CONTRIBUTION OF LIBRARIES IN ATTAINING SUSTAINABLE DEVELOPMENT GOAL FOUR IN ZANZIBAR: 2018-2022

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CERTIFICATION

The undersigned certify that they have read and hereby recommend and approve for acceptance by the Open University of Tanzania a thesis titled; *"Contribution of libraries in attaining sustainable development goal four in Zanzibar: 2018-2022"*, in fulfilment of the requirements for the Degree of Doctor of Philosophy of the Open University of Tanzania.

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DEDICATION

I dedicate this work to my families;

Juwairiyah,

Juhainah,

Juweydah,

Junaytha,

Jumaymah,

Jumaynah,

Junayna,

Joud,

Joury,

Juwaira,

Hadiyah,

Shaukan,

Sheikhan.

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ABSTRACT

The purpose of this study was to investigate the contribution of libraries in attaining Sustainable Development Goal (SDG) 4 in Zanzibar. It addressed issues of the capacity of libraries, the types of collaborative programmes, the level of implementation of lifelong learning targets and the challenges facing libraries in supporting lifelong learning in Zanzibar. The study used a cross-sectional design, whereas a convergent parallel method was used to collect, analyze and interpret data. Data was collected from school and public library staff, head teachers and education officers in Zanzibar. Out of 185 respondents, 130(70.2%) filled out questionnaires and returned. Interviews were conducted with 47 key informants, while 18 participants were involved in the focus group discussions. The key findings demonstrated that, despite improvements made in the provision of library services, the majority (53.8%) of libraries are facing a shortage of computers, qualified staff and library resources. The findings establish that (80.7%) of libraries provided a low level of collaborative and innovative programmes to support the promotion of lifelong learning. It was revealed that there are neither policies and guidelines nor evaluation strategies to assess the impact of lifelong learning programmes. The study concludes that the absence of collaborative and innovative library programmes and the lack of established library policies and guidelines present a challenge in promoting lifelong learning and undermine the attainment of SDG-4 by 2030. Therefore, the study recommends the need for putting in place policies and guidelines to guide the proper implementation of collaborative initiatives for promoting lifelong learning in Zanzibar.

Keywords: *Sustainable Development Goal-4, Lifelong learning, literacy, reading habit, adult learning, school library, public library*

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LIST OF ABBREVIATIONS

BAI   Book Aid International

COBET   Complementary Basic Education in Tanzania

FGD-ED   Focus Group Discussion with an Education Officer

FGD-HT   Focus Group Discussion with Head Teacher

FGD-PL   Focus Group Discussion with Professional Librarians

FGD-PLS Focus Group Discussion with Public Library Staff

FGD-SLS Focus Group Discussion with School Library Staff

IFLA   International Federation of Library Associations and Institutions

IntED   Interview with an Education Officer

IntHT   Interview with Head Teacher

IntPL   Interview with Professional Librarians

IntPLS   Interview with Public Library Staff

IntSLS   Interview with School Library Staff

MoVET   Ministry of Education and Vocational Training

PLS   Public Library Services

RGoZ   Revolutionary Government of Zanzibar

SDG-4   Sustainable Development Goal number four

SDGs   Sustainable Development Goals

SLS   School Library Staff

TLSB   Tanzania Library Services Board

UNESCO United Nations of Educational, Scientific and Cultural Organization

UNICEF   United Nations Children's Fund

ZEPED   Zanzibar Educational Development Plan

ZLSB   Zanzibar Library Services Board

ZSGRP   Zanzibar Strategy for Growth and Reduction of Poverty

CHAPTER ONE

BACKGROUND TO THE STUDY

1.1 Overview

This chapter presents background information to the study which is on the contribution of public and school libraries in attaining the Sustainable Development Goal-4 in Zanzibar. The following sub-topics are covered in the chapter: background to the study, statement of the problem, the study objectives, research questions, significance of the study, the scope of the study and the study limitation.

1.2 Background to the Study

In recent years there has been increased research interest in assessing the extent to which the United Nations Sustainable Development Goals (SDGs) have been implemented. There are 17 Goals that address world challenges including but not limited to poverty, gender, education, climate change, environmental degradation, peace and justice (United Nations, 2015). However, this study focused on Goal number 4 which proposes that each country should ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

The goal is further divided into ten outcome targets, which according to the Global Campaign for Education (2020) include Target 4.1: Free, quality and equitable primary and secondary education; Target 4.2: Early childhood development and universal pre-

primary education; Target 4.3: Equal access to affordable technical/ vocational and higher education; Target 4.4: Relevant technical skills for decent work; Target 4.5: Gender equality and inclusion; Target 4.6: Universal youth literacy; Target 4.7: Knowledge and skills for sustainable development and global citizenship; Target 4.8: Effective learning environments; Target 4.9: Qualified teachers and educators and Target 4.10: Expanding the number of scholarship.

In an analysis of the achievements of SDGs, IFLA (2019) commented that with just 11 years remaining to the 2030 Agenda, Africa is still far behind in the implementation of the SDGs. The basis for this comment has been elaborated by Begashaw (2019) that many African countries are unlikely to meet SDGs especially when it comes to social development. However, the same source noted that some African countries are relatively on track to meet some targets such as target 4.1 (primary school enrolment). Similarly, the report by the Brookings Institution (2020) on Reflects on Africa's SDGs Progress has observed uneven progress in implementing the SDGs and targets across countries. The report noted that Sub-Saharan countries are expected to make some progress toward the SDGs, however, half of them are predicted to get less than halfway to the targets by 2030.

As far as this study is concerned, the SDG-4 is separated into two parts. The first part is ensuring quality education and the second one is lifelong learning opportunities for all. The concept of 'Lifelong Learning' which is the main focus of this study has been defined and compared with the concepts of adult learning, adult literacy, alternative

education, continuing education, basic education and recurrent education (Carlsen & Haddad, 2013). However, while traditional adult education focuses on adult literacy competencies and life skills, lifelong learning according to IFLA (2006) involves all learning activities undertaken throughout life, to improve knowledge, skills and competence.

According to Torres (2011) learning itself takes place throughout life and in various situations and thus everyone learns from birth until the end of his or her life even if he or she never went to school. In the words of Jarvis (2009), this understanding of learning suggests a continuous process involving lifelong transformation that occurs whenever we are conscious and it needs no objection in itself, although it has a purpose. That means learning can be imparted through different channels and contexts including everyday life experience, continuing education, online or distance learning, in-service training, library programmes, home environment, adult classes, alternative learning, vocational training, and correspondence courses offered by colleges and universities.

All over the world, literacy and lifelong learning have been recognized as significant agendas and as central to making societies knowledgeable. They were considered by the International Federation of Library Association (IFLA) (2006) as essential elements in building well-informed citizens and fostering social inclusion. Aspin, et al. (2001) perceive lifelong learning as a tool to combat social exclusion as a result of globalization and a tool to widen participation in education. More than fifty years ago the late President Nyerere in his 1970 New Year speech, stressed the importance of

literacy and lifelong learning not just as a tool but as the first step up the hill of modern knowledge and the key to further life progress.

Globally, lifelong learning has been linked to a diversity of benefits, for individual health, women empowerment, entrepreneurship and political participation (Feinstein et al., 2008). It may also help people to be well-informed citizens and may be ready to volunteer in community development (Nascimento & Cotera, 2018). This is very true for Tanzanian society, given that Mwalimu Nyerere during his lifetime, according to Mbogoma (2018), promoted lifelong learning as a tool that would be used to cultivate a spirit of voluntary participation in development based on national policies of socialism and self-reliance

Based on the concept of lifelong learning it is very clear that for it to succeed the role of public and school libraries needs no emphasis. This is based on the fact that historically public and secondary school libraries have been considered as a central ternate in development discourses. As such they have assisted in attaining various global initiatives such as Education for all, Millennium Development Goals (MDGs), as well as Sustainable Development Goals (SDGs).

Additionally, libraries have shown the ability to be an agent of change in society by broadening and empowering the citizens' ability to participate in social, economic and cultural development. IFLA (2005) argued that libraries apart from being the repository of information resources also provide free places and access to documents for social, educational, as well as general knowledge. In fact, public libraries which by their nature

are funded by the government and are accessed by all citizens of the country, are like nodes connecting the local learning setting whether it is formal or informal with the global resources of information and knowledge (IFLA, 2006).

Previous literature shows that public and school libraries have been identified as one of the chief contributing agents and have a critical role to play in the implementation of global SDGs specifically Goal number four. Connie (1995) has put a very strong argument on the role of public libraries that they are the key access point for community-based education which connects independent lifelong learners with free access to information resources and services.

Discussing the role of public and school libraries, Krolak (2005) has argued that both types of libraries help students find, use and interpret the right information that opens up opportunities for lifelong learning, literacy improvement and well-informed citizenship. Public and school libraries according to Brown (2015) have also been involved in fostering literacy skills from preschool to primary schools.

Malekani and Mubofu (2019) perceived school libraries as the second classroom for students due to the significant role they play in enhancing the quality of education and promoting lifelong learning. It is through this understanding that Bates & Nancy (2014) have emphasized that public and school libraries share a common goal of ensuring that kids have the necessary skills to become lifelong learners. It has been also noted by IFLA (2015) that when school librarians and public librarians have good working

relations and a high spirit of cooperation, students achieve higher levels of literacy, reading, learning, and problem-solving skills.

However, it has been demonstrated by Williams, Coles and Wavell (2002) that cooperation between public and school libraries in different aspects faces critical challenges that need to be seriously addressed. Amey, Eddy and Ozaki (2007) are of the view that very little is known about school and public library joint initiatives and in many areas, it does not exist or their existence has been minimal. Addressing the issue of collective efforts, Murvosh (2013) observed a lack of cooperation between public and school librarians in many communities even though they both serve the same customers.

Referring to Tanzania, SDG-4 is in line with Mwalimu Nyerere's vision of adult education since the 1970s which emphasizes in Swahili that *"Elimu haina mwisho"* which means that learning never ends. To achieve the slogan of education never ends the emphasis was placed on developing and equipping libraries such as public, schools as well as rural libraries which were regarded as focal points and centers for learning. It was through these initiatives that Tanzania achieved a 75% literacy rate.

According to Hall and Kidd (1978 as cited by Hall, 2020), Nyerere's view of adult education focused on literacy as a first step in the education process and emphasized the imparting of practical knowledge and skills to raise productivity. Discussing the objectives of adult literacy, Balalusesa (2020) noted that Nyerere's objective was to eradicate illiteracy in Tanzania, mobilize rural and urban masses to political

consciousness, provide education to school livers to Ujamaa living and expand in-service and continuing education opportunities.

The vision of Nyerere on education is also considered in the current Tanzania National Development Vision which aims to create a well-informed and educated society by 2025 (Tanzania Vision, 1999). In achieving this goal, the Government of Tanzania has established various education plans and strategies including making primary education compulsory and free for all. As a result, according to the United Nations Educational, Scientific and Cultural Organization (UNESCO) (2017) and Juma (2022), primary school enrolment is very high and the majority of Tanzanians nowadays acquire primary education. UNESCO report (2018), alludes that although a lot has been done and policies have been set up in many countries, there remain a number of pressing challenges in education, such as high rates of illiteracy, a large number of out-of-school children, and insufficient opportunities for skills development. The observations made in UNESCO's report are in line with several research findings conducted in Zanzibar and Tanzania in general.

For example, the studies by Uwezo (2012) and Baregu (2017), noted that apart from an increased primary school enrolment, there is also a good number of primary and secondary school dropouts. The report of UNESCO (2018) estimated the number of dropout children in Tanzania to be 2 million for primary school age and 1.5 million for lower secondary school age. The numbers add together to a total of 3.5 million children

aged between 7 and 17. Table 1.1 summarizes the urban/rural out-of-school children rate and the number of primary and secondary school-age in Tanzania.

