

UN 2030 SUSTAINABLE DEVELOPMENT GOALS AND AU 2063 THE AFRICAN
UNION ASPIRATIONS: A PARADIGM GHANAIAAN PUBLIC UNIVERSITY
LIBRARIES CANNOT IGNORE

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Abstract

Purpose: The purpose of the study is to find out how public academic libraries in Ghana are practicalising the Sustainable Development Goals of the United Nations 2030 and the African We Want Aspirations 2063.

Design/methodology: Random sampling was used to select library staff of four Public University libraries in Ghana. A questionnaire was administered to sixteen library staff of each library and the data gathered was analysed quantitatively. The structured questionnaire was made up two main categories; the first part looked of what the library is currently doing about the Sustainable Development Goals of the United Nations 2030 and the African Union 2063 Aspirations, whilst the other part considered what respondents thought should be done by these libraries to make the goals attainable.

Findings: It was revealed that all the libraries acquired information sources which when effectively utilised, could bring about the attainment of the goals, the libraries allow faculty members, students and other users of the library to take part in the selection process of library information resources, all the libraries are members of the Consortium of Academic and Research Libraries in Ghana (CARLIGH) as such they could collaborate to ensure success in their undertakings, all the libraries practice Selective Dissemination of Information (SDI), they also allow the premises of their libraries to be used for other activities like exhibitions, durbars and other activities however, only one library has a section for the visually impaired.

Research Limitations: The research looked at the common goals of the UN Sustainable Development Goals and the AU Africa We Want Aspirations.

Practical implication: All agents of education have a role to play in the dispensation of these goals. It is therefore crucial for the activities of Ghanaian academic libraries to be made known.

Social implication: The development of any nation is the total responsibility of everyone therefore assessing the role played by all should be a matter of concern.

Originality: Most libraries find it challenging to take information to the community, this paper points out what some libraries are doing and should do to bring about global development.

Keywords: Sustainable Development Goals, Ghanaian public academic libraries, Africa We Want, United Nations, African Union, resources.

Type of paper: Case study

Introduction

University libraries are positioned in academic environments, but of what value are they in the attainment of the sustainable development goals? The response to this question will largely depend on what the library is currently doing and will do towards sustainable development. In actual sense, the main function of an academic library is to support teaching, learning and research activities which are geared towards national development. This means that the development efforts of libraries should be aligned with the current regional and global development strategies such as the Africa Development Aspirations and the Sustainable Development Goals (SDGs) which are multidimensional and lay emphasis on human development and sustainability (United Nations, 2002).

To ensure that members of the United Nations are able to actualise UN 2030 and AU 2063 agendas, every sector including the libraries and civil society has a role to play at every level of the society. This means that Ghanaian university libraries have a task to execute as far as the awareness creation and dissemination of information to make the actualisation of the two goals possible.

In Ghana, the consultations occurred in three phases. The first phase covered persons living with disabilities (PWDs), women, youth, traditional authorities, private sector, and academia principally from the three Northern Regions of Ghana. The second phase of the consultations consisted of a series of focus group discussions with 15 communities from all ten regions of Ghana, while the third phase targeted professional groups. The community focus sought to ensure that the voices of marginalized groups counted in the global discussions on the “The World We Want”. Social media tools, such as Facebook, mobile phone text messaging, radio and television were also employed to enhance public contributions.

With the SDGs having seventeen goals which are more than double the goals of the Millennium Development Goals, and about eight times the number of targets (169), one

would assume that there should be substantially more commitment and dedication of resources necessary to achieve even the same mixed results of MDG's (8 goals and 21 targets). For effective incorporation of SDG's into any country's development strategies, there is the need for all sectors of the economy to be proactive.

According to an article in the Ghanaian Daily Graphic of Friday 5th September 2015, by Dr Nii Moi Thompson, "in Ghana, the National Coordination on the SDG's has been organised at three levels, two of which focused on the various dimensions of the SDG's and the other on how to finance their implementation. The two working groups are the Inter-ministerial National Technical Committee (NTC) on the SDG's and the committee on financing for development with the High-Level Inter-ministerial Committee (HLIC) providing policy oversight".

The public traditional universities in Ghana are; the University of Ghana, Legon, Kwame Nkrumah University of Science and Technology, Kumase, University of Cape Coast, Cape Coast, University of Development studies, Northern Region, University of Mines and Technology, Tarkwa, University of Education, Winneba and the university of Professional Studies, Ghana.

The UN 2030 Sustainable Development Goals

1. End poverty in all its forms everywhere: *Has 7 Targets*
2. End hunger, achieve food security and improved nutrition and promote sustainable agriculture. *Has 5 Targets with 2.a, 2.b, 2.c.*
3. Ensure healthy lives and promote well-being for all at all ages. *Has 9 Targets with 3.a, 3.b, 3.c, 3.d.*
4. Ensure inclusive and equitable education and promote lifelong learning opportunities for all. *Has 7 Targets with 4.a, 4.b, 4.c.*
5. Achieve gender equality and empower all women and girls. *Has 6 Targets with 5.a, 5.b, 5.c, 5.d.*
6. Ensure availability and sustainable management of water and sanitation for all. *Has 6 Targets with 6.a, 6.b*
7. Ensure access to affordable, reliable, sustainable management and modern energy for all. *Has 3 Targets with 7.a, 7.b.*
8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all. *Has 10 Target groups with 8.a 8.b.*

9. Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation. *Has 5 Targets with 9.a, 9.b, 9.c.*
10. Reduce inequality within and among countries. *Has 7 Targets with 10.a, 10.b, 10.c.*
11. Make cities and human settlements inclusive, safe, resilient and sustainable. *Has 7 Targets with 11.a, 11.b, 11.c.*
12. Ensure sustainable consumption and production pattern. *Has 8 Targets with 12.a, 12.b, 12.c.*
13. Take urgent action to combat climate change and its impacts. *Has 3 Targets with 13.a, 13.b*
14. Conserve and sustainably use the oceans, seas and marine resources for sustainable development. *Has 7 Targets with 14.a, 14.b, 14.c*
15. Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forest, combat desertification, and halt and reverse land degradation and halt biodiversity loss. *Has 9 Targets with 15.a, 15.b, 15.c.*
16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive at all levels. *Has 10 Targets with 16.a, 16.b.*
17. Strengthen the means of implementation and revitalize the Global partnership for Sustainable development. *Has 19 Targets categorised under; finance, technology, capacity building, trade and systematic issues as policy and institutional coherence, multi-stakeholder partnership and data, monitoring and accountability.*

Agenda 2063: The Africa we want

The African Union was established in 1963 as an Organisation of African Unity. In the 50th Anniversary Solemn Declaration on 25th May, 2013, the Heads of Government of the AU acknowledged past successes and challenges and rededicated themselves to the continent's accelerated development and technological progress. It was agreed that a long term plan was required and that the next 50 years should be mapped to ensure that by the time the centenary anniversary is being marked, there would be remarkable achievements. This resulted into Agenda 2063 which have now become a vision and an Action Plan. The vision has been divided into 7 Aspirations, 20 Goals and 30+ priority areas. Thus, Agenda 2063 have been conceived as the strategic framework for the socio-economic transformation of the

continent for the next 50 years. It builds on, and seeks to accelerate the implementation of past and existing continental initiatives for growth and sustainable development.

The 7 Aspirations for the Africa we want are;

1. A prosperous Africa based on inclusive growth and sustainable development
2. An integrated continent, politically united and based on the ideas of Pan Africanism and the vision of Africa’s Renaissance
3. An Africa of good governance, democracy, respect for human rights, justice and the rule of law
4. A peaceful and secure Africa
5. An Africa with a strong cultural identity, common heritage, values and ethics
6. An Africa where development is people- driven, unleashing the potentials of its women and youth
7. Africa as a strong, united and influential global player and partner

How do the two Agendas Merge Table 1

| No | Africa Agenda 2063 | SDG’s 2030 |
|----|--|---------------------------|
| 1 | A high standard of living, quality of life and well-being for all citizen | Goal number 1, 2 8 and 11 |
| 2 | Well educated citizens and skills revolution underpinned by science technology and innovation | Goal number 4 |
| 3 | Healthy and well- nourished citizens | Goal number 3 |
| 4 | Transformed economics | Goal number 8 and 19 |
| 5 | Modern agriculture for increased productivity and production | Goal 2 |
| 6 | Blue and ocean economy for accelerated economic growth | Goal no 14 |
| 7 | Environmentally sustainable and climate resilient economies and communities | Goal number 6,7,13,and 15 |
| 8 | A united Africa | |
| 9 | Continental financial and monetary institutions established and functional | |
| 10 | World class infrastructure criss-crosses | Goal number 9 |
| 11 | Democratic value, practices universal principles of human rights, justice and the rule of law entrenched | Goal number 16 |
| 12 | Capable institutions and transformative leadership in place | Goal number 12 |
| 13 | Peace, security and stability a preserved Africa | Goal number 16 |
| 14 | A stable and practical Africa | |
| 15 | Africa cultural renaissance | |
| 16 | Full gender equality in all spheres of life | Goal number 5 |
| 17 | Engaged and empowered youth and children | Goal number 4 and 5 |
| 18 | Africa as a major partner in global affairs and peaceful co-existence | Goal number 17 |
| 19 | Africa takes full responsibility for financing her developmental goals | Goal number 10 and 17 |

Literature review

Sustainable Development

The development that meets the needs of the present without compromising the ability of future generations to meet their own needs is termed as sustainable development. People who support sustainable development argue that sustainability needs to be viewed as an integrated approach that seek the physical, environmental, economic, socio cultural and spiritual well being of the people. Globalization is the order of the day and therefore the struggle for sustainable development cannot be detached from the ongoing process of globalization that is why the international organizations like the UN and AU have come out with goals that can serve as catalysts which can fuel sustainability, but it should be noted that sustainable development is stimulated by technological developments in the transportation of persons, goods and information (UNDP, 1999). Sustainable development rejects practices which enhance the depletion of future resources.

According to UNESCO and UNU (2005), sustainable development has some characteristics; firstly it is intergenerational in the sense that what is being considered as sustainable development goal should be transferable from one generation to another. Sustainable development issues also have level of scale because what may be considered to be sustainable at the regional level may not be sustainable at the global level. Thirdly, sustainable development has multiple domains; amongst them are: the ecological, the economic and the socio-cultural domains, but these domains need to be interrelated to enhance smooth development. The fourth characteristic is multiple interpretations of sustainable development. But no matter the kind of interpretation it is given it has to deal with dilemmas in complex societal settings that will reflect on local and global human activities.

The United Nations SDGs and the Africa 2063 aspirations recognized the interdependence between growth, poverty reduction and sustainable development so that achieving one of them can be expected to contribute to achieve others, for example, reducing extreme poverty would certainly help to deal with the health and education challenges, but achieving health and education goals would also contribute to the fight against poverty (Soubbtina 2004). Poverty eradication, climate change and the development of the people is the main focus of the UN 2030 Agenda and the Africa we want (“AU 2063 Agenda”).

In September 2015, after more than three years of negotiations and intense involvement from many stakeholders, member states of the United Nations adopted the post- 2015 Development Agenda to succeed the Millennium Development Goals, Transforming our

world: the 2030 Agenda for Sustainable Development. The UN agenda has seventeen (17) Sustainable Development Goals (SDGs) with a total of One Hundred and Sixty Nine Targets spanning economic, environmental and social development.

Considering how related the two agendas are one can say that the goals are interdependent and that achieving one goal to some extent will help in achieving other goals, for instance achieving educational goals will lead to minimizing poverty (Soubbtina 2004). Hence there is the need for domestication of the goals at all sectors of the economy in order to facilitate the incorporation of commitment made at the continental level into national policy frameworks and programmes anchored on existing national development planning machinery. Furthermore, there is the need for steps to be taken by all to popularize the goals through awareness creation in order to mobilize national stakeholders on how to raise external resources to finance the two Agendas.

The role of the University library

Information is a vital tool to development. For any nation to develop, it needs to have and provide relevant, updated and adequate information on food security, democracy, health, education, gender equality etc. Information is a powerful development tool that supports communities in a variety of ways and libraries have a history as trusted, community-based sources for addressing people's information needs. This means that University libraries are no longer just about books or solely a place for students, lecturers, researchers and staff, but are supposed to become powerful partners to help deliver services that enable communities to achieve the SDGs. This is in support of an assertion by Khan and Bhatti (2012) who noted that academic institutions could not achieve their two-fold mission of spreading knowledge and extending its research progress without first enriching and enhancing library resources and services.

Academic libraries can provide such access to information that would enable people lead gainful lives as they are skilled at acquiring, organizing, offering for use and publicly preserving materials irrespective of the form in which it is packaged in such a way that when it is needed it can be found and put to use (Karki 2006). Forsyth (2005) opines that libraries can help eradicate extreme poverty and hunger by raising awareness, or providing a place where relevant information in appropriate language and formats can be found.

Krolak, (2005). asserts that libraries, whether school, university, public and special have greater responsibilities in the development of a global partnership for development by

acquiring, packaging, organizing and disseminating knowledge and experience. The information age with its exponential growth in communication technologies presents new opportunities for libraries to become gateways to global information networks and for libraries more dramatically to become agencies of community sustainability. This requires librarians, more than ever before, to promote information literacy—those skills required to access and process relevant information.

Just as libraries can offer critical support to individuals, so too can they become centres of community support and development at the local level. In this way, libraries can help governments achieve their own development goals by offering access to the Internet and online and printed information resources to citizens

Libraries underpin a society where people from any background can learn, create and innovate. Libraries support a culture of literacy and foster critical thinking and inquiry. Through libraries, people can harness the power of technology and the Internet to improve their lives and their communities. Libraries protect the rights of users to access information in a safe environment. Libraries are socially and culturally inclusive. They can help all people engage with the public institutions they need to access services, and can act as gateways to civic participation and new e-government services. Libraries offer all citizens opportunities to gain access to and use information and knowledge that can enable them to actively participate in society. This contributes to the economy by enabling members of the community to improve their employability skills, health and wellbeing, use their creative potential, expand reading and literacy skills, and create new knowledge.

Regarding partnerships, libraries and information providers are encouraged actively to engage in linking information sources and information consumers since they are seen as valued partners in planning and implementing sustainability initiatives and actions at local, national, and international levels. Librarians help to facilitate the exchange of information so crucially that they are important in assisting the community in decision-making processes and in moving their communities towards sustainable development.

Objectives

The main objective of the study is to find out how an academic library can practicalise the dissemination of the UN 2030 and African 2063 Goals to the university community in relation to the national development of the country.

Problem statement

Achieving sustainable development requires global actions to deliver on the legitimate aspiration towards further economic and social progress. It is the responsibility of all sectors to get on board as far as the goals and aspirations were concerned. The International Federation of Libraries (IFLA, 2015) believes that libraries are the agents through which the dissemination of information can be done effectively since they are the key public institutions actively positioned to support development at all levels of the society.

As repositories for vital information and knowledge, libraries are cost-effective partners for advancing the dissemination of information. This makes libraries an important venue for information about personal development, hence; national development. It is in the light of this that IFLA believes that libraries are the real agent of spreading the SDG agenda.

However, looking at the traditional role of libraries and the position IFLA has taken, much support is required from policy makers in the dispensation of SDG's goals; the task seems to be more demanding since the level of awareness of the SDG goals and the Africa we want aspirations and participation among library staff is low. The study is set up to determine how libraries can restructure, repackage and disseminate relevant information to the right people at the right time.

Methodology

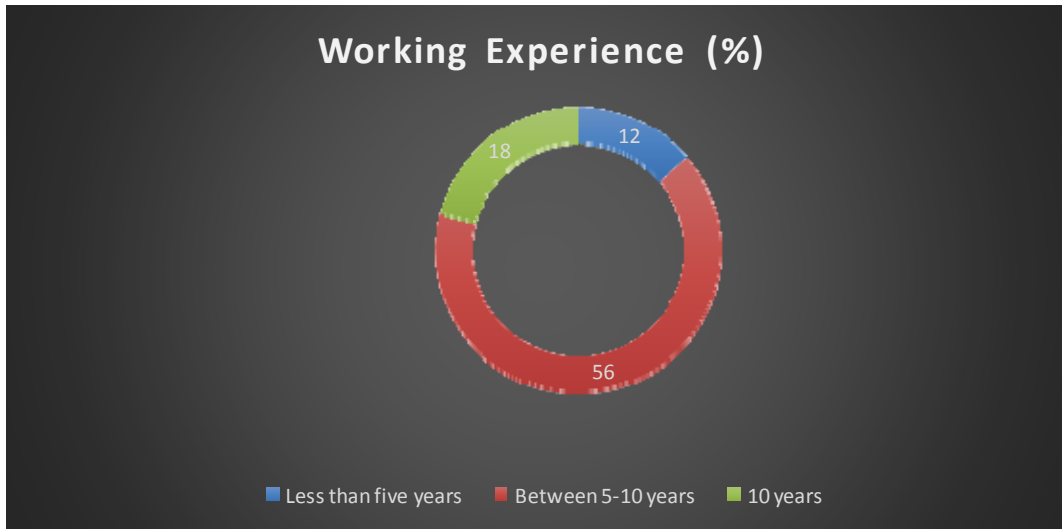
The study made use of random sampling of staff from each library investigated; thus four Public University libraries in Ghana namely, University of Cape Coast, Cape Coast, University of Education, Winneba, University of Mines and Technology, Tarkwa and the University of Ghana, Legon were used to note down what they are currently doing and will do to ensure the attainment of UN 2030 SDG's and AU 2063 the Africa We Want. A questionnaire was completed by sixteen library staff of each library and the data gathered was analysed quantitatively. The structured questionnaire was made up of two main categories. The first part looked at what the libraries are currently doing about the goals and aspirations, whilst the other part considered what respondents think should be done by Ghanaian public academic libraries so that the attainment of these goals will be possible.

Analysis of data

Number of years of working in the library

The work sought to find out the number of years respondents have been working, Figure 1 indicates that 12% of the respondents had worked in their various libraries for less than five (5) years. Fifty-six percent of them had worked between five (5) to ten (10) years. Five (18%) of the respondents had worked for more than ten years.

Fig. 1: Working experience of respondents

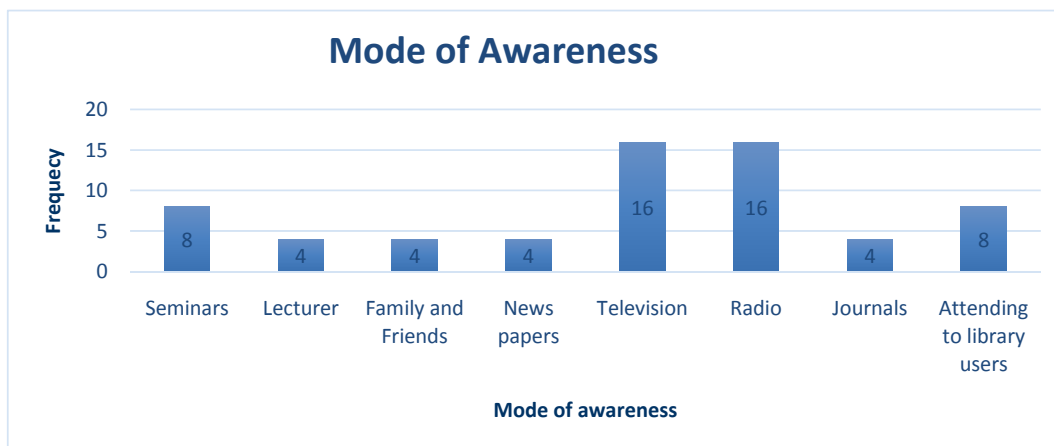


Source: fieldwork 2017

Awareness of UN 2030 SDG's and Africa 2063 Aspirations

Interestingly, all the respondents indicated that they were aware of the UN 2030 SDG's and Africa 2063 Aspirations so in the follow up question respondents were asked to point out how they got to know of these goals. The response was illustrated in Figure 2, 25% each respectively stated that they heard of the Goals and Aspirations through television and radio, 12.5% each also stated they heard of the Agendas through seminars and client services in the library, while 6.3% each indicated that they were informed through lecturers, newspapers, journals, friends and family.

Fig 2



Source: field work 2017

What are the activities performed by the libraries to attain the two agendas?

The two agendas are geared towards the eradication of poverty, hunger and inadequacies within and among countries; ensuring healthy lives, equitable education and gender; sustainable management of water and sanitation; promote and sustain inclusive growth, restore and promote sustainable use of terrestrial ecosystem; promote peaceful and inclusive societies for sustainable development; make cities and human settlement and take urgent action to combat climatic change; strengthen the means of implementation and revitalize the global partnership for sustainable development

It can be noted that the Seventeen (17) UN SDG's 2030 Goals and Seven (7) Aspirations on the Africa We Want, aimed at the same goal so the study sought to find out currently what the libraries under study are doing towards the attainment of these goals. To avoid repetitions the questions were targeted on the UN SDG's.

It can be noted from Table 2 that all the four libraries allow the users of the libraries to take part in the selection of library resources; render selective dissemination of information; render interlibrary lending service; are members of a consortium; organise in-service training for library staff; the library is represented on all Boards of the University; and allow the premises of the library to be used for other activities like exhibitions, durbar among others.

Two of the libraries indicated that they teach Information Literacy Skills and also organise Reading Clinics for school pupils during the Library Week Celebration of the Ghana Library Association, whilst only one library indicated that it has a section in the library for the visually impaired students.

Table 2: What is currently done by the libraries?

| No | Comment | No of Libraries | % |
|----|---|-----------------|-----|
| 1 | My library allows faculty members, students and other users of the library to take part in the selection process. | 4 | 100 |
| 2 | The library practices Selective Dissemination of Information (SDI). | 4 | 100 |
| 3 | The library renders interlibrary lending services; which allow students to access library resources of other academic libraries. | 4 | 100 |
| 4 | The library is a member of the Consortium of Academic and Research Libraries in Ghana (CARLIGH) as such databases are subscribed to at a lower cost | 4 | 100 |
| 5 | The Library organises in-service training for its staff. | 4 | 100 |
| 6 | The library is represented on all Boards of the university. | 4 | 100 |
| 7 | Library staff teaches Information Literacy skills; through which students get to know how to access and make effective use of information resources. | 2 | 50 |
| 8 | The library places priority on Continuous Professional Development (CPD) | 4 | 100 |
| 9 | During the LIBRARY WEEK of the GHANA LIBRARY ASSOCIATION, the library organizes READING CLINICS and other activities for selected basic schools in the community. | 2 | 50 |
| 10 | The Library Management allows the premises of the library to be used for other activities like exhibitions, durbars and other activities. | 4 | 100 |
| 11 | Library makes information accessible to the university community | 4 | 100 |
| 12 | The Library has a section for visually impaired students. | 1 | 25 |

Source: field work 2017

Additional tasks Recommended by respondents for university libraries to perform as far as UN 2030 SDGs and 2063 Africa We Want are concerned

The second category of questions was to find out what Ghanaian university libraries should do in order to achieve some of the targeted goals of the UN and the Africa We want.

Eradication of poverty, hunger

Respondents gave the following as their responses to what Ghanaian university libraries could do to eliminate or reduce poverty and hunger in Ghana. In Table 3, the majority of the respondents 56.2%, 35.9%, agreed and strongly agreed respectively that University libraries could go through the Ghanaian newspapers and then make available to library users job vacancies on their Notice Boards; 53.1% and 45.3% of the respondents also strongly agreed and agreed respectively that the university libraries could make available to farmers the research findings of the Department of Agriculture; also the majority of them (70.3%) were also of the view that libraries could create a section responsible for cataloguing

new findings on improved methods of farming and then channel these findings to farmers through the extension officers.

Lastly, 79.7% of the respondents were strongly of the view that the libraries can collaborate with the Ministry of Food and Agriculture, Ghana to give relevant information to the farmers.

Table 3: The role of academic libraries in the eradication of poverty, hunger

| No1 | Comment | Strongly agree | Agree | Neutral | Strongly disagree | Disagree |
|-----|---|----------------|---------------|-------------|-------------------|-------------|
| 1 | University libraries could go through the newspapers and then make available to library users job vacancies on the Notice Board of the Library. | 23 (35.9%) | 36 (56.2%) | 1 (1.7%) | 2 (3.1%) | 2 (3.1%) |
| 2 | University libraries could make available to the Department of Agriculture researches conducted on food production for onward transfer to the farmers. | 34 (53.1%) | 29 (45.3%) | 0 (0.0%) | 0 (0.0%) | 1 (1.7%) |
| 3 | Libraries could create a section responsible for cataloguing new findings on improved methods of farming and then channel these findings to farmers through the extension officers. | 45 (70.3%) | 18 (28.1%) | 1 (1.7%) | - (0.0%) | - (0.0%) |
| 4 | The Library can collaborate with the Ministry of Food and Agriculture to give relevant information to the farmers. | 51 (79.7%) | 11 (17.2%) | - (0.0%) | 2 (3.1%) | - (0.0%) |

Source: field work 2017

Ensuring healthy lives and sustainable management of water

Healthy lives and sustainable management of water are requisites for sustainable national development. Respondents therefore suggested in Table 4 the following as what could be done by University libraries as additional services to achieve the above goal of the UN. The majority of the respondents (93.8%) stated that libraries can create a section or a Gallery where pictures with short write ups on bad management of water, elephantiasis, drought and other poor management of water related issues and their negative impacts on national development can be displayed; 48.4% of them strongly agreed that the Library could collaborate with health workers especially community health nurses to disseminate information on health issues whilst 45.3% and agreed on the same issue; 51.2% and 48.4% of the respondents strongly agreed and agreed respectively that the university libraries could seek for sponsorship to organise talks or durbar on the above motion.

And lastly, the majority of the respondents (61.0%) believe that the Postgraduate theses and other research conducted on healthy lives and management of water should be made known to the communities around the university and even the general public.

Table 4: The role of academic libraries in ensuring healthy lives and sustainable management of water

| No | Comment | Strongly agree | Agree | Neutral | Strongly disagree | Disagree |
|----|---|----------------|---------------|-------------|-------------------|-------------|
| 1 | Libraries can create a section or a Gallery where pictures with short write ups on bad management of water, elephantiasis, drought and other poor management of water related issues and their negative impacts on national development can be displayed. | 23 (36.0%) | 37 (57.80) | 1 (1.7%) | 1 (1.7%) | 2 (3.1%) |
| 2 | The Library could collaborate with health workers especially community health nurses to disseminate information on health issues. | 31 (48.4%) | 29 (45.3%) | - (0.0%) | 3 (4.7%) | 1 (1.7%) |
| 3 | The University library could seek for sponsorship to organise talks or durbar on the above motion. | 33 (51.2) | 31 (48.4%) | - (0.0%) | - (0.0%) | - (0.0%) |
| 4 | Postgraduate theses and other research conducted on healthy lives and management of water should be made known to the communities around the university and even the general public. | 39 (61.0) | 34 (53.1) | - (0.0%) | 1 (1.7%) | - (0.0%) |

Source: field work 2017

Equitable education and gender

On how equitable education and gender could be done, the majority of the respondents stated in Table 5 that Ghanaian academic libraries should collaborate with the Centre for Gender of the Universities to make their research works and findings known to the public; 92.1% of the respondents stated that proposals could be written for funds to enable the library intensify its outreach programmes.

About seventy percent of the respondents strongly support the idea of the libraries collaborating with the Ministry of Education, Ghana to give relevant information to Educationists; in the same way all the respondents noted that as part of the Library Week Celebrations of the Ghana Library Association, library staff can go into the community and even educate people on how to look for relevant information at any point in time

Table 5: The role of academic libraries in equitable education and gender

| No | Comment | Strongly agree | Agree | Neutral | Strongly disagree | Disagree |
|----|---|----------------|---------------|-------------|-------------------|-------------|
| 1 | University libraries should collaborate with Centre for Gender Research Advocacy and Documentation (CEGRAD) and other Gender related departments/Units of the Universities to make their research works and findings known to the public. | 61 (95.3%) | 3 (4.6%) | - (0.0%) | - (0.0%) | - (0.0%) |
| 2 | Proposal could be written for funds to enable the library intensify its outreach programmes. | 59 (92.1%) | 5 (7.8%) | - (0.0%) | - (0.0%) | - (0.0%) |
| 3 | The library can collaborate with the Ministry of Education to give relevant information to Educationists. | 45 (70.3%) | 16 (25.0%) | 1 (1.7%) | 2 (3.1) | 1 (1.7%) |
| 4 | As part of the Library Week Celebrations, library staff can go into the community and even educate them on how to look for relevant information at any point in time | 29 (45.3%) | 35 (54.6%) | - (0.0%) | - (0.0%) | - (0.0%) |

Source: field work 2017

Promote sustained, inclusive and sustainable economic growth, productive employment, decent work for all and modern energy for all

As an addendum, respondents gave the following as what the library could do in order for the above agenda of UN 2030 and the Africa we want AU 2063 to be achieved. The majority (70.3%) of the respondents believe that libraries may catalogue what has been done by other nations about the above notion so far and what needs to be done; also due to information overload, the view of 75.0% of the respondents was that library staff could practice Selective Dissemination of Information (SDI); where the profile of the Users of the library will be known and current information directed to those who really need the information.

Also, the majority of them (62.5%) suggested that pictures of countries that have promoted sustained, inclusive and sustainable economic growth, employment, descent work and modern energy for all could be displayed in front of the library to inspire Ghanaians to follow suite (eg. Malaysia); and also

Table 6: The role of Public Academic Libraries in *the Promotion, sustainability, inclusive and sustainable economic growth, productive employment, decent work for all and modern energy for all*

| No | Comment | Strongly agree | Agree | Neutral | Strongly disagree | Disagree |
|----|--|----------------|---------------|-------------|-------------------|-------------|
| 1 | Libraries may catalogue what has been done by the nation about the above notion so far and what needs to be done for users of the library to be aware. | 17 (26.5%) | 45 (70.3%) | - (0.0%) | 2 (3.1%) | - (0.0%) |
| 2 | Due to information overload, library staff could practice Selective Dissemination of Information (SDI); where the profile of the Users of the library will be known and current information directed to those who really need the information. | 48 (75.0%) | 15 (23.4%) | - (0.0%) | - (0.0%) | 1 (1.7%) |
| 3 | Post pictures of countries that have promoted sustained, inclusive and sustainable economic growth, employment, descent work and modern energy for all in front of the library to inspire Ghanaians to follow suite (eg. Malaysia). | 40 (62.5) | 24 (37.5%) | - (0.0%) | - (0.0%) | - (0.0%) |
| 4 | The traditional perception of libraries as being depository of only books have changed to places that offer the benefits of new technologies for personal development and economic improvement as such. | 39 (61%) | 24 (37.5%) | - (0.0%) | - (0.0%) | 1 (1.7%) |

Source: field work 2017

Discussions of Findings

In the first place, the study revealed that the respondents were experienced people who knew much about the AU 2063 Aspirations and UN 2030 Sustainable Goals. The study therefore sought to find out what the Ghanaian academic libraries were doing to actualise the first and the second Goals of the AU 2063 and UN 2030 agendas. Considering the activities of the libraries listed earlier, it can be noted that the libraries are already involved in some practices that could end poverty in all its forms everywhere.

The provision of information which is the core mandate of the library gives people the opportunity to improve upon their lives. It also gives people the opportunity to develop skills

needed for education and employment. Making relevant and accurate information available to individuals, society, institutions and businesses will contribute to achieving all the goals as noted by Forsyth (2005).

Looking at how the AU 2063 and UN 2030 Goals merged, it means that providing a solution for AU 2063 Goals One and Two will contribute to solving Goals One, Two, Four, Eight and Eleven of UN 2030. With this idea in mind respondents were asked to indicate what the academic libraries could do to actualise these Goals. Respondents indicated that a section in these libraries should be made responsible for collating the findings of research works and then make these findings known to the various sectors they are meant for. For example, extension officers are to make known to farmers what they need to do to make their farming profitable and sustainable. This will mean that libraries need to move away from their traditional mode of service provision to taking the information to those who need it as stated by Khan and Bhatti, (2012).

The study also revealed that apart for providing books and non-book materials for the training of students in medical surgery, the libraries should create a section to be called “Health Corner” where only informational resources on health will be displayed. This supports the idea that all educational institutions operate with human resources and so it is good for such institutions to implement ideas which will ensure substantial healthcare (Ritchie et al., 2015). It has been proven that promoting health programmes in educational institutions is challenging so there is the need for policies to be developed to sustain such programmes (SHE network 2013; Safarjan et al. 2013; Samdal & Rowling (2015).

Sustainable Development cannot be possible if inclusive and equitable education is compromised (OECD, 2012); thus every child abled or disabled has the right to education. In Ghana, the integration of the visually impaired into the main stream of education started in 1934 and at the moment, the well noted inclusive public universities in Ghana are the University of Ghana, Legon, University of Cape Coast, Cape Coast and the University of Education, Winneba. The study revealed that only one university library, thus the Sam Jonah Library of the University of Cape Coast had a section for the visually impaired. Two of the libraries however noted that senior members teach Information Literacy Skills which is another way of promoting and sustaining the culture of lifelong learning (ACRL 2012).

Some respondents stated that the libraries should collaborate with the Centre for Gender Research Advocacy and Documentation (CEGRAD) of the various universities so that the Goal Five of the UN 2030 Sustainable Development Goals which is gender equality and

empowerment of all women and girls could be achieved. However, it can be noted that all the services, activities or programmes enumerated earlier performed by these libraries were not gender biased. This supports the assertion that libraries offer all citizens' opportunities to gain access to and use information and knowledge that can enable them to actively participate in society (Krolak, 2005).

On the issue of UN SDG's Goals six, thirteen, fourteen and fifteen thus: ensure availability and sustainable management of water and sanitation for all; take urgent action to combat climatic change and its impact; conserve and sustainably use the oceans, seas, and marine resources for sustainable development and protect, restore, and promote sustainable use of terrestrial ecosystems, sustainably manage forest, combat desertification, and halt and reverse land degradation and halt biodiversity lost are environmental in nature. The respondents did indicate that the libraries support these goals by firstly, acquiring relevant electronic and non-electronic resources on these topics thereby providing; quality information and good practices that support water management and sanitation practices, historical records about coastal and land use, research needed to inform citizens about climatic changes and information required to guide decision-making on proper agricultural practices, hunting and fishing. The challenge is practicalising what has been taught, read, studied, heard and told.

Energy is used to generate services like heat or light for households or businesses; therefore, the level of consumption depends on the equipment (capital) that uses energy. The availability of modern energy services facilitates economic development, in addition, efficient technologies also provide higher-quality energy services at lower costs and this will lessen household expenses for more productive purposes (Malyshev, 2009). The finding revealed that libraries provide the necessary literature for ensuring sustainable energy provision. However, it was noted that more need to be done by these because energy shortages can hold back economic growth and development (IFLA, 2005)

The UN Sustainable Development Goal eight which states that "Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all" can best be analysed by looking at the two main concepts; Economic growth and productive employment. Economic growth is defined as the increase of per capita GDP or other measures of aggregate income (Wikipedia, 2011). Goodwin et al. (2008) also sees economic growth as a rise in real GDP (adjusted for inflation), that is, the percentage growth rate of real GDP is from one year to the next. The ILO (2012) defines productive employment as "all employment (for wages or as self-employed) that yields sufficient income to allow the

worker and his/her family/dependents to obtain a material standard of living above the poverty line.

The finding however brought to light that libraries should make known to the university community of jobs that have been advertised in the dailies. In addition, the library is to post pictures of countries that have promoted sustained, inclusive and sustainable economic growth, employment, descent work amongst others. All these will come into fruition if individuals and companies will be willing to support libraries

The study also revealed that issues on sustainable infrastructure, industrialization, reduced inequality, peaceful society and global partnership could be possible if libraries are financially resourced. In order not to compromise, rendering of excellent services, preservation and documentation of information for future generation, ensure high Internet speed, train library users in the skills that are required to access information easily and equitable access to information, it is high time libraries were made functional (IFLA, 2005).

Conclusion

Academic libraries are good agencies for achieving the goals of UN and AU, therefore government support and dedicated funding for these libraries are required to motivate library staff. Development practitioners can collaborate with academic libraries to ensure the attainment of the goals of the UN and AU. Sustainable Development Goals have come to stay and practicalising these goals to make them achievable cannot be ignored.

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