services. The library is the heart of the intellectual system of the university. It is also established to support learning, teaching and research programmes in all academic environments.

Over and above providing a suitable atmosphere for reading and consulting relevant facts and data, the library also offers a variety of facilities and services to enable readers make optimal use of the library resources (**Tella** et al, 2008).

The fundamental aim of libraries is to provide timely, accurate, pertinent, and reliable information for their users. Librarians are devoted to improving access to information, and satisfying the user is paramount. There is a growing recognition that library services are an integral part of national socioeconomic development and improvement of the general quality of life.

Figure 1.1: *The Library*

Source:*https://sp.yimg.com/xj/th?id=OIP.M190fd68bd1380f6c4e7f4938e9f98369H0&pi d=15.1&P=0&w=300&h=300*

Libraries in Nigeria are part of Government, in terms of administration and budget procedures. The establishment of libraries in Nigeria irrespective of the type, however, has been mostly limited to urban areas. In Nigeria, majority of the population lives in remote areas. That has resulted in illiteracy and ignorance among people in rural areas.

The library is primarily set up to acquire, organize, store, and make accessible to the users, within the quickest possible time, all forms of information materials which they require. The library can have an important role in the advancement of knowledge. This role can be effectively carried out with well-structured and well planned library services. Library services, including the packaging and repackaging of information, have been provided in Nigeria for many decades.

In Text Question

The library is the heart of the intellectual system of the university. True/False

True

1.1.1 Information Services Provided in the Library

Popoola (2007) defined information as that which reduces the user's level of uncertainty in a particular decision-making. Thus, there is often the need for the target groups to obtain timely and relevant information. Information organizes and distributes all expression of knowledge and free information service is the foundation of democracy, citizenship, economic and social development, scholarship as well as education in a progressive society.

Therefore, the information services provided in the library include the following;

1. **Outreach programmes:** These are organized to meet the information needs of the target group. The objectives are awareness of library and information resources, and the creation of a reading habit among them. Library outreach services are a new way to distribute library services across a large population who cannot make it to the walls of the library. A well planned library outreach programme can improve the quality of life of the target groups.

2. **Information and referral services:** Information and referral services guide people to sources of information and to agencies capable of handling problems or questions. Libraries participating in information and referral services generally have a referral network and calendar of community events. Libraries are at the forefront in providing information and referral services especially to the target groups.

3. **Library services to children:** Children need the library for lifelong education in consonance with the national education policy. In some parts of Nigeria, children first meet books in schools, and have limited access to books at home and in the community. Extending library services to children is essential for universal basic education to succeed.

4. **Selective dissemination of information:** To effectively render SDI service, the librarian must have a profile of the client. When the information needs of the target groups are identified, such service will be relevant to them.
5. **Bookmobile services:** These could take the form of using vans to distribute reading materials to prisons, hospitals, for children, and reference services.

6. **Current awareness services:** It is part of the library services to provide current awareness services to the clientele.

Other information services available to users in the library include: answering readers' questions, instruction on the use of library materials, readers' advisory services, inter library loan services, photocopying facility, library publications, exhibition and display

In Text Question
………. reduces a user's level of uncertainty in a particular decision-making?
a. Library
b. Information
c. Bookmobile
d. All of the above

In Text Answer
b. Information

1.2: Criteria for Evaluating the Quality of Information to the Users

The value of information can be determined when information is looked from the angles of production of service. The idea of information is centered on utility theory. When information is of high value, they are highly demanded and used by users (target groups). They are interested in that information that satisfy their needs and give them maximum output.

It is therefore pertinent that libraries should know and give value to their information services when planning to make provision to information services. Some of the checklists that are needed to measure information services include:

1. **Unbiasness**: It is necessary to check whether information is free from errors when it is to be made available to the users. Unbiased information aids planning, and decision making of the users.

2. **Recency**: Information is more useful when it is recent. Therefore in providing information services, one must consider the recency. Latest information on a particular issue can be and will be useful for any purpose.

3. **Timeliness**: This is very vital in the solution of information related problems, including decision making. Untimely information may be unhelpful.

4. **Origin:** The source of information must be considered before information is passed to the users to meet their needs. Information from doubtful sources should be ignored in favour of authentic information because authenticity is important in information services and use.

5. **Authority**: This explains authorship of the information which may include professionals in different disciplines.

6. **Relativity**: This deals with the time period when information may be useful. Information useful at a certain time might not be useful at another time.

7. **Frequency**: This deals with the period of time when certain types of information are published. E.g. journals, newspapers, or magazine. It can be daily, weekly, monthly, annually, biannually or quarterly.

8. **Relevance**: This has to do with its usefulness to a target group. Information relevant to one group might not be relevant to another group or organization.

9. **Efficiency**: If information is to satisfy the needs of users in humanities, it must be sufficient to reduce the uncertainty and for them to form sound judgment. It must be full of necessary data that will satisfy the information need of the target groups.

10. **Being up to date**: Information must be up-to-date, new ideas, knowledge and concepts must be added to old ideas, and old ideas must be removed out of the system. E.g. new editions of information materials should be preferred to the old ones. As knowledge is not static, information users need new things.

11. **Format**: Information materials come in various formats: textbooks, references books, maps, manuscripts records, abstracts, indexes etc. The format of information is important to the users. The book the user wants information from may be in one formation or the other. Every institution should aspire to acquire information in diverse units to meet users' needs.

In Text Question

Which of the following are correct about information?

a. The value of information can be determined from the angles of production of service.

b. Information is centered on utility theory.

c. Information is of high value

d. All of the above

d. All of the above

1.3: Factors that Lead To Information Services and Demand

The following are factors that lead to information services and demand:

1. **Research**: The demand may be made as a result of research activity undertaken by users. Information service available to a research determines the success and failure of such endeavour.

2. **Education**: Education requires information which helps to understand the need for sound and qualitative education and increase the demand for the use of information.

3. **Job performance**: The nature of job an information seeker performs dictates the quality and volume of information he/she requires. Job performance enables information provider to know and understand the characteristics of information seekers so that he/she will be in better position to provide the seeker with relevant information sources to satisfy the information need.

4. **Leisure/recreation**: Information on news from radio or television increases the awareness of people about their society and environment.

5. **Problem solving**: Problems faced by individuals in the society include ill-health, unemployment, divorce, accommodation in the urban cities, and the likes. Information is needed to solve these aforementioned problems.

6. **Awareness**: Information is needed to keep abreast of events happening all over. Awareness of one's environment demands that one has contact information available to him/her.

7. **Examination**: Examination requirement leads to information services and use of information. Students, either young or old who engage in one examination or the other require information pertaining to time and venue of the examination, nature of invigilation, types of writing materials to be used, etc.

The importance of knowing the information needs and the way users (target groups) go about seeking for such information from libraries arise from the necessity of libraries to satisfy such needs and to equally provide effective assistance to them as regards information retrieval.

In Text Question

Which of the following is not a factor that leads to information services and demand?
   a. Education
   b. Job performance
   c. Problem solving
   d. Frequency

In Text Answer

   d. Frequency

Summary of the Study Session 1

In Study Session 1, you have learnt that:
   1. The library is the heart of the intellectual system of the university. It is established to support learning, teaching and research programmes in all academic environments.
   2. The value of information can be determined when information is looked from the angles of production of service.
   3. The idea of information is centered on utility theory.
   4. The importance of knowing the information needs and the way users (target groups) go about seeking for such information from libraries arise from the necessity of libraries to satisfy such needs and to equally provide effective assistance to them as regards information retrieval.

Self-Assessment Questions

Now that you have completed this study session, you can assess how well you have achieved its Learning outcomes by answering the following questions. Write your answers in your study Diary and discuss them with your Tutor at the next! Support

meeting. You can check your answers with the Notes on the Self-Assessment questions at the end of this Module.

SAQ 1.1 (Tests Learning Outcomes 1.1)

1. What do you understand by information services?
2. Highlight the various information services provided by the library?

SAQ 1.2 (Tests Learning Outcomes 1.2)

Explain any five criteria for evaluating qualities of good information to users?

SAQ 1.3 (Tests Learning Outcomes 1.3)

List and explain four factors that lead to information services and demand.

Notes on Study Session 1

SAQ 1.1

Information is that which reduces the user's level of uncertainty in a particular decision-making.

The information services provided in the library include the following;

1. Outreach programmes
2. Information and referral services.
3. Library services to children
4. Selective dissemination of information
5. Bookmobile services
6. Current awareness services

SAQ 1.2

The criteria for evaluating qualities of good information to users are as follows:

1. **Unbiasness**: It is necessary to check whether information is free from errors when it is to be made available to the users.
2. **Recency**: Information is more useful when it is recent. Therefore in providing information services, one must consider the recency. Latest information on a particular issue can be and will be useful for any purpose.
3. **Timeliness**: This is very vital in the solution of information related problems, including decision making. Untimely information may be unhelpful.

4. **Origin:** The source of information must be considered before information is passed to the users to meet their needs. Information from doubtful source**s** should be ignored in favour of authentic information because authenticity is important in information services and use.

5. **Authority**: This explains authorship of the information which may include professionals in different disciplines.

SAQ 1.3

Factors that lead to information services and demand:

1. **Education**: Education requires information which helps to understand the need for sound and qualitative education and increase the demand for the use of information.

2. **Job performance**: Job performance enables information provider to know and understand the characteristics of information seekers so that he/she will be in better position to provide the seeker with relevant information sources to satisfy the information need.

3. **Leisure/recreation**: Information on news from radio or television increases the awareness of people about their society and environment.

4. **Problem solving**: Problems faced by individuals in the society include ill-health, unemployment, divorce, accommodation in the urban cities, and the likes. Information is needed to solve these aforementioned problems.

References

Nwalo, K. I. N. (2003). Fundamentals of Library Practice: A Manual on Library Routines. Ibadan. Stirling Holdens Publishers Limited**.**

Oghuvu, V. (2007). The Roles of Library in Nation Building. *Nigerian Journal Research and Production 11(3)*

Okiy, R. B. (2008). Information for Rural Development: challenges for Nigeria rural public Libraries. Library review 52(3): 126-131

Popoola, I.S., 2007. Bilingualism and the teaching of French in Nigeria. J. Soc. Cult. Stud., 10(2): 1-11.

Tella, A. Owolabi, K. A. and Attama, R .O. 2008.Students use of the library: The case of Akanu Ibiam Federal Polytechnic, Unwana, Nigeria. Pacific Northwest Library Association Journal73(3)8-10

Unagha, A.O. (2008). Implementing Universal Basic Education (UBE) through the strategic provision of school library services. Library philosophy and practice

Study Session 2: The Categories of Target Groups

Introduction

Understanding and knowing the abilities and characteristics of the target groups that the library serves will help to structure and determine information requirements of each of the group. In this study session, you will learn about the categories of the target groups.

Learning Outcomes of the Study Session 2

After studying this session, you should be able to:

2.1 Discuss the categories of the target groups.

2.1: The Various Categories of Target Groups

The library is established to search the varying needs of users and the users of the library are the major focus in library resources and services provision. In fact, the collection building of the library is directed to satisfying its users. It is amazing and important to know that a name the library bears is as a result of the users the library is set up to serve.

While the public library serves the totality of the citizen of a state, the school library only caters for children and the academic library is established for adults and students in higher institutions of learning. The library is meant to serve several groups, these include;

A. CHILDREN: These are individuals that fall between the period of birth and adulthood. Our attention here is on those that fall under the ages of 6-12 years. The responsiveness of children depends on the presentation style, teaching methods and the medium used; all of these must be considered according to their age.

Figure 2.1: Kids' library

Source:*http://pinebllufflibrary.org/sites/mainsite/files/pictures/kids-reading-in-library.jpg*

The personal characteristics of children develop rapidly as they grow up. These changes need to be acknowledged and catered for by teaching the truth in ways that are relevant to a child.

Characteristics of Children
1. They are generally carefree
2. They are easily discouraged
3. They are emotionally sensitive and thus vulnerable
4. They are good at memorizing
5. They are always eager to learn and acquire skills
6. They are trusting and believing
7. They enjoy singing, acting, and being creative
8. They always want good to triumph over evil
9. They are inquisitive and curious

10. They learn by concrete things
11. They admire pictures, and literature with beautiful paintings

Information Needs of the Children
1. Information on which school to attend
2. Information on recreation
3. Information about their peers
4. Information about their teachers/instructors
5. Information about their country
6. Information about their community
7. Information about their family members
8. Information about their parents' places of work
9. Recreational information
10. storytelling

B. ADOLESCENT/YOUNG ADULTS

This describes the teenage years between 13-19years. This is a transitional stage from childhood to adulthood. This period comes with issues of independence and self-identity. Many young adults face tough choices regarding schoolwork, sexuality, drugs, peer pressure, romantic expression, misdirection, misplacement of priority, ambition and career etc.

Individuals in this category experience body changes; there is an upsurge of sexual feelings, they feel a sense of separation from parents to establish personal values. Many adolescents/young adults are in junior and senior secondary schools.

Figure 2.2:Adolescent/Young Adults

Characteristics of Adolescents/Young Adults

1. They are adventurous
2. They seek to identify their personality
3. They exhibit peer relationship
4. They seek to be independent
5. They are always self-centred
6. They are egocentric
7. They experience body changes

Information Needs of Adolescents/Young Adults

1. They need information on different changes that occur in the body.
2. They need information of choices of career.
3. They need information on time management.
4. They need information on higher institutions of learning.
5. They need information on how to pass their exams.
6. They need information on good grooming.
7. They need information on who to choose as a guardian
8. They need information on sex education.
9. They need information on sexually transmitted diseases.
10. They need information on how to choose friends.
11. Information for completion of class assignments.

C. ADULTS

Adulthood can be said to be a stage of full maturity when humans are sexually matured. It is a state of full consciousness, responsibility, self-freedom and independence. These categories of individuals include students of higher institutions, civil servants, traders, workers, researchers etc. People in these categories can need information presented in any format. Adults are not fascinated by pictures, diagrams, and drawings as children are. They comprehend both abstract and concrete things.

Figure 2.3: Adults

Source:http://www.musedmagonline.com/wp-content/uploads/2012/03/youngadults_photo.jpg

Characteristics of Adults

1. They are the heaviest users of information services.
2. They have self-confidence.
3. They have ability to make solid decisions.
4. They can multitask.
5. They are purposeful.
6. They are highly experienced.
7. They are less open minded and receptive to change.
8. They have high expectations.
9. They are inquisitive.

Information Needs of Adults

1. They need information on job vacancies.
2. They need information on government policies.
3. They need information on foreign politics.
4. They need information on health-related issues.
5. They need information on loan facilities.
6. They need information on business/economic issues.
7. They need information on agriculture.
8. They need information on politics.
9. They need information about things/events happening around them.
10. They need information for learning/research, especially the learned among them.
11. They need information on current trends on ICTs.

12. They need information on travel and tourism.

13. They need information on procreation.

14. They need information on sexual orientation.

The responsiveness of children depends on the presentation style, teaching methods and the medium used. True/False

True

D. The Physically Challenged

The Physically challenged are sometimes called the disabled or the handicapped. People in this category have limitations that exclude them from certain activities that able individuals can do comfortably. The challenged discussed here includes all physical deformities but the hearing and sight impaired. Physically challenged persons are amputees, people who use crotches as well as those with limbs deficiency.

Figure 2.4: *The Physically Challenged*

Source:*http://media.premiumtimesng.com/wp-content/files/2013/05/Wheelchair-tennis-players.jpg*

Characteristics of the Physically Challenged

1. Paralysis
2. Altered muscle bone
3. Sensory disturbance
4. Unsteady gait
5. Non ambulation (requiring alternative means of mobility)
6. Loss of or inability to use one or more limbs
7. Poor gross/ fine and oral-motor control
8. They may have learning disabilities

Information Needs of the Physically Challenged

1. Information on social life
2. Information on how they can keep fit in the society
3. Information on how not to look down on themselves
4. Information on how to engage in sport activities
5. Information on health related issues
6. Information on current trends in the society
7. Information on various organizations that cater for the needs of the physically challenged
8. Information on employment opportunities
9. Information on current ICTs trends
10. Information on study skills and library use skills in the library

E. Those in Correctional Facilities

These include individuals who are confined to secluded areas outside the living zones of the society. These people have committed a crime against the legal law, against the norms of the society or crime against their fellow human. These set of individuals are reminded incells or prisons as they are termed criminal and are believed to be dangerous to the society.

They are also confined for the purpose of correcting them of their various nefarious acts. The young and teenagers are not left out as there are Remind Homes and correctional facilities.

Figure 2.5: The Correctional Facilities
Source:*http://sfbayview.com/wp-content/uploads/2012/01/Prisoners-in-exercise-yard-North-Fork-Correctional-Facility-Oklahoma-by-CCA.jpg*

Information needs of those in correctional facilities
1. Information on vocational trainings within the wall of the prisons
2. Information about things/events going on in the outside world
3. Information on rehabilitation even after leaving the institutions
4. Information about government programmes for them
5. Information on health related issues
6. Information on how to use the library even after their release
7. Job vacancies information after being released
8. Information on managing their health
9. Information on obeying the norms of the society
10. Information on managing societal stereotype
11. Internet skills and access

F. Hospital patients

People who are sick and ill are also part of the target of the library; people in this category are characterized by being weak and dependent. They depend on other people to help them in the process of recovery. They are inactive and definitely need the help of others to get healed.

They engage in activities that will make them get healed fast, and they sincerely wish to recover as soon as possible. Library caters for people in hospitals by providing materials for relaxation and materials that explain their health challenges and the precautions.

Figure 2.6:Hospital Patients

Source:http://vectortoons.com/wp-content/uploads/2014/05/VectorToons-04292014-00031.jpg

Information needs of hospital patients
1. They need information for relaxation.
2. They need information about their health challenges.
3. They need information about body exercise and food supplements.
4. The need information on happenings around them.
5. They need information on alternative measures of getting well.
6. They need information on how soon they can get well.
7. They need information about their places of work.
8. They need fictional books and other relaxation literatures.
9. They need information on the best way to manage their health
10. They need information on sports and recreation

G. Visually Impaired Persons

Visual impairment is a challenge that limits an individual's ability to access information that is available only in conventional print form, and it is a common disability in all countries of the world attributable to a number of diverse causes such as diseases, formative abnormalities and accidents.

Visually impaired persons cannot use regular size print materials for the purpose of reading, and are unable to perform the task or activity of reading standard print materials for information gathering. This implies that visually impaired persons do not exercise vision capabilities.

Figure 2.6: Visually Impaired Persons
Source: http://s1.hubimg.com/u/3066616_f260.jpg

Information Needs of the Visually Impaired Persons

1. Information on managing their visual impairment
2. Health information
3. Current affairs and politics
4. Information on educational opportunities
5. Information on job vacancies
6. Information on career choices and vocation
7. Travel information/tourism
8. Information on sports and recreation
9. Information on job vacancies
10. Information on library use
11. Information on current ICT trends

12. Information on social security

In Text Question

……….. is a challenge that limits an individual's ability to access information that is available only in conventional print form?

    a. The physically challenged

    b. Visual impairment

    c. Health challenge

    d. All of the above

In Text Answer

    b. Visual impairment

H. Hearing Impaired Persons

When we speak of a person with normal hearing, we generally mean that such individual can understand speech. A person who is deaf is not able to make use of his/her hearing organ to understand speech, although such a fellow may perceive some sounds.

However, the primary issue involved with the provision of information services to deaf people is that communication often requires additional effort, knowledge, patience, and (where available) technological aids. Communication with the hearing impaired however depends on the degree of the hearing loss and the age at which it was experienced.

Figure 2.6: *Hearing Impaired Persons*

Source:*http://292fc373eb1b8428f75b7f75e5eb51943043279413a54aaa858a.r38.cf3.rack cdn.com/local_08_temp-1303713255-4db515e7-620x348.jpg*

Information Needs of the Hearing Impaired

The following are the information needs of individuals with hearing impairment:

1. Information on how best to use the library services and resources
2. Information on to effectively communicate with people
3. Information on how to gain access to education
4. Information on government directives about the hearing impaired
5. Health related information
6. Politics related information
7. Job opportunities information
8. Current affairs and politics information
9. Information on how to make use of assistive devices
10. Information on travel and recreation
11. Social security information

In Text Question

Communication with the hearing impaired depends on the degree of…….

a. The hearing loss only
b. The age at which it was experienced only
c. Both A and B
d. None of the above

In Text Answer

c. Both A and B

Summary of the Study Session 2

In Study Session 2, you have learnt that:

1. The library is established to search the varying needs of users and the users of the library are the major focus in library resources and services provision.
2. The various categories of target groups include; the children, aged, young adults, adults, the visually impaired, hearing impaired, physically challenged and the likes. This has given their unique features as well as their information needs.

3. Children are individuals that fall between the period of birth and adulthood. The responsiveness of children depends on the presentation style, teaching methods and the medium used; all of these must be considered according to their age.

4. Adolescent/Young Adults describes the teenage years between 13-19years. This is a transitional stage from childhood to adulthood. This period comes with issues of independence and self-identity.

5. Adulthood can be said to be a stage of full maturity when humans are sexually matured. It is a state of full consciousness, responsibility, self-freedom and independence.

6. The Physically challenged are sometimes called the disabled or the handicapped. People in this category have limitations that exclude them from certain activities that able individuals can do comfortably.

7. People who are sick and ill are also part of the target of the library; people in this category are characterized by being weak and dependent. They depend on other people to help them in the process of recovery.

8. Visual impairment is a challenge that limits an individual's ability to access information that is available only in conventional print form.

9. Those in Correctional Facilities are confined to secluded areas outside the living zones of the society.

10. A person who is deaf is not able to make use of his/her hearing organ to understand speech, although such a fellow may perceive some sounds.

Self-Assessment Questions

Now that you have completed this study session, you can assess how well you have achieved its Learning outcomes by answering the following questions. Write your answers in your study Diary and discuss them with your Tutor at the next! Support meeting. You can check your answers with the Notes on the Self-Assessment questions at the end of this Module.

SAQ2.1 (Tests Learning Outcomes 2.1)

1. Why is the library established? Distinguish between the different types of library?
2. Who are the target groups?
3. Discuss briefly about the target groups and their information needs.

Notes on Study Session 2

SAQ 2.1

1. The library is established to search the varying needs of users and the users of the library are the major focus in library resources and services provision. The collection building of the library is directed to satisfying its users.
   a. The public library serves the totality of the citizen of a state,
   b. The school library only caters for children and
   c. The academic library is established for adults and students in higher institutions of learning.
2. The various categories of target groups include; the children, aged, young adults, adults, the visually impaired, hearing impaired, physically challenged and the likes.
3. These categories of target groups are:
   a. Children are individuals that fall between the period of birth and adulthood. The responsiveness of children depends on the presentation style, teaching methods and the medium used; all of these must be considered according to their age.
   b. Adolescent/Young Adults describes the teenage years between 13-19years. This is a transitional stage from childhood to adulthood. This period comes with issues of independence and self-identity.

c. Adulthood can be said to be a stage of full maturity when humans are sexually matured. It is a state of full consciousness, responsibility, self-freedom and independence.

d. The Physically challenged are sometimes called the disabled or the handicapped. People in this category have limitations that exclude them from certain activities that able individuals can do comfortably.

e. People who are sick and ill are also part of the target of the library; people in this category are characterized by being weak and dependent. They depend on other people to help them in the process of recovery.

f. Visual impairment is a challenge that limits an individual's ability to access information that is available only in conventional print form.

g. Those in Correctional Facilities are confined to secluded areas outside the living zones of the society.

References

ALA. 2008. Library Services to an Aging Population Committee, Reference Services Section, Reference and User Services Association of the American Library Association 1987

Ibenne, S. K. 2015. Information Needs, Library Services, Media Formats, Availability and   Accessibility as Predicting User Satisfaction among Secondary school students with Visual Impairment in South-Eastern Nigeria A PhD post field seminar in the Department of Library, Archival and Information Studies University of Ibadan

Study Session 3: Information Services to Children

Source: http://pinebufflibrary.org/sites/mainsite/files/pictures/kids-reading-in-library.jpg

Introduction

No one should doubt the importance of children's libraries to children and their families all over the world. They are often the first encounter with lifelong learning, introducing the readers and learners of the future to an exciting, rich and varied resource. You should be aware that every child should be familiar and comfortable with their local library, and despite international variations, there are basic ideas and good practice that all children's library professionals can follow.

The 21stcentury has brought many challenges and many opportunities; it is up to the managers and practitioners of library services to make sure that children have the best start in their reading and learning lives. The children's librarian must plan, market, implement and evaluate activities and services to children of all ages, based on their development and interests, and the objectives of the library.

In this study session, you will learn about the overview of children library and the various information services to the children.

Learning Outcomes of the Study Session 3

After studying this session, you should be able to:

3.1 Explain the overview of children library.

3.2 Discuss the various information services to the children.

3.1: Overview of Children Library

Children in the early stages of school, from first to third grade, enjoy playing and learning. Libraries, which provide both experiences, are essential for children and their parents. When children start to investigate on their own, they are curious about everything, from the tiny insect under a microscope to distant galaxies and dinosaurs of long ago. The library is there as a source of information for everything.

Children of all ages should find the library an attractive place to visit. The library is important to parents, who can bring their babies to a source of local culture, where they join other parents, create networks, and gain information on childcare, children's psychology, and children's cultural needs. Many parents use the children's library before the birth of their child. It is now well known, that rhythm, tunes, lullabies etc. for the unborn baby can aid their later development.

Figure 3.1: *Information Service by a Parent*

Source: *http://www.accordcorp.org/images/upload/clipart_reading_circle-315x254.jpg*

As the child grows, the library becomes an important place for interacting with other children. At the same time, parents see materials which help to build the linguistic skills needed for evolving competency in telling, imagining, understanding, reading, and being a social person. The library offers a meeting place which is neither school, nor home.

Furthermore, the young person finds materials to prepare them for the major transformation and personal growth to come. Adults visit the children's library on both personal (as parent or care giver) and professional (teacher or health visitor) levels. Adults with learning difficulties also often use children's libraries, where they find materials matching their own level of ability.

In Text Question

Libraries which provide playing and learning experiences, are essential for children and their parents. True/False

In Text Answer

True

3.1.1: Library Goals for Children

Goals of the library for children include:

- ➢ To facilitate the basic library principle of the right of every individual to information, literacy, cultural development, lifelong learning and creative programmes especially in their leisure time.
- ➢ To provide children with open access to adequate resources and media, and in addition, provide cultural and recreational programmes, oriented towards reading and literacy. Children's libraries hereby respond directly to children's rights and create conditions for their optimal development
- ➢ To provide various activities for children and their parents or care givers. Children's libraries provide opportunities, outside the school or family environment, for learning about the rights and responsibilities, for acquiring skills necessary in the promotion and protection of rights and freedoms, as well as for living in conditions that reflect such rights and responsibilities.

The children's library must serve all citizens and groups. No-one is too young to be a library user. However, the target groups coming into the children's library, either individually or in groups include:

a. Babies/toddlers,
b. Pre-school children,
c. Elementary/primary school children (5-10 years),
d. "Older" children (11 – 14 years),
e. Young people with reading,
f. Learning and developmental difficulties,
g. Parents and other adults working with books / media and children and families.

The United Nation (UN) Convention on the Rights of the Child is the basis for defining the rights of the child in the context of children's libraries. It stresses the right of every child to the development of his/her full potential, the right to free and open access to information, materials and programmes, under equal conditions for all, irrespective of age, race, sex, religious and national background, language or social status.

1. Children's libraries promote the rights of the child through different activities designed for them. Activities for children include exhibitions, promotions of books and other media dealing with the rights of the child, workshops, reading and literacy sessions/programmes and other leisure time activities.

2. Children's libraries should be the place where children meet and communicate freely, where they develop their potential creatively and where they learn, apply and expand their rights and responsibilities.

   Free and varied activities in children's libraries require modern approaches, such as small-group activities, work in pairs, role-playing, guided fantasies, discussions, team and co-operative work, etc. Such methods and strategies help children acquire knowledge and skills for free and non-confrontational communication and co-operation.

3. Children's libraries can be an important factor in the development of democracy in a society. Children should be empowered for active participation in a society. Through early access to information and books, creative contacts with peers and interest in the library, the child learns how to live with others and how to protect their own rights while respecting the rights of others.

4. The children's librarian is the advocate of children in the library; the child is the focus of all his/her activities. Effective and professionally run children's libraries require trained and committed children's librarians. In order to have committed and trained professional children's librarians;

   a. There must be education and training in all areas of the service.

   b. There must be efforts to organize basic and continuing courses in library services for children.

   c. There must be enthusiasm for working with children.

   d. In addition, good communication, interpersonal, team working and problem solving skills, ability to network, to make contacts, integrate, and co-

operate, ability to initiate, to be flexible and open to change as well as eagerness to learn new skills and develop professionally.

In Text Question

A child can learns how to live with others and protect their own rights while respecting the rights of others through …….

   a. Early access to information and books
   b. Creative contacts with peers
   c. Interest in the library
   d. All of the above

In Text Answer

   d. All of the above

3.2: Information Services to Children

The special responsibility of the children's library is to meet the needs of children. If children can be inspired at an early age by the excitement of finding knowledge and by works of the imagination, they are likely to benefit from vital elements of personal development throughout their lives, both enriching themselves and enhancing their contribution to society. Children can also encourage parents and other adults to make use of the library.

It is also important that young people who experience difficulty in learning to read should have access to a library to provide them with appropriate materials. The children's library equips children with lifelong learning and literacy skills which enable them to participate in the society.

Information services to children therefore include:

   1. **Provision of a wide range of materials and activities**: Libraries can provide an opportunity for children to experience the enjoyment of reading and the excitement of discovering knowledge and works of the imagination.
   2. **Library use skills**: Children are taught how to make the best use of a library and how to develop skills in the use of printed and electronic media by the library personnel. Supporting the process of learning to read, and promoting books and other media for children.

3. **Provision of special events for children**: these include storytelling and activities related to the library's services and resources.

4. **Encouraging children to use the library from an early age:** this will make them more likely to remain users in future years. In multilingual countries, books and audio-visual materials for children should be available in their mother tongue.

5. **School loan:** this is peculiar to public libraries, as there is a particular section called school loan section that allows schools to borrow certain numbers of books to be returned at a specified time. This gives schools the opportunity to make information resources available to their students in deficient areas.

6. **Outreach services:** libraries can reach out to schools with their resources and services through this approach. Books could be taken to schools   and lectures could also be organized to encourage the students in making use of the library resources and services.

7. **Organizing competitions for schools:** these could take the form of debates, quiz competitions etc. among schools. The best schools in these competitions would thereafter be awarded. The children's library is one product within the library sector that is particularly easy and rewarding to promote. Parents and care givers all wish for children to be clever, creative and eager to learn and libraries can play an important part in that process.

As long as reading is a necessary skill in order to communicate in an enlightened society, the children's library has an important role. Books provide concrete knowledge and give experiences of emotional involvement. The library can interact directly with children by offering them a place to stay; a place where it is possible to ask a librarian for assistance if required and also left to explore the library by themselves or with their peers.

The library must understand the needs of children and provide services to meet them. It has a special responsibility to organize, implement and support library programmes and to promote books and other media as appropriate. The children's library must have suitable space within the library and the services for children should be treated as equally as those for other people.

The special responsibility of the children's library is to meet the needs of children.
True/False
True

Summary of the Study Session 3

In Study Session 3, you have learnt that:

1. The library is a source of information for everything.
2. Children in the early stages of school, from first to third grade, enjoy playing and learning. Libraries, which provide both experiences, are essential for children and their parents.
3. The library is important to parents, who can bring their babies to a source of local culture, where they join other parents, create networks, and gain information on childcare, children's psychology, and children's cultural needs.
4. The special responsibility of the children's library is to meet the needs of children. If children can be inspired at an early age by the excitement of finding knowledge and by works of the imagination, they are likely to benefit from vital elements of personal development throughout their lives, both enriching themselves and enhancing their contribution to society.
5. It is important that young people who experience difficulty in learning to read should have access to a library to provide them with appropriate materials.
6. The children's library equips children with lifelong learning and literacy skills which enable them to participate in the society.

Self-Assessment Questions

Now that you have completed this study session, you can assess how well you have achieved its Learning outcomes by answering the following questions. Write your answers in your study Diary and discuss them with your Tutor at the next! Support meeting. You can check your answers with the Notes on the Self-Assessment questions at the end of this Module.

1. What do you understand by children library?
2. What are the library goals for children?

What are the various information services to the children?

Notes on Study Session 3

SAQ 3.1

1. The library becomes an important place for interacting with other children. The library offers a meeting place which is neither school, nor home. At the same time, parents see materials which help to build the linguistic skills needed for evolving competency in telling, imagining, understanding, reading, and being a social person.

   Therefore, the children's library is aplace where children meet to interacting with other children which is neither school, nor home.

2. The goals of the library for children include:

   a. To facilitate the basic library principle of the right of every individual to information, literacy, cultural development, lifelong learning and creative programmes especially in their leisure time.

   b. To provide children with open access to adequate resources and media, and in addition, provide cultural and recreational programmes, oriented towards reading and literacy.

   c. To provide various activities for children and their parents or care givers.

SAQ 3.2

Information services to children therefore include:

1. **Provision of a wide range of materials and activities**: Libraries can provide an opportunity for children to experience the enjoyment of reading and the excitement of discovering knowledge and works of the imagination.

2. **Library use skills**: Children are taught how to make the best use of a library and how to develop skills in the use of printed and electronic media by the library personnel.

3. **Provision of special events for children**: these include storytelling and activities related to the library's services and resources.
4. **Encouraging children to use the library from an early age:** this will make them more likely to remain users in future years. In multilingual countries, books and audio-visual materials for children should be available in their mother tongue.
5. **School loan:** this is peculiar to public libraries, as there is a particular section called school loan section that allows schools to borrow certain numbers of books to be returned at a specified time.
6. **Outreach services:** libraries can reach out to schools with their resources and services through this approach. Books could be taken to schools   and lectures could also be organized to encourage the students in making use of the library resources and services.
7. **Organizing competitions for schools:** these could take the form of debates, quiz competitions etc. among schools.

References

IFLA. (2003). Libraries for Children and Young Adults IFLA Section. Prepared as basic information during the process of developing The Guidelines published in December 2003. Guidelines for Children's Library Services" in various languages available at: http://www.ifla.org/VII/s10/index.htm#GuidelinesChildren

Study Session 4: Information Services to Young Adults/Adults

Source:http://www.bscworld.com/wpcontent/themes/bsc/images/servicesInformationTech nologyBanner.jpg

Introduction

Each library has a different community to serve and therefore different priorities and needs. Although special library services for young adults/adults have not been well established in all countries, these guidelines are created in the belief that young adulthood to older adulthood is a unique life stage. Young adults/adults are entitled to the same quality of library services offered for other age groups in the population. Wherever possible, the services should be developed in partnership with young adults and adults themselves. In this study session, you will learn about information service to young adults/ adults and the needs of the young adults and adults.

Learning Outcomes of the Study Session 4

After studying this session, you should be able to:

4.1 Explain what you understand by the information service to young adults/ adults.

4.2 Highlight the needs of the young adults and adults.

4.1: The Young Adults/ Adults

The target group (young adults) can be defined as a group of people in-between childhood and adulthood. Each library can set its own age range for what is considered to be young adults. This can vary by cultural background and country. Generally speaking, the years between twelve and eighteen are often used as a range for young adult library services. This range may be extended past eighteen years depending on the country and culture.

The target group includes all members regardless of race, religion, cultural background, intellectual, or physical ability. The mission of the library with respect to young adult services is to assist the individual in achieving a successful transition from childhood to adulthood by providing both access to resources, and an environment that meets the specific needs of young adults for intellectual, emotional, and social development.

Figure 4.1: *The Young Adults*

Source:http*://www.freevector.com/site_media/preview_images/FreeVector-Young-People.jpg*

The library, the local gateway to knowledge, provides a basic condition for lifelong learning, independent decision making and cultural development of the individual and social groups. The UNESCO MANIFESTO proclaims the belief in the public library as a living force for education, culture and information. Young adults need special attention since many abandon voluntary reading at this stage in their lives.

Their introduction to a wide array of books, compatible with their changing interests, should be encouraged by librarians and others who are aware of their psychological and emotional growth. Talking about adults, adulthood can be described to be a stage of full

maturity, a stage at which human beings reach sexual maturity and think cognitively. It is a state of full consciousness and responsibility.

In Text Question

……….. can be defined as a group of people in-between childhood and adulthood

   a. The target group
   b. The library
   c. Social groups
   d. All of the above

In Text Answer

   a. The target group

These categories of individuals include students of higher institutions, civil servants, traders, workers, researchers etc. People in these categories can need information presented in any format. They are the heaviest users of library/information resources and services as a result of the nature of their obligations which require perpetual information needs at all costs.

For this category of library user, the library must ensure that services that target the adults are an integral and ongoing part of the library's operations and that the special needs and interests of adults are reflected in the library's collections, programmes, and services. More so, the library needs to consider how the library can be made more visible, more welcoming, and more relevant to adult users.

As a result of their heavy information needs and demands, the library must be willing to advertise the library's services and website in local newspapers, magazines, radio or television programmes that target adults, and must offer to speak to organizations of adults who are oblivious of information services rendered by the library on a regular basis.

It must however be noted that there are goals that provide a framework for libraries to follow in developing services for young adults and adults. The goals are:

   1. The library has established clear policy statements concerning the right to free access by both young adults and adults to library resources and information sources; and respect for the rights of both groups to select materials appropriate to their needs without censorship.

2. The library programme for young adults/adults is effectively managed according to best practices.

3. There is equitable distribution of resources to support programmes and services for the users.

4. Library staff members are knowledgeable about adolescent development and age appropriate resources for young adults, inclusive of those with special needs.

5. The library provides a wide spectrum of current materials of interest to adults to encourage lifelong learning, literacy, reading motivation, and reader development.

6. The library provides resources to support the educational needs of both young adults and adults.

7. The library assists young adults in acquiring the skills to effectively access all library resources and information and also become computer literates. . These services are also extended to the adults, especially those who do not know how to explore the rich resources of the library. The library fosters youth development by providing opportunities for adults to fully participate in planning and implementing library programmes and services for themselves; and volunteer opportunities for helping others.

8. The library creates an area just for young adults that is attractive and that reflects their lifestyle.

9. The library works in partnership with other community agencies and organizations to support all aspects of healthy, successful youth development.

In Text Question

The library needs to consider how the library can be made …….
   a. More visible
   b. More welcoming
   c. More relevant to adult users
   d. All of the above

In Text Answer
   d. All of the above

4.2: Needs of the Young Adults and Adults

The following are the needs of the young adults and adults:

1. **Cultural Needs:** The library must be open to them and therefore must respect different cultural needs. Cultural needs have their roots in both oral and visual traditions, in the changing of society and social status, in cultural diversity and in one's own personal vision for the future.

2. **Developmental Needs**: Services for young adults and adults should be designed in cooperation with representatives of the target group. Adults and young adults should be actively involved in planning, implementing and evaluating resources, services, and programmes. They should be treated with respect, acceptance, and a willingness by the library to validate their choices, even if different to those that the library traditionally offers.

   Also, libraries that structure their programmes and services within the context of research-based youth development models can provide opportunities for young adults to achieve a successful transition from adolescence to adulthood.

3. **Materials Needs:** Young adults and adults are a diverse group whose interests, maturity level, needs and abilities vary greatly. Therefore, libraries must provide a variety of resources to reflect their needs. Special attention must be paid to young adults with disabilities, and those who are social and linguistic minorities.

   Materials in other languages should be included in the collection, along with those that reflect cultural diversity. Giving these information users opportunities to be involved in the selection and display of library materials, can bring positive benefits in promoting library services and resources and can help to increase library use.

In Text Question

Which of the following is not a need of the young adults and adults?
   a. Cultural Needs
   b. Developmental Needs
   c. Materials Needs
   d. Social Needs

    d. Social Needs

4.2.1: Information Services to Young Adults and Adults

Information services that will support the needs of young adults and adults must be provided within and outside the walls of the library. There are lists of information services that libraries may wish to consider rendering for these target audience (young adults/adults). These information services include:

a. Free access to the internet resources- offering access to the internet is probably only the first step for libraries into the information age. As technology develops, what will remain is the need of these audiences to find information and educate themselves, to interact, to play and to add to personal growth.

b. Provision of reference information to support educational achievement and personal development of the young adults and adults. Reference service is an important function of a library. Readers are provided this service on request. People have different reference queries that need to be solved by the librarian

c. Conducting library tours that support self-sufficiency and comfort level in using the library. Library tour has to do with a guided walk through a library facility, usually conducted by a librarian or library assistant, to orient new users to the location of services and resources.

d. Training both young adults and adults for literacy and information finding skills, using both print and electronic resources.

e. Offering readers advisory services for individuals and groups- services provided by an experienced public service librarian who specializes in the reading needs of the adult patrons of a library. A reader's advisor recommends specific titles and/or authors, based on the knowledge of a patron's past reading preferences, and may also compile lists of recommended titles and serve as liaison to other adult education agencies in the community.

f. Encouraging the use of the collection in all prescribed formats- prints, non-prints, electronic resources and the likes. These could be achieved by engaging users in library education, giving them sets of instructions on the best way to use the library and have their missions fulfilled.

g. Providing finding aids and other supporting materials- these include catalogue cards, indexes, abstracts, bibliographies, newspaper cuttings, OPAC etc.

h. Facilitating access to resources outside the collection when necessary. These can be referrals or interlibrary loans. . They must engage in consortium building with other libraries rendering similar services in order to suit the needs of their users.

i. Marketing and promotion- libraries can make publicity available in places where young adults congregate, such as cinemas, cafes, popular stores, etc. Libraries can also make provisions for mobile library, taking resources closer to people (adults) in their places of work, offices, institutions, even homes.

j. Co-operating with other information and service providers in the community- the quality of library services for young adults demands a good network with other professional or voluntary institutions in the local community.

The young adults' activities in culture, education and social life must be co-ordinated so that the local institutions do not compete but co-operate for the benefit of the young adults. Many librarians have the resources and the knowhow to be the professional - coordinators for the benefit of young adults.

k. Programmes and Youth Participation-Libraries who wish to offer effective and meaningful programs for young adults must seek out their participation at all stages of the programme process. Involving young adults in decision making, planning, and implementing programme for themselves is highly recommended as a best practice that contributes to positive youth development.

Young adults should be recognized as the experts on what will be appealing and useful to them. Library services for young adults should provide a transition from children's services to adult services that is based on the unique needs of young adults. Young adults need deserve services that address their educational, informational, cultural, and leisure time needs. Services should promote literacy, lifelong learning, information literacy and reading for pleasure.

In Text Question

Information services that will support the needs of young adults and adults must be provided within and outside the walls of the library. True/False

In Text Answer

True

Summary of the Study Session 4

In Study Session 4, you have learnt that:

1. The target group (young adults) can be defined as a group of people in-between childhood and adulthood.
2. Each library can set its own age range for what is considered to be young adults. This can vary by cultural background and country.
3. The target group includes all members regardless of race, religion, cultural background, intellectual, or physical ability.
4. The mission of the library with respect to young adult services is to assist the individual in achieving a successful transition from childhood to adulthood by providing both access to resources, and an environment that meets the specific needs of young adults for intellectual, emotional, and social development.

Self-Assessment Questions

Now that you have completed this study session, you can assess how well you have achieved its Learning outcomes by answering the following questions. Write your answers in your study Diary and discuss them with your Tutor at the next! Support meeting. You can check your answers with the Notes on the Self-Assessment questions at the end of this Module.

Explain what you understand by target group.

What are the information needs of the young adults and adults?

Notes on Study Session 4

SAQ 4.1

The target group (young adults) can be defined as a group of people in-between childhood and adulthood. Each library can set its own age range for what is considered to be young adults. The target group includes all members regardless of race, religion, cultural background, intellectual, or physical ability.

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

b. The mission of the library with respect to young adult services is to assist the individual in achieving a successful transition from childhood to adulthood by providing both access to resources, and an environment that meets the specific needs of young adults for intellectual, emotional, and social development.

c. The library must ensure that services that target the adults are an integral and ongoing part of the library's operations and that the special needs and interests of adults are reflected in the library's collections, programmes, and services.

d. The library needs to consider how the library can be made more visible, more welcoming, and more relevant to adult users.

e. The library must be willing to advertise the library's services and website in local newspapers, magazines, radio or television programmes that target adults, and must offer to speak to organizations of adults who are oblivious of information services rendered by the library on a regular basis.

SAQ 4.2

The following are the needs of the young adults and adults:

1. **Cultural Needs:** The library must be open to them and therefore must respect different cultural needs. Cultural needs have their roots in both oral and visual traditions, in the changing of society and social status, in cultural diversity and in one's own personal vision for the future.

2. **Developmental Needs**: Services for young adults and adults should be designed in cooperation with representatives of the target group. Adults and young adults should be actively involved in planning, implementing and evaluating resources, services, and programmes. They should be treated with respect, acceptance, and a willingness by the library to validate their choices, even if different to those that the library traditionally offers.

3. **Materials Needs:** Young adults and adults are a diverse group whose interests, maturity level, needs and abilities vary greatly. Therefore, libraries must provide a variety of resources to reflect their needs. Special attention must be paid to young adults with disabilities, and those who are social and linguistic minorities.

References

Aina, L. O. (2004). Library and information science text for Africa

Quiñones, V., Chew, I., Bon, I., Muller, P. (1996). Guidelines for Library Servicesfor Young Adults: International Federation of Library Associations and Institutions IFLA Professional Report

Study Session 5: Services and Information Services to the Aged

Source: http://bridgetownpropertyservices.com/wp-content/uploads/2012/04/BLACK-COUPLE-SENIORS.jpg

Introduction

The World Health Organization (WHO) looks towards a universal goal of achieving "active aging," that is, aging that is a natural process continuing throughout one's lifetime. It notes that such aging implies "a continuing participation of older persons in all facets of social interaction. In this study session, you will learn about the services to the aged and the information services to the aged.

Learning Outcomes of the Study Session 5

After studying this session, you should be able to:

5.1 Explain the services to the aged

5.2 Identify the information services to the aged

5.1: Services to the Aged

In support of that World Health Organization universal goal, it seems fitting that library services for the elderly not only foster lifelong continuing education, but also aim to provide access to needed social, cultural, health and other information.

These trends have profound implications for the field of librarianship, both in terms of an expanding population with what has been called 'decidedly individual needs'49, and - for those who have been providing library services to the elderly – a population that even

more, now, warrants dedicated resources. Basic to providing meaningful library services to the aged is the realization that, at heart, most will remain the individuals they were throughout their lifetimes.

In fact, being freed from the responsibilities of raising families and earning incomes, many of the aged will have entered a phase of their lives where they can more fully pursue their own interests. For the most part, those pursuits will probably be constant: those who were interested in politics, history or social issues will likely continue to be so; the artistically proficient will want to continue to create; learners will want to continue learning.

Coincidental with that realization, consideration must be given to the age related debilities the aged may suffer. For example, while experiences tell us that some will progress through advanced years with mental faculties relatively well intact, experiences also show that others will suffer differing degrees of intellectual debility or dementia.

Figure 5.1: *Services to the Aged*
Source:*http://www.pbs.org/independentlens/almosthome/images/home_left.jpg*

Almost all, though, are likely to experience some kinds of physical debility, thus planning for the aged's library services should consider such possibilities. Generally, mental and physical limitations may encompass poorer health with a resulting decrease in physical strength and energy, sensory limitations, limited mobility, reduced mental capacity (poorer memory or concentration) and sometimes the problem of loneliness.

Also, there is evidence that some of the aged suffer from depression more than younger people. Designs for library services for the elderly should also take into account therapies that the population may be receiving. The structured activities of physical, recreational

and occupational therapy, for example, will be enhanced by information on basic anatomy, body movement, arts and crafts, and other skills.

In Text Question

Mental and physical limitations may include poorer health with a resulting decrease in physical strength and energy, sensory limitations, limited mobility, reduced mental capacity and the problem of loneliness. True/False

In Text Answer

True

Psychotherapy could be complemented by bibliotherapy, or directed reading. Finally, as is the case with the general population, the aged's reading abilities and interests will vary: some will be active readers; some will be moderately interested in reading; some may be apathetic or reluctant to read; some will have no interest in reading; and some will lack reading skills.

However, effective library services for the aged, then, should aim to provide reading and other library materials that will:

- ➢ encourage and support individual interests
- ➢ compensate for physical and mental limitations
- ➢ complement specific therapies or activities
- ➢ provide for differing levels of reading ability

Collections meeting these needs will include some of the materials outlined in the following:

1. large print books and magazines, text with extra spacing between lines
2. lightweight books or books that are otherwise easily held
3. a variety of newspapers, especially daily newspapers, that can provide a frame of reference for the passage of time
4. for people with poor concentration, high-interest, low vocabulary books, for example, books of photographs or picture books with limited text
5. travel books, including those with large, color photographs and other useful illustrations like pictures, charts, drawings and the likes
6. self-teaching books (art expression, woodworking, computer skills)

7. special interest books (local history; cooking, gardening, and other hobbies)
8. cultural materials
9. comics, and cross- and other word puzzles, playing cards, board games
10. generous supply of audiovisuals - audio and video tapes of music, movies, and shows as well as basic and advanced instructional videos (captioned for the deaf as needed)
11. books in alternate formats, for example, talking books, newspapers, and magazines, and the likes.
12. basic health information books, magazines, pamphlets, and brochures
13. information on topic-specific disorders and illnesses
14. medical and allied health sciences dictionaries / encyclopedias
15. guides to wellness and healthy living
16. books on relaxation, exercise, gerontology and aging

As is the case with the younger populations, some of the aged will require assistive devices, thus consideration should be given to providing at least basic reading aids such as hand-held and mounted magnifiers, magnifying glasses, book stands, and electronic page turners. According to need, some of the more sophisticated devices outlined should also be considered, particularly those that compensate for sensory limitations.

In Text Question

Which of the following statement about an effective library services for the aged is correct?
    a. Encourage and support individual interests
    b. Compensate for physical and mental limitations
    c. Complement specific therapies or activities
    d. All of the above

In Text Answer

    d. All of the above

5.2: Information Services to the Aged

Effective information services for the aged, should aim to provide reading and other library materials that, encourage their interests and compensate for physical and mental limitations, complement specific therapies or activities, provide for differing levels of reading ability of this category information user (the aged). The following are the services practically required of the aged using the library:

1. **Acquisition of current data about the older population and incorporating it into planning and budgeting by the library: These could be achieved by:**

    a. Conducting surveys on a regular basis of the older population and the aging service providers in the community, including their numbers, demographic characteristics, and other information, such as their location and housing, educational, socioeconomic and ethnic background, religious organizations and other groups to which they belong.

    b. Collecting data on the specific and varied information needs of the aged due to language, culture, education, income, Internet skills and access, gender identity/expression, sexual orientation and age.

    c. Ensuring that any library services that target the aged are an integral and ongoing part of the library's operations and budget. Additional funding may be required for collections, accessibility equipment/software, and the time expended by library staff in services to the aged.

    d. Involving the aged in the library's planning process by establishing an advisory committee. This committee might include the aged who are regular library users, library volunteers, staff, board members, or members of the library's friends group, and leaders of organizations of aged and other community organizations.

2. **Ensuring that the special needs and interests of the aged in the community are reflected in the library's collections, programs, and services. These could be established by:**

    a. Appointing a librarian to act as a coordinator of services to the aged, ensuring that there is at least one designated staff member monitoring and developing the library's collections and services with the aged in mind.

b. Considering how the library can be made more visible, more welcoming and more relevant to the aged users.

c. Advertising the library's services and website in local newspapers, magazines, radio or television programs that target the aged.

d. Offering to speak to organizations of the aged the library's services on a regular basis.

e. Working with state library agencies that may provide staff training and development and information resources for the aged.

3. **Ensuring that the library's collections and physical facilities are safe, comfortable and inviting for all aged users. These could be derived by:**

a. Evaluating library's accessibility by the aged with physical, visual, aural, reading and other disabilities.

b. Accommodating users (aged) for who prolonged standing is difficult by placing chairs or stools near stacks, information desks, check-out areas, computer terminals, and other areas.

c. Considering placing materials frequently used by the aged on easily accessible shelves.

d. Acquiring and making available books and periodicals in large print. This could be supported by assistive devices like hand-held magnifier.

4. **Making the library a focal point for information services to the aged. This could be realized by:**

a. Providing an invaluable service by organizing and consolidating information about government and community programmes and services available to the aged.

b. Expanding the library's website to provide links to the sites of organizations of the aged, government departments and agencies serving the aged, newspapers and other websites whose focus is on the aged.

c. Ensuring that the library's collection includes materials that are pertinent for caregivers of the aged, for their children or other family members, and for professional caregivers in the community.

5. **Adequately reaching out to the aged in the community who are unable to find their ways to the library. This could be ensured by:**

   a. Surveying community needs and considering library budget planning to accommodate possible increases in demand for outreach services such as delivery of library materials by mail and mobile library services.

   b. Advertising the library's services through local media, public health agencies, and other agencies that work with older adults.

   c. Eliminating waiting lists for library services through innovative approaches to delivery of materials, a redistribution of personnel, or establishment of a volunteer delivery system.

6. **Training of library staff to serve the aged with courtesy and respect. These are achievable by:**

   a. Providing sensitivity training to staff at all levels to make them aware of difficulties the aged may have in using the library, and how to make the library a more welcoming and comfortable place for the aged.

   b. Training and re-training of staff to recognize and combat ageism and stereotypes about the aged.

   c. Ensuring that all staff is aware of any special services the library offers that may be of interest to the aged, such as home delivery service, talking books collection, services to retrieve materials from the stacks, reading aids, or waiving of fines or fees.

In Text Question

Which of the following are the services required of the aged using the library?

   a. None acquisition of current data about the older population and incorporating it into planning and budgeting by the library

   b. Ensuring that the special needs and interests of the aged in the community are reflected in the library's collections, programs, and services.

   c. Ensuring that the library's collections and physical facilities are safe, comfortable and inviting for all aged users.

   d. Making the library a focal point for information services to the aged.

   a. None acquisition of current data about the older population and incorporating it into planning and budgeting by the library.

Summary of the Study Session 5

In Study Session 5, you have learnt that:

1. Basic to providing meaningful library services to the aged is the realization that, at heart, most will remain the individuals they were throughout their lifetimes.
2. Being freed from the responsibilities of raising families and earning incomes, many of the aged will have entered a phase of their lives where they can more fully pursue their own interests.
3. The structured activities of physical, recreational and occupational therapy will be enhanced by information on basic anatomy, body movement, arts and crafts, and other skills.
4. Effective library services for the aged, is aim to provide reading and other library materials that will: encourage and support individual interests, compensate for physical and mental limitations, complement specific therapies or activities and provide for differing levels of reading ability.
5. Effective information services for the aged, should aim to provide reading and other library materials that, encourage their interests and compensate for physical and mental limitations, complement specific therapies or activities, provide for differing levels of reading ability of this category information user (the aged).

Self-Assessment Questions

Now that you have completed this study session, you can assess how well you have achieved its Learning outcomes by answering the following questions. Write your answers in your study Diary and discuss them with your Tutor at the next! Support meeting. You can check your answers with the Notes on the Self-Assessment questions at the end of this Module.

SAQ 5.1 (Tests Learning Outcomes 5.1)

1. The library services for the elderly do not only foster lifelong continuing education, but also aim to provide access to needed social, cultural, health and other information. True/False
2. Psychotherapy could be complemented by bibliotherapy, or directed reading. True/False
3. Effective library services for the aged, aimed at provide reading and other library materials. Highlight

What are the information services available to the aged?

Notes on Study Session 5

SAQ 5.1
1. True
2. True
3. These effective library services for the aged are:
   a. encourage and support individual interests
   b. compensate for physical and mental limitations
   c. complement specific therapies or activities
   d. provide for differing levels of reading ability

SAQ 5.2
The following are information services that are available to the aged:
1. Acquisition of current data about the older population and incorporating it into planning and budgeting by the library
2. Ensuring that the special needs and interests of the aged in the community are reflected in the library's collections, programs, and services.
3. Ensuring that the library's collections and physical facilities are safe, comfortable and inviting for all aged users.
4. Making the library a focal point for information services to the aged.
5. Adequately reaching out to the aged in the community who are unable to find their ways to the library.
6. Training of library staff to serve the aged with courtesy and respect.

References

ALA. (2008). Library Services to an Aging Population Committee, Reference Services Section, Reference and User Services Association of the American Library Association 1987

Mates, B. T. (2003). 5-Star Programming and Services for Your 55+ Library Customers. American Library Association, (ALA Programming Guides). Paperback

Study Session 6: Information Services to Individuals with Hearing Impairments

Source: http://www.cheapmedicinechest.com/wp-content/uploads/2009/12/hearing-loss.jpg

Introduction

For a number of reasons, most libraries have not considered focusing particular attention on the provision of services to persons who are deaf. Deafness has been called, with a good reason, the "invisible handicap" because deaf people are not identifiable as deaf by casual observation and they tend to blend into the larger community. Additionally, people who are deaf from birth or from an early age often have difficulty reading and have a tendency not to use libraries.

In this study session, you will learn about the overview of individuals with hearing impairment and the information resources for the hearing impaired.

Learning Outcomes of the Study Session 6

After studying this session, you should be able to:

6.1 Discuss the overview of individuals with hearing impairment.

6.2 Identify the information resources for the hearing impaired.

6.1: Overview of Individuals with Hearing Impairment

As a consequence, libraries and deaf people have mostly been unaware of each other; however, a substantial portion of the population is deaf and libraries have a responsibility to ensure that their collections and services are accessible to deaf people and that deaf people are aware of the services libraries can provide them.

The primary issue involved with the provision of information services to deaf people is that communication often requires additional effort, knowledge, patience, and (where available) technological aids. The degree to which communicating with any individual with hearing impairment requires these additional skills usually depends on the degree of hearing loss and the age at which the person experienced it.

Figure 6.1: *Individuals with Hearing Impairment*
Source:*http://www.cbmus.org/images/content/pagebuilder/subpage-hearing-lg.jpg*

Central to an understanding of these individual differences is an understanding of the difference that the age of onset can make. Generally, the older an individual when the hearing loss is experienced, the more comfortable that individual is likely to be with indigenous oral and written languages. However, individuals who are born deaf or become deaf before acquiring speech may encounter difficulty in both speech and reading.

Because of this variation and the variations in educational approaches, deaf people frequently have been arranged and rearranged into assorted categories under assorted labels. Librarians need to be aware of this variation and of the controversies regarding education and communication modes in order to build comprehensive and impartial

71

collections of materials about deafness and of related materials otherwise of concern and interest to both the deaf and people who are not deaf.

In designing library programmes for deaf people, it is often useful to have one term to encompass all of the persons affected.

In Text Question

An individual who are born deaf or become deaf before acquiring speech may encounter difficulty in both speech and reading. True/False

In Text Answer

True

6.1.1: Categories of Individuals with Hearing Impairments:

The following are categories of individuals with hearing impairments

    a. native sign language users

    b. users of native sign language and written language of the general public

    c. oralists

    d. late-deafened adults

    e. hearing impaired elderly people

    f. minimal language users

    g. hard of hearing individuals and

    h. hearing members of deaf persons' families

6.1.2: Resources for Individuals with Hearing Impairment

It is a widely-held assumption that people who are deaf or hearing-impaired do not have any special difficulties in using traditional library services and facilities. While this is certainly true for some people who are deaf or hearing-impaired, it cannot be assumed that it is true for all. A collection on deafness and hearing impairment is the most-essential area of collection development for deaf and hearing-impaired people.

Figure 6.2: *Resources for Individuals with Hearing Impairment*
Source:*https://sp.yimg.com/xj/th?id=OIP.M9226331dd4147d949293bcc8945faec7o0&pi
d=15.1&P=0&w=300&h=300*

Such a collection should take into account the diversity of the deaf and the hearing-impaired. It is preferable that information on deafness and hearing impairment should be regarded as an integral part of the library collection and therefore made available for all, rather than as a special collection.

However it is Collections on deafness and hearing impairment should include:

1. Current information on deafness and hearing impairment
2. Materials on all aspects of deafness the responsibility of the library to ensure that people who can most benefit from such a collection are aware of its existence., including legal rights, deaf culture and heritage
3. Information about organizations, institutions and individuals providing services for deaf and hearing-impaired people
4. Books and pamphlets on sign language, dictionaries of signs, etc.

Other resources include high-interest/low-vocabulary reading materials, well-illustrated materials, films/videos including captioned and non-captioned materials.

6.1.3: Technical Aids to Facilitate Use of Information Resources by the Hearing Impaired

The following are technical aids to facilitate use of information resources by the hearing impaired:

1. Typewriter with printer
2. Good lighting is essential for lip-readers, i.e. lighting onto the speakers/staff
3. Good signage (it encourages independence.)
4. Audio loop (note: a minority of deaf people can use audio loops, not all hearing-aids work with the loops).
5. TTY telephones (they are useful - however library hours are not always convenient.)
6. Advertising (a good knowledge of AUSLAN (signing) is also useful.)
7. Audio loop
8. TTY telephone

In Text Question

A collection on deafness and hearing impairment is the most-essential area of collection development for deaf and hearing-impaired people. True/False

In Text Answer

True

6.2: Information Services to the Hearing Impaired

Libraries are often in the unique position of being a community's sole source of impartial information and, therefore, have a responsibility to collect and provide information services to their deaf clientele. It must be noted, however, that the primary goal of any specialized program to the Deaf community must be to provide equal access to all programmes and services that are enjoyed by the library's hearing clientele.

The establishment of specialized programmes and services is in response to the recognition of the additional needs of deaf clientele but the specialized programme should not constitute the totality of the deaf clients' library experience.

Figure 6.3: *Services in Relation to Communication*

Source:*http://cdn.hotfrog.co.za/companies/Media-Voice-Communication-Services/images-pr/Public-Relations-PR-media-communications-11192_image.jpg*

6.2.1: Services in Relation to Communication

The following are services in relation to communication:

1. All library staff should receive training on how to communicate effectively with the hearing impaired. Libraries serving the hearing impaired should seriously consider ensuring that at least one staff member who has responsibilities for the provision of services to deaf people should be at least moderately fluent in sign language and that other public service personnel have experience with basic signing as appropriate.

2. A text telephone (TTY) should be available at each main service point, e.g., the reference desk, in each library. Additionally, at least one should be available for use by library clientele to make telephone calls from the library if the making of such calls is available to hearing clientele.

3. Telephones for use by library clientele or staff should be equipped with amplification. Libraries that provide telephones for use by their staff and clientele should provide handset amplifiers or other such assistive devices for persons who depend on them to use telephones effectively.

4. Libraries should ensure that their internet presence is wholly accessible. Where libraries maintain an electronic presence on the Internet or World Wide Web, they need to make sure that all of the information presented is accessible to their clientele.

5. Libraries should use the latest advantages in technology for communicating with the hearing impaired where such technology has proven beneficial within the deaf

community. As technology changes, libraries should be aware of communication modes accepted and widely used by their deaf clientele, since, over time, email may be surpassed by newer, more effective means of communication.

6. Libraries should have communication aids such as assistive listening systems and equipment that can be used to support computer-assisted real-time captioning or computer-assisted note taking. These services should be available for meetings and programmes upon request. By using the assistive devices (FM systems, infrared systems, and audio loops) many patrons can better understand lectures, meetings, music, and other programmes.

7. Libraries with television viewing facilities should provide closed caption television decoders for use by their clientele. Libraries should be collecting videotapes for client use which are closed captioned, open captioned or signed.

8. Libraries should offer to provide sign language and oral interpreters, computer-assisted real-time captioning, or computer-assisted note taking services for all library-sponsored programmes upon request. Sign language and/or oral interpreter services and/or electronic text services should be provided at the library's expense when any library user who depends on one of these accommodations has made a commitment to attend.

9. Libraries should install visible warning signals in order to alert deaf clientele of problems and emergencies. Since deaf people cannot hear auditory signals such as fire alarms, public address and security alarming devices, it is essential that libraries install visible systems for alerting their deaf clientele to announcements and to emergency situations.

6.2.2: Services in Relation to Collections for the Hearing Impaired

The following are services in relation to collections for the hearing impaired:

1. Libraries should collect materials that will be of interest to both deaf and hearing clientele. Libraries should collect materials of special interest to deaf people and to hearing people who will need information or will have a general interest in deafness.

   Such materials would include current and historical materials related to deafness, works by and about deaf artists and other famous deaf people, materials related to

sign languages and other communication modes, government documents, legal materials and periodicals related to deafness, etc.

2. Libraries should collect, maintain and offer information about educational options, referral agencies, and programmes for deaf people in a wholly unbiased fashion. It is the duty of the libraries to exercise caution in ensuring that they collect materials from all viewpoints, particularly in such areas as information for deaf people, their parents, their other family members, and practitioners about programmes and referral agencies.

3. Libraries should assemble and provide access to a collection of high interest/low reading level materials of interest to deaf people. Libraries should strive to acquire general materials that may be understood by as many of their clientele as possible.

   Additionally, libraries should build and actively maintain a collection of high interest materials which are written purposefully with direct and simple vocabulary and which are heavily illustrated where appropriate, so that they may be easily understood by people who are yet to gain full mastery of the local oral and written language. This includes many deaf people as well as people from other linguistic minorities.

4. Visual non-print materials should form an integral part of any library's collections acquired in support of services to deaf clientele. Television video programmes and other such media with audio portions should be captioned or signed so that they may be understood by persons unable to hear.

5. Libraries should assemble and maintain a collection of videotapes and/or films in sign language and provide sufficient equipment necessary to view them by their clientele (hearing impaired).

6.2.3: Services in relation to services deliveries to the Hearing Impaired

The following are services in relation to services deliveries to the hearing impaired:

1. All of the library's collections, services, and programmes should be made accessible to its deaf community.

2. Members of the library's deaf community should be involved in the design and development of the library's services to deaf people, including the development of services and collections, and in the establishment of advisory committees, service organizations, and networks.

3. Libraries should offer programmes conducted in sign language. It is essential that all programmes and public meetings held in libraries be made accessible by provision of sign language interpreters, oral interpreters, computer-assisted real-time captioning or computer assisted note taking as requested.

4. Libraries should provide information on local literacy programmes that are accessible to deaf non-readers. Libraries should ensure that library sponsored literacy programmes meet the needs of deaf individuals. Libraries must consider the unique needs of deaf individuals when developing literacy programmes, at a minimum by consulting with professionals knowledgeable about methods used to educate deaf students.

5. Libraries should include local deaf-related information in its online community information and referral database. With the emergence of the World Wide Web (WWW), many libraries have created online community information and referral databases in order to provide a central reference point for local community information.

6. Libraries should include an unbiased variety of deaf-related electronic links in their online databases. It is a responsibility of libraries to provide access to such information where such libraries have access to the World Wide Web.

In Text Question

……… have the responsibility to collect and provide information services to their deaf clientele.

a. The schools
b. Libraries
c. The deaf community
d. All of the above

In Text Answer

b. Libraries

Summary of the Study Session 6

In Study Session 6, you have learnt that:

1. The primary issue involved with the provision of information services to deaf people is that communication often requires additional effort, knowledge, patience, and (where available) technological aids.

2. The degree to which communicating with any individual with hearing impairment requires these additional skills usually depends on the degree of hearing loss and the age at which the person experienced it.

3. The older an individual when the hearing loss is experienced, the more comfortable that individual is likely to be with indigenous oral and written languages.

4. Individuals who are born deaf or become deaf before acquiring speech may encounter difficulty in both speech and reading.

5. Libraries are often in the unique position of being a community's sole source of impartial information.

6. Libraries have a responsibility to collect and provide information services to their deaf clientele.

7. The primary goal of any specialized program to the deaf community must be to provide equal access to all programmes and services that are enjoyed by the library's hearing clientele.

8. The establishment of specialized programmes and services is in response to the recognition of the additional needs of deaf clientele but the specialized programme should not constitute the totality of the deaf clients' library experience.

Self-Assessment Questions

Now that you have completed this study session, you can assess how well you have achieved its Learning outcomes by answering the following questions. Write your answers in your study Diary and discuss them with your Tutor at the next! Support meeting. You can check your answers with the Notes on the Self-Assessment questions at the end of this Module.

1. In designing library programmes for deaf people, what's that one term that encompass all of the persons affected.
2. Highlight the categories of individuals with hearing impairments.

SAQ 6.2 (Tests Learning Outcomes 6.2)

1. Libraries are unique position of being a community's sole source of impartial information, explain.
2. Highlight the three categories of information services to the persons with hearing impairment.

Notes on Study Session 6

SAQ 6.1

1. In designing library programmes for deaf people, it is often useful to have one term to encompass all of the persons affected. That is, librarians need to be aware of this variation and of the controversies regarding education and communication modes in order to build comprehensive and impartial collections of materials about deafness and of related materials otherwise of concern and interest to both the deaf and people who are not deaf.
2. The following are categories of individuals with hearing impairments:
   a. native sign language users
   b. users of native sign language and written language of the general public
   c. oralists
   d. late-deafened adults
   e. hearing impaired elderly people
   f. minimal language users
   g. hard of hearing individuals and
   h. hearing members of deaf persons' families

SAQ 6.2

1. Libraries are the unique position of being a community's sole source of impartial information because they have a responsibility to collect and provide information services to their deaf clientele. The primary goal of any specialized program to the

deaf community must be to provide equal access to all programmes and services that are enjoyed by the library's hearing clientele.

2. The three categories of information services to the persons with hearing impairment are:
   a. Services in relation to communication.
   b. Services in relation to collections for the hearing impaired.
   c. Services in relation to services deliveries to the hearing impaired.

References

IFLA. (2000). Guidelines for Library Services to Deaf People 2nd Edition (Revised edition of Professional Report No. 24). Edited by John Michael Day. International Federation of Library Associations and Institutions IFLA Professional Reports, Nr. 62

Study Session 7: Information Services to the Blind

Source: *http://jis.gov.jm/wp-content/gallery/blind-school-on-drive-to-increase-enrolment/s2.jpg*

Introduction

Information service is an exchange of information about ideas, feelings, attitudes and beliefs between the sender and the receiver. Lack of access to information is the biggest barrier for blind persons to fully and effectively participate in all aspects of the society. Information service delivery to the visually impaired is an indispensable factor in interaction, growth development and progress in the life of living creatures, especially human beings.

Information delivery has both audio and audio-visual dimension, and this implies that communication is possible without visualizing. On the other hand, one can visualize without talking and still communicate to classes of human beings. Information service delivery to the visually impaired includes the deaf, dumb and visually impaired.

In this study session, you will learn about the visually impaired, the resources for the visually impaired individuals and information services for the visually impaired people

Learning Outcomes of the Study Session 7

After studying this session, you should be able to:

7.1 Discuss the visually impaired.

7.2 Highlight the resources for the visually impaired individuals.

7.3 Identify information services for the visually impaired people.

7.1: The Visually Impaired

Having access to information is a basic human right. Its realization is essential for the social, cultural and economic integration into the society of every human being. However, visually impaired people and those who cannot read often do not have access to information. The World Blind Union estimates that there are more than 160 million visually impaired people in the world who cannot read from print.

In addition, there are even greater numbers of persons who cannot read print because of other disabilities. However, only between 5-10% of all information is available in alternative accessible formats, such as audio, braille or digital text. Visually impaired persons exhibit a spectrum of special needs as a result of their sensory limitations.

The range of such needs is manifested in the series of differences demonstrated by the person's abilities, attitudes, learning styles and motivation. The number of individuals with visual impairment is growing, and most of them demonstrate various developmental, postural and behavioural problems,(developmental delays in locomotion, cognitive and social skills).

Figure 7.1: *The Visually Impaired*

Source:http://www.williamvandry.com/wp-content/uploads/2014/06/blue-visually-impaired-md.png

Not only the visually impaired need access to an adequate collection of materials they need to learn information literacy skills, many do not receive even rudimentary instruction in areas such as the arrangement of the library, the library classification

system, or even the differences between fiction and notification. Visually impaired individuals must learn how to utilize a wide variety of resources, both print resources in the library and on-line resources including the internet and periodical database. Just as their sighted peers do.

However, in order to allow visually impaired persons to use materials that are available only in print, they might need access to an optical scanner and optical character recognition programme such as omri page pro, open book or a CCTV for low vision among them. It is important to have at least a small browsing collection for the visually impaired persons in the library.

Many libraries, including public libraries, academic libraries, school libraries, and media centres have a small collection of audio books, listening library and record books; they also have excellent books that can benefit the users. If the library is automated, assistive technology such as JAVA's, zoom text should be installed on a computer. Many automated library catalogues can be used to give access to the visually impaired students to search for library materials.

In Text Question

………. persons exhibit a spectrum of special needs as a result of their sensory limitations.

    a. Visually impaired
    b. Visually paired
    c. Blind union
    d. None of the above

In Text Answer

    a. Visually impaired

7.2: Libraries for the Blind

Free library service emerged over the last two centuries as a result of developments in Europe and North America, but the history of the library is as old as humanity's need to preserve its record and share its experiences. Paralleling the development of libraries in civil society, libraries for the blind emerged to fulfill roles in education, training and lifelong learning for people unable to read print.

In the middle of the 19thcentury, women philanthropists in Europe and the United States started doing charitable work for disabled people. Some of these women also founded library services for the blind.

Female missionaries, who began distributing Bibles in accessible formats to spread Christianity, were primarily responsible for the founding of libraries for the blind in Asia and Africa. Many libraries for the blind grew out of rehabilitation agencies serving blind and visually impaired people, or as efforts to support the rehabilitation of blind war veterans.

Figure 7.2: The Library for the Blind
Source:https://farm4.staticflickr.com/3179/3110132126_0b7da3bda1_z.jpg?zz=1

7.2.1: Resources for the Visually Impaired

The library needs of visually impaired are generally the same as those of sighted people. However, visually impaired cannot use conventional print materials. They must depend upon large type, audio (spoken word), tactile devices (such as braille) and/or mechanical or optical aids - or a combination of these.
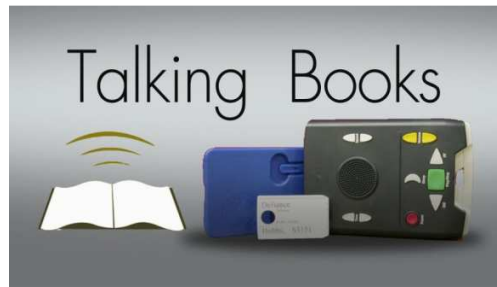
Figure 7.3: *Resources for the Visually Impaired*
Source: *https://i.ytimg.com/vi/h0oUNSOcABQ/maxresdefault.jpg*

Collections for the visually impaired should include:

1. Large-print books - for both adult and junior readers
2. Talking books, audio magazines and newspapers (see also discussion on equipment)
3. Large-print magazines and newspapers
4. Computer files of text
5. Braille and other tactile materials
6. Audio-descriptive videos

It is recognized that, at this time, these resources are not always available or that they are not always reasonable to expect all libraries to collect all of these formats. However, it is suggested that access to these resources should be provided as required, through the specialist library services available in each state.

One of the difficulties in providing a broad range of special-format materials for blind and visually-impaired people is the relatively low density of the blind population. Resource-sharing should be regarded as a fundamental aspect of providing services for the blind and visually-impaired people.

Libraries should participate in the National Union Catalogue of Materials for People with Disabilities (NUCD). Libraries should facilitate access to the resources held by other libraries/agencies and be willing to make their own resources available to other agencies/individuals.

In Text Question

Libraries for the blind grew out of rehabilitation agencies serving blind and visually impaired people. True/False

True

7.3: Technical Aids to Facilitate Use of Resources by the Visually Impaired Persons

People with visual impairment will benefit most from provision of equipment to facilitate the use of both 'special-format' and standard-print materials. Libraries should consider acquiring or facilitating access to the following:

1. Talking-book players (machines on which books are played and magazines are recorded on four-track cassettes as well as standard two-track cassettes)
2. Cassette players (machines on which to play books played and magazines are recorded on two-track cassettes), that is, a standard commercial cassette player
3. Magnifiers: Hand-held
4. Illuminated CCTVs (magnifiers using a television screen to display print of varying sizes and contrasts)
5. Microfiche enlargers (magnifiers using a television screen to display enlarged microfiche)
6. Voice-output devices - software for use with computers
7. Optical Character Recognition devices such as the Kurzweil Reading Machine, and the Robotron
8. Braille-output devices: Braille printers
9. Versabrailles (a device which produces paperless Braille)
10. Typewriters
11. OPACs in large-print, with voice output

7.3.1 Information Services to the Visually Impaired Persons

1. Libraries, as part of their core services, must put in place, services, collections, equipment and facilities, which will assist individual users with visual impairment to access and use resources that meet their particular needs for information.

2. Consultation of individuals with visual impairment, and groups representing them, in the planning, development and ongoing delivery of services.

3. Ensuring that staff are adequately trained and available to work with users with visual impairment, and supports career-long professional development and formal library programmes, which will facilitate the strengthening of equitable library and information services to people with visual impairment.

4. Improve access to resources to people with visual impairment through services agreements, referrals and sharing of resources between library and information services; and between these and other organizations specializing in services targeted at people with a print disability. Therefore, establishment and development of an international network of libraries of accessible materials should be encouraged.

5. Efforts to ensure that copyright legislation enables equal access by people with visual impairment to information from all libraries and information providers are made

6. Libraries' collections, technologies, equipment and facilities must meet the identified needs of users with visual impairment.

The visually impaired persons require access to library services in their community. Library services should be developed in co-operation with other national and local agencies. The community based public library, for example, has the best opportunity to become a major access point for all blind readers.

All libraries should ensure that their collections and services complement and integrate with national agencies to provide access to as wide a range of materials and services as possible. Libraries are a community's 'portal' to information, knowledge and leisure, and their services need to be made accessible for all.

Content and technology providers are essential partners in developing these inclusive information and leisure reading services. They should do so by making good use of the emerging possibilities of digitized publishing and delivery.

Summary of the Study Session 7

In Study Session 7, you have learnt that:

1. Information service is an exchange of information about ideas, feelings, attitudes and beliefs between the sender and the receiver.

2. Lack of access to information is the biggest barrier for blind persons to fully and effectively participate in all aspects of the society.

3. Information service delivery to the visually impaired is an indispensable factor in interaction, growth development and progress in the life of living creatures, especially human beings.

4. Information delivery has both audio and audio-visual dimension, and this implies that communication is possible without visualizing.

5. One can visualize without talking and still communicate to classes of human beings. Information service delivery to the visually impaired includes the deaf, dumb and visually impaired.

6. Visually impaired persons exhibit a spectrum of special needs as a result of their sensory limitations.

7. Free library service emerged over the last two centuries as a result of developments in Europe and North America, but the history of the library is as old as humanity's need to preserve its record and share its experiences.

8. The visually impaired persons require access to library services in their community.

9. Library services should be developed in co-operation with other national and local agencies.

10. All libraries should ensure that their collections and services complement and integrate with national agencies to provide access to as wide a range of materials and services as possible.

11. Libraries are a community's 'portal' to information, knowledge and leisure, and their services need to be made accessible for all.

Self-Assessment Questions

Now that you have completed this study session, you can assess how well you have achieved its Learning outcomes by answering the following questions. Write your answers in your study Diary and discuss them with your Tutor at the next! Support meeting. You can check your answers with the Notes on the Self-Assessment questions at the end of this Module.

SAQ 7.1 (Tests Learning Outcomes 7.1)

1. How can visually impaired persons use materials that are available only in print?

2. If the library is automated, assistive technology such as JAVA's, zoom text should be installed on a computer. True/False

3. Many automated library catalogues can be used to give access to the visually impaired students to search for library materials. True/False

SAQ 7.2 (Tests Learning Outcomes 7.2)

1. The history of the library is as old as humanity's need to preserve its record and share its experiences. Explain

2. The library needs of visually impaired are generally the same as those of sighted people. True/False

SAQ 7.3 (Tests Learning Outcomes 7.3)

The visually impaired persons require access to library services in their community. Explain

Notes on Study Session 7

SAQ 7.1

1. In order to allow visually impaired persons to use materials that are available only in print, they might need access to an optical scanner and optical character recognition programme such as omri page pro, open book or a CCTV for low vision among them. It is important to have at least a small browsing collection for the visually impaired persons in the library.

2. True

3. True

SAQ 7.2

1. In the middle of the 19thcentury, women philanthropists in Europe and the United States started doing charitable work for disabled people. Some of these women also founded library services for the blind. Female missionaries, who began distributing Bibles in accessible formats to spread Christianity, were primarily responsible for the founding of libraries for the blind in Asia and Africa.

Free library service emerged as a result of developments in Europe and North America. Many libraries for the blind grew out of rehabilitation agencies serving blind and visually impaired people, or as efforts to support the rehabilitation of blind war veterans. Paralleling the development of libraries in civil society, libraries for the blind emerged to fulfill roles in education, training and lifelong learning for people unable to read print.

2. False, this is because visually impaired cannot use conventional print materials. They must depend upon large type, audio (spoken word), tactile devices (such as braille) and/or mechanical or optical aids - or a combination of these.

SAQ 7.3

The reasons why visually impaired persons require access to library services in their community are as follows:

a. The library services should be developed in co-operation with other national and local agencies.

b. All libraries should ensure that their collections and services complement and integrate with national agencies to provide access to as wide a range of materials and services as possible.

c. Content and technology providers are essential partners in developing these inclusive information and leisure reading services. They should do so by making good use of the emerging possibilities of digitized publishing and delivery.

References

Lucky, A. T., and Achebe, N.E.E. (2013).Information Service Delivery to the Visually Impaired: A Case Study of Hope for the Blind Foundation Wusasa, Zaria (Nigeria). Research Journal of Information Technology 5(1): 18-23, 2013

McCarthy, J. J. (2002). A Thematic Guide to Optimality Theory. Cambridge University Press, Cambridge, UA

Popoola, I.S. (2007). Bilingualism and the teaching of French in Nigeria. J. Soc. Cult. Stud 10(2): 1-11.

Shon, K.H. (1999). Access to the world by visually impaired preschoolers. Review, 30(4): 160- 173.

Study Session 8: Information Services to People with Physical Disabilities

Source: http://blog.roymatheson.com/Portals/85919/images/disabilities%20signage-resized-600.jpg

Introduction

The physically disabled are an extremely varied population. Describing all of them with a single set of characteristics would be impossible, even if every general term is used. Their physical disabilities may be mild, moderate, or severe. Their intellectual functioning may be normal, below normal, or above normal. Individuals with physical disabilities adjust to their conditions well.

They present no unusual behaviour problems and are fully capable of learning in the regular classroom and interacting successfully with their non-disabled counterparts. With the provisions of library resources and services, most people with physical disabilities are included in educational programmes on the basis of their particular learning needs, not according to their specific disabilities or diseases.

In this study session, you will learn about physically disabled, provision of appropriate resources for people with physical disabilities, and the information services to people with physical disabilities.

Learning Outcomes of the Study Session 8

After studying this session, you should be able to:

8.1 Discuss insight into the physically disabled.

8.2 Highlight provision of appropriate resources for people with physical disabilities.

8.3 Examine information services to people with physical disabilities.

8.1: People with Physical Disabilities

Disabled persons, whatever the origin, nature and seriousness of their disabilities, have the same fundamental right to enjoy a decent life, as normal and full as possible. It should also be recognized that there is no clearly-defined separation between people with physical disabilities and the non-disabled and that barrier-free architecture benefits many more persons than the minority designated as 'disabled'.

Individuals with physical disabilities have the right to respect for their human dignity. It is essential to be aware, at all times, that:

1. People with disabilities are individuals.
2. Disabilities may be temporary or permanent.
3. People may have more than one disability.
4. People with disabilities from ethnic backgrounds may be doubly disadvantaged by a lack. of English literacy skills or familiarity with Australian library practices.
5. The needs of friends, families, professionals and self-help groups must also be considered.
6. Not all disabilities are obvious.

Physically challenged persons according to **Lawal** (2010) are people who are unable to perform some or all daily tasks. They are also people who have been medically diagnosed of a condition that makes it difficult for them to engage in the activities of daily life. Some people are born with disabilities, while others develop them later in life. There are however, many types of physical challenges or disabilities, and they vary greatly in causes, degrees and treatments.

Common physical disabilities include amputees, deformity, loss of limbs/limb deficiency, those on wheelchairs, crotches users, muscular and nervous deformities and, the k-legged. **Okoye** (2010) in his contribution submitted that in situations where a challenged person is not able to cope, it results in stereotyping, derogatory labeling and depersonalization. Most challenged persons suffer rejection, isolation, and maltreatment from other members of the society.

Figure 8.1:*People with Physical Disabilities*
Source:*http://www.ilcac.org/images/group_animated.gif*

He opined that challenged persons are shown negative attitudes and in the Traditional Yoruba society, terms such as 'Abirun' meaning handicap, 'Didinrin' meaning imbecile, 'Abami' meaning strange person, and 'Alawoku' meaning mentally imbalanced are used to refer to them. They are seen as objects of ridicule, shame and pity.

The physically challenged students encounter barriers in their quest for education which can be physical access limitations such as retrieving books from the library shelves. Challenged students start out with the same qualifications and aspiration as normal students, but because they encounter barriers, they perform poorer.

In Text Question

Individuals with physical disabilities have the same right to respect for their human dignity. True/False

In Text Answer

True

Disability can lead to frustration in some cases, and can adversely degenerate to a level that an individual may not be able to actualize his aspirations. Moreover, the inability to cope portrays them as helpless, mindless, suffering and deserving sympathy and alms. Factors such as age, gender, type of disability etc. determine the coping strategy adopted by challenged individuals.

Physical disabilities can give rise to special needs in the library setting. Because of their disabilities or illnesses, people with physical disabilities may require modification in their

physical environment, in teaching and learning techniques, in communication, or in other aspects of their educational programmes.

Some persons with physical disabilities are extremely restricted in their activities and intellectual functioning as a result of not having access to the library and the resources. Others have no major limitations on what they need especially in the library. Even those who have unrestricted access to the library resources require special devices or equipment that calls attention to the disability.

The special problems that persons with physical disability encounter in school vary in kinds and degrees. Those who use wheelchairs for mobility are disappointed that they are unable to compete with their class counterparts in playing football, baseball, and other track events. Yet they participate fully in all other aspects of programmes with no special modifications other than addition of a few ramps in the building.

However, in order to provide successful library services to people with physical disabilities, it is essential that all staff have appropriate attitudes towards people with disabilities. Attitudes based on ignorance or misconceptions create barriers and they are most-frequent cause of inadequate or non-existent services. It is recommended that an ongoing training for library staff as well as an awareness-raising programme should be developed.

This programme should examine staff's attitudes in terms of their perspectives to the disabled. For instance, members of staff need to be aware of current terminology relating to disabilities and understand that the person comes before their disability.

Members of staff also need to be educated about the abilities and realistic limitations of people with physical disabilities. Training should be addressed in a way that educates and dispels attitudinal barriers and common misconceptions about disabilities. This should be an ongoing process and not limited to one training session.

In Text Question

Physical disabilities can give rise to special needs in the library setting. True/False

In Text Answer

True

8.2: Provision of Appropriate Resources for People with Disabilities

In ensuring this, every library should have a written selection/acquisition and collection development policies including standards for:

1. Types and levels of provision of resources appropriate to the needs of people with disabilities.
2. Resource-sharing and inter-library loan arrangements.
3. Repair and maintenance of resources with particular attention being paid to adaptive equipment and audio-visual materials.
4. Provision of independent access to resources.

In developing such policies, it should be recognized that people with disabilities have the same information needs as the general public. However information may be required in another format.

8.2.1: Resources to People with Physical Disabilities

The major resource materials for the physically challenged are:

1. Reference materials on disabilities
2. Special format materials
3. Resources already in library collections, but not previously identified as being useful to people with disabilities
4. Resource-sharing
5. Technical aids and adaptive technology
6. Internet resources

It is preferable that materials and aids are readily-accessible and clearly-visible. Apart from the general information needs of people with disabilities (which are as diverse as the needs of non-disabled people), it is essential to provide current and up-to-date information about the various disabilities. When selecting materials, it is important to take into account the needs of individuals, families (including siblings), care givers and professionals.

Figure 8.2:*Resources to People with Physical Disabilities*
Source:*http://www.goodshepherdrehab.org/sites/goodshepherdrehab.org/files/images/im*
ages/imagesCAPZROMQ.jpg

Every library should collect and display to individuals with physical disabilities:
1. Current information on various disabilities including medical, educational, and legal information.
2. Information to support independent living.
3. Information/publications on government services.
4. Information/directories about local service providers.
5. Information/directories of local and national self-help groups.
6. Information on equipment which can be used to assist people with disabilities.

In Text Question

People with disabilities have the same information needs as the general public.

True/False

In Text Answer

True

8.3: Information Services to People with Physical Disabilities

Every library should provide a service which caters for every one of its users. Libraries strive to provide the best service possible to their clientele. It is imperative that the same level of service available to the general clientele be equally available to the clientele who

have a disability. Persons with physical disabilities typically require services from an interdisciplinary team of professionals in the library.

1. Libraries must engage in counseling activities as some of the physically challenged need modifications in their education, activities and other special services.
2. Libraries must allow people with physical disabilities to be given the opportunity to increase their independence by learning to take care of themselves i.e. their personal health-care routines such as clean intermittent catherisation and self-administration of medication.
3. Proper positioning and seating is important for the physically challenged. A standard routine for lifting and moving them about should be followed by the instructors, teachers, and librarians.
4. Assistive technology and other devices must be used to increase, maintain, or improve functional capabilities of individuals with physical disabilities. Other ways should also be explored to improve library services and resources for people with physical disabilities e.g. library computer systems, new technology.
5. Facilitating continuing consultation with the physically challenged so that these library services meet their changing needs in all aspects.
6. Addressing any issues considered relevant to the maintenance or improvement of library services to people with physical disabilities e.g. funding, service delivery.
7. Libraries must improve and facilitate access to alternative-format library materials for people with disabilities by identifying and locating existing library collections.
8. Libraries serving individuals with physical disabilities must facilitate resource-sharing among libraries serving people with disabilities. They must engage in library cooperation/ consortium building with libraries serving the physically challenged.
9. Facilitating information exchange, resource-sharing and co-operation between all libraries (e.g. supporting the National Union Catalogue of Materials for People with physical disabilities, etc.).
10. Providing information and expertise to the general community and interested organizations about the provision of library services to people with physical disabilities.

Special services, specially trained staff and arrangements may be required to cater for users with physical disabilities. However, the ideal, as far as possible, should be to make such arrangements part of the general facilities available to all users. Separating services, areas and equipment causes people with disabilities to feel different and excluded.

This may deter them from using the service, alterations made with people with disabilities in mind, e.g. large-print OPAC screens, ramps, sound amplification, will often benefit a wide range of people not classified as people with disabilities: the elderly, parents with small children, people temporarily ill or injured and people with common vision impairments. The need for such facilities will become more and more pressing, given the ageing of the population.

In Text Question

Which of the following statement is correct?

   a. Libraries must improve and facilitate access to alternative-format library materials for people.

   b. Libraries serving individuals with physical disabilities must facilitate resource-sharing among libraries serving people with disabilities.

   c. Libraries must allow people with physical disabilities to be given the opportunity to increase their independence by learning to take care of themselves.

   d. All of the above

In Text Answer

   d. All of the above

Summary of the Study Session 8

In Study Session 8, you have learnt that:

1. Disabled persons, whatever the origin, nature and seriousness of their disabilities, have the same fundamental right to enjoy a decent life, as normal and full as possible.

2. Individuals with physical disabilities have the right to respect for their human dignity.

3. Physically challenged persons according to **Lawal** (2010) are people who are unable to perform some or all daily tasks.

4. Every library should have a written selection/acquisition and collection development policies.

5. Every library should provide a service which caters for every one of its users.

6. Libraries strive to provide the best service possible to their clientele.

7. Persons with physical disabilities typically require services from an interdisciplinary team of professionals in the library.

Self-Assessment Questions

Now that you have completed this study session, you can assess how well you have achieved its Learning outcomes by answering the following questions. Write your answers in your study Diary and discuss them with your Tutor at the next! Support meeting. You can check your answers with the Notes on the Self-Assessment questions at the end of this Module.

SAQ 8.1 (Tests Learning Outcomes 8.1)

Who are the people with physical disabilities?

SAQ 8.2 (Tests Learning Outcomes 8.2)

What are the major resource materials for the physically challenged?

SAQ 8.3 (Tests Learning Outcomes 8.3)

What are the information services to the people with physical disabilities?

Notes on Study Session 8

SAQ 8.1

Physically challenged persons according to **Lawal** (2010) are people who are unable to perform some or all daily tasks. They are also people who have been medically diagnosed of a condition that makes it difficult for them to engage in the activities of daily life. Some people are born with disabilities, while others develop them later in life. There are however, many types of physical challenges or disabilities, and they vary greatly in causes, degrees and treatments.

Common physical disabilities include amputees, deformity, loss of limbs/limb deficiency, those on wheelchairs, crotches users, muscular and nervous deformities and, the k-legged.

Disabled persons, whatever the origin, nature and seriousness of their disabilities, have the same fundamental right to enjoy a decent life, as normal and full as possible. Individuals with physical disabilities have the right to respect for their human dignity.

SAQ 8.2

The major resource materials for the physically challenged are:

1. Reference materials on disabilities
2. Special format materials
3. Resources already in library collections, but not previously identified as being useful to people with disabilities
4. Resource-sharing
5. Technical aids and adaptive technology
6. Internet resources

SAQ 8.3

It is imperative that the same level of service available to the general clientele be equally available to the clientele who have a disability. And these services are as follows:

1. Libraries must engage in counseling activities as some of the physically challenged need modifications in their education, activities and other special services.
2. Libraries must allow people with physical disabilities to be given the opportunity to increase their independence by learning to take care of themselves.

3. Proper positioning and seating is important for the physically challenged.
4. Facilitating continuing consultation with the physically challenged so that these library services meet their changing needs in all aspects.
5. Libraries must improve and facilitate access to alternative-format library materials for people with disabilities by identifying and locating existing library collections.
6. Libraries serving individuals with physical disabilities must facilitate resource-sharing among libraries serving people with disabilities.
7. Facilitating information exchange, resource-sharing and co-operation between all libraries.
8. Providing information and expertise to the general community and interested organizations about the provision of library services to people with physical disabilities.

References

Irvall, B. and Nielsen, G. S. (2005). Access to libraries for persons with disabilities – CHECKLISTLIST. International Federation of Library Associations and Institutions IFLA Professional Reports, No. 89

Langford, K. and Goodson, K. 2014. Services for Persons with Disabilities.

Lawal-Solarin, E. O. (2012). A Survey of Library and Information Services to Physically-Challenged Students in Academic Libraries in Ogun State, Nigeria. Library Philosophy and Practice 2012.

Okoye, U. O. (2010). Support Systems and Coping Strategies Available to Physically-Challenged Students in University of Nigeria Nsukka. Retrieved Jan 26, 2105 from http://interesjournals.org/ER/pdf/2010/December/okoye.pdf.

Study Session 9: Information Services to Individuals in Correctional Facilities

Source:https://sp.yimg.com/xj/th?id=OIP.M617768747c5d10b41da7123d7a5830c1o0&p id=15.1&P=0&w=300&h=300

Introduction

Norms and values that are acceptable in the society are defined in the system of laws guiding the behaviour, practices and habits of individuals. Failure to submit to these laws constitutes an offense which must be met with the appropriate consequences and sanctions as stipulated by the constitution. Individuals who violates the laws of the land are sometimes locked up in correctional facilities established by the state after due trial.

The aim of these facilities is to help remold, restore and rehabilitate these individuals. Even though they are in a controlled and regimented environment, inmates in these correctional facilities need information. In this study session, you will learn about correctional facilities and the information services targeted at inmates in correctional facilities.

Learning Outcomes of the Study Session 9

After studying this session, you should be able to:

9.1 Define correctional facilities

9.2 Explain the information services targeted at inmates in correctional facilities

9.1: Correctional Facilities

Correctional facilities are institutions where individuals who have been convicted of crimes in violation of the laws of the land are kept for a period of time commensurate with the offense committed, for the sole purpose of rehabilitation and re-molding. These facilities are manned by officials who sometimes bear arms to maintain law and order. Daily activities are regimented and controlled strictly.

A typical example of a correctional facility is the prison where the inmates have the uniform that they wear, placed in separate rooms, eat at a scheduled time, engage in specified activities and locked up at a specific time.

The prison is a correctional facility because apart from the fact that the inmates have moments of solitude which affords them the opportunity to meditate on the wrongs that they have committed in order to make their lives better, there are several programmes like counseling and skill acquisition that help to remold and correct them.

Figure 9.1: *Correctional Facilities*
Source:*https://farm4.staticflickr.com/3560/5841742526_9d7003d14a_z.jpg*

Even though the movement of the individuals in these correctional facilities is restricted, their right to access information should not be. The inmates are in these facilities to have a change of heart so that they can be law abiding members of the society. If that objective is to be realized, they need to be informed in the right way.

The inmates need information on the schedule of activities (tasks, recreation, counseling and lectures), opportunities for parole, offenses committed by fellow inmates, current

affairs, family members, friends, religious activities and health care. In order to meet the information needs of inmates in correctional facilities, libraries are set up within facilities to facilitate access to information resources that will support the aim of establishing the institutions.

In the case of the prisons, there are prison libraries that are set up to provide information resources to prisoners. **Lehman and Locke** (2005) expressed that Rule 40 of the United Nations Standard Minimal Rules for the Treatment of Prisoners (1955) reads: "Every institution shall have a library for the use of all categories of prisoners, adequately stocked with both recreational and instructional books, and prisoners shall be encouraged to make full use of it."

This gives legitimate backing to the prison's library. But in an event where a correctional facility does not have a library, the public library has the duty of carrying out extension services to these institutions to render information services. The library attached to the correctional facilities should be well designed with professional staff, functional facilities and well developed library resources. According to **Lehman and Locke** (2005), the collection in the library should include:

1. fiction, including a broad range of genres (romance, mystery, crime, science fiction, fantasy, horror, etc.)
2. non-fiction, with heavy emphasis on self-help, life skills, and personal relationships
3. legal materials (to meet informational needs as well as constitutional or court mandated requirements)
4. poetry
5. comics and graphic novels (for both beginning readers and advanced enthusiasts)
6. self-study materials (to support distance learning/correspondence classes and life-long learning)
7. easy-to-read materials (for patrons with reading problems and non-native language speakers)
8. large-print books (for persons with visual problems)
9. audio books (for all patrons and those with visual and reading problems)
10. audio and visual materials, multimedia and computer software (where equipment is available)

11. community information (brochures, directories, handbooks, etc. for pre-release planning and job search)
12. literacy & numeracy materials (for improving reading, writing, and math skills)
13. puzzles, games (for education and entertainment)
14. magazines (general interest & subject specific – for all patrons)
15. newspapers (for all inmates – to keep informed of world and local affairs and stay in touch with home community

In Text Question

………… are institutions where individuals who have been convicted of crimes in violation of the laws of the land are kept for a period of time commensurate with the offense committed, for the sole purpose of rehabilitation and re-molding.

   a. Prison
   b. Correctional facilities
   c. Rehabilitation home
   d. All of the above

In Text Answer

b. Correctional facilities

9.2: Information Services that are carried out in these Libraries

Information services that are carried out in these libraries to facilitate the retrieval of information resources by the inmates are:

- reference information service
- readers' advisory service
- regular library orientation
- interlibrary loan service
- provision of special materials to inmates with special needs

1. Reference Information Service: this gives the opportunity to inmates to ask question(s) from the reference librarian, who will in turn consult the relevant reference sources and other information resources in the library. An inmate who wants to learn tailoring as part of the skill acquisition program in a correctional facility for instance may ask the librarian for information resources that can be of assistance.

The librarian may then conduct a reference interview to determine the aspect of tailoring that the individual is interested in, men or women wears, native wears or foreign styles. Once the actual need of the inmate has been determined, the librarian searches through the collection to provide relevant information resources that address the need.

Modern correctional facilities are equipped with modern automated library which creates an avenue for electronic reference service to be rendered. Inmates can post their queries electronically and the librarian can also respond via the same medium.

2. Readers' Advisory Service: this provides the needed education and instructions to inmates on the information resources that they can make use of according to their information needs. This service ensures that inmates are properly guided to utilize information resources that will encourage, educate and teach them.

Inmates may be advised to watch documentary or film shows of individuals who were once in correctional facilities, but are now doing fine for themselves now. A film on Nelson Mandela can be shown to the inmates. They would appreciate that despite the decades spent in prison, the great Madeba as Mandela is popularly called, did not lose his focus.

He came out and was voted in as the President of South Africa. Viewing documentaries and films like this might motivate the inmates to have a determination to be successful after their time in detention.

3. Regular Library Orientation: this service ensures that the inmates are educated on the variety of information resources that are available and accessible in the library. Library orientation brings about user education, which itself gives inmates the necessary skills to use the library catalogue and also to understand the classification scheme. This service is done periodically, especially when new inmates are brought in.

4. Inter-library loan service: it is not realistic for the libraries attached to correctional facilities to have all the needed information resources that inmates request for. At times, when an inmate requests for a particular information resource which could not be found within the library's collection, other libraries that are in cooperation with the library attached to the correctional facility are contacted.

Through this, the library which has the particular material can loan it to the other library and the inmate can have access for a stipulated period.

5. Provision of special materials to inmates with special needs: some individuals are brought to correctional facilities with one type of disability or another. Some individuals

are blind, deaf, physically incapacitated etc. Provisions are made in the library to accommodate these individuals and also relevant information resources that can be used by them are provided.

The library attached to correctional facilities also provides access to audio-visual resources, Braille publications, large print books and the likes. Apart from these information services, **Lehman and Locke** (2005) opined that the library should organize and support a variety of activities and programmes that promote reading, literacy, and cultural pursuits. Such programmes provide the opportunity for creative use of time and improved quality of life.

They also foster social skills and enhanced self-esteem. Correctional facilities authorities should be aware that inmates who are engaged in productive pursuits are less likely to cause problems and disturbances. Examples of interesting and relevant library programmes are:

1. author readings
2. book clubs & discussions
3. literary and "fact" contests that use library resources
4. creative writing workshops
5. music programmes
6. art workshops & displays
7. literacy tutoring
8. spelling contests
9. holiday & cultural celebrations
10. job fairs

In Text Question

Information services that are carried out in libraries to facilitate the retrieval of information resources by the inmates are the following except……….

a. reference information service
b. regular library orientation
c. interlibrary loan service
d. provision of clothing and food materials to inmates with special needs

    d. provision of clothing and food materials to inmates with special needs

Summary of the Study Session 9

In Study Session 9, you have learnt that:

1. Correctional facilities are institutions where individuals who have been convicted of crimes in violation of the laws of the land are kept for a period of time commensurate with the offense committed, for the sole purpose of rehabilitation and re-molding.

2. These facilities are manned by officials who sometimes bear arms to maintain law and order.

3. The prison is a correctional facility because apart from the fact that the inmates have moments of solitude which affords them the opportunity to meditate on the wrongs that they have committed in order to make their lives better, there are several programmes like counseling and skill acquisition that help to remold and correct them.

4. The inmates are in these facilities to have a change of heart so that they can be law abiding members of the society. If that objective is to be realized, they need to be informed in the right way.

5. The inmates need information on the schedule of activities (tasks, recreation, counseling and lectures), opportunities for parole, offenses committed by fellow inmates, current affairs, family members, friends, religious activities and health care.

6. Reference Information Service gives the opportunity to inmates to ask question(s) from the reference librarian, who will in turn consult the relevant reference sources and other information resources in the library.

7. Readers' Advisory Service provides the needed education and instructions to inmates on the information resources that they can make use of according to their information needs.

8. Regular Library Orientation service ensures that the inmates are educated on the variety of information resources that are available and accessible in the library.

9. Inter-library loan service is not realistic for the libraries attached to correctional facilities to have all the needed information resources that inmates request for.

10.	Provision of special materials to inmates with special needs

Self-Assessment Questions

Now that you have completed this study session, you can assess how well you have achieved its Learning outcomes by answering the following questions. Write your answers in your study Diary and discuss them with your Tutor at the next! Support meeting. You can check your answers with the Notes on the Self-Assessment questions at the end of this Module.

SAQ 9.1 (Tests Learning Outcomes 9.1)

1.	Why are individuals brought to correctional facilities?
2.	What are the three major things a library attached to correctional facilities should have?
3.	Highlight six various information resources that are available in a correctional facility's library

SAQ 9.2 (Tests Learning Outcomes 9.2)

What are the information services that are carried out in libraries to facilitate the retrieval of information resources by the inmates?

Notes on Study Session 9

SAQ 9.1

1. The prison is a correctional facility because apart from the fact that the inmates have moments of solitude which affords them the opportunity to meditate on the wrongs that they have committed in order to make their lives better, there are several programmes like counseling and skill acquisition that help to remold and correct them.

Even though the movement of the individuals in these correctional facilities is restricted, their right to access information should not be. The inmates are in these facilities to have a change of heart so that they can be law abiding members of the society. If that objective is to be realized, they need to be informed in the right way.

2. The library attached to the correctional facilities should be well designed with professional staff, functional facilities and well developed library resources.

3. The collections in these libraries should include:
    1. Fiction, including a broad range of genres (romance, mystery, crime, science fiction, fantasy, horror, etc.)
    2. Non-fiction, with heavy emphasis on self-help, life skills, and personal relationships
    3. Legal materials
    4. Poetry
    5. Comics and graphic novels
    6. Self-study materials
    7. Easy-to-read materials
    8. Large-print books (for persons with visual problems)
    9. Audio books
    10. Audio and visual materials, multimedia and computer software

SAQ 9.2

The information services that are carried out in these libraries to facilitate the retrieval of information resources by the inmates are:
    a. reference information service
    b. readers' advisory service
    c. regular library orientation

d. interlibrary loan service

e. provision of special materials to inmates with special needs

Reference

Lehmann, V and Locke, J (2005) Guidelines for library services to prisoners. International Federation of Library Associations and Institutions IFLA Professional Reports. No. 92, 3rded.

Study Session 10: Information Services Available to Hospital Patients

Source:http://www.manateememorial.com/sites/manateememorial.com/files/179402206_600.jpg

Introduction

Individuals who are incapacitated due to diseases and infirmities in the hospitals are not without information needs. These individuals take treatments in the hospitals as in or out patients. The state of their health requires them to be aware of their medical condition and the steps taken by the health practitioners to help them out. Information could be all that they need to uplift their spirits and maintain a good heart condition which is therapeutic in itself.

In this study session, you will learn about hospital patients and their information needs. It also focuses on the hospital library and the various information services targeted at these individuals.

Learning Outcomes of the Study Session 10

After studying this session, you should be able to:

10.1 Define a hospital patient.

10.2 Identify the information services available to patients in the hospital.

10.1: Patients in the Hospital

Hospital Patients are individuals who receive medical treatments in the hospitals for different health reasons. Due to the severity of the medical condition, some are admitted

in the hospital where a bed space is provided. Individuals that are admitted in the hospitals are called in-patients. The fact that they reside in the hospital momentarily gives the room for the doctors and nurses to monitor their health status and to intervene quickly when the need arises.

On the other hand, some individuals only visit the hospital when they have an appointment with the doctor; these individuals are called out-patients. Regardless of the type of patients they are, individuals who are sick cannot contribute to the socio-economic advancement of the society during the period of their illness. Their medical conditions prevent them from engaging in their day-to-day routines.

Even though their condition incapacitates them, they still need information for several reasons. The information needs of patients include: where to get the best medical care, who will administer the care, the cost of the care, the different tests that will be done, where to carry out the tests, the result of the tests, the status of health, duration of care, government health policies, family members and friends who will be on ground for care giving, current affairs and the likes.

Figure 10.1: *Hospital Library*
Source:*http://upload.wikimedia.org/wikipedia/commons/thumb/2/20/MarkhamStouffville HospitalLibrary3.JPG/1280px-MarkhamStouffvilleHospitalLibrary3.JPG*

10.1.1: Hospital Library

All these information needs and many more are important to patients. The hospital library has the mandate of providing information that would meet the needs of patients. Hospital library is a library that is established to meet the information needs of patients, medical practitioners and care givers. According to **IFLA** (2000) the objectives of the hospital library include:

1. To foster the well-being and recovery of patients by:
   a. Acquiring, organizing, maintaining, and/or providing library materials and services that can, according to each patient's need, offer a means of diversion, therapy, culture and, where appropriate, education and training.
   b. Providing information on health and wellness, and on specific illnesses, disorders, or other health-related problems including etiology, diagnosis, prognosis, and treatment.
2. To work collaboratively with the institution's other patient care services.
3. To further the understanding that:
   a. Library materials are one of the only means patients have to counterbalance the foreign, for some, frightening hospital environment.
   b. Reading is often one of the few and perhaps most practically sustainable recreation available to institutionalized people.
4. To encourage the recognition that, consistent with the concept of whole patient care, libraries or library services should be a fundamental part of any short- or long-term care facility.

In Text Question

Individuals that are admitted in the hospitals are called …………
   a. Im-patients
   b. In-patients
   c. Patients
   d. All of the above

In Text Answer
   b. In-patients

10.2: The Information Resources

The information resources that are available in the hospital library that ensure the realization of the objectives include: leisure materials like newspapers, magazines, novels, poems, storybooks, inspirational books and devotional books. Health related information resources like books on anatomy, physiology, drugs, dental care and the likes are also available in the library.

Figure 10.2: The Information Resources

Source:http://technoscience.global2.vic.edu.au/files/2011/11/online_databases.jpg

Journals, research studies, reference sources, electronic information resources and audio-visual resources like films and songs are also part of the information resources in the hospital library. The information resources have a therapeutic effect on the patients. In order to meet these specific objectives, the hospital library renders targeted information services which go beyond the traditional circulation and reference services. These information services include:

 i. Regularly scheduled book cart service

 ii. Selective dissemination of knowledge based information

 iii. Electronic Reference Service

 iv. Inter-library loan

 v. Readers' Advisory Service

1. Regularly scheduled book cart service: this service ensures a regular visit to the hospital. A library staff that is compassionate wheels information resources like books, newspapers and other light reading materials like storybooks and novels to individuals who are bed-ridden. This service makes it possible for the patients who are limited in their movement with the desire to acquire information not to be deprived.

Patients who are not in an unconscious state may still have the capability to read information materials like newspapers and magazines to at least know what is happening in the society on their sick beds. The book cart service should also be available in strategic areas in the hospital like waiting rooms and special treatment areas like dialysis unit and chemotherapy centres.

2. Selective Dissemination of Knowledge Based Information: patients in the hospitals receive medical care for different illnesses. This indicates that their information needs would definitely be different. The information needed by an individual who has a terminal illness like cancer would definitely be different from that which someone with a broken rib would need. Therefore, the information that would be provided to these patients must be case specific.

This requires the provision of information resources that would address the health needs of individuals based on a foreknowledge of their health challenges. An individual who has cancer should be provided with print, electronic and audio-visual resources that would help the patient understand the health challenge, the various treatment options that are available and how best to cope with the medical condition.

In order to provide this service, the librarian needs to know and relate with the patients that are on admission and those who come in for visitation on scheduled dates. Interaction with these individuals and the medical staff will reveal the health challenges of the patients. This will assist the librarian to provide information resources selectively based on their medical conditions.

3. Electronic Reference Service: reference service ensures that the queries of individuals are answered with the use of reference sources and other information resources in the library. Electronic reference service makes it possible for the queries of individuals to be answered by the reference librarian without even having physical contact with them. The librarian can respond to the questions electronically or through a machine readable device or computer.

This service provided within the context of a hospital library will give patients the opportunity to ask whatever question they wish to ask over the telephone or through internet enabled smart devices. This type of information service is very important in the hospital setting as the immobility of patients would not hinder them from accessing the needed information.

4. Inter Library Loan Service: monopoly of information does not rest with a particular information agency and an information agency cannot be an island on its own. This fact reveals the need for co-operation between libraries which may require the sharing of information resources. Through inter library loan service, the hospital library can provide access to the information resources that are not available in the library.

This can be done if a hospital library forwards a request to the other libraries to retrieve the resources from them when their availability is confirmed. This service gives the patients the assurance of having their information needs met.

5. Readers' Advisory Service: this is also called readers' guidance. **IFLA** (2000) expressed that this service is particularly important in long stay institutions where patients stand to benefit from ongoing, individualized reading programmes. Readers' advisory implies knowledge of both the patient's needs and interests and of the materials available to match them. The goals of reader's advisory can be education, diversion, or therapy.

Patients are guided, advised and educated on the information resources that are accessible through the library that can assist them in getting the relevant information needed depending on their information needs. Suggestions can be made to them to utilize subject specific annotated bibliographies that will lead them to the information resources on health issues, wellness tips and leisure interests.

This service also makes it possible for appropriate form of entertainment that may include book discussion groups, arts and crafts programmes, film or slide shows, lectures, musical performances, game nights, poetry readings, including readings by patients or residents, debates and discussions, special holiday entertainment.

For children, arts and crafts, flannel board stories, puppet shows as well as story hours and reading can be organized and enjoyed. This will create a diversion from their illness and give them a cheerful and positive outlook.

In Text Question

Information services include the following except………

    a. Regularly scheduled book cart service
    b. Selective dissemination of knowledge based information
    c. Electronic Reference Service
    d. Intra-library loan

In Text Answer

    d. Intra-library loan

Summary of the Study Session 10

In Study Session 9, you have learnt that:

1.   Hospital Patients are individuals who receive medical treatments in the hospitals for different health reasons.
2.   Individuals that are admitted in the hospitals are called in-patients.
3.   Some individuals only visit the hospital when they have an appointment with the doctor; these individuals are called out-patients.
4.   Regardless of the type of patients they are, individuals who are sick cannot contribute to the socio-economic advancement of the society during the period of their illness.
5.   Hospital library is a library that is established to meet the information needs of patients, medical practitioners and care givers. The hospital library has the mandate of providing information that would meet the needs of patients.
6.   The information resources that are available in the hospital library that ensure the realization of the objectives include: leisure materials like newspapers, magazines, novels, poems, storybooks, inspirational books and devotional books. Health related information resources like books on anatomy, physiology, drugs, dental care and the likes are also available in the library.
7.   Journals, research studies, reference sources, electronic information resources and audio-visual resources like films and songs are also part of the information resources in the hospital library.

The information resources have a therapeutic effect on the patients. In order to meet these specific objectives, the hospital library renders targeted information services which go beyond the traditional circulation and reference services. These information services include:

 i.   Regularly scheduled book cart service
 ii.   Selective dissemination of knowledge based information
 iii.   Electronic Reference Service
 iv.   Inter-library loan
 v.   Readers' Advisory Service

Self-Assessment Questions

Now that you have completed this study session, you can assess how well you have achieved its Learning outcomes by answering the following questions. Write your answers in your study Diary and discuss them with your Tutor at the next! Support

meeting. You can check your answers with the Notes on the Self-Assessment questions at the end of this Module.

1. Who is a hospital patient?
2. What do you understand by the term hospital library?
3. Enumerate the objectives of the hospital library.

List and discuss briefly the information services available to hospital patients.

Notes on Study Session 10

SAQ 10.1

1. Hospital Patients are individuals who receive medical treatments in the hospitals for different health reasons.

    Due to the severity of the medical condition, some are admitted in the hospital where a bed space is provided. Individuals that are admitted in the hospitals are called in-patients. On the other hand, some individuals only visit the hospital when they have an appointment with the doctor; these individuals are called out-patients.

2. Hospital library is a library that is established to meet the information needs of patients, medical practitioners and care givers. The hospital library has the mandate of providing information that would meet the needs of patients.

3. The objectives of the hospital library include:

a. To foster the well-being and recovery of patients by:

b. To work collaboratively with the institution's other patient care services.

c. To further the understanding that:

d. To encourage the recognition that, consistent with the concept of whole patient care, libraries or library services should be a fundamental part of any short- or long-term care facility.

SAQ 10.2

These information services include:
  i.   Regularly scheduled book cart service

ii.   Selective dissemination of knowledge based information

iii.   Electronic Reference Service

iv.   Inter-library loan

v.   Readers' Advisory Service

1. Regularly scheduled book cart service: this service ensures a regular visit to the hospital. This service makes it possible for the patients who are limited in their movement with the desire to acquire information not to be deprived.

2. Selective Dissemination of Knowledge Based Information: patients in the hospitals receive medical care for different illnesses. This indicates that their information needs would definitely be different. Interaction with these individuals and the medical staff will reveal the health challenges of the patients. This will assist the librarian to provide information resources selectively based on their medical conditions.

3. Electronic Reference Service: reference service ensures that the queries of individuals are answered with the use of reference sources and other information resources in the library. Electronic reference service makes it possible for the queries of individuals to be answered by the reference librarian without even having physical contact with them.

4. Inter Library Loan Service: monopoly of information does not rest with a particular information agency and an information agency cannot be an island on its own. Through inter library loan service, the hospital library can provide access to the information resources that are not available in the library. This service gives the patients the assurance of having their information needs met.

5. Readers' Advisory Service: this is also called readers' guidance. Readers' advisory implies knowledge of both the patient's needs and interests and of the materials available to match them. The goals of reader's advisory can be education, diversion, or therapy.

Reference

IFLA (2000). Guidelines for libraries serving hospital patients and the elderly and disabled in long-term care facilities. IFLA Professional Reports, Nr. 61. Retrieved March 10, 2015 from http://www.ifla.org/V/pr/index.htm

Study Session 11: Information Service to Non-Literate, Semi-Literate, and Neo-Literate

Source:http://librariesandliteracy.wikispaces.com/file/view/africancommunitylibrary1.jpg/247333545/336x448/africancommunitylibrary1.jpg
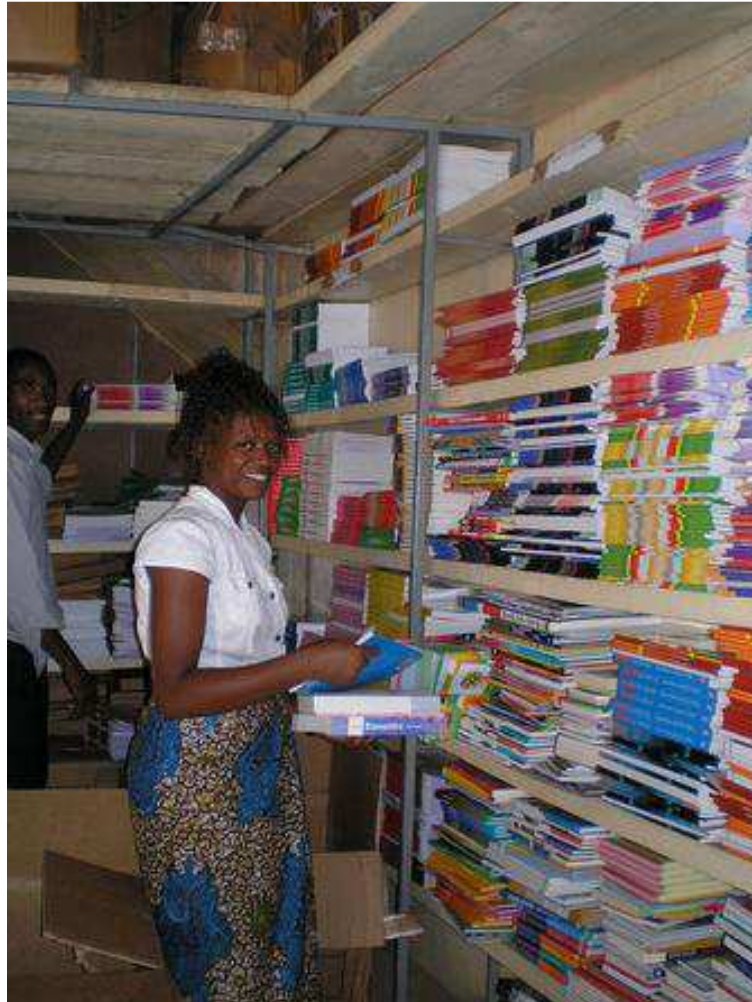
Introduction

The type of services provided by libraries is often dependent on the nature of the population which it serves. A non-literate, semi-literate or neo-literate population, often from a developing country, requires a specific set of services and targeted initiatives as opposed to a library in a developed country serving a mostly literate population with a few cases of illiteracy.

Involvement on the part of libraries can be loosely divided into two categories: formal literacy efforts (meaning education for both adults and children) and informal literacy efforts (meaning the provision of information services and materials). In a society in which the population of illiterate adults is high and children end formal education early, formal literacy efforts become important.

"Libraries would support adult education literacy efforts and help new literates (neo-literates) to maintain and expand skills with recreational and informational reading". In this study session, you will learn about the three types of population, non-literate, semi-literate and neo-literate affect the provision of information services.

Learning Outcomes of the Study Session 11

After studying this session, you should be able to:

11.1 Discuss Non-literate populations and their information services requirements.

11.2 DiscussSemi-literate populations and their information services requirements.

11.3 DiscussNeo-literate populations and their information services requirements.

11.1: Non Literate Populations

Literacy is referred to as a 'particular skill' which means "to understand and use printed information in day-to-day activities, at home, at work and in the community". According to UNESCO, "literacy is at the heart of basic education for all, and essential for eradicating poverty, reducing child mortality, curbing population growth, achieving gender equality and ensuring sustainable development, peace and democracy".

And in developing countries, the provision of literacy becomes even more important because it provides a way for the country to move forward. Where the provision of literacy is concerned, libraries are instrumental to the provision of reading materials to various literacy levels and services to overcome barriers to literacy; libraries provide opportunities for people to acquire literacy.

Libraries have the opportunity to serve as a liaison between the rural populations and various sources of information, to analyze the cultural context and information needs of their populations, to collect information relevant to their users, and to transmit it in a way (via a medium) their users find accessible.

Libraries must find innovative ways to meet the needs of non-literate populations; indeed, they must almost redefine the concept of a library, from a repository of (mostly written) cultural records to a dispensary of knowledge in a variety of formats that is of direct relevance to the lives of their patrons.

Figure 11.1:*Non-literate population*

Source:*http://www.mhtf.org/wp-content/uploads/sites/32/2015/05/UttarPradesh-checklist.png*

In countries where much of the population is illiterate, it is in the national interest for libraries to find a way to reach out to this subset of the population in order to both improve their lives and to contribute to the overall development of the country, through the development of its "human resources."

It is of interest to the library itself to reach out to these populations, since by providing valuable services to a larger portion of the population, usage of libraries and their resources (and the consequent perception of libraries as a national resource of some value) would increase.

The "information horizon" of non-literate populations often consists of "social welfare officers, health and agricultural extension staff, community leaders, village priests, headmasters, traveling petty traders, local government staff, and visitors from the city". It would be the responsibility of the library to market its services in such a way that it would cease to appear to be an elitist institution and rather would be seen as a valuable source of information in the various languages and formats its users require.

"Literacy is at the heart of basic education for all, and essential for eradicating poverty, reducing child mortality, curbing population growth, achieving gender equality and ensuring sustainable development, peace and democracy". True/False

True

11.1.1 Information Services to the Non-Literates

Generally, libraries offer a wide range of services. Some non-literates are unaware of these resources and services and therefore do not avail themselves of them. Hence, it is necessary to acquaint the non-literates with the information services. However, the kind and nature of these services vary from one library to the other.

These information services include:

1. **Information services**: Every individual (non-literate) seeks information for making decision and to help reduce anxiety and uncertainty. The information needs of individuals could be personal, education, official or for research. The library provides materials and other resources that can meet these varying information needs.

2. **Education**: Libraries have resources for the promotion of formal and informal education. Libraries may not necessarily provide educational materials, but they guide users on how best to use the materials.

3. **Recreation**: Many non-literates visit the library to read about things/ happenings around them especially at leisure hours.

4. **Library orientation**: It is an avenue through which fresh library users (non-literates) are being familiarized with the rules and regulations of the library. A well-organized library orientation can be rewarding to the non-literate populations.

5. **Lending/circulation**: Libraries allow patrons (non-literates) to utilize the rich resources in the libraries within the ambit of the library. Also resources are giving out on loan for a specific period depending on the policy of the library.

6. **Photocopying services**: This affords library users to duplicate the information resources they need in the library.

7. **Book Reservation**: Books on loan could be reserved for other users who have indicated interest in using them.

8. **Compilation of Reading Lists**: libraries perform this service to assist users (non-literates) in their research works and private studies. Reading lists are compiled on diverse subjects and made available to those who need them.

9. **Compilation of Bibliographies**: A list of bibliographies are made and published for the attention of users since a good number of users may not easily have access to other libraries.

10. **Readers' Advisory Service**: This service is concerned with the provision of reading guidance to the non-literates. The service is at instance of those who have problems on what to read.

Other information services provided to the non-literate populations include user education, indexing and abstracting, inter-library loan services, current awareness services, selective dissemination of information, reference services, publication of current contents, preservation of culture, referral services etc.

In Text Question

Libraries allow patrons (non-literates) to utilize the rich resources in the libraries within the ambit of the library. True/False

In Text Answer

True

11.2:Semi-Literate Populations

A Semi-literate is that adult or adolescent who has a low level of formal education. School drop-outs or those who have studied up to the 5th or the 8th standard constitute this category of learners. Here too, the lack of practice in reading and writing overtime can easily lead to the loss of literacy skills. In a UNESCO publication on reading materials for literacy programmes, a semi-literate person is an "adult or adolescent who has a low level of formal education.

A semi-literate person is someone who has a basic, working literacy level. For example, someone who has already completed a basic literacy programme provided by some

community agency or someone who has completed elementary school but has not had any further literacy education. Usually the term semi-literate refers to adults or older adolescents rather than children who are still in the process of literacy development.

Often, semi-literate persons are part of populations that have a low overall literacy rate or cultures that do not emphasize literacy. Semi-literate people already have the necessary level of literacy to get by in everyday life. They have the basic skills necessary to continue their literacy development on their own or with minimal formal instruction. The biggest concern when it comes to semi-literate populations is the maxims "use it or lose it."

The skills a semi-literate person has gained can be quickly lost if that person does not continue to use and practice those skills in everyday life. Therefore, the goals for semi-literate populations focus on the maintenance of current skills and self-education to improve upon existing skills.

Figure 11.2:*Semi-literate population*
Source:*http://librariesandliteracy.wikispaces.com/file/view/libraryliteracy.jpg/24710744 5/libraryliteracy.jpg*

Three literacy goals for semi-literate populations include:
   a. Keep reading and writing in order to maintain current level of skills.
   b. Use of reading and writing in everyday life for work and at home.
   c. Development of a "reading habit" for both function and pleasure.

In Text Question

…………. is that adult or adolescent who has a low level of formal education.

   a. A Semi-literate
   b. Non-literates
   c. Literates
   d. None of the above

In Text Answer

   a. A Semi-literate

11.2.1 Information Service to Semi-Literate

The primary considerations for libraries serving semi-literate populations are:

1. Providing easy access to appropriate reading material. This involves getting the material to the people and maintaining a collection of materials for this section of the population.

2. Making the materials accessible in level and language to the population.

3. Facilitating the regular use of learned literacy skills to foster a habit of reading and writing.

4. Bringing library services and materials to populations that would not otherwise have had access to these materials and services. This can bring progress in fostering an interest in reading and an awareness of and familiarity with library and information services. This is one example of an initiative to bring materials to underserved populations, including semi-literates.

5. Community libraries and other organizations serving semi-literate populations must also maintain a collection of materials curated specially for the community and the population's reading level.

6. There should be some evaluation of and feedback on the interests and needs of the community. Libraries can perform a door-to-door survey of community members and ask about their "reading habits and the types of materials they might be interested in reading. This ensures that the library collection is geared specifically to the community it serves.

7. The library should structure their collection based on this needs assessment. The subjects of the materials should match the interests and needs identified in the assessment by the community.

8. Beyond the subject matter, the collection must be structured to match the literacy levels of the population. In this case, there should be reading materials on a variety of subjects at a level accessible to semi-literates. It is important to note that oftentimes, materials written at an appropriate level for semi-literate readers are for "bettering people's lives" rather than for giving useful information or interesting literature.

9. Materials for semi-literate readers should be locally relevant, published in the country if possible, and in the local language. Even in countries with a limited publishing industry, the library can make an effort to stock local newspapers, or produce one of their own.

10. Reading materials and information resources should be presented in formats accessible to the population of interest. This could involve the library "identifying user information needs then repackaging information to make it accessible to the population. This could be translating materials into local languages or producing pamphlets that summarize informative texts that are too advanced to be accessible to the population.

11. Finally, in conjunction with literacy programmes aimed at non-literates and neo-literates, all efforts should be made to encourage semi-literate clients to improve their own literacy though practice and study.

In Text Question

Which of the statement is correct about the primary considerations for libraries serving semi-literate populations?

a. Providing easy access to appropriate reading material.
b. Making the materials accessible in level and language to the population.
c. The library should structure their collection based on this needs assessment.
d. All of the above

In Text Answer

d. All of the above

11.3: Neo-Literate Populations

A neo-literate is an adult or an adolescent who did not or could not make use of the available educational opportunities on time, and who at a later stage acquired the skills of literacy through formal or non-formal approaches. Majority of neo-literates are economically poor and live in rural areas or urban slums. Neo-literates have fragile levels of literacy. In the absence of appropriate reading material, such learners can easily relapse into illiteracy.

Furthermore, neo-literates are groups of people who have just acquired the skills of reading, writing and some computing. They form the group between the illiterate and the literate. A neo-literate as an adult or adolescent who has at some period, acquired the basic techniques of reading but has not yet developed the skill to the point where reading is done fluently and with complete understanding.

Figure 11.3:*Neo-literate population*
Source:*http://librariesandliteracy.wikispaces.com/file/view/africa.lib/247081037/africa.lib*

The profile of a neo-literate as an adult is15 years and above, from poor disadvantaged communities, who have very little or no formal schooling. They also include people who have managed to attain skills of reading, writing and numeracy at a mature age.

Neo-literates normally come from family environments with no reading culture and excluded from information and knowledge sources, but by virtue of attending literacy classes can be described as people who have just "entered the universe of knowledge", and thus breaking away from illiteracy.

Neo-literate means "an adult or an adolescent who did not or could not make use of available educational opportunities on time, and who at a later stage acquired the skills of literacy through formal or informal approaches."

While there are a number of library initiatives in that aim to further develop literacy skills in neo-literate populations, the array of existing programmes is insufficient to adequately address literacy gaps for a populace that is large and geographically spread out. **Krolak** (2005) stresses the importance of building more libraries in Africa to provide a foundation for the creation of literate environments, thus enhancing literacy for adults and children alike.

In Text Question

A neo-literate is an adult or an adolescent who did not or could not make use of the available educational opportunities on time, and who at a later stage acquired the skills of literacy through formal or non-formal approaches. True/False

In Text Answer

True

11.3.1: Categories of Neo-Literates

The people who have acquired basic literacy skills (i.e. reading, writing, and arithmetic) through literacy classes are called neo-literates. While they attained some degrees of literacy skills, they are likely to relapse into illiteracy unless some appropriate continuing/ follow up education (neo-literacy education) are provided for them.

Generally, there are three categories of neo-literates:

- ❖ Beginning Level: Neo-literates who have limited literacy skills and those who need guidance to use learning materials as well as those who need simple reading materials suited to their abilities and interest.
- ❖ Middle Level: Neo-literates who can read interesting stories, newspapers, songs, and comics by themselves and try to understand them in relation to their daily activities.

❖ **Self-learning Level:** Neo-literates who can study books and newspapers independently and who are willing to go to libraries and other places in search of reading materials.

11.3.2: Information Services to the Neo-Literates

In order to ensure the success of library initiatives directed at neo-literate populations, it is crucial that certain needs are addressed. Programmes for neo-literates need to be offered to library patrons in the language they speak at home. If students and neo-literates do not learn to associate their spoken home language with books and reading, they will most likely see the very act of reading as a foreign activity.

In addition to offering literacy instruction, libraries dealing with neo-literate populations should also pay particular attention to collection development in order to best meet the needs of neo-literate patrons. Libraries must be able to offer materials that are relevant and interesting, devoid of overly complex word usage.

Additionally, literacy initiatives best help neo-literate library users when they not only are kept simple, but also are rooted in local African knowledge and culture. Such material facilitates the transition from an oral culture to a literate and culturally enhanced environment. Programme need to be ongoing, offering long term support, as newly literate adults and adolescents have a high risk of relapsing into illiteracy.

The variety and levels of needs among various clientele, the contradictions and complexity of the problem as well as the absence of a precise meaning of literacy compound the factors librarians encounter in providing literacy services. Librarians must however rise up to the challenge because books are weapons of mass destruction of illiteracy.

Libraries therefore ought to provide the following services to the neo-literates:

1. **Library networking with adult literacy providers:** Librarians could be invited to educate facilitators about libraries, so that they in turn would help introduce the library services to neo-literates. Again, librarians who have the flair for teaching could be invited to help teach neo-literates.
2. **Library networking with writers:** Materials such as slides, cassettes, photographs, video recordings, illustrated cards, which appeal to the eye and ear of the neo-literates, could also be produced through such workshops.

3. **Library networking to distribute reading materials:** Materials produced from organised workshops could be sold at reduced prices or where funding has been sought and received, such materials could be distributed free of charge at least during the initial stages of the project. Materials produced for low-level literates could be exhibited during book fairs, and at a discount for neo-literates to purchase.

4. **Library networking with the media**: Librarians could encourage the increase of coverage in the various media of issues relating to books by, for example, having weekly slots of talk shows specifically for neo-literates.

5. **Follow-up services:** To do an effective follow-up, libraries must have a recognised list of patrons i.e. neo-literates and this could be produced by liaising with facilitators in communities. Librarians could then monitor what is borrowed at each time, and find out if the neo-literate could read a portion of books they borrow or tell the story in their own words. This would mean an improvement upon the services provided by librarians, from being passive to proactive service.

6. **Proactive Services:** Proactive service is giving answers to customers before they ask questions. Proactive services could be provided especially by public libraries, by responding to customers' demands for a greater diversity of services and efficient delivery of service, value for the taxpayers' money.

7. **Collection:** Books are useful tools of communicating information and it is a useful and influential weapon of the librarian to achieve this objective of maintenance of literacy skills. Libraries are the only institutions that can provide books free of charge to new readers.

8. **Motivation:** The neo-literates can and will only make maximum use of services and materials provided by libraries, if they are motivated. Motivation could be ensured when librarians provide the environment that allows for adequate access to those structures which help reinforce and maintain skills acquired, make neo-literates enjoy being literate to the point that they will seek to be more literate.

9. **Promotional Activities:** In the attempt to make neo-literates aware of the potentials of the library and to motivate them to use the library to increase the level of their literacy and numeracy skills, it is important that libraries engage in an aggressive marketing and promotional campaign. To engage in an effective

promotional campaign, it is essential that interpersonal sources of information, popular amongst neo-literates, be employed.

10. **Reading Clubs**: Reading centres could be set up in communities where well-trained librarians could go and help neo-literates to read to maintain skills developed. From that stage, national quizzes, spelling competitions, essay competitions and reading competitions could be organised to serve as a powerful motivation tool for both learners and teachers.

Libraries are highly important in the creation of literate environments and promoting literacy by offering relevant and attractive reading material for all ages and all literacy levels.

A "Review of Concepts, Methodology and Current Data," reveals that higher rates of literacy are linked to improved self-esteem, empowerment, higher levels of political participation, the expansion of democracy, cultural benefits like the preservation of cultural diversity and social benefits in the area of health, education and gender equality (UNESCO, 2008). These benefits make the pursuit of higher rates of literacy not only important but also urgent.

In Text Question
There are ……. categories of neo-literates.
   a. Two
   b. Three
   c. Four
   d. Five
In Text Answer
   b. Three

Summary of the Study Session 11

In Study Session 11, you have learnt that:

1. According to UNESCO, "literacy is at the heart of basic education for all, and essential for eradicating poverty, reducing child mortality, curbing population growth, achieving gender equality and ensuring sustainable development, peace and democracy".

2. A Semi-literate is that adult or adolescent who has a low level of formal education. School drop-outs or those who have studied up to the 5th or the 8th standard constitute this category of learners. A semi-literate person is an "adult or adolescent who has a low level of formal education.

3. A neo-literate is an adult or an adolescent who did not or could not make use of the available educational opportunities on time, and who at a later stage acquired the skills of literacy through formal or non-formal approaches. Majority of neo-literates are economically poor and live in rural areas or urban slums. Neo-literates have fragile levels of literacy.

Self-Assessment Questions

Now that you have completed this study session, you can assess how well you have achieved its Learning outcomes by answering the following questions. Write your answers in your study Diary and discuss them with your Tutor at the next! Support meeting. You can check your answers with the Notes on the Self-Assessment questions at the end of this Module.

SAQ 11.1 (Tests Learning Outcomes 11.1)
Who are the Non-literates and what are the information services to them?
SAQ 11.2 (Tests Learning Outcomes 11.2)
Who are the Semi-literates and what are the information services to them?
SAQ 11.3 (Tests Learning Outcomes 11.3)
Who are the Neo-literates and what are the information services to them?

Notes on Study Session 11

SAQ 11.1

According to UNESCO, "literacy is at the heart of basic education for all, and essential for eradicating poverty, reducing child mortality, curbing population growth, achieving gender equality and ensuring sustainable development, peace and democracy". And in developing countries, the provision of literacy becomes even more important because it provides a way for the country to move forward.

Where the provision of literacy is concerned, libraries are instrumental to the provision of reading materials to various literacy levels and services to overcome barriers to literacy; libraries provide opportunities for people to acquire literacy. Libraries have the opportunity to serve as a liaison between the rural populations and various sources of information, to analyze the cultural context and information needs of their populations, to collect information relevant to their users, and to transmit it in a way (via a medium) their users find accessible.

SAQ 11.2

A Semi-literate is that adult or adolescent who has a low level of formal education. School drop-outs or those who have studied up to the 5th or the 8th standard constitute this category of learners. A semi-literate person is an "adult or adolescent who has a low level of formal education.

A semi-literate person is someone who has a basic, working literacy level. Usually the term semi-literate refers to adults or older adolescents rather than children who are still in the process of literacy development. Semi-literate people already have the necessary level of literacy to get by in everyday life.

SAQ 11.3

A neo-literate is an adult or an adolescent who did not or could not make use of the available educational opportunities on time, and who at a later stage acquired the skills of literacy through formal or non-formal approaches. Majority of neo-literates are economically poor and live in rural areas or urban slums.

Furthermore, neo-literates are groups of people who have just acquired the skills of reading, writing and some computing. They form the group between the illiterate and the literate. A neo-literate as an adult or adolescent who has at some period, acquired the

basic techniques of reading but has not yet developed the skill to the point where reading is done fluently and with complete understanding.

References

Adjah, O. 2006.Library Services for Neo-Literate: Some Challenges. Librarian, Institute of African Studies, University of Ghana, Legon

Ebiwolate, P. B. 2010. Nigeria public library service to rural areas: Libraries in Niger delta   states. Library Philosophy and Practice. Retrieved Jan 15, 2015 from http://www.webpages.uidaho.edu/~mbolin/posigha2.htm

Krolak, L. 2005. The role of libraries in the creation of literate environments. Paper commissioned for the EFA Global Monitoring Report 2006, Literacy for Life. Nyana, S. A. 2009. Creating a library system that serves the needs of rural communities in Africa South of the Sahara. *Journal of Pan African Studies, 3*(1), 9-22.

Nwalo, K.I.N. 2003. Fundamentals of Library Practice: A Manual on Library Routines. Ibadan: Stirling-Holden Publishers, 37-44.

UNESCO Institute for Lifelong Learning 2011.The Family Literacy Project. Effective Literacy   Practice.   Retrieved   Jan   17,   2015   from http://www.unesco.org/uil/litbase/?menu=17&phrase=&query=libraries&use_and =1&programme=43

Study Session 12: Designing Library Buildings for the Physically Challenged

Source: http://www.thedailystar.net/beta2/wp-content/uploads/2013/09/bk0170.jpg

Introduction

Libraries should serve all persons living in their areas, whether adult or children, aged, physically challenged, hospital patients, those in correctional facilities and those who, because of illness or disability (either permanent or temporary), are unable to visit the library.

However well-designed library buildings may be needed some people with disabilities who need a service in their own home or institution. In this study session, you will learn about the library buildings for the physically challenged.

Learning Outcomes of the Study Session 12

After studying this session, you should be able to:

12.1 Discuss library buildings for the physically challenged.

12.1: Designing Library Building for People with Physical Disabilities

The development of library services for the physically challenged within the library is an overall reflection of the development of the library itself. No endorsement can be made of a modern updated library if it does not meet the needs of people with physical disabilities and their future by providing adequate services, materials and programmes.

The physically challenged individuals need their own library area which must be easily recognizable (special furnishings, decoration, special materials, special seating arrangements) and distinct from other parts of the library. The library is a place to meet, read, study, relax and communicate. An inviting specially designed structure encourages these individuals to use all library resources, to read and linger in the library.

In library buildings, where services for all age groups in the community are housed, the physically challenged should get an appropriate proportion of the whole library space. The library needs to be large enough to accommodate people with physical disabilities. The library must understand the needs of these people and provide services to meet them. It has a special responsibility to organize, implement and support library programmes and to promote books and other media as appropriate. Apart from these, it is essential that libraries provide home delivery (housebound) services and services to people with physical disabilities especially when they are unable to find their ways to the library.

Figure 12.1: *Accessible pathway for the physically challenged*
Source:*http://raik.by/wp-content/uploads/2013/04/20121106-100048-654.jpg*

The main requirement of these services is that housebound people (physically challenged) should have the same access to materials and information services as those who are able to visit the library themselves. Other services which libraries should also consider providing for people who have difficulty, or are unable, to visit the library include:

- Facilitating access to other resources not held by the library.
- Access to catalogues via a modem, including access to catalogues of other resource providers such as the State Library.
- Services provided through the mail for people with print disabilities.

The library is a place to meet, read, study, relax and communicate. True/False

True

However, it is desirable to consider a minimum of accessibility requirements so as to accommodate persons with physical disabilities. Arrangements for people with physical disabilities are directly related to the type of library and information services they need. Arrangements for all persons with physical disabilities should be incorporated into the design of library buildings where they require information services.

Library buildings should be as accessible as possible so as to accommodate all persons and not hinder entries of persons with one or more forms of physical disabilities into the library. In designing library buildings for the physically challenged, the following criteria must be considered:

1. Buildings that have to comply with accessibility requirements for the disabled include all public buildings, governmental facilities and institutions, office buildings, residential buildings, commercial buildings, health facilities, educational institutions restaurants, recreational facilities, sports facilities, religious buildings and all other building types normally used by the general public.

2. Except as specified below, only buildings for private use, such as private residences, clubs, offices or studios, etc. need not comply with requirements for accessibility for the disabled.

3. For accessible buildings, at least one entrance per facility should be accessible to a wheelchair user. For new buildings, the accessible entrance(s) should be the main entrance(s) intended for use by the general public.

4. Wherever waiting areas, coffee shops, display areas, merchandising departments, service areas, ticket counters, refreshment stands, etc. are provided for public use, these facilities should be accessible to disabled people, mainly to wheelchair users.

5. All work areas in which physically disabled persons may be employed should be accessible.

6. In any library's public rest room, at least one unisex compartment should be accessible to all physically challenged users of the library.

7. For the wheelchair users in need of library and information services, the number of wheelchair housing units should be provided at a rate of one unit for a typical population of specified figure.

8. New low-rise office blocks with no elevators need not be accessible to a wheelchair user. Office space at ground level, if any, should be accessible.

9. In a particular library where the floor area limits the provision of accessible rest rooms on each floor, one accessible rest room could be provided to serve the entire building. The accessible rest room should be located adjacent to an accessible elevator within the library.

10. Where the library building is subdivided among various tenants, wheelchair rest rooms should be provided on each floor.

11. In large multi-storey library, accessible elevators should be installed to provide access to lower and/or upper levels for the benefit of wheelchair users, crotches users, and people with mobility problems.

12. Merchandise display areas in libraries should be as conveniently located as possible to a wheelchair user. Angled mirrors can be placed above high shelves for visibility.

13. In the reading area(s) of the library, seats with removable or flip-up armrests should be provided at row ends to accommodate the physically challenged/ persons with limited ambulatory mobility. Stools and high tables are not suitable especially for those using wheelchairs, crotches and the likes. Low tables should be provided as well.

14. A special room located at the ground floor of the library should be provided for them in case they need urgent assistance from the library personnel while reading.

15. All open book stacks, all library facilities and equipment should be accessible.

16. Accessibility of all facilities for disabled people (and pushchairs) is self-evident. Entrance doors of the library building and/or their department must be easy for them to open. Bicycle racks should be provided outside the building.

The section of the library for the disabled if any, must be a safe place; any risk of accidents, e.g. by staircases, sharp edges of shelves, must be avoided. Staff must be alert to those in the area to ensure a safe environment for them all. The interests of people with

physical disabilities obviously should be taken into consideration, most especially in the architectural designs of the libraries.

Physical access is the success and the source of opportunity for the physically challenged to learn and key into the societal norms and values. Hence, accessibility is a civil right for the challenged. The federal and state governments need to enunciate policies that address the barriers faced by the physically-challenged in their quest to be educated. Moreover, the government of Nigeria should have a human right approach rather than a charity or welfare approach to disability issues.

In Text Question

Accessibility is a civil right for the challenged. True/False

In Text Answer

True

Summary of the Study Session 12

In Study Session 12, you have learnt that:

1. The development of library services for the physically challenged within the library is an overall reflection of the development of the library itself.

2. The physically challenged individuals need their own library area which must be easily recognizable (special furnishings, decoration, special materials, special seating arrangements) and distinct from other parts of the library.

3. The library is a place to meet, read, study, relax and communicate. An inviting specially designed structure encourages these individuals to use all library resources, to read and linger in the library.

4. In library buildings, where services for all age groups in the community are housed, the physically challenged should get an appropriate proportion of the whole library space.

5. The library needs to be large enough to accommodate people with physical disabilities.

6. The library must understand the needs of these people and provide services to meet them.

7. Arrangements for people with physical disabilities are directly related to the type of library and information services they need.

8. Arrangements for all persons with physical disabilities should be incorporated into the design of library buildings where they require information services.

9. Library buildings should be as accessible as possible so as to accommodate all persons and not hinder entries of persons with one or more forms of physical disabilities into the library.

Self-Assessment Questions

Now that you have completed this study session, you can assess how well you have achieved its Learning outcomes by answering the following questions. Write your answers in your study Diary and discuss them with your Tutor at the next! Support meeting. You can check your answers with the Notes on the Self-Assessment questions at the end of this Module.

SAQ 12.1 (Tests Learning Outcomes 12.1)

What are the criteria that libraries must consider in designing library buildings for persons with physical disabilities?

Notes on Study Session 12

SAQ 12.1

In designing library buildings for the physically challenged, the following criteria must be considered:

1. For accessible buildings, at least one entrance per facility should be accessible to a wheelchair user. For new buildings, the accessible entrance(s) should be the main entrance(s) intended for use by the general public.

2. All work areas in which physically disabled persons may be employed should be accessible.

3. In any library's public rest room, at least one unisex compartment should be accessible to all physically challenged users of the library.

4. For the wheelchair users in need of library and information services, the number of wheelchair housing units should be provided at a rate of one unit for a typical population of specified figure.

5. New low-rise office blocks with no elevators need not be accessible to a wheelchair user. Office space at ground level, if any, should be accessible.

6. In a particular library where the floor area limits the provision of accessible rest rooms on each floor, one accessible rest room could be provided to serve the entire building. The accessible rest room should be located adjacent to an accessible elevator within the library.

7. Where the library building is subdivided among various tenants, wheelchair rest rooms should be provided on each floor.

8. In large multi-storey library, accessible elevators should be installed to provide access to lower and/or upper levels for the benefit of wheelchair users, crotches users, and people with mobility problems.

9. Merchandise display areas in libraries should be as conveniently located as possible to a wheelchair user. Angled mirrors can be placed above high shelves for visibility.

10. In the reading area(s) of the library, seats with removable or flip-up armrests should be provided at row ends to accommodate the physically challenged/ persons with limited ambulatory mobility. Stools and high tables are not suitable especially for those using wheelchairs, crotches and the likes. Low tables should be provided as well.

11. A special room located at the ground floor of the library should be provided for them in case they need urgent assistance from the library personnel while reading.

12. All open book stacks, all library facilities and equipment should be accessible.

13. Entrance doors of the library building and/or their department must be easy for them to open. Bicycle racks should be provided outside the building.

References

Lawal-Solarin, E. O. (2012). A Survey of Library and Information Services to Physically-Challenged Students in Academic Libraries in Ogun State, Nigeria. Library Philosophy and Practice 2012

Selwyn G. 2004. Accessibility: Accessibility for the Disabled - A Design Manual for a Barrier Free Environment. Retrieved January 15, 2015 from http://www.un.org/esa/socdev/enable/designm/AD3-01.htm.Department of Economic and Social Affairs Division for Social Policy and Development

Study Session 13: Factors to Consider in Setting up Information Services to Target Groups

Source: *http://www.mb.com.ph/wp-content/uploads/2014/12/3online-shopping.jpg*

Introduction

Who are the users of the library? What are their needs? These are the main questions that influence most of the decisions to be made while setting up a library. The acquisitions profile and the development of information technology, the opening hours, or the services to be offered all depend upon those answers.

A library which does not know the needs of the users is not able to satisfy them. Hence it will not be used and its survival will be endangered. In this study session, you will learn about the overview of libraries and factors to consider in setting up information services to target groups.

Learning Outcomes of the Study Session 13

After studying this session, you should be able to:

13.1   Explain the overview of libraries.

13.2   Enumerate factors to consider in setting up information services to target groups.

13.1: Overview of Libraries

Libraries have an important part to play in improving access to information. Library collects and organizes materials that are useful to a particular group of people. This may include children, young adults, aged, non-literates, semi-literate, neo-literate, physically challenged, hospital patients, those in correctional facilities and the likes.

Materials may vary, training manuals, handbooks, reference books, directories, leaflets, posters, games, videos and samples of equipment. However, libraries are much more than a collection of well-organized materials. Libraries actively seek to share the information that they contain. Professionally trained staff members encourage people to use the materials.

For example, they not only help people to find the materials they need, but they also disseminate information by producing and distributing locally adapted materials and information packs, holding training or discussion workshops, or arranging exhibitions.

Figure 13.1: *Library collections*

Source:*http://libraries.communityknowledgehub.org.uk/sites/default/files/chesnut_centre_high_res_006.jpg*

However, libraries generally should aim to:

    a. create a pleasant environment for learning

    b. contain a relevant and accessible collection of resource materials (based on the actual needs of various categories of users)

    c. provide a range of information services to varied target groups

    d. encourage people to fully use the information in the library

    e. help users gain access to information from other sources

Users at all levels need information resources in the library to satisfy their needs, promote and enhance their learning and academic pursuit, even their personal development. The mandate of every library is therefore to provide adequate and relevant information resources both in print and online for users.

The print information resources include journals, textbooks, magazines, newspapers and reference materials and non-print materials include CD-ROM, audio-visual materials, microfilms, micro fiches, databases. Online resources are to support class work, assignments, research/project work, term papers, and seminar presentation by providing relevant information and services for effective and efficient achievement of academic pursuit.

In Text Question

Library collects and organizes materials that are useful to a particular group of people.
True/False
In Text Answer
True

13.2: Factors to Consider in Setting up Information Services to Target Groups

In setting up a library, planning is always the first checklist to put into consideration. Planning is very vital in setting up a library to ensure that they will serve a useful purpose. Planning starts with finding out what information people need, and deciding how to meet their information needs. It includes developing clear aims for the library, and deciding what activities to carry out to meet these aims.

Planning also deal with funds set aside for establishing library and information services. How much do we have or set aside in procuring certain information materials? Materials for users like the blind, hearing impaired, physically challenged can be quite expensive. Proper planning must take place in procuring all these materials with the available funds at hand. Other factors to guide in setting up information services to target groups include:

1. **The reasons for setting up a library and information service:** This is one of the most important factors to consider in setting up information services to people with special needs. What are the reasons for setting up a library? Who are going to be the target audience? What are their information needs? What are the materials

that will best suit their needs? All these are very key questions in setting up library and information services.

2. **Information Audit:** Information audit has to do with accessing the information needs of the users to find out their specific regularities in their kind of information and information seeking behaviour. This could be achieved through distribution of questionnaires to capture some vital information from the target users. Also, one-on-one interview with the users can also be conducted all in the name of knowing their information priorities.

3. **Location:** making library accessible to all users is an important aim for setting the library up. The library must be centrally located wherever it is set up. Users like the old, physically challenged, and other users with disabilities should be put into consideration while setting up a library.

   It must not be too far from where they are residing so as to give them the due avenue like other users in making use of the library, resources, and their services. Library therefore must be as accessible as possible so as to accommodate all persons and not hinder employment of disabled persons.

4. **Space:** In providing information services to its clients, the library must have a wide space within and outside. Within the library, space to keep ICTs facilities and other assistive devices for the disabled, space to keep wheelchairs brought by the physically challenged, space for chairs and tables in the rest reading areas, space for shelves, space for issuance/help desk, rest rooms and the likes.

   Outside the library, there must be space where vehicles brought by both staff members and library patrons can park.

5. **Library system:** The questions to ask here include: should the library collection be freely accessible or stored in closed stacks? Is lending allowed or is it a reference library only? Is it a mix of both styles planned? In the decision-making process, it should be remembered that each style entails different conditions (e.g. security measures for an open stack arrangement, reading tables for a reference library).

6. **Opening hours:** opening hours should be feasibly adapted for the needs of the library users, and for the library staff members. Regardless of what the hours are, it is important that they can be maintained in any event, and need not be reduced.

An extension of opening hours will always be welcomed, while a reduction (e.g. due to bottlenecks) will always be perceived negatively.

Take into consideration which staff members need to be present at what times and plan the opening hours accordingly – but allow enough resourcing for bottlenecks (due to vacations, illnesses, or professional development) and for work which requires no disturbances.

7. **Library Rules and Regulations (Guidelines):** Protect yourself by establishing clear rules. User guidelines are useful for even the smallest library, since these can be referred to in any case of irregularity or breach of rules. Naturally, such library guidelines cannot foresee every situation, especially when there are several target groups. The latter may not consider themselves bound by the "general rules." Since the office work spaces of library staff members are often integrated into the library space, particularly in smaller libraries; it is especially important to establish which other employees in the organization have a key and, thus, access to the library. It is important to settle this matter at the beginning of employment and have the funding or umbrella organization approve it.

8. **Collection Development and Acquisitions Profile:** Based on the characteristics of the user community, collection development must be well-thought out. It is useful to establish a clear acquisitions profile in which the collection target and the allocations to the individual subject areas are clearly defined.

9. To what extent will new media be needed? Will journals (print and online versions) play a greater role than monographs? Which information can be obtained through databases? All these must be put into considerations when planning to establish information services for various target groups.

10. **Other libraries/One-Person Libraries:** What other libraries are located in your community? Simply go and introduce yourself to their library heads and let things go from there. Are there similar or parallel libraries to your own? Get in touch with them and let someone explain their "historical origins". You may find much inspiration from such experiences and possibly be better prepared for similar problems which could still arise.

11. **ICTs:** It is never too early to introduce an electronic library system, along with administrative and other functions to include: cataloging and classification

functions, indexing and abstracting functions. An integrated library system is also a tool for gathering statistics, measuring and evaluating both collection growth, and lending patterns.

12. Furthermore, it allows important conclusions to be drawn regarding further collection development. An extremely user-friendly service is the internet-based access to the library catalog (OPAC).

13. **Personnel Planning:** Is the one-person library giving additional support, such as from student helpers? Is it possible to hire project workers for special situations? Are there plans for additional staff positions, or is the library to remain a one-person library? These are important questions that must be adhered to as regards planning for library personnel.

14. **Assessing information needs:** It is important to find out about the target groups who will use the library. This includes finding out what information they need, what information is provided by other organizations, and how far their needs for information are being met. This is known as carrying out a needs assessment.

15. After the library has been established, a needs assessment should be carried out every one or two years, to ensure that the library continues to meet the information needs of its users. A need assessment looks at the users' age, sex, educational level, literacy level, work type and what their information needs are?

16. What main subjects they need information about? What other subjects they need information about? What they will use the materials in the library for (in order of priority)? What formats of materials will be useful.

17. **Local Vendor/Partner Bookseller:** A local vendor is responsible for quick, prompt delivery to the door and has either a subject specialization or good connections to a wholesale supplier.

In Text Question

Which of the following statement is correct?

………. starts with finding out what information people need, and deciding how to meet their information needs.

   a. Organizing
   b. Planning
   c. Directing

d. All of the above

b. Planning

Summary of the Study Session 13

In Study Session 13, you have learnt that:

1. Libraries have an important part to play in improving access to information. Library collects and organizes materials that are useful to a particular group of people. This may include children, young adults, aged, non-literates, semi-literate, neo-literate, physically challenged, hospital patients, those in correctional facilities and the likes.

2. Materials may vary, training manuals, handbooks, reference books, directories, leaflets, posters, games, videos and samples of equipment. However, libraries are much more than a collection of well-organized materials. Libraries actively seek to share the information that they contain. Professionally trained staff members encourage people to use the materials.

3. Libraries generally should aim to:

   a. create a pleasant environment for learning
   b. contain a relevant and accessible collection of resource materials (based on the actual needs of various categories of users)
   c. provide a range of information services to varied target groups
   d. encourage people to fully use the information in the library
   e. help users gain access to information from other sources

4. Planning starts with finding out what information people need, and deciding how to meet their information needs. It includes developing clear aims for the library, and deciding what activities to carry out to meet these aims.

5. Planning also deal with funds set aside for establishing library and information services. Proper planning must take place in procuring all these materials with the available funds at hand.

Self-Assessment Questions

Now that you have completed this study session, you can assess how well you have achieved its Learning outcomes by answering the following questions. Write your answers in your study Diary and discuss them with your Tutor at the next! Support meeting. You can check your answers with the Notes on the Self-Assessment questions at the end of this Module.

SAQ 13.1 (Tests Learning Outcomes 13.1)

1. Explain the term libraries.
2. What are the aims of a library?

SAQ 13.2 (Tests Learning Outcomes 13.2)

What are the various factors to consider in setting up a library?

Notes on Study Session 13

SAQ 13.1

1. Libraries have an important part to play in improving access to information. Library collects and organizes materials that are useful to a particular group of people. This may include children, young adults, aged, non-literates, semi-literate, neo-literate, physically challenged, hospital patients, those in correctional facilities and the likes.

These materials may vary, training manuals, handbooks, reference books, directories, leaflets, posters, games, videos and samples of equipment. However, libraries are much more than a collection of well-organized materials. Libraries actively seek to share the information that they contain. Professionally trained staff members encourage people to use the materials.

For example, they not only help people to find the materials they need, but they also disseminate information by producing and distributing locally adapted materials and information packs, holding training or discussion workshops, or arranging exhibitions.

2. Libraries aim at:
   a. create a pleasant environment for learning
   b. contain a relevant and accessible collection of resource materials (based on the actual needs of various categories of users)
   c. provide a range of information services to varied target groups

d. encourage people to fully use the information in the library

e. help users gain access to information from other sources

SAQ 13.2

The various factors to consider in setting up a library include:

1. Information Audit
2. Location
3. Space
4. Library system
5. Opening hours
6. Library Rules and Regulations (Guidelines)
7. Collection Development and Acquisitions Profile
8. Other libraries/One-Person Libraries
9. ICTs
10. Personnel Planning

References

Wang, H. Y. and Wang, Y. S. 2008. Gender differences in the perception and acceptance of online games. British Journal of Educational Technology. Vol. 39, No. 5. Retrieved Aug. 14, 2014, *from http://www.doi1111/j.467-8535.2007.00773x*

Anthea J. M. 2004. Setting up a library. Commission for One-Person Librarians of the Berufsverb and Information Bibliothek BIB, the German Association for Librarians and Information Professionals. Retrieved Mar 12, 2015 from http://www.bibinfo.de/fileadmin/media/Dokumente/Kommissionen/Kommission%20f%FCr%20One-Person Librarians/Checklisten/check32.pdf

Healthlink worldwide. 2003. Resource centre manual: How to set up and manage a resource centre. Resource centre manual

Study Session 14: Role of ICTs in Provision of Information to Target Groups

Source:http://4.bp.blogspot.com/-nZspOSfBnu4/T3SHxYf-nCI/AAAAAAAAAEQ/lT-SVwydINQ/s400/Week03-FCC123+Introduction+to+Information+Technology.png
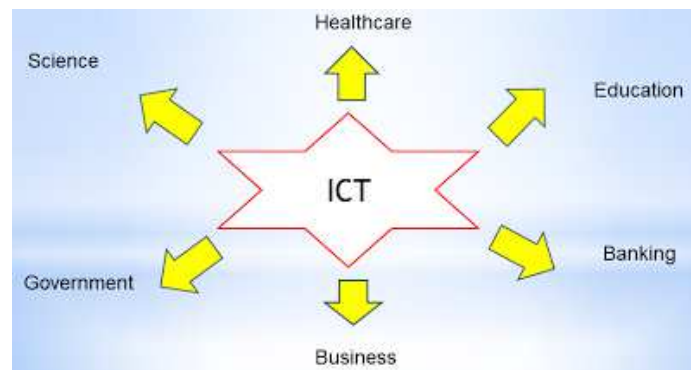
Introduction

The explosion of information communication technology (ICTs) since the beginning of the 20th century has been rendering manual-based library system in libraries less relevant. There is no doubt about the fact that significant changes have taken place in libraries in the developed world due to the application of ICTs in automated cataloguing, circulation systems, online information retrieval, electronic document delivery and CD-ROM databases.

Information services to people with special needs and other target groups with the use of ICTs are not left out. In this study session, you will learn about information and communication technology and the role of ICTs in the provision of information to target groups.

Learning Outcomes of the Study Session 14

After studying this session, you should be able to:

14.1 Discuss Information and communication technology.

14.2Highlight the role of ICTs in the provision of information to target groups.

14.1: Information and Communication Technology (ICTs)

Information and communication technology has expanded the acquisition of information, skills and communication across the globe. The electronic technology has touched every sector of human endeavour. This has made the world a global village. Various devices are designed electronically to meet the needs of the users. The promotion of information accessibility as well as development of assistive technology has made information access easier for the target groups.

The information and communication technology is defined as the scientific technological and engineering discipline management techniques used in information handling and processing. It can also be described as a microelectronic-based combination of computing and telecommunication technologies for accessing, gathering, manipulating, presentation and communication of information.

It has simplified coming together of electronic, computer hardware and software, telecommunication, artificial intelligence and human machine interface. Effective use of ICTs in libraries increases efficiency in operations, eliminates repetitive nature of works, improves the quality and range of services, and facilitates easy and wider access to all kinds of information sources.

Figure 14.1: *The Electronic Technology*
Source: *http://iucee.org/iucee/images/InformationTechnology.jpg*

All descriptions of ICTs point to it as the application of computers and other technologies to the acquisition, organization, storage, retrieval and dissemination of information. ICTs therefore, are about manipulating and packaging information for delivery. It is the ability for any individual to create access, manipulate and transmit information in the form of

data, text, images and voice by the application of computers, electronics communication and related technology.

There can be little doubt that the future of library in our society is bound up closely to the development of ICTs. While the concept of the provision of an adequate level of service should never be confused with the mere existence of technology, it is fairly clear that many of the activities performed by libraries and the services they offer can be enhanced and many new services can be developed using suitable ICTs in an appropriate way.

In Text Question

……….. is defined as the scientific technological and engineering discipline management techniques used in information handling and processing.

    a. Internet

    b. Network

    c. Information and communication technology

    d. All of the above

In Text Answer

    c. Information and communication technology

14.1.1: ICTs Available To Target Groups

The library may not have all ICT equipment for information services to the target group at hand for every type of disability. But the most commonly requested technology can be anticipated. Start with a few items at first, and add new technology as patrons request it.

Here is a list of ICTs for computers and computer workstations that are available to the disabled:

1. **Large print key labels:** used by those with low vision.
2. **Software to enlarge screen images:** assist users with low vision and learning disabilities.
3. **Large monitors** assist patrons with low vision and learning disabilities.
4. **A speech output system** can be used by patrons with low vision, blindness and learning disabilities.

5. **Braille conversion software and a Braille printer:** used by the visually impaired.

6. **Trackballs:** used by users who have difficulty controlling a mouse

7. **Wrist rests and keyguards:** can assist some patrons with mobility impairments.

8. **Screen readers and speech synthesis** to access library's electronic resources including online catalogs, indexes, and full-text databases and CD-ROMs.

9. **Printer** to print vital documents in the library to include; worksheets, suggestion slips, registration cards, and the like

10. **Photocopying Machine** to make multiple copies of documents requested by the users irrespective of the status of the user(s).

11. **Telephone/mobile** to ease communication of information between/among library personnel and users. Also very useful during reference services requested of the users.

12. **Scanning Machine** for digitization of vital documents that can suit the needs of the users. Information digitized could be saved in wide area network (WAN) and be accessible by users simultaneously at different locations.

In Text Question

Which of the following is not a list of ICTs for computers and computer workstations that are available to the disabled?

a. Large monitors
b. A speech output system
c. Braille conversion software and a Braille printer
d. Baseballs

In Text Answer

d. Baseballs

14.2: ICT and Information Services to Target Groups

As more information is delivered using computer and network technologies, libraries play an increasingly important role in ensuring access for all target groups to internet and other information resources. In making electronic resources accessible, principles of universal design should be employed. Many people are making use of ICTs in the home, industry and in education all over the world.

In the time past, the cost and complexity of ICT materials were made to be within the reach of the rich cooperative and well-endowed universities and research establishment. But today, ICTs have already made their mark in homes, and institutions of learning. These have changed the method of information acquisition, dissemination and communication among people within and outside the library. A peep into the future reveals the unending influence of ICTs on the society.

Its impact on the society cannot be over emphasized. The revolution on ICT has not only altered the way people live, work and play but has also created a new infrastructure for business, scientific advancement and social interaction. At the same time, it has brought about complex issues that transcend national boundaries including the emergence of the digital divide among nations, between races and communities.
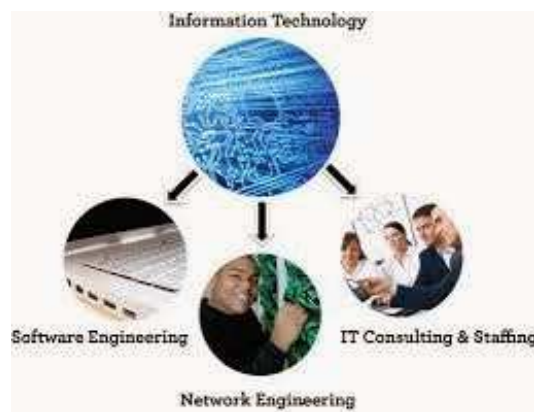
Figure 14.2: *ICT and Information Services to Target Groups*
Source:*http://4.bp.blogspot.com/ZejSJW9Txmk/Um3xSJ3zOOI/AAAAAAAAADM/hjR59F rLFqA/s1600/information+technology.jpg*

However, ICTs that are available in provision of information services to target groups include: the internet resources, databases, CD-ROMs, telephone, photocopiers, printers, scanners, digitizers and the like. However, offering access to the internet is probably only the first step for libraries into the information age.

As technology develops, what will remain is the need of the public, especially the target groups to find information and educate it, to interact, to play and to add to personal growth. The need for the fundamental library skills of finding and citing and presenting will also continue. Libraries offer a public space, where users especially children and young adults meet each other in both cyber-space and in real library accommodation.

159

They search, they find and they help each other, they interact. It is the duty of librarians to organize access to internet resources according to the needs of their public (target groups). Books, magazines, videos, audio and music, which often answer most frequent questions, add to the functionality of the internet by their ease of transportation and ease of handling by the library.

It will be essential for library staff to be able to inform the public about internet resources as well as traditional resources. The internet is very useful as a source of information and contacts for people with disabilities. The internet enables people with rarer conditions and disabilities to be put in touch with each other, without the difficulties involved in face-to-face contact. It is also a way of getting up-to-date information about research and other issues of interest.

In Text Question

Offering access to the internet is probably only the first step for libraries into the information age. **True/False**

In Text Answer

True

Many libraries already provide access to the internet and special arrangements can be made, where necessary, to enable people with disabilities to have access. It is a goal for the libraries of the world that categories of target groups (children, young adults, aged, hearing impaired, visually impaired, disabled, inmates, hospital patients) are able to access the internet as freely as possible.

Information from the internet should aim to be comparable with any other source of information and in some cultures it may be the first and primary source. In any library, the internet can be the first and dominating supplier of information. It is available to let users find resources directly and for ordering resources in book-form and other media.

For the aged, assistive devices should be given to providing at least basic reading aids such as hand-held and mounted magnifiers, and electronic page turners. To the hospital patients, laptop computers, with internet access, can be circulated to the floors which can greatly help bedfast patients wishing to write, conduct business, or remain in touch with families and friends.

Assistive devices should be available where there is a large disabled population; those devices become especially critical to that group when the library's catalogue and major resources are available only in electronic format. Distributor or manufacturer's catalogues, usually available on the internet, will prove enormously helpful in staying abreast of the assistive devices field as will the home pages of academic and other institutions, organizations, and associations focusing on one or more kinds of disabilities.

The visually impaired can use many of the ICT facilities independently if necessary accessibility devices are put in place. 'Kurzwell reading machine' is a major reading device for the visually impaired. This machine produces direct speech output from printed texts using electronic device. It enables the blind to have direct access to materials in print. The latest discovery of this includes larger memory automatic constructions, multilingual capacities of texts in several languages and communication interface.

It can also produce the recorder version of the text which can be transcribed into Braille materials. Similarly, a variety of images, sounds, spreads sheets are attached to any e-mail which meets the information needs of the visually impaired. They can communicate and send electronic mails to their friends across the globe. For the hearing impaired, libraries can include local deaf-related information in its online community information and referral database.

With the emergence of the web, many libraries have created online community information and referral databases in order to provide a central reference point for local community information. Because electronic communication and the web have proven to be extraordinarily effective media for deaf people, it is important that libraries use such means to provide local information of particular interest to their deaf clientele.

Similarly, libraries can include an unbiased variety of deaf-related electronic links in their online databases. Deaf and deaf-related organizations worldwide have made exceptional use of the internet resources in providing information of interest to deaf people.

Particularly because of the unusual extent and richness of reference, cultural, and news information provided online by and for deaf people, it is a responsibility of libraries to provide access to such information where such libraries have access to the internet.

In Text Question

Information from the internet should aim to be comparable with any other source of information. **True/False**

In Text Answer

True

Summary of the Study Session 14

In Study Session 14, you have learnt that:

1. The information and communication technology is defined as the scientific technological and engineering discipline management techniques used in information handling and processing.

2. Information and communication technology has expanded the acquisition of information, skills and communication across the globe. This has made the world a global village. Various devices are designed electronically to meet the needs of the users.

3. The promotion of information accessibility as well as development of assistive technology has made information access easier for the target groups.

4. ICTs are about manipulating and packaging information for delivery. It is the ability for any individual to create access, manipulate and transmit information in the form of data, text, images and voice by the application of computers, electronics communication and related technology.

6. The revolution on ICT has not only altered the way people live, work and play but has also created a new infrastructure for business, scientific advancement and social interaction.

7. ICTs are available in provision of information services to target groups include: the internet resources, databases, CD-ROMs, telephone, photocopiers, printers, scanners, digitizers and the like.

8. Libraries offer a public space, where users especially children and young adults meet each other in both cyber-space and in real library accommodation. It is the duty of librarians to organize access to internet resources according to the needs of their public (target groups).

9. The internet is very useful as a source of information and contacts for people with disabilities. The internet enables people with rarer conditions and disabilities to be put in touch with each other, without the difficulties involved in face-to-face contact.

Self-Assessment Questions

Now that you have completed this study session, you can assess how well you have achieved its Learning outcomes by answering the following questions. Write your answers in your study Diary and discuss them with your Tutor at the next! Support meeting. You can check your answers with the Notes on the Self-Assessment questions at the end of this Module.

SAQ 14.1 (Tests Learning Outcomes 14.1)

1. What is information and communication technology?

2. Highlight six types of ICTs facilities available to various target groups?

SAQ 14.2 (Tests Learning Outcomes 14.2)

1. What are the ICTs materials that are available in provision of information services to target groups?

2. What are the roles of ICTs in provision of information services to target groups?

Notes on Study Session 14

SAQ 14.1

1. The information and communication technology is defined as a microelectronic-based combination of computing and telecommunication technologies for accessing, gathering, manipulating, presentation and communication of information.

2. The ICTs for computers and computer workstations that is available to the disabled:
    1. Large print key labels
    2. Software to enlarge screen images
    3. Large monitors
    4. A speech output system
    5. Braille conversion software and a Braille printer
    6. Wrist rests and keyguards
    7. Screen readers and speech synthesis
    8. Printer

SAQ 14.2

1. ICTs materials that are available in provision of information services to target groups include: the internet resources, databases, CD-ROMs, telephone, photocopiers, printers, scanners, digitizers and the like.

2. Many libraries already provide access to the internet and special arrangements can be made, where necessary, to enable people with disabilities to have access. It is a goal for the libraries of the world that categories of target groups (children, young adults, aged, hearing impaired, visually impaired, disabled, inmates, hospital patients) are able to access the internet as freely as possible.
    a. Information from the internet should aim to be comparable with any other source of information and in some cultures it may be the first and primary source.
    b. For the aged, assistive devices should be given to providing at least basic reading aids such as hand-held and mounted magnifiers, and electronic page turners.

c. To the hospital patients, laptop computers, with internet access, can be circulated to the floors which can greatly help bedfast patients wishing to write, conduct business, or remain in touch with families and friends.

d. Assistive devices should be available where there is a large disabled population.

e. They can communicate and send electronic mails to their friends across the globe.

f. With the emergence of the web, many libraries have created online community information and referral databases in order to provide a central reference point for local community information.

References

Bruce. M. 2004. Round Table on Information Access For People with Print Disabilities. Annual Conference

IFLA. 2000. Guidelines for libraries serving hospital patients and the elderly and disabled in long-term care facilities. Compiled by a working group chaired by Nancy Mary Panella under the auspices of the Section of Libraries Serving Disadvantaged Persons International Federation of Library Associations and Institutions.

IFLA. 2003. The background text to the Guidelines for Children's Libraries Services. Guidelines for Children's Library Services" in various languages available at: http://www.ifla.org/VII/s10/index.htm#GuidelinesChildren

Lucky, A. T., and Achebe, N.E.E. 2013.Information Service Delivery to the Visually Impaired: A Case Study of Hope for the Blind Foundation Wusasa, Zaria (Nigeria).Research Journal of Information Technology 5(1): 18-23, 2013

Ubogu, J. O .2013. Attitude of Librarians towards the use of Information and Communication Technology in some selected Nigerian Universities in Edo and Delta state, Nigeria.

Study Session 15: Challenges to Information Service Provision to Target Groups

Source:http://usercontent2.hubimg.com/8093595_f520.jpg

Introduction

The society must mobilize various categories of target groups to include the children, young adults, aged, individuals with hearing impairments, blind, physically disabled, those in correctional facilities, hospital patients, non-literates, semi-literates as well as neo-literates to build a society that is self-sufficient. They need to be developed, since many of them have potentials which can be of immense benefit to them and the nation if fully developed.

The ability of an individual to contribute to the development of the country lies in his/her ability to read and write. There cannot be meaningful development in modern societies where majority of the populace are inhibited from using the library and the resources. In spite of the enormous importance of libraries, to improve and develop people cognitively, there are various challenges limiting their use by the afore-mentioned groups of people.

In this study session, you will learn about the challenges to information service provision to target groups.

Learning Outcomes of the Study Session 15

After studying this session, you should be able to:

15.1Discuss the challenges to information service provision to target groups.

15.1: Challenges to Information Provision to Target Groups

All over the world, libraries are dedicated to providing free and equitable access to information for all, be it in written, electronic or audiovisual form. They play a key role in creating literate environments and promoting literacy by offering relevant and attractive reading materials for all ages and all literacy levels. They also offer adult and family literacy classes.

They embrace the social responsibility to offer services that bridge social, political and economic barriers, and traditionally make a special effort to extend their services to marginalized people (target groups). Libraries assist in finding, using and interpreting appropriate information that opens up opportunities for lifelong learning, literacy enhancement, informed citizenship, recreation, creative imagination, individual research, critical thinking, and ultimately, empowerment in an increasingly complex world.

Libraries attempt to meet a wide range of readers' needs, providing varied information resources such as text books, journals, literary books and other publications. Libraries are considered as particular form of the freedom of expression because they are conceived as a necessity for an informed society to enable the system function effectively.
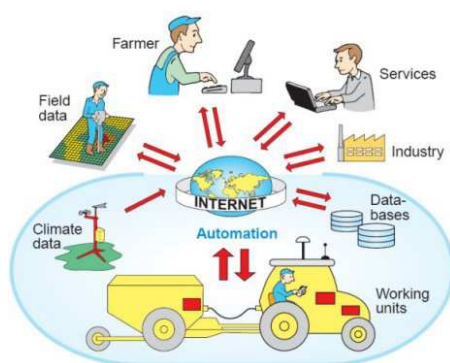
Figure 15.1: *Information Services to Target Groups*
Source:*http://smshakiba.files.wordpress.com/2011/12/communication-technology-in-society.jpg*

However, despite the choices, opportunities and enhanced flexibility libraries provide, it is observed that users, especially the marginalized groups face some challenges in the full utilization of the libraries and their rich resources. The use of libraries by target groups, especially those with disabilities, has been met with some challenges.

How to engage is one of the challenges faced in using the library for learning, research, assignments, seminars, personal development, presentation, workshops and the likes by

these sets of users. Again, every nation requires information that satisfies their socioeconomic objectives. Great importance is attached to information.

In Text Question
Libraries are a form of the freedom of expression because they are conceived as a necessity for an informed society to enable the system function effectively. **True/False**
In Text Answer
True

Libraries are institutions that provide information resources to the public. However, there has not been effective utilization of information, especially in the developing nations. The causes of failures to seek information even when available on the part of the target groups are: illiteracy (due to lack of appreciation of the value of information), ignorance of the citizenry of the existing information, and failure to approach librarians/ information providers for information.

15.1.1: Problems Affecting Effective Utilization of the Rich Resources of the Library

Library service is inhibited by poor infrastructure, inadequate fund, lack of human resources, and so on. Libraries must serve all sectors of the population: urban, rural, literate and illiterate. It is therefore the responsibility of all to address these and other problems affecting effective utilization of the rich resources of the library.

1. Inadequate fund

Libraries have to be appropriately funded if they are to be effective and attractive. But many libraries worldwide are under-funded. In Nigeria especially, libraries receive no funding from the government to buy books and only widespread protests by the public, including a hunger strike of the library personnel, could prevent the closure of several libraries.

Adequate funding is needed for the building, for acquiring relevant materials, library furniture, for continuing education, for computers with Internet access and for running costs. Concrete support and guidelines for establishing a basic library service can be obtained from the national or regional library or from international donations and support agencies.

2. Lack of Professional Staff

The shortage of adequately trained staff members in libraries is obvious. Many libraries in poorer countries are run by non-professional staff. It is assumed that any volunteer or teacher can manage a library. But the quality of a library service depends on the professional quality of its staff, and this in turn depends on the quality and relevance of the training that they have received.

Running a library with unprofessional staff is like teaching without a professional background. "Usually, when a decision to establish a library is made, general hand or some other junior clerk is promoted to become the librarian. Because of the librarian's lack of professional training on how to handle information, the library fails to make a recognizable impact".

Obviously, there are talented people and lay librarians with passion and the commitment to serve people with special needs; this is more beneficial than an introverted keeper of books or having no librarian at all. But running a successful library is a complex management task. Another aspect of the problem is the low pay of librarians and the lack of training opportunities available in many countries.

Linked to this is the issue of poor motivation leading to high staff turnover where, for example, librarians in public libraries are paid very low wages compared to university or private sector librarians.

3. Irrelevant Materials

It is not unusual to find rows of outdated textbooks in libraries. As most libraries in Nigeria cannot afford to buy only appropriate books in the appropriate language, appropriate style and appropriate format, they rely on foreign book donations or simply do not have enough relevant titles in the local language.

Despite criticisms of imposing foreign books on developing countries "the demand for, and acute shortage of, books at all levels cannot be overestimated. Local publishing industries cannot currently meet all these needs. In these circumstances, there is a legitimate case for well managed donated book schemes, particularly when in the rich, industrialized, world, there is such a surplus of good books"

4. Lack of Appropriate Training Opportunities

Appropriate training and continuing education is needed to address the rapid social and technological changes in modern libraries. Training must be made relevant to local conditions, outdated syllabi reflecting archaic values need to be replaced and training programmes need to include knowledge of how to document and share indigenous knowledge in printed and non-printed format among the target groups.

Modern library training must emphasize how to reach out to users (target groups) and how to be at the centre of community development. Training should therefore include advocacy, public relations, and community mobilization.

5. Lack of Needs Analysis

Many libraries are established without a professional needs analysis of the community they serve, resulting in an information service based on assumptions and not on actual needs. These libraries isolate themselves from the general public, often content to serve only small, mainly urban-based, relatively well-off, educated elite.

In Africa, a severe lack of professional librarians with research skills contributes to research being done by researchers and consultants rather than library practitioners. Just as a needs analysis is necessary before establishing a service, continuing monitoring and evaluation with active community participation is also crucial to ensure that library services remain relevant.

The information needs, features of the target groups, language, format, and style of writing for the target groups must be thoroughly evaluated before by the library before provision is made for their information resources.

6. ICT Challenges

Libraries are ideally placed to provide universal access to global information and to bridge the information gap between developed and developing countries. Some libraries have computers, some even have Internet access for e-mail, but only few provide access to information on the Internet.

Most libraries will not have access to modern information technologies for various reasons, including a lack of the necessary infrastructure, such as telephone lines, electricity, software and hardware, and a lack of trained staff for maintenance and training in the use of computers. Since the late 1990s, outside funding has been invested

in telecentres, but many of them have proved to be unsustainable due to the complex challenges mentioned above, including the reliance on continuing donor funding.

But many librarians see the huge investment in information technology with mixed feelings, as "ICT cannot offer quick and easy solutions to the lack of reading, educational and information materials in Africa. Huge investment is needed to put in place the necessary infrastructure of telephone lines, electricity and to build human capacities.

Books provide a complementary, flexible and low-cost medium for learning". Furthermore, critical literacy skills are a prerequisite for using the internet effectively and they have to be acquired through access to a wide range of reading materials.

7. Inappropriate Buildings

Books, computers and audio-visual materials are very sensitive and have to be protected from extreme weather conditions, be it rain and humidity or sun and heat. Ideally, they need to be kept in a dry, temperate environment. In many countries, this would require an air-conditioned environment. Another problem is the protection from theft. The building and library materials need to be protected by bars and proper doors.

During office hours, ideally, a surveillance person, camera or appropriate equipment should prevent materials from being stolen. Protective measures are very cost-effective and are unaffordable for most libraries.

8. Lack of Co-operation and a National Information Policy

Lack of co-operation among agencies involved in library-related work weakens the system and creates unnecessary duplication or even competition. If publicly available resources are scarce, co-operation and resource sharing become a solution. Cooperation is also necessary between various information providers in a country, including governmental and non-governmental organizations, the media, corporate companies and the publishing sector.

In a developing country with a weak publishing sector, unpublished material is of great value to the public, especially if the material supports national development. But due to the lack of training, many librarians do not know how to make such material accessible to the public. Another problem is the lack of a national information policy, regulating the most efficient handling of materials.

A written information policy should be made a prerequisite for every country involved in information provision. The lack of an information policy coordinating the acquisition, organization, and dissemination of information, especially for developmental purposes, tends to be a major problem in all the African countries. The absence of such a policy leads to poor coordination between related information systems as well as to unnecessary competition. Against all odds, libraries provide practical and cost-effective solutions for creating literate environments.

With innovative ideas, they share books and supplementary reading materials with excluded communities. Another innovative scheme for establishing a reading culture, opening up the perception that books can be fun and are not just associated with study for exams. Library services and book development councils have introduced them in some parts of African countries to combine reading with enjoyable activities such as games, competitions and story-telling.

9. Libraries are information and communication systems

The more complex the society is in its educational requirements, the greater its dependence upon library based information services. Libraries in carrying out this role of education can provide necessary materials such as textbooks, journals, magazines and exercise books related to the curriculum of the existing literacy institutions in the community, be it conventional schools or adult classes.

In this way, it has assisted in the campaign to make the society a more literate one. In carrying out its role, libraries can also train the personnel carrying out the different educational programmes in the community. This can be done by the library carrying out seminars, workshops and conferences on the different subject areas of the literacy programmes; so that they can become better at their various fields.

Libraries can also carry out their roles as education providers for their community by setting up literacy institutions such as adult literacy programmes in their community. By doing this, public libraries would have successfully carried out a literacy campaign since adult literacy programme would aid literacy.

In Text Question

Library service is inhibited by poor infrastructure, inadequate fund and lack of human resources. **True/False**

True

Summary of the Study Session 15

In Study Session 15, you have learnt that:

1. Libraries are dedicated to providing free and equitable access to information for all, be it in written, electronic or audiovisual form.
2. Libraries assist in finding, using and interpreting appropriate information that opens up opportunities for lifelong learning, literacy enhancement, informed citizenship, recreation, creative imagination, individual research, critical thinking, and ultimately, empowerment in an increasingly complex world.
3. Libraries attempt to meet a wide range of readers' needs, providing varied information resources such as text books, journals, literary books and other publications.
4. Libraries are considered as particular form of the freedom of expression because they are conceived as a necessity for an informed society to enable the system function effectively.
5. Libraries are institutions that provide information resources to the public.
6. Library service is inhibited by poor infrastructure, inadequate fund, lack of human resources, and so on.
7. Libraries must serve all sectors of the population: urban, rural, literate and illiterate. It is therefore the responsibility of all to address these and other problems affecting effective utilization of the rich resources of the library.

Self-Assessment Questions

Now that you have completed this study session, you can assess how well you have achieved its Learning outcomes by answering the following questions. Write your answers in your study Diary and discuss them with your Tutor at the next! Support meeting. You can check your answers with the Notes on the Self-Assessment questions at the end of this Module.

SAQ 15.1 (Tests Learning Outcomes 15.1)

1. What are the key roles libraries play in creating a literate environments and promoting literacy?

2. What are the causes of failures to seek information by the target groups?

3. What are the challenges to information service provision to target groups?

Notes on Study Session 15

SAQ 15.1

The libraries play a key role in creating literate environments and promoting literacy by offering relevant and attractive reading materials for all ages and all literacy levels. These include:

a. They embrace the social responsibility to offer services that bridge social, political and economic barriers, and traditionally make a special effort to extend their services to marginalized people (target groups).

b. Libraries assist in finding, using and interpreting appropriate information that opens up opportunities for lifelong learning, literacy enhancement, informed citizenship, recreation, creative imagination, individual research, critical thinking, and ultimately, empowerment in an increasingly complex world.

c. Libraries attempt to meet a wide range of readers' needs, providing varied information resources such as text books, journals, literary books and other publications.

d. Libraries are considered as particular form of the freedom of expression because they are conceived as a necessity for an informed society to enable the system function effectively.

e. Libraries are institutions that provide information resources to the public.

2. The causes of failures to seek information even when available on the part of the target groups are:

a. Illiteracy (due to lack of appreciation of the value of information),

b. Ignorance of the citizenry of the existing information, and

c. Failure to approach librarians/ information providers for information.

3. The challenges to information service provision to target groups

1. Inadequate fund

2. Lack of Professional Staff

3. Irrelevant Materials

4. Lack of Appropriate Training Opportunities

5. Lack of Needs Analysis

6. ICT Challenges

7. Inappropriate Buildings

8. Lack of Co-operation and a National Information Policy

9. Libraries are information and communication systems

References

Daniel O. A. 2011. The Role of Public Libraries in Promoting Adult Education in
Nigeria.

Delta state University, Abraka. **Library Philosophy and Practice 2011**

Krolak, L. 2005. The role of libraries in the creation of literate environments.
Background paper prepared for the Education for All Global Monitoring Report
2006 Literacy for Life.