Table 1.1: Urban/Rural out of School Children Rate and Number at Primary and Secondary School-age

	Population age 7 – 13	Out of School	Percent	Population age 14 – 17	Out of School	Percent
Urban	2,020,410	1,82,110	9	1,110,470	344,790	31
Rural	6,454,760	1,786,570	27.7	2,616,220	1,177,670	45
Total	8,476,690	1,968,930	23.2	3,727,530	1,522,720	40.9

Source: UNESCO Global Initiatives on out of School Children (2018)

On the other hand, the trend of the literacy rate in Tanzania shows some uneven improvements. According to the latest available data for 2015 by the World Bank (2020) adult literacy rate was 77.9% compared to 78% in 2012, 67.8% in 2010, 69.4% in 2002 and 59.1% for 1988. Table 1.2 summarizes data on the adult literacy rate in Tanzania.

Table 1.2: Adult Literacy Rate in Tanzania

Year	Adult literacy rate female	Adult literacy rate male	Adult literacy rate	Adult literacy rate 15-24 female	Adult literacy rate 15-24 male	Adult literacy rate 15-24 female
2015	73.09%	83.20%	77.89%	84.64%	87.01%	85.76%
2012	73.35%	83.38%	78.10%	84.85%	87.17%	85.94%
2010	60.75%	75.47%	67.80%	72.77%	76.49%	74.56%
2002	62.17%	77.51%	69.43%	76.20%	80.92%	78.40%
1988	48.09%	71.37%	59.11%	77.87%	86.20%	81.75%

Sources: World Bank, (2020)

Data in Table 1.2 indicates that the literacy rate in Tanzania increased remarkably from 2002 but substantially declined from 2012. On the other hand, this data depicts a gap in the literacy rate between the sexes. Comparing Baregu's (2017) and Kigobe's (2019) observations with the World Bank's (2020) data, one may conclude that the literacy rate in the county has dropped in one way or another.

However, previous literature by (Hall, 2017; Mbogoma, 2018; Kanukisya, 2020 & Bhalalusesa, 2020) shows that several efforts in terms of campaigns, policies and strategies have been taken to reduce illiteracy and promote lifelong learning in the country. The first campaign was named 1970 as the Year of Adult Education by Mwalimu Nyerere (Hall, 2020). Since then, the attention to adult education as a tool to address literacy and lifelong learning has attracted many international leaders and organizations. To mention, for example, in the 1990s Education for All (EFA) campaign was introduced, and among its targets was to promote learning and life skills for young people and adults and increase adult literacy by 50% by 2015.

Other efforts introduced to find a more effective way to fight illiteracy, were the Integrated Community-Based Adult Education (ICBAE) programmeme in 1993. Through ICBAE, according to Bhalalusesa (2007), literacy skills training was aimed at those who had never had the chance to learn how to read, neo-literates and out-of-school youth. Next was Complementary Basic Education in Tanzania (COBET) which was intended to mainstream school-age children into the formal system after having them complete a three-year course and sit for the school leaving examination. Having

all of these efforts, the combination of evaluation reports of ICBAE and COBET by Galabawa (2003) showed that the programmes made a useful overall contribution to improving literacy in the country.

In the case of Zanzibar, various efforts have been attempted to implement SDG-4. For instance, the Zanzibar Education Policy (2016) strongly emphasizes the provision of quality adult education and alternative learning to out-of-school children. Similarly, both the Zanzibar Strategy for Growth and Reduction of Poverty (ZSGRP) I and II, and the five-year Zanzibar Educational Development Plan (ZEDEP) I and II are strategically designed to reduce illiteracy by 2025. As a result of these efforts, the literacy rate has been improved for people aged 15 years and above reaching 83.6% for males and 79.4% for females which is an improvement compared to the surveys of 2009/10 and 2004/05 when the rates were 82.3% for males and 75.8% respectively (ZEDEP II, 2014/15 to 2020/21).

What is interesting in Zanzibar, according to the MoEVT Budget speech report (2019/2020) two-thirds of non-literate adults are female and they are more likely to enroll in literacy classes than non-literate men. However, a report shows that adult literacy classes cater to only about 6% of non-literate adults. Moreover, the school-based alternative learning programmeme offered by the Department of Alternative Learning and Adult Education aimed to provide free pre-vocational skills for young people aged 15–22 years who have never entered school, reached only 7% of the target group (ZEDEP II, 2014/15 to 2020/21). These programmes cater to an important need,

but coverage is remarkably low and the service is likely to be offered by one institution centered in the Urban West Region. This implies that the implementation of renewed methods and strategies as well as more centers are needed to serve different people who are in need.

Efforts have also been taken to ensure that school libraries operate as learning centers for promoting lifelong learning. For instance, public and school libraries in Zanzibar receive assistance from the government and development partners to support the implementation of SDG-4 provisions (Omar, 2013). One notable example is the School Library in a Box project sponsored by Book Aid International (BAI) which supports primary schools in poor and remote areas in mainland Tanzania and the Zanzibar archipelago.

Despite the efforts to enhance the quality of its education and promotion of lifelong learning, according to Mosha (2011), Tanzania including Zanzibar still faced several challenges including a lack of resources and professional instructors for adult education. The report of UNESCO and MoEVT (2014) and Mollel (2015) have also identified several factors that hinder the promotion of lifelong learning including inadequate funding, low teacher salaries, lack of adult learning programmes in areas of highest demand, lack of guidelines and standards for the programmes and lack of sufficient facilities, teaching and library resources.

Mosha (2011) went further and underlined the failure of the policymaking process to acknowledge and publicly declare that education is priority number one and all other

sectors are dependent on well-educated, lifelong learners and an ethical community. The study by Bhalusesa (2020) has also indicated that little has been done to meet lifelong learning targets in Tanzania and if the current situation is improved, the country is likely to make little progress to achieve it.

Sufficing to say that public and school libraries have a role to play in achieving SDG-4, and trends show that there has been a relapse and nose-diving trend of lifelong learning (Mwaikokesya, 2014), which requires urgent attention now more than ever. Actually, there is no doubt that the renewed efforts and role of schools and public libraries need much attention in addressing such an alarming situation. This study, therefore, examined the contribution of public and school libraries in attaining SDG-4 in Zanzibar focusing on the implementation of lifelong learning opportunities for all.

1.3 Statement of the Problem

The Government of Zanzibar, in collaboration with development partners, has introduced a multitude of campaigns, policies, and strategies aimed at achieving SDG-4. Key initiatives include the Zanzibar Strategy for Growth and Reduction of Poverty and the Zanzibar Education Policy, which are primarily designed to facilitate the realization of SDG-4 by ensuring equitable access to quality education and lifelong learning for all.

Additional endeavors, such as the Education Development Programmeme (2014/2015–2020/2021), have placed a strong emphasis on adult and non-formal education, striving

to cultivate a culture of continuous learning. The Adult Education Development Plan (2012) was established to provide alternative schooling options, enabling out-of-school youth and adults to complete their fundamental education. Furthermore, the Zanzibar Library Services Act of 1993 was enacted to endorse and ensure the development of public and school library services across Zanzibar.

However, despite these efforts, questions remain regarding the implementation, efficacy, and impact of these strategies. Various research studies such as (Omar, 2013; Machumu, et al. 2015; Komba and Mwandanji, 2015; Juma & Lehtomäki, 2016; Suleiman, Yat & Idrissu, 2017; Chipana, 2018; Malekani, & Mubofu, 2019; Chipana, 2019; and Tindamanyile, 2020) have been conducted to examine the provision of quality education and assess the development and challenges facing public and school libraries as they attempt to support education in the country. These studies have revealed repetitive challenges, including a shortage of staff and resources, with little evident effort in enhancing the situation. This situation raises concerns that the nation may encounter difficulties in achieving the lifelong learning targets through libraries.

This fear is validated by UNESCO's (2017) observation which highlighted the limited commitment to developing one significant literacy asset; i.e. libraries, their staff, and the allocation of adequate resources. In a similar vein, Hart's (2014) report underscored that most African countries, including Tanzania, lack well-established school library systems to foster lifelong learning. Some critics have gone further, to show their dissatisfaction with the neglected level of public and school library services. The reports

by Ojiambo and Kasulu (2015) and Balalusesa (2020) for example, revealed the absence of specific government policy guidelines governing the operation of public and school libraries to support lifelong learning.

Given the relatively overlooked aspect of library collaboration and its inadequate exploration, conducting this study assumes paramount importance in the context of Zanzibar's education landscape. It is indispensable for accelerating the realization of SDG-4 as a whole and, more specifically, for the expansion of lifelong learning opportunities in the Islands.

1.4 Objectives of the Study

This study was guided by the following general and associated specific objectives

1.4.1 General Objective

The general objective of this study was to investigate the contribution of public and school libraries in attaining Sustainable Development Goal Four in Zanzibar focusing on lifelong learning targets.

1.4.2 Specific Objectives

Specifically, the objectives of the study were:

1.   To examine the capacity of public and school libraries in Zanzibar to promote lifelong learning for all;

2.   To find out the types of collaborative programmes that public and school libraries in Zanzibar are engaged in to attain the SDG-4 targets;

3.   To assess the level of implementation of lifelong learning targets through library collective initiatives in Zanzibar; and

4.   To explore challenges facing public and school libraries in supporting lifelong learning in Zanzibar.

1.5 Research Questions

The study was guided by the following research questions:

i.   What is the capacity of public and school libraries in Zanzibar to promote lifelong learning for all?

ii.   What types of collaborative programmes did public and school libraries engage in to attain SDG-4 targets?

iii.   What is the level of implementation of lifelong learning targets through library collective initiatives in Zanzibar?

iv.   What are the challenges facing public and school libraries in supporting lifelong learning in Zanzibar?

1.6 Significance of the study

This study is of significance in several aspects

Goal number four is one of the key elements of the SDGs and can accelerate progress toward the achievement of all 17 Goals. In other words, Goal-4 is a cornerstone to sustainable development because it is believed by UNESCO (2006) that when people

acquire quality education and become lifelong learners they are likely to break from the cycle of poverty, improve their overall quality of life and secure a successful future. Therefore, examining the implementation of SDG4 targets is crucial for Tanzania as a member of the United Nations which is required to strategically plan and provide progress on its implementation by 2030.

The findings of this study may provide the government with valuable and workable information on the critical role and importance of public and school libraries in achieving SDG4, because these institutions have basic infrastructure and expertise in providing information and resources needed for promoting lifelong learning opportunities for all.

Similarly, the study may provide an exciting opportunity to advance our knowledge and raise awareness of the need for serious collective efforts between schools, educators and librarians in Zanzibar and Tanzania in general to attain SDG4.

The study further may provide an important opportunity to advance the understanding of the collaboration environment, opportunities and challenges between public libraries, school libraries, partner organizations, funding agencies and other stakeholders in attaining lifelong learning in Zanzibar.

Libraries are often integral to educational outcomes. Studying their contribution in Zanzibar allows for an exploration of how libraries support educational goals and contribute to the overall development of human capital.

In addition to that, the findings may offer some important insights to policymakers and education officers on the need to enhance library services by introducing regulations and guidelines for the effective management of libraries.

While this study is localized to Zanzibar, the findings may have broader implications for similar regions facing similar challenges. It can serve as a case study with lessons applicable to other East African Countries striving to achieve SDG-4 targets.

Additionally, examining the collaboration between libraries and other local stakeholders in Zanzibar may provide insights into how partnerships contribute to the success of sustainable development initiatives. This knowledge can guide future collaboration strategies in attaining lifelong learning opportunities for all.

Lastly, this study is significant to the broad subject of public and school librarianship and its related topics that may specifically be considered in promoting lifelong learning.

1.7 Scope of the Study

The overall scope of the study focuses on the contribution of public and school libraries in attaining SDG-4 in Zanzibar. The aim of SDG-4 is to ensure quality and inclusive education and lifelong learning opportunities for all. Nonetheless, this study was mainly focused on the promotion of lifelong learning opportunities through public and school library services. The justification for selecting this range is due to the need to inculcate a lifelong learning culture in youth and adults as a means of freeing them from illiteracy and poverty.

Geographically, the study was conducted in Zanzibar Islands and only public and school libraries were involved to establish to what extent they can support lifelong learning. The scoping is based on the fact that Zanzibar has its own distinct socio-economic and cultural context. On the other side, libraries are expected to play a crucial role in empowering local communities. By focusing on Zanzibar, the study can explore how libraries align with Zanzibar's development policies and how libraries contribute to community development, literacy, and other aspects that are vital for achieving SDG-4.

Regarding timeframe, the study's scope focused on five years from 2018 to 2022. The justification for scoping this period is that SDGs were adopted in 2015, and the period chosen follows the initial years of their implementation. Thus, by focusing on the 2018-2022 timeframe, the study is more likely to capture any relevant policy changes or new programmes that might impact the role of libraries toward the attainment of SDG-4. Also, the chosen timeframe enables to assessment of the impact of initiatives that were implemented during this period and provides insights into their effectiveness.

Finally, there are many players involved in implementing SDG-4 however, for this study the unit of analysis involved only public and school library staff, head teachers, public library management and education officers.

1.8 Limitation of the Study

Although the present study has successfully demonstrated that little has been done to promote lifelong learning in Zanzibar, it has some limitations that need to be noted. First, in terms of population, it is unfortunate that the current study did not include class teachers and students which might provide more insight into the addressed subject, therefore, the study is limited by the lack of information from them. However, head teachers were involved in the study to fill this gap.

Second is in terms of sample size; the current study was conducted in Zanzibar only which is just a small part of Tanzania. Therefore, these results may not be generalized to Tanzania mainland. To overcome this limitation, all public libraries found in Zanzibar and a good number (100) of schools were involved to strengthen the generalizability and statistical power of the findings in the context of Zanzibar.

Third, in terms of budget and resources which led to restricted the scope of research. This was mitigated by using research assistants who helped the researchers to collect data, especially in Pemba Island. Lastly, there may have been differences regarding how participants understood lifelong learning targets, as a result, contradictory responses have been noted. This was taken into consideration and before the study, a kind of awareness training on SDGs was provided to all library staff.

CHAPTER TWO

LITERATURE REVIEW

2.1   Overview

This chapter reviews relevant literature related to the topic with special reference to public and school library contributions towards the promotion of lifelong learning opportunities for all and finally establishes the research gap. The purpose of the literature review is to inform what is already known, to create awareness of the major trends and key approaches associated with the concept, theories and research related to the contribution of libraries towards lifelong learning and finally to appraise some previous empirical studies related to this study. The literature review was guided by the objectives of the study and research questions.

The following discussion is expected to provide understanding and clarification on the developed questions and objectives that are expected to be investigated in the study. This chapter is organized around the broad objectives of the study as follows; operational definition of key terms; the United Nations 2030 SDGs agenda; public libraries' contribution to lifelong learning; collaboration initiatives of public and school libraries in promoting lifelong learning; status of SDG-4 in East Africa; status of public and school libraries services in east Africa; adult education and lifelong learning initiatives in Tanzania, lifelong learning initiatives in Zanzibar, National policy and

strategies in supporting SDG-4 review, as well as the theoretical framework and finally research gap.

2.2   Operational Definitions

2.2.1   Reading Literacy

The concept of reading literacy is a multifaceted concept that encompasses an individual's ability to read, comprehend, and critically engage with written texts (Stone, 2018). It is not limited to the mechanical act of decoding words but extends to a deeper understanding of the content, context, and purpose of written materials. Reading literacy according to Mullis et.al (2012) and Cameron and Dempsey (2019) involves two main key aspects; Decoding which involves the ability to recognize and interpret written symbols and words, including phonemic awareness, word recognition, and fluency. The second aspect is comprehension, which requires individuals to understand and make meaning from the text they read. This involves grasping the main ideas, details, inferences, and the author's intent. Reading literacy is a fundamental skill that empowers individuals to participate in education, work, and civic life while fostering critical thinking, communication, problem-solving abilities and is the foundation of lifelong learning.

2.2.2 Reading habit

A reading habit, as defined by Can and Bicer (2021), refers to an individual's regular and consistent practice of reading for pleasure, knowledge, or personal enrichment. It is characterized by a conscious and habitual engagement with written materials, including books, magazines, newspapers, e-books, or online content reflecting individual interests and preferences. Reading habits are essential for personal development, cognitive growth, and well-rounded education.

A strong reading habit according to Jayakumar (2016), often involves regular and repeated reading, where individuals set aside dedicated time for reading, whether daily, weekly, or on some regular basis. The habits also involve enjoyment which is a genuine and intrinsic pleasure in the act of reading, where individuals find satisfaction, relaxation, or intellectual stimulation in their reading choices. Reading habits have been associated with numerous benefits, including improved language skills, critical thinking, empathy, stress reduction, and increased cultural awareness (Lok, 2018).

2.2.3 Lifelong Learning

The concept of lifelong learning is generally related to terms such as fundamental education, basic education, continuing education, lifelong education and recurrent education. However, IFLA / UNESCO (2004) provided a simple and clear definition of lifelong learning as all purposeful learning activities undertaken on an ongoing basis to improve knowledge, skills and competence which contains various forms of education

and training, formal, non-formal and informal. A further definition is given by Bruce (2004) who describes lifelong learning as the gaining of knowledge through the life span from a variety of sources and learning opportunities.

2.2.4   Alternative learning

Alternative learning, as defined by Allen (2016), refers to non-traditional approaches and educational settings that offer diverse and flexible pathways to acquiring knowledge and skills. According to Trisna et, al. (2022), these alternatives often deviate from conventional classroom-based instruction and can encompass a wide range of options, including; educational programmes delivered through digital platforms, providing opportunities for self-paced learning, remote access, and a variety of multimedia resources; Publicly funded but independently operated schools that often offer innovative educational models and curricula tailored to specific community needs; Learning through hands-on experiences, internships, and real-world projects that emphasize practical skill development; Informal learning opportunities provided by community organizations, non-profits, or local resources, which can cover a wide range of subjects. The concept also involves continuous and lifelong learning beyond formal education, with individuals seeking knowledge and skills throughout their lives through workshops, courses, and self-directed study (Mantra, Handayani, & Pramawati, 2021).

2.2.5   Public Library

The term public library has come to be used to refer to an organization established under state enabling laws or regulations to serve a community, district, or region, and provides an organized collection of printed or non-printed library materials, the facilities necessary to support such a collection, staff, and schedule of services supported with the public fund (American Library Association, 2000). In the present report, the term public library as defined by IFLA (2001) refers to an organization established, supported and funded by the community, either through local, regional or national government or through some other form of a community organization to provide access to knowledge, information and works of the imagination through a range of resources and services and is equally available to all members of the community. Based on the fact that their services are made freely makes it an ideal place to support lifelong learning.

2.2.6   School Library

The term school library is known by several names in different countries, such as library media centers in the USA and school library resource centers in the United Kingdom. However, the term school library is commonly used around the world which according to IFLA (2015) refers to a school's physical and digital learning space where reading, inquiry, research, thinking, imagination, and creativity are central to students' information-to-knowledge journey and their personal, social, and cultural growth.

Throughout this thesis, the term school library as defined by Baird (1994) is used to refer to a learning center attached to a particular school through which students and teachers alike further their educational programmes through varieties of resources and services.

2.2.7 Library Services

Library services, as defined by Osuigwe (2019), encompass the wide range of resources, programmes, and support that libraries offer to meet the informational, educational, and recreational needs of their communities. These services according to Katz (2013) extend well beyond the traditional concept of lending books and include; Access to information, Reference and Research Assistance, Digital and Technological Resources, Programmememing and Events, Youth and children Services, Literacy support for adults, Interlibrary Loan, Cultural and Historical Resources, Meeting study spaces, maker spaces, and Community Outreach in which libraries actively engage with their communities, promoting library services and resources through outreach, partnerships, and collaborations with local organizations.

2.2.8 Information Skills

Information skills, as defined by Wilson (2021), refer to the set of competencies and abilities that individuals possess to effectively access, evaluate, manage, and utilize information from various sources. These skills are crucial in the and digital age, where the volume of available information is vast and constantly expanding. Key aspects of information skills according to Thomas, Crow and Franklin (2011), include; the ability

to search for and locate relevant information from a variety of sources, including library catalogs, databases, the internet, and digital archives, the capacity to critically assess the credibility, accuracy, and relevance of information, considering the source's authority and potential biases, and the ability to structuring and categorizing information for efficient use, including the use of note-taking, citations, and digital tools for information management.

2.2.9 Library Capacity

The concept of library capacity, as described by Street (2022), pertains to a library's ability to fulfill its mission and meet the needs of its users effectively and efficiently. It encompasses various dimensions, including; the size, layout, and functionality of the library's physical space; the scope and diversity of its collections; the library's technological resources, such as computers, internet access, digital databases, and library management systems, to support information access and retrieval; the number, expertise, and roles of library staff; the variety of services and programmes offered to patrons, including reference assistance, information literacy instruction, and community outreach initiatives; the library's efforts to ensure its services and resources are accessible to all members of the community, including those with diverse needs and backgrounds; Budget and funding; and the ability to provide digital services, maintain a strong online presence, and facilitate remote access to resources (Omar, et al., 2023)

2.3 The United Nations 2030 SDGs Agenda

In recent years, there has been a growing amount of literature assessing the achievement of the UN 2030 SDGs agenda. The Goals are the successor of the Millennium Declaration, which establishes a global partnership of countries and development partners committed to eight voluntary development goals, which were to be achieved by 2015. The Millennium Development Goals, according to Higgins (2013) is a call for action to the following eight goals (see Figure 2.1): eradicating extreme poverty and hunger; achieving universal primary education; promoting gender equality and empowering women; reducing child mortality; improving maternal health; combating HIV/AIDS, malaria and other diseases; ensuring environmental sustainability; and developing a global partnership for development.

Figure 2.1: UN Millennium Development Goals (2000-2015)

Source: https://www.un.org/millenniumgoals/

There is a fairly positive story about the achievement of the Millennium Goals, however, despite their overall success, there is unfinished business. Such a position is supported by Nayyar (2015), who reported that the MDGs have not achieved common approval. The author thinks that the MDGs have been applied as one-size-fits-all development planning instruments with targets that every country can meet, even though the MDGs were never meant as targets for individual countries.

Sustainable Development Goals on the other hand call for action by all countries poor, rich and middle-income to promote prosperity while protecting the globe. The goals according to Parkers (2017) recognize that ending poverty must go hand-in-hand with strategies that build economic growth and address a wide range of social needs including; education, health, social protection, and job opportunities while tackling climate change and environmental protection. The agenda was adopted collectively by several actors of society and by all United Nations Member States in 2015, to guide society regarding issues that should be a priority to improve people's quality of life and the world's environmental conditions by 2030. (https://www.un.org/sustainabledevelopment/).

The Agenda addresses a series of seventeen (17) goals (see Figure 2.2) and 169 targets that focus on solving a wide range of challenges. According to Filho, Hino & Beuter (2019), the agenda includes; the eradication of extreme poverty and hunger, the promotion of health and well-being across the globe, quality education for all and gender equality, as well as urgent concerns regarding water, energy, economic,

infrastructure, consumption, climate, ecosystems, institutions for peace and sustainable development.

Sustainable Development Goals

Figure 2.2: 2030 Sustainable Development Goals

Source: https://sustainabledevelopment.un.org/sdgs

The current study focuses on SDG-4 which is purely on education. Generally, the goal has two aims; ensuring inclusive and equitable quality education on one hand while on the other promoting lifelong learning opportunities for all. IFLA (2010), describes lifelong learning as all learning activities undertaken throughout life, to improve knowledge, skills and competence. This Goal has been linked to a diversity of benefits, for individual health, the economy and the wider community.

Literature shows that participation in lifelong learning has a positive impact on life satisfaction, optimism and subjective well-being (Feinstein et al., 2008). Adult learners also reported having confidence, mental stimulation and an improved sense of self-efficacy (Feinstein et al., 2008; Withnall, 2010). The report of Nascimento and Cotera (2018) has noted that lifelong learning generates greater equity for women, allowing greater female participation in the workplace and a better quality of childcare.

The literature further argued that people's participation in lifelong learning may help them to be well-informed citizens and may be ready to contribute to community well-being through their accumulated life experience, expertise and voluntary activities such as; volunteering at libraries, museums or visiting historical sites (Formosa, 2013; Hammond and Feinstein, 2016). Lifelong learning is also considered a second opportunity for those who have never been enrolled in or have dropped out of, the formal education system.

In reporting the achievement of this goal, the United Nations Report (2019) draws that Sub-Saharan countries face the biggest challenges in providing schools with basic resources whereby the situation is extreme at the primary and lower secondary levels. Similarly, the UN Secretary-General Report (2019) on progress toward Sustainable Development Goals noted that in 2015, an estimated 617 million children and adolescents of primary and lower secondary school age worldwide were not achieving minimum proficiency levels in reading and mathematics. This report was supported by

IFLA (2019) which noted that with just 11 years remaining to the 2030 Agenda, Africa is still far behind in the implementation of the SDGs.

A similar report by Begashaw (2019) indicated that many African countries are unlikely to meet SDGs especially when it comes to social development. Africa lags behind and still is struggling with poverty and hunger, corruption, growing youth unemployment, access to drinking water, unsatisfactory health care, access to electricity and low quality of education. However, the same source noted that some African countries are relatively on track to meet some targets including SDG target 3.2 (under-five mortality) and SDG target 4.1 (primary school enrolment).

The report by the Brookings Institution (2020) on Reflects on Africa's SDG Progress has observed uneven progress in implementing the SDGs across African countries. However, the same report further noted that the continent is expected to make some progress toward the SDGs by 2030, and the reason behind this hope includes the strong commitment and consideration of almost all African countries in mainstreaming the SDGs into their national development plans.

In general, therefore, it seems that despite the efforts made by African countries to mainstream SDGs into their National strategic plans, attainment of the 17 Goals is not a simple task and many serious efforts must be taken to ensure maximum progress in the continent, African countries including the government of Tanzania should think on developing accountability mechanisms and changing mindsets of African societies towards the achievement of these goals.

2.4   Public Libraries Contribution to Lifelong Learning

Literature shows that there is a significant relationship between public libraries, information skills and lifelong learning. Discussing the role of public libraries, Balapanidou (2015) commented that public libraries are an essential part of the community designed to offer free and equal access to information resources for all ages, they act as a gateway to knowledge that supports people of all stages updating their skills and obtain new opportunities beyond formal learning.

With regard to information skills, Bundy (2004) and Candy et al., (1994) maintain that information skills are crucial because they represent a way through which one can pursue several other lifelong learning goals. Having these skills as provided by public and or school libraries proves an individual ability to access, evaluate, organize and use information resources. In addition to that, IFLA (2006) emphasized that having information skills is important for problem-solving and decision-making, both in formal and informal learning contexts, at home, at the workplace and in school settings.

Regardless of the size of the collection, public libraries have a very important role to play in promoting lifelong learning. In the Public Library Manifesto published by IFLA/UNESCO (1994) twelve key missions for public libraries have been identified including the promotion of lifelong learning, literacy, education and culture for children and youth as well as for adults. The same manifesto noted that the public library

mission supports lifelong learning through the acquisition and organization of materials, reference and information services, outreach and other programmes.

Public libraries are reported to play remarkable community services in supporting lifelong learning in many countries. Various studies demonstrated that public library programmes attract many people of different ages and abilities. A study by Stiftung (2004) showed that the public library systems in the United Kingdom, United States of America, Denmark, Finland, and Singapore are well established and supported by laws and appropriate funding. The libraries offer a varying amount of activities related to lifelong learning and as a result, the library services are used and highly appreciated by 75 to 90% of the population. Furthermore, Hart (2004) paints a colorful image of public libraries which were highly used by university students and researchers in South Africa.

In the Ireland context, according to McGrath, Rogers and Gilligan (2010) many public libraries in urban areas, have increasingly promoted libraries as places for teenagers to 'hang out', responding to the needs and interests of young people. Rankin and Brock, (2012) perceived the opportunities offered by public and school libraries to develop language and literacy skills to be very significant, and basically, many families rely on them for pre/primary school learning and love for reading habits.

In the case of Tanzania, several projects and joint efforts of library stakeholders worked together to promote lifelong learning among children, teenagers and adults. According to Nsubuga (n.d.), Tanzania Library Services, Tanzania Library Association, Children Book Project, and Book Development Council known as BAMVITA collaborated in

organizing several events in various regions of the country to promote reading habits, notable examples are book festivals and reading tent which involved activities such as reading for leisure, story-telling and reading competition. It can be inferred that these initiatives are part of promoting lifelong learning because it is sowing the seeds for the young ones who will eventually appreciate reading habit in their adulthood

Referring to Zanzibar, Omar (2013) identified the children's corner at the public library was used for cultivating a reading culture among children and young adults. However, the provision of children's programmes, in the urban area only is questionable. These programmes need to be spread more widely and more evenly across the country.

Along with public libraries, librarians and parents have a crucial role to play in stimulating reading culture and lifelong learning for children. Discussing this role, Cremin et al, (2010) viewed reading habits as strongly influenced by the interaction between librarians and children, and children and parents. Supporting this idea, Clark and Rumbold (2006) maintained that having access to books at home is an important aspect of the early teaching of reading and fostering lifelong reading; children are more likely to continue to be good readers in homes where books are available and reading is valued by parents.

There is a good relationship between parents' reading habits and children's love of reading. This is well articulated by Kigobe et al. (2019) in their study on parent involvement in the literacy development of primary school children in Tanzania. Her study found a significant connection between parental involvement plus the home

literacy environment and children's reading skills. Supporting this fact, Wema (2018) has the view that reading habit, or as referred to as reading culture is a critical foundation of lifelong learning. His study on reading culture among students in higher learning institutions in Tanzania found that 76(72%) out of 105 respondents agreed that if the reading habit was instilled among them, either by their school teachers or parents, they would be better future lifelong learners.

2.5   Collaboration Initiatives of Public and School Libraries in promoting Lifelong Learning

The concept of collaboration is defined by Wilson (2018) as the act or practice of jointly working together to achieve a common goal. Is the partnership process of two or more people or groups of people working together or cooperating to complete a task (Black, Moreillon, & Rosenberg, 2018). Reasons for collaboration may vary from one type of collaboration to another, be it community collaboration, team collaboration, or individual collaboration. In the library context, collaboration might be on finance, programmememing and staffing (Brown, 2015), resource sharing and interlibrary loan (Smith, Shea & Wu, 2014).

A substantial amount of research on collaboration between different libraries has been conducted around the globe. All confirm that Collaboration between school and public libraries takes many shapes. Programmes range from one-on-one partnerships between a public library staff member and a school librarian, to district and city-wide

programmes. Literature found that there are several library collaboration initiatives around the globe. The study by Barney et, al. (2018) provides some useful examples of public-school library partnership initiatives, including limitless libraries which is a partnership between Nashville Public Library and Metro Nashville Public Schools with the goals of improving school libraries, fostering resource sharing between the two institutions, and improving student access to learning materials.

Summer reading and learning programmes are another natural opportunity for schools and public libraries to collaborate for the benefit of children and young adults (Howard, Miles, & Reinwald, 2018). The programmes are designed to provide support and resources to all youth and their families to help prevent learning loss. Similarly, School and public libraries can also collaborate on digital literacy programmes to enhance students' digital literacy and digital citizenship skills.

Furthermore, the assignment alert programmeme, a service provided by the Multnomah County Library School Corps for teachers and school library staff working in Multnomah County schools provides another example of a library partnership. The Library offers services to students, teachers, and librarians in Multnomah County to help students succeed in school and improve their reading (Black, Moreillon, & Rosenberg, 2018)

Additionally, in an effort to share resources and expand services to the students of Orland Park, the Orland Park Public Library has instituted a book collection

programmeme to provide materials to the teachers in the local schools that enhance their lesson plans on a variety of topics (Barney et, al., 2018).

The community reading challenge as reported by Black, Moreillon, and Rosenberg (2018) is another collaborative Battle of the Books programmeme between the Seattle Public Library and Seattle Public Schools. The citywide programmeme encourages 4th- and 5th-grade children to have fun and enjoy the sport of reading. After reading ten books, children take part in a "Quiz Bowl" game to determine the winner for the city of Seattle.

Moreover, the study by Sepessy (2019), provided an example of a library partnership with journalists. The author argued that the partnership is grounded on the fact that Journalists provide quality information while librarians help people find quality information. One example of a journalism-library partnership programmeme is Storytellers Without Borders, whereby students in Dallas meet once a week working closely alongside veteran journalists, librarians and city leaders to develop community-focused articles. The aim is to help students realize the importance of local news organizations and libraries at the same time.

Brown (2015) conducted research based on a literature review design to explore how public and school library collaborations can positively affect students' achievement. The author found out that public and school libraries have usually been involved in fostering literacy skills from preschool to primary schools. Similarly, Van (1995) is of the view that when it comes to helping children, youth, and adults, public and school

libraries share a common mission of promoting literacy and lifelong learning. In this regard, Malekani and Mobofu (2019) perceived public and school libraries as the second classroom for students due to the significant role they play in enhancing the quality of education and lifelong learning.

Moreover, Wilson (2018) found several shared indicators of successful collaborative working among libraries including a greater understanding of the demand of each other, reduced duplication of effort, enhanced staff expertise; and enhanced collaborative leadership skills as a direct result of the programmeme. In many countries, according to McGrath, Rogers and Gilligan (2010) dual-use libraries, serving both schools and the wider community, have been developed. International studies by Haycock, (2006) and Watson (2000) have shown the benefits to be gained, in terms of educational attainment and lifelong learning, from developing both school libraries and closer links between school and public libraries.

This also applies to the Zanzibar environment where school libraries work very closely with the Central Library of Zanzibar and Pemba where the latter provides both materials and expertise in operating school libraries. Such collaboration provides a good avenue for promoting lifelong learning. However. the question is what types of existing collaboration between public and school libraries to what extent collaboration between public and school libraries have promoted lifelong learning in Zanzibar if there is any.

It has been noted that an effective collaboration programmeme between public and school libraries benefits both. The study of Keltner (2014) used a survey design to

explore the collaborative relationships between teacher librarians and public librarians in working with students on school curricula and home assignments. The author noted that collaboration helps to combine knowledge, experience and resources and hence, helps to provide more effective services. It also strengthens the negotiation and purchasing power of resources (Murvosh, 2013). Collaboration according to Dorrill and Fine (2013), helps teacher librarians gain value within their school community and learn from public librarians how to better serve students.

With regard to school libraries and public libraries' collective initiatives, IFLA (2006) recommended that school libraries and public libraries should endeavor to cooperate. To achieve a strong and serious collaboration, a written cooperation agreement should be in place and should include; common measures for the cooperation, specification and definition of cooperation areas, clarification of economic implications and how to share costs and a scheduled time for the cooperation. Examples of cooperation areas according to IFLA (2015) include; shared staff training; information resources sharing; cooperative collection development and programmememing; coordination of electronic services and networks; class visits to the public library; public library staff visits to the school library; joint reading and literacy promotion; and joint marketing of library services to children and youth.

Along with public and school library collaboration, cooperation among librarians is very crucial. UNESCO's (2010) school library manifesto demonstrated that when professional librarians and teacher librarians work together, students achieve higher

levels of literacy, reading, learning, problem-solving and information and communication technology skills. In this regard, IFLA (2006) emphasized that librarians should be promoters and should serve as change agents in helping people to become lifelong learners. Furthermore, public and school librarians should do the needful to promote both information literacy and lifelong learning, since they are interdependent in achieving this kind of collaboration,

Ngoepe, Maluleka and Onyancha (2014) emphasized that for collaboration to succeed, open communication, commitment and credibility are needed between the collaborators. Similarly, Brenda et al. (2014) identified several examples of collaborative models that can improve interlibrary loans and many that expand the concept of resource sharing. However, the author noted that the existence of copyright law, intellectual property laws, and license terms can limit the sharing of electronic resources.

In the same way, Smith, Shea, and Wu, (2014) mentioned collaborative collection development and interlibrary loan as other important means of collaboration. The authors believe that both approaches help to minimize the cost of purchasing library materials and promote the efficient use of the fund. Considering the idea that both public and school libraries have resources that are important for young children, Smith (2014) suggested interlibrary loans as the best option that can equally benefit both types of libraries. This means that both libraries can enhance their relationship by allowing book borrowing from each other.

In the contemporary world of technology and electronic resources, beyond the public and school libraries collaboration, several such initiatives in information services have been adopted in almost all African countries. The term library consortia have become very familiar in Library Science and is commonly formed to negotiate the joint purchase and subscriptions of e-resources. Reitz (2014) defines the consortium as a group of two or more libraries that have formally agreed to cooperate as an association for resource sharing, whereby membership may be restricted to a specific geographic region, type of library, or subject specialization.

Referring to Tanzania, according to Muneja (2010) the idea of cooperating among academic, public and research libraries under the authority of one consortium emerged in late 2000 to facilitate access and usage of electronic information resources among its members. However, such cooperation is concentrated on acquiring resources to support higher learning institutions which sometimes, do not meet the needs of users of other types of libraries, hence, they are not appropriate for promoting lifelong learning for all.

Research proves that, if the advancement of information technology is used effectively, it can facilitate the collaboration mission between libraries. Langley et al. (2012) describe e-mail, blogs, wikis, and social media as the best way to collaborate which can facilitate knowledge sharing, library marketing and collaborative reference services. Carr, (2014) and Madej (2015) on the other hand, demonstrated new technologies such as instant messaging, audio and video conferencing, real-time collaboration and other web 2.0 social networks.

2.6 Status of SDG-4 in East Africa

The world acknowledges that quality education is the bedrock of any national development. In recognizing this fact, African countries according to Begashaw (2019) have set their strategies to provide quality education and produce well-educated citizens who are capable of solving society's problems. In addition, the study by Nascimento and Cotera, (2018) in five African countries including Namibia, Ethiopia, Rwanda, Kenya and Tanzania observed that the countries have been working on reducing gender inequality in education, integrating rural and vulnerable societies into education, promoting literacy and numeracy among adults, and providing professional training for teachers.

The Report of UNESCO (2022) on the state of education in Africa observed that, in 2012, the number of children enrolled in primary schools doubled, and in many sub-Saharan countries, school fees have been abolished since 2000, to enable more children to attend primary school. Surprisingly, despite the increase in school enrollment, the same report declared that no African country has fully achieved quality education, for the reason that a good number of children dropped out of school and as a result, they failed to complete a full course of primary schooling.

In addition, the UNICEF report (2016) has noted the limited attention being paid in Africa to maintaining the quality of education and progress in student performance. Similarly, UNESCO Report (2017) blames African governments for low education standards, the report asked the Governments to be held accountable for slow progress in

achieving the goals. This is because Africa falls behind other parts of the world by most education standards, with one in four young people unable to read and 33 million children are out of primary school.

Addressing the state of SDG-4 in East Africa, Ndoye (2008) noted that most parts of sub-Saharan Africa face several challenges that impact the provision of quality education and lifelong learning for all such as; insufficient manpower, unequally distributed education levels and the widened gap between rural and urban institutions such as schools and libraries. UNESCO (2011) and Mollel (2015) mentioned more factors that hinder the provision of quality education including but not limited to inadequate funding, low teacher salaries, heavy teaching workload, lack of sufficient facilities, teaching and learning resources, educational equipment, electricity, clean water and unqualified teaching staff.

Referring to Tanzania, the survey report by TAMASHA and UWEZO (2012) carried out in Arusha Urban, Longido, Iringa Urban, Magu, Makete, Musoma Rural, Kisarawe, and Temeke Districts revealed that teaching materials were shortly supplied in schools. Besides that, there was a shortage of textbooks, laboratory equipment and other teaching aids, and in some schools, students were sitting on the floor. In addition to that, Bernard and Dulle (2014) observed the unavailability the libraries in many public and some private schools, and those which have, such libraries are not adequately stocked with books and are supervised by untrained personnel.

The United Republic of Tanzania Education and Training Policy (2014) confirmed that the school environment of some primary schools is still poor and non-conducive to learning. Students attend classes in poorly constructed and ill-equipped schools. The policy estimated that 70% of the 10,400 primary schools were in a state of disrepair. Apart from a poor school environment, the same policy further noticed an acute shortage of textbooks and reference books to the extent that 1 textbook is being shared among 10 students in some schools.

In this regard, Malekani and Mubofu (2019) conducted research based on a literature and scoping review approach examining the current challenges of secondary school libraries and quality education in Tanzania. They found the availability of several education campaigns in the country as an effort to improve the quality of education. However, the campaigns focused on building more classes, adding more furniture and constructing extra toilets in schools, leaving few campaigns to address the problem of severe scarcity of information resources and the absence of buildings designed specifically for school libraries. One wonders how such an important component in supporting learning is omitted even though it is a requirement as indicated in the Education Policy of 2014.

2.7 Public and School Libraries Services Development in East Africa

East Africa, in today's context, refers to seven countries in the African Great Lakes region which are: Burundi, DR Congo, Kenya, Rwanda, South Sudan, Tanzania, and

Uganda. Public library development in East African regions moved faster and grew more focused, national legislation has been adopted, centralized library services have been launched, and education and training for librarians initiated. (Kigongo-Bukenya, 2008).

Referring to Uganda, Ikoja-Odongo and Ocholla (2004) observed that there were new trends in public library development. For example, the positive effect of the public library policy has been the appreciation of library services in rural areas where the majority of Ugandans live and work. Also, the National Library of Uganda's Reading Tents and the consolidation of books to school and children's libraries through Book Aid International are good examples of great potential (Mulindwa, 2010). However, public Library services in Uganda are still faced with a lot of challenges, such as; political interference, poor administration, poor staffing, lack of funding, etc (Okello-Obura, & Kigongo-Bukenya, 2011).

There is a success story about public library services development in Kenya. The total membership in the library network is close to a million people who visit the libraries annually (Kavulya, 2013). The author further, asserted that Kenya National Library Services (KNLS) has managed to put up a library in each of the eight provinces' headquarters in Kenya and at the same time, the Public Library Network embraces a total of 23 libraries in all provinces and districts.

Kenya also established community-based libraries which are an alternative to public library provision and require the local community to contribute basic infrastructure such

as; land, buildings, furniture and equipment while the KNLS Board provides initial stock, staff and recurrent expenditure (Kinya, 2011). Furthermore, the country provided the Camel Library Service, which works on the same basis as a mobile library service, targeted at villages and settlements outside a 5 to 10 Km radius of the regional library.

According to Kigongo-Bukenya (2008), Tanzania was the first in line to provide public library services in 1963, followed by Uganda in 1964 and Kenya in 1965. The Tanzania Library Services Board Act provides the power to the Board by giving it the responsibility of supervising documentation services, controlling and supervising public libraries, training librarians, promoting literacy campaigns, stimulating interest in Tanzanian literature, and promoting and developing indigenous literature (Tanzania Library Services Act, 1975).

There is a success story regarding government commitment toward the development of library services in Tanzania. The Ministry of Education budget speech of (2019/20) noted some Government initiatives including the rehabilitation of the National Library, the construction of a modern library that can accommodate 2100 users in Dar es Salaam, the reception of 41, 964 books from donors and the provision of short and long training to librarians. Despite the initiatives to improve public library services, it seems that the government has focused its efforts on urban areas like Dar es Salaam and other cities and left some other regions without adequate library services. This situation is holding back the attempt towards the promotion of literacy and lifelong learning for all.

Referring to school libraries, the state of school libraries in East Africa is almost similar to those in most other African countries. Most African countries share common challenges regarding the development of school libraries. Hart (2004) argued that most African countries do not have well-developed school library systems. The prominent author in the school library field Rosenberg (2003) reinforced this, by arguing that the early promise of libraries has not been fulfilled and school libraries in Africa seem to play a very limited role. However, studies by (Chipana, 2018; Malekani & Mubofu, 2019; Tindamanyile, 2020) indicated that some more attention has been paid to resolving the school library challenges.

In East Africa, school libraries suffer from neglect and the quality of their services depends on the types, perceptions and mercy of head teachers. This is due to the lack of guidelines and policies on school libraries' operation to support quality education and lifelong learning (Magara & Nyumba, 2004; Ojiambo & Kasulu, 2015) Inexistence of a clear library policy and stand-alone adult education policy has also been reported by Balalusesa (2020) and ZEDP II, (2014/15 - 2020/21).

Discussing primary school development, Elkind (2010) found that teachers perceived no value in libraries, as they believed that the main objective of primary education is to teach the three Rs – reading, writing and arithmetic. Due to this mindset, Spear (2018) had the view that the school library service remains the most neglected, isolated and overlooked in many countries including Tanzania. As a result of all of these challenges,

school libraries lack heightened recognition, suffer from inadequate funds, and lack monitoring and evaluation processes (Fellows, Coward & Sears, 2012).

In the case of Zanzibar, the Government's commitment to supporting library services has been noted by several reports. For example, the budget speech of the MoEVT (2019/20) noted that 18 new schools with a special big room for a library and their facilities have been constructed in Zanzibar, parallel to that, 41 trained librarians have been recruited and posted to all new schools. Another good example is the establishment of innovation hubs in every District of Zanzibar and equipping them with adequate and modern facilities including ICT labs, science laboratories, language labs and libraries (MoE, 2020).

Apart from the government efforts taken, school libraries in Zanzibar are faced with several challenges. Most schools are faced with the problem of inadequate library collection and understaffing (Omar, 2013). The Zanzibar Education Policy (2006) also noted poor inter-library coordination and cooperation, poor reading culture and a lack of political commitment to the promotion of libraries. Furthermore, the study of Ndaki (2006) has revealed the underutilization of libraries even if they were well-established. Similarly, Tindamanyire (2020) observed a lack of integration of library usage into school timetables and minimum cooperation and management support for ongoing library development.

2.8   Adult Education and Lifelong Learning Initiatives in Tanzania

Several scholars have defined the concept of lifelong learning in different contexts and perspectives. Other scholars perceived and compared lifelong learning and adult learning as twin sisters. Hence, it is important to conceptualize the concept and have a common understanding. Adult education and lifelong learning are all around us in our daily lives, be it individual or collective society. Both adult learning and lifelong learning consist of learning practice which according to UNESCO (2000) is the process of gaining, experience, knowledge, information and skills and making practical use of them.

Adult education is a discipline that has a long tradition of international comparisons and interpretation. The interpretation of Egetenmeyer (2015) on adult education has different meanings in the following contexts. Whereas the term adult learning is used in the European Union, China refers to it as professional development for everyone. In the context of India, the term is referred to as literacy education. Referring to developing countries the term is referred to as adult literacy and the concentration is to reduce illiterate rates.

Nevertheless, looking at the above three contexts, it can be said that globally, there is no common understanding of the concept of adult education as noted by Kanukisya (2020) who emphasized that there is no straightforward definition of adult learning due to the political and socio-economic situation of different nations.

To get out of this confusion, several aspects must be considered when defining adult education including but not limited to the definition of the term 'adult' legally, socially and biologically, the purpose of adult education, providers of adult education, nature and categories of participants of adult education, the content of adult education, formality and mode of provision of adult education and time for attending adult education. Based on these aspects, several scholars provided the following definitions.

For example, Rogers (1992) defined adult education as all planned and purposeful learning opportunities offered to those who recognize themselves as adults in their society and who have left the formal initial education system. Similarly, Merriam and Brockett (1997) refer to adult education as an activity intended to bring about changes in knowledge and skills. Torres (2003) has the view that adult education involves all activities provided to adult learners through a variety of channels and modes by using both print and non-print teaching and learning material.

The side of the lifelong learning concept which is now considered a global educational movement is referred to as a successor of traditional adult learning. Several authors define lifelong learning in different perceptions. For example, Struffolino and Fasang (2016) and Aisenbrey and Fasang (2017) refer to lifelong learning as an individual's life course that involves a sequence of activities and events that take place intentionally or unintentionally in various life settings and contexts whether for purpose of cognitive competencies or skills improvement.

Lifelong learning is dynamic and influenced by several factors. According to Kramer and Tamm (2018), it can be influenced by the society in which individuals are surrounded, the learning environment, the age and level of learners as well as timing and training participation. As far as this study is concerned the concept of lifelong learning as defined by (IFLA / UNESCO, 2014) refers to all purposeful learning activities undertaken on an ongoing basis with the aim of improving knowledge, skills and competence which contains various forms of education and training, formal, non-formal and informal. Allmendinger et al. (2019) try to make it clear that lifelong learning is a broad concept that includes basic and continuing education, vocational and technical education, higher education and professional development, and is offered through different channels formal, non-formal and informal education means and by a variety of actors such as the government and civil society organization.

Comparing the above-noted definitions, it can be noted that despite the slight difference, there are similarities between adult learning and lifelong learning concepts. Globally, both have been identified as an initial point for making societies literate, and the literacy experiences of adults can serve as an important factor for valuing education for children. This implies that while adult education is designed to accommodate adults, lifelong learning is an opportunity for all categories of people including literate and illiterate and can be imparted through different channels from home experience, workplaces, and library programmes to university courses.

Adult education and lifelong learning as referred to by Nyerere in Swahili *as' elimu haina mwisho'* which in English means "learning never ends" initiatives as strategies to combat illiteracy in Tanzania initially addressed in the 1970s and since then several efforts have been put in place to support adult learning in Tanzania. Illiteracy according to Torres (2003) has traditionally been defined and calculated for the population of about 15 years of age and is associated with (illiterate, out-of-school) youth and adults, and with non-formal education.

Fighting against illiteracy has been among the priority of the Government of Tanzania and the first President of Tanzania Mwalimu Nyerere himself was one of the driving forces behind it (Mbogoma, 2018). Several literacy campaigns have been initiated by the government of Tanzania and some other local and international civil society organizations and the private sector to address the lifelong learning agenda and the focus was to improve the country's literacy rate and improve the livelihoods of citizens. In the 1990s Education for All (EFA) campaign was introduced and among its targets was to promote learning and life skills for young people and adults and increase adult literacy by 50% by 2015. Other efforts introduced to find a more effective way to fight illiteracy, were the Integrated Community-Based Adult Education (ICBAE) programmeme in 1993. Through ICBAE, literacy skills training was aimed at those who had never had the chance to learn how to read, neo-literates and out-of-school youth (Bhalalusesa, 2007).

Apart from the introduction of the ICBAE, an alternative way to reduce illiteracy among young adults and adults known as Complementary Basic Education in Tanzania (COBET) was introduced by the Government in collaboration with UNICEF in 1997. The COBET objective was to mainstream school-age children into the formal system after having them complete a three-year course and sit for the school leaving examination. Furthermore, continuing education programmes that incorporate numerous projects such as; Integrated Post Primary Education, and professional courses offered by the Institute of Adult Education, and the Open University of Tanzania were also offered to support lifelong learning. For example, at the Open University, there is a dedicated institute of responsible for continuing education. Among the objectives of the institute is to develop, promote and undertake the provision of continuing lifelong learning through the open and distance learning mode.

Another example of the promotion of a lifelong learning campaign in Tanzania according to MoEVT (2015) is the adult literacy programmeme known as "Yes I Can", which used pre-recorded instructions delivered through digital mass media, along with teaching materials and textbooks. The programmeme aimed at making learning more accessible to all citizens regardless of their geographical location or socio-economic status. Similarly, the majority of authors focusing on African culture indicate that traditional African society education is based on lifelong principles in nature and was informally organized in a sense that community learning started from childhood and continued through adolescence and into old age. This kind of lifelong education,

according to Mwaikokesya (2018) was practiced through oral methods such as; legends, proverbs, tales, historical poems, songs and plays, ceremonies, rituals and festivals.

Libraries have a great role to play in promoting literacy in societies. Krolak (2005) views libraries as the perfect place to provide lifelong learning and adult literacy classes. Ideally, for various reasons, she believed that libraries provide easy access to all the resources needed for all reading levels to run an adult literacy programmeme. Libraries can also provide free space for all groups of people regardless of their gender.

Based on this fact, several efforts have been also put in place to extend library services in supporting literacy and lifelong learning campaigns in Tanzania. Such efforts include the Tanzania Library Services Board Act (1975) which states that the library should provide an efficient library service both in the urban and rural areas and stimulate public interest in literature generally and in Tanzania literature in particular. These efforts are also reflected in the Education Policy statement (2014), which allowed the use of public library facilities in the provision and support of adult education and lifelong learning.

Furthermore, literature shows a variety of library literacy-supporting activities have been undertaken countrywide and were designed to enable adults to develop and sustain their literacy skills. These activities according to Kipingu (1987) as cited by Bhalusesa (2020) include the establishment of rural libraries to reinforce reading habits and ensure that new information on agriculture and health could reach people in the villages, literacy classes and the launch of educational radio and TV shows. However, according to Nascimento and Cotera (2018), the rural libraries introduced in the 1970s lost support

during the 1990s and nowadays Tanzania is once again promoting the introduction of libraries in villages, along with mobile libraries, to reestablish the movement. Concerning school libraries, literature shows that the utilization of secondary school libraries for adult education was not effective, even though the education policy statement requires school libraries to operate as adult education centers (Machumu, et al. 2015).

Discussing the provision of school library services to support lifelong learning in the county, Bhalusesa (2020) noted that primary schools along with libraries were made as adult learning centers to offer evening literacy classes. The report of Rosenberg (2002) observed that initially the responsibility of operating school libraries in Tanzania was legally put on TLSB, however, later on, the Government realized that TLSB had no enough capacity to administer school libraries development. The idea of making schools as community-learning centers was also reported by Mhaiki (1975) whereby some primary schools were serving as community education centers by teaching primary school curriculum and on the other wing, the school sought to provide an appropriate education for adult members of its community along with library services.

Apart from the above-mentioned efforts that have been taken, there were numerous challenges facing the provision of lifelong learning and adult education services. The studies conducted in the 1990s (Mushi, 1990; Kadege et al. 1992; Bukege, 1997) for example found that many adult education classes were inactive, instead, they were characterized by high dropout and low retention. Moreover, Mlekwa (1990) noted

inadequate monetary support, insufficient mobilization of adult education programmes from political leaders, low morale among facilitators and low motivation among adult learners as the reasons for dropout.

Nascimento and Cotera (2018) and Bhalalusesa (2020) noted a lack of coordination between the numerous agencies engaged in adult and lifelong learning at the national level, a lack of lifelong learning model for the nation and ineffective monitoring and evaluation (M&E) system that could provide adequate data to track the implementation progress of lifelong learning and adult educational programmes. Furthermore, Mlekwa (1990) noted that in Tanzania Government efforts can be seen in the policy and strategies statements insisting on the use of libraries as an important agent of achieving SDG-4. However, there is little evidence of how these have been put into practice (Machumu et al, 2015)

2.9 Lifelong Learning Initiatives in Zanzibar

As it has been noted, Tanzania's mainland does not have an agreed definition of lifelong learning. The same applies in Zanzibar since several government documents merge the idea of lifelong learning with adult education, non-formal education, alternative learning, continuing education and literacy programmes (Nascimento & Cotera, 2018). However, the promotion of lifelong learning in Zanzibar is the responsibility of the Department of Alternative Learning and Adult Education under the Ministry of Education and Vocational Training (MoEVT, 2018). That means, the Revolutionary

Government of Zanzibar is in charge of this responsibility, however, occasionally NGOs and CSOs play their supportive responsibility.

There are numerous reports on adult learning as well as alternative learning that indirectly talk about lifelong learning in Zanzibar. A good example is a report of MoEVT (2021) which has noted the existence of 100 centers and 440 adult literacy classes with a total of 8,084. There were also 39 continuing education centers located mostly in urban areas operated in regular schools by teachers with a total learner population of 12,122. In addition, vocational training programmes were provided in 74 centers with an enrolment of 1,520 learners. Furthermore, there were 63 centers involving 1,755 women in activities such as; agriculture, sea-weed cultivation tailoring, cooking, poultry, and petty business whose aim was to increase women's earning capacity through income-generating activities.

Apart from continuing education which was indirectly designed to promote lifelong learning, there were also alternative learning centers that were intended to support children who were for some grounds dropped out of basic education. According to MoVET (2021), there were 2 centers with the enrolment of 769 learners. These centers allowed pupils to attend alternative learning classes for 1 year which are conducted in regular schools but in different classes and then mainstreamed in normal school classes.

On the side of public libraries, there were only two libraries in Zanzibar, one located in Unguja and the other one on Pemba Island. Apart from its daily library functions, public libraries in Zanzibar report very few programmes to support lifelong learning.

According to MoVET (2019), there were weekly programmes for children designed to instruct them on the use of the library and mobile library by using reading tents provided to people living in rural areas.

In the context of Zanzibar, the role of Quranic schools and mosques in promoting lifelong learning cannot be ignored. This kind of training provides religious education and life skills to a good number of children and young adults. The report of MoVET (2019) shows that the Ministry of Education in collaboration with the Office of Mufti of Zanzibar supervises and controls these schools to make sure that they reach their goals. Evening classes which were conducted at several mosques around the Islands are also reported to act as important platforms for undertaking adult learning in Zanzibar. There were also community libraries in Zanzibar which according to Mohamedali (2001) as cited in Omar (2010) were used to offer free information services including newspaper reading to promote literacy and reading culture among the specific community members.

Apart from the government efforts, the realization of the objectives of the above-mentioned programmes is questionable due to the existence of several challenges faced by them. The study by Saadat (2008) on adult literacy in Zanzibar noted the shortage of experts, irrelevant curricula, lack of serious research on the area of adult learning and lifelong learning, traditional assessment, shortage of materials, programmeme relevancy, and lack of permanent buildings for adult education as major challenges of the government's goals to reduce illiteracy. Similarly, ZEDEP II, (2014/2015 -

2020/2021) noted the following problems; lack of public libraries in rural areas, inadequate library materials and poor reading culture among Zanzibari. Such dire conditions impeded the public and school libraries from making viable contributions to achieving SDG4.

2.10 National Strategies and Policies Review in Supporting SDG-4

With regard to lifelong learning policies, Aspin et al. (2001) categorized them into four major policy models as follows. First is the compensatory educational model: aimed at filling the educational gaps for those with a lack of access to primary or secondary education, and for improvements of both the basic skills and vocational skills; second is continuing vocational training: focusing on enabling the person to make adjustments for changes taking place in the organization, and solving the unemployment-related problems; third is the social innovation or civil society model: aimed at addressing the social promotion of business transition and democratization, and fourth is the leisure-oriented model: focusing on the enhancement of personal fulfillment.

These models can also be considered in terms of their outcomes and according to Aspin et al. (2012) may comprise three main elements namely; lifelong learning for more highly skilled people, lifelong learning for personal development leading to an extra rewarding life, and lifelong learning for the creation of an inclusive society.

2.10.1 Policies and Strategies Related to Lifelong Learning in Tanzania

Tanzania, like other African countries, is a signatory to the 2030 Sustainable Development Goals and the country's current development agenda is guided by the National Strategy for Growth and Reduction of Poverty and the Tanzania Development Vision 2025. These two documents set out the country's goal of building a well-educated society through diverse educational initiatives.

A review of policy documents shows that the United Republic of Tanzania has not developed a specific definition for lifelong learning yet (Nascimento & Cotera, 2018). However, the idea of learning throughout life is presented in some national strategies and development plans. Table 2.1 summarizes some relevant policies and strategies relating to lifelong learning in the United Republic of Tanzania.

Table 2.1: Some of Relevant Policies and Strategies Relating to Lifelong Learning in the United Republic of Tanzania

Policies and strategies relating to lifelong learning in Tanzania	Year/ Period	Its Main Focus
The Tanzania Development Vision 2025	1999	Focuses on building a prosperous and well-educated society through diverse educational initiatives.
National Youth Development Policy	2007	Promotes learning opportunities for youth through flexible non-formal and continuing educational projects realized in cooperation with various stakeholders.
Education Sector Development Programmememe 2008–2017	2008	Envisages the establishment of links with civil society organizations and the private sector for the provision of high-quality education and training that correspond to the needs of citizens and labour market.
The National Strategy for Economic Growth and Reduction of Poverty, MKUKUTA I	2005 – 2010	Ensuring equitable access to primary and secondary education for girls and boys, universal literacy among men and women and expansion of higher, technical and vocational education.
The National Strategy for Economic Growth and Reduction of Poverty, MKUKUTA II	2010 – 2015	Expanding access to secondary education
Adult and Non-Formal Education Development Plan 2012/13–2016/17	2012	Stipulates alternative schooling in order to enable out-of-school youth and adults to complete basic education.
Education and Training Policy	2014	Advocates the improvement of access to educational services for all learners.

Source: Adapted from UNESCO Institute for Lifelong Learning (2018)

It has been noted by some literature that the Government of Tanzania has made significant progress, in pursuing its national goals within the context of the global goals and has so far shown commitment to operationalizing the new goals by developing an Education Sector Development Plan (ESDP 2016/17-2021/22). However, despite the Government's commitment to achieving SDG-4, it has been noted by Bhalusesa (2020) that nowadays very few activities regarding adult education and lifelong learning have

been organized at the National level. The same scholar emphasized that the successful implementation of policies and strategies depends much on the willingness of the government in power to allocate and distribute enough resources to promote adult and lifelong learning.

This is very true if one compares the efforts taken by the late President Nyerere to advocate and mobilize his community to participate in adult learning programmes through his speeches and allocation of resources. According to Bhalusesa (2020) and Hall (2020) adult education and lifelong learning in Tanzania do not accord the same status. Government interest is in formal education including primary and secondary school education. As a matter of fact, Massawe (2019) observed the lack of a clear stand-alone policy for lifelong learning and adult education indicates low Government priority for it.

Another critical observation on adult education policies and strategies is the provision of statistics regarding adult education development. Wanyama (2014) noted different figures were provided by different sources on literacy rate, drop-out school children, number of enrolment and learning centers. Generally, little research has been done on the field of adult education and lifelong learning, to the extent that current, accurate and reliable information about the subject matter is not easily available. This may create a doubtful situation of availability of unrealistic data on adult and lifelong learning policy implementation.

2.10.2 Zanzibar Policies and Strategies Related to SDG-4

The vision of lifelong learning in Zanzibar is underpinned by the country's ambition to become a middle-income nation by 2020, reduce poverty levels and increase the national literacy rate (Revolutionary Government of Zanzibar, 2010). The 2020 Development Vision was the only long-term development plan related to education in Zanzibar. The main objective of this plan was to eradicate illiteracy, attain universal basic education, increase the transition rate to the second cycle of secondary education to 100%, and establish vocational training in all districts.

The Zanzibar Development Vision 2050 is the successor of the 2020 vision. The vision aimed at transforming the education system to support quality inclusive education and training programmes to build the human capital that serves the needs for economic and social development. The vision considers the role of the library as an agent of education in providing services that reflect the people's needs of the time at all levels, with a clear focus on basic knowledge of literacy and numeracy, information literacy and digital literacy, culture and citizenship at both primary and secondary levels, as well as building core skills and competencies at higher levels, which go in hand with the creation of critical thinking and innovative society.

The Zanzibar Strategy for Growth and Reduction of Poverty (ZSGRP) popularly referred to in Kiswahili as Mkakati wa Kukuza Uchumi na Kupunguza Umasikini Zanzibar-MKUZA document forms part of strategies to implement the long term development plan. The focus of the strategy according to MKUZA I (2007) is to ensure

the attainment of sustainable growth that will reduce both the income and non-income poverty to the majority of Zanzibar people. The strategy is also in line with international goals, commitments, and targets, including the Millennium Development Goals (MDGs). The second phase of ZSGRP, MKUZA II (2010 – 2015) reaffirms the goal to ensure equitable access to quality education.

The Zanzibar Education Policy (2006) translates the goals and strategies of Vision 2020 and MKUZA into a concrete comprehensive education policy. The policy's mission is to strive for equitable access, quality education for all and the promotion of lifelong learning. Similarly, the core education objectives are: to improve the quality and effectiveness of the education system; to ensure access to ICT for teachers, students and education staff; to develop scientific and technological competence; to expand tertiary education; to promote good governance of education, including the expansion of private and public partnership; to provide a safe and healthy environment for teaching and learning; and to make the best and efficient use of resources.

Based on the 2006 Education Policy, several education programmes have been developed in an effort to promote lifelong learning in the country. The eight-year Zanzibar Education Development Programmeme (ZEDP) was one among these efforts. The document outlines the development trends and directions for Zanzibar education for eight years 2008–2016, where adult and non-formal education are linked to the lifelong learning concept. Thus, the goals of adult and non-formal education in Zanzibar

support the creation of a learning society and the provision of lifelong learning that meets equitable access to education for all.

Moreover, the Adult Education Development Plan through the Ministry of Education Zanzibar, (2012) designed for alternative schooling to enable out-of-school youth and adults to complete their basic education. The programmeme helps students who dropped out of school to carry on their studies in the formal education system. The 2020 *Chama cha Mapinduzi* (CCM) general election manifesto also promises to strengthen library services by building a modern central library in Zanzibar, to create a culture of reading by mobilizing citizens on the use of libraries and building three district libraries in Unguja and Pemba, and finally to organize library training for teachers and library staff and increase the number of books in all libraries including primary and secondary schools in Zanzibar.

However, the implementation of the policy and strategies related to lifelong learning has been criticized by several scholars. For example, the study of Edwards et al. (2002) argues that despite much debate about the significance of lifelong learning as a policy goal, there is a dearth of empirical studies focusing on its implementation. In addition to that, the report of Suleiman, Yat & Idrissu (2017) on the implementation of education policy indicated that education policy in Zanzibar has a real influence on the access to education in primary schools whereby the number of primary students' enrolment increased remarkably. However, the quality of that education is still challenging and requires serious improvements. Probably, this may have been caused by the partial

implementation of education policy, especially in the aspect of libraries which is a cornerstone of harnessing the culture of reading which is key to attaining SDG-4 in Zanzibar.

2.11 Theoretical Framework

2.11.1 Children Reading Literacy Model

The model was developed by the International Reading Literacy Study (PIRLS) in 2001. In this model, three features of reading literacy have been illustrated: first, the process of reading comprehension, second the purposes for reading, and third individual reading behaviors and attitudes. The main objective of this model is to assess and describe the level of young students' reading competencies and to compare the differences in reading competencies by so-called contextual aspects.

In this framework, as illustrated by Mullis et al. (2009), students' reading achievement and students' reading attitudes are determined as a result of students' experiences gained in a different environment. The most influential aspects are the students' home, school and class environments, all of which are surrounded by and influenced by the broader community environment.
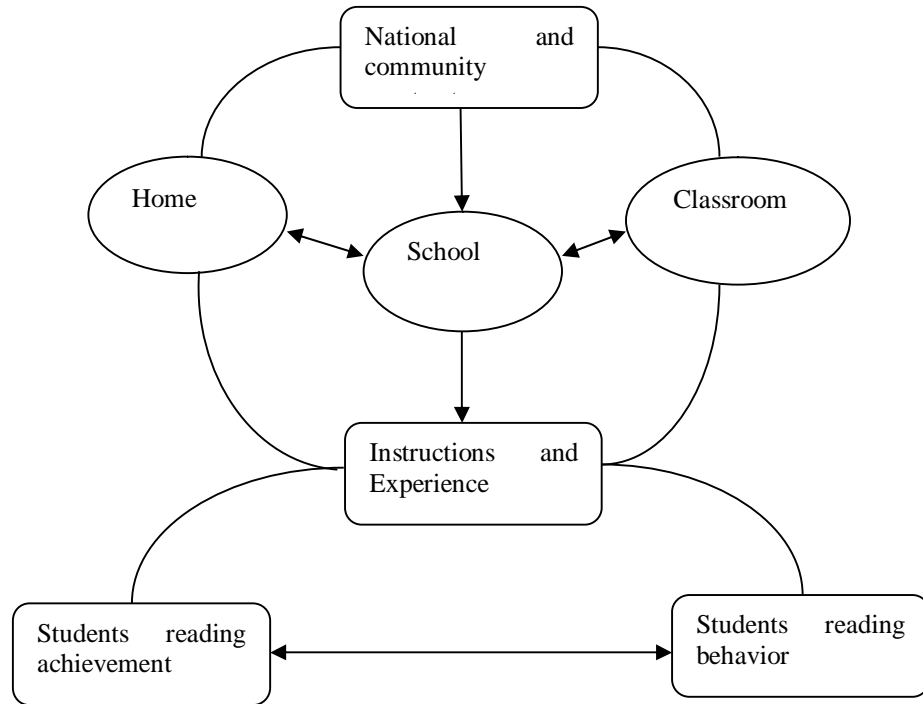
Figure 2.3: PIRLS Model of Contexts for Developing Children's Reading Literacy

Source: Mullis et al., (2009)

Research evidence shows that positive reading attitudes are linked to influencing children's and youth's reading behavior throughout their entire lifespan (Mol & Bus, 2011). Ayhan and Simsek (2014) stressed that gaining the habit of reading from early childhood is very crucial and it should be supported by children's librarians and parents. The study by Kigobe et al. (2019) revealed the positive attitude of parents and the availability of books at home are the most significant factors in creating positive lifelong reading motivation in children. This means that parents themselves need to be

encouraged to read for their kids and have to be role models by being active learners at home.

Addressing the key factors for promoting literacy, Becker et al. (2010) maintained that the amount of reading can be influenced by reading motivation. More than thirty-five years ago, Anderson et al. (1985) proposed seventeen recommendations for becoming a "nation of lifelong readers" that are still relevant today. Anderson and his colleagues felt that the promotion of reading culture and lifelong learning are interrelated mechanisms between educational policy, teacher training, and informal learning at home and the library. Furthermore, in supporting the PIRLS model of contexts for developing children's reading literacy, the authors' recommendations contain advice for all key players of lifelong reading promotion including but not limited to parents, teachers in preschool and kindergarten, teachers in schools as well as public and school librarians.

This model is also supported by Ranganathan, the Indian prominent scholar in the field of librarianship who believes that in order to impart lifelong reading habits, it is important to create in children and youth the ability to educate themselves independently to remain informed about all new stuff that developed in their later life and to enlighten themselves through books. For this to happen, the main objective of school education should be to instruct students in utilizing libraries, finding information for themselves and educating themselves through books.

In supporting the idea of lifelong learning, Ranganathan (1973) argues that it is impossible to put into children's minds everything likely to be required throughout his/her life. That is why the curriculum should be designed to define what should be taught at the primary level as well as at the higher level. Therefore, it is recommended that in the teaching and learning process, children should not be kept passively receptive but an opportunity should be created for each child to find out facts, ideas and information, by themselves from the library.

In relation to this study, this model provides a clear image that, classroom instructions, school library and information skills plus the home environment have a great influence on students' reading and learning habits. What students learn from parents, teachers, and librarians can shape their minds and affect their later reading habits in life. In that sense, the role of teachers, parents and librarians is to create in the students' minds the ability to educate themselves step by step through different information sources. Therefore, collaboratively, the role of schools and libraries is to make sure that students have been taught, guided and encouraged to acquire lifelong learning habits through reading and a love of books. By doing so, school life will contribute to the growth and development of lifelong learning from early stages to adulthood.

Reading is a foundational skill for lifelong learning and libraries are pivotal in fostering and enhancing these skills by providing primary sources of reading materials, including books, magazines, journals, and digital resources, and organizing reading programmes, and literacy initiatives that promote continuous reading and learning. Therefore, the use

of a reading literacy model in this study is highly relevant because it directly addresses the foundational skills and competencies required for lifelong learning. Furthermore, the model might be used to evaluate the library's role in building and maintaining reading skills as a pathway to lifelong learning by looking at the effectiveness of library services, reading programmes, and literacy initiatives in fostering lifelong learning.

2.11.2 Andragogy Theory

Literature shows that there are several adult learning theories, and each theory has unique principles, applications and techniques associated with it. However, all of these theories found the same notion that adults learn differently than children. The term Andragogy refers to the art and sciences of helping adults learn as opposed to pedagogy which is the art and science of helping children learn. The theory was developed by Malcolm Knowles in 1968 and according to O'Leary, (2022), Knowles's theory assumes that adult learners are different from children in many ways. The theory proposed the following six assumptions related to adult learning; adults need to know why they should learn something; they need internal motivation; they want to know how learning will help them specifically; they bring prior knowledge and experience that form a foundation for their learning; they are self-directed and want to take charge of their learning journey; and adults find the most relevance from task-oriented learning that aligns with their own realities.

Referring to the Andragogy theory Merriam and Bierema (2013) emphasized that the main focus of this theory is on giving learners an understanding of why they are doing something, plenty of hands-on experiences, and less instruction so they can attempt things themselves. Furthermore, Knowles' work played a best and marginal role and connected with emerging academic and professional institutions, publications, and programmes, activated by a similar expansion of adult education in practice and theory around the globe (Merriam & Brockett, 1997).

However, the Knowles Andragogy learning theory has been criticized by other scholars. For example, Hartree, (1984) suggests that the andragogy adult learning theory doesn't consider other cultures well enough. Hanson and Edward (1996) went further by claiming that the difference in learning is not related to the age and stage of one's life, but instead related to individual characters and the differences in culture and environment within educational settings. Knowles (1990) himself changed his position on whether andragogy applied only to adults and came to believe that pedagogy and andragogy represent a continuum ranging from teacher-centered to student-centered learning and that both approaches are appropriate for children and adults, depending on the situation.

In relation to the current study, the principles of andragogy theory such as; learning by doing; learning by problem-solving; learning by experience and self-motivated learning can be reflected in the lifelong learning concept. This means that lifelong learning recognizes that human beings have a natural drive to explore, learn and develop and

encourages them to improve their quality of life by paying attention to new ideas, knowledge, skills and goals that inspire them. Therefore, whether one pursuing personal interests or professional ambitions, lifelong learning can help him or her to achieve personal fulfillment and satisfaction.

As a matter of fact, all humans have goals or interests outside of their formal schooling and jobs. They all have a natural curiosity, they need to grow and develop and therefore they are consciously or unconsciously learners. While andragogy and other adult learning concepts emphasize learning by doing, either through formal or non-formal education, lifelong learning in the same way recognizes that not all human learning comes from a classroom. For example, in childhood, we learn to talk or ride a bicycle and in adulthood, we learn how to apply new technology or learn how to exercise. These are examples of the everyday lifelong learning one can engage in daily, either during socialization, trial and error, or self-initiated learning through the library.

Using andragogy theory in this study is a justified choice, since it aligns with the unique characteristics and needs of adult learners, emphasizes self-directed learning and problem-solving, and highlights the role of libraries in supporting customized, continuous, and relevant learning experiences for adults. Therefore, this theoretical framework enhanced the quality and applicability of the research findings in the context of libraries' role in attaining lifelong learning for all.

2.12 Conceptual Framework

A conceptual framework as defined by Ravitch and Riggan (2016), is an organized structure of ideas, concepts, and theories that provides a foundation for conducting research, understanding, analyzing, and solving complex problems. It serves as a guide for organizing and interpreting information, helping to clarify relationships between concepts within a given subject area.

The conceptual framework proposed in this study tries to illustrate the cause-and-effect relationships between the variables of this study. The framework defines the objectives of the study and provides a roadmap on how they come together to draw conclusions. As far as this study is concerned, the researcher adopted the Andragogy theory to identify several variables that have a direct or indirect effect on independent and dependent variables.

The andragogy theory emphasizes self-directed learning and acknowledges that youth and adults have unique learning needs, motivations, and experiences. On the other hand, libraries serve as essential resources for lifelong learning, providing a supportive environment such as spaces for study and research, a wide array of learning resources, programmes and workshops focused on information literacy skills that align with the self-directed nature of andragogy.

However, there are external factors that might affect the library operations towards the attainment of lifelong learning such as inadequate resources, poor staffing and lack of policies and guidelines which libraries must integrate into their offerings to support

andragogical principles. Thus, the proposed conceptual framework outlines the significant components that are relevant when assessing how libraries contribute to lifelong learning within the context of andragogy theory.

Mediating variable

Adequate resources
Competent staff
Collaborative
programmemes
National library policy,

Independent variable

Public and
School libraries
services

Dependent variable

[SDG4]
Lifelong learning
targets

Moderating variable

Reading habits
Information skills
Self-learning

Controlled variable

Vocational training
Alternative learning
Adult education

Source: Researcher (2022)

Based on the main objective of this study, the identified two key variables were public and school libraries as independent variables and SDG-4 particularly lifelong learning targets as dependent variables. Further, the framework considers library capacity in terms of resources, competent staff, collaborative library programmes and availability of strategies and national library policy as moderating variables that alter the effect that an independent variable has on a dependent variable.

Additionally, the framework recognizes reading habits, information skills and self-learning as mediating variables that link the independent and dependent variables and allow the relationship between them to be well strengthened. Finally, the conceptual framework takes into account the existence of controlled variables. These are variables that are held constant so that they do not interfere with the results. Although the researcher was not interested in measuring them for the current study, it was crucial to be aware of their presence. The controlled variables of this study were vocational training, alternative learning and adult education. As far as this study is concerned, this conceptual framework provided a roadmap for data collection.

2.13 Research gap

A comprehensive analysis of the existing literature reveals a multitude of international reports, standards, and strategies that are dedicated to advancing the cause of Sustainable Development Goals. Moreover, there is tangible evidence of achievements, government commitment, and the formulation of national policies, programmes, and projects aimed at enhancing educational development in Tanzania, with particular emphasis on Zanzibar.

However, a notable observation arising from this review is the absence of a universally agreed-upon definition of lifelong learning. Consequently, this lack of consensus has given rise to inconsistent strategies surrounding lifelong learning, with the concept

occasionally merged with adult education, vocational training, and alternative learning initiatives.

While various research studies have investigated several facets of SDG-4, covering aspects like quality education, adult learning, and literacy promotion in Tanzania, an alarming pattern emerges. The review highlights a marked tendency for both governmental and scholarly reports to primarily focus on education policy implementation, classroom infrastructure, the quality of teaching, the availability of teaching and learning materials, and the provision of laboratories. Alarmingly, scant attention has been directed towards public and school library services and resources, despite their undeniable significance.

Furthermore, a closer examination of the reviewed literature uncovers a remarkable limitation. The predominant emphasis in most studies concerning SDG-4 focuses on the quality education agenda, whereas there exists a noticeable dearth of knowledge pertaining to lifelong learning. The precise contributions of public and school libraries in facilitating lifelong learning for all in Tanzania remain unknown and unexplored. This significant knowledge gap underscores the pressing need for an in-depth investigation, particularly in the context of Zanzibar, to rectify this deficiency and expand our understanding of the role libraries can play in advancing the cause of lifelong learning in Tanzania.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Overview

This chapter highlights the procedures and various research techniques used in the study including; research design, data collection, data processing and data analysis. Specifically, the following subsections discuss; the research design, the area of the study, the population of the study, sample size and sampling technique, instruments and data collection methods, data quality control, research ethical issues and data analysis process.

3.2 Research Design

Generally, research methodology according to Kivunja and Kuyini (2017) is the broad concept that encompasses systematic and scientific ways used to solve a particular research problem (Kumar, 2008). Jenkins (2021) on the other hand has described it as the science of studying how research has to be systematically carried out. This means that the methodology articulates the logic and flow of the systematic procedures followed in undertaking a research project, to ensure valid and reliable results that address the research aims and objectives.

Specifically, research design according to Veal (2011) is a detailed plan of activities to be done to achieve the research objectives. A prominent scholar in the area of research, Kothari (2004) defines research design as the arrangement of conditions for the collection and analysis of data in a manner that aims to collect relevant data for the research purpose with a minimum expenditure of effort, time and money. Similarly, a research design according to Adam and Kamuzora (2008) is an arrangement of conditions for the collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure.

This study adopted a cross-sectional study design. This design according to Ember (2009) is a type of research design in which the researcher collects data from many different persons or groups of people at a single point in time. Therefore, the cross-sectional study design has been chosen as appropriate to the current study because it is more practical in data collection (Cohen, Manion & Morrison, 2017).

According to Ember (2009), the cross-sectional design is typically more efficient in terms of time and resources as is cheap, less time-consuming and provides an easy way of collecting data to answer different kinds of research questions. In the context of this study, the cross-sectional design helped the researcher to collect relevant data from the selected sample of participants at a single point in time, reducing the need for prolonged data collection and follow-up over an extended period. The design also helped the researcher to collect data from a representative sample simultaneously, enabling the

researcher to gain an in-depth understanding and make a generalized comprehensive description of respondents' opinions about the problem under investigation.

3.3 Research Approach

A research approach as defined by Singh (2022) is the procedure selected by the researcher to collect, analyze, and interpret data. The selection of the research approach depends on the paradigm that guides the research project. The term paradigm according to Kuhn (1977 as cited by Brad 2011) refers to a research culture with a set of ideas, beliefs, values, and assumptions shared by a community of scientists. It aims at providing them with a convenient model for examining problems and finding solutions. Research paradigms according to Guba and Lincoln (1994) differ in terms of belief and their common elements, which are ontology, epistemology and methodology. It is through these elements the researcher may come out with strategies that show how research is to be conducted (Wahyuni, 2012).

According to Pickard and Childs (2013) positivism, postpositivism, and interpretivism are three distinct philosophical paradigms or worldviews as termed by Creswell (2014) that guide research and inquiry, particularly in the social sciences. Each of these approaches has its own set of assumptions, methods, and perspectives on the nature of knowledge and reality. According to Guba (2011 as cited by Pickard & Childs, 2013), positivism is grounded in a realist ontology, assuming an objective reality that can be observed and measured. Its epistemology, values empirical evidence and seeks to

uncover objective, universal truths through deductive reasoning and quantitative methods.

According to Phillips and Burbules (2000), Post-positivism, shares some similarities with positivism in acknowledging an external reality but recognizes that human perception and interpretation may influence our understanding of that reality. They added that, Post-positivism accepts the importance of empirical observation and the scientific method but acknowledges that complete objectivity may be unattainable. Thus, it incorporates the idea that researchers' values, biases, and perspectives can affect the research process. Its methodology, according to Hall (2013), values quantitative data and experimentation but allows for a more nuanced understanding of reality. Therefore, researchers may use mixed methods (combining quantitative and qualitative approaches) and consider the limitations of measurement and human subjectivity.

Interpretivism on the other hand, according to Creswell (2014) embraces a constructivist ontology, emphasizing multiple subjective realities and the role of human interpretation in shaping knowledge. Its epistemology stresses the importance of understanding and contextualizing social phenomena from the perspective of the participants, employing qualitative methods such as interviews and participant observation to explore the complexities of human experience and meaning.

As far as this study is concerned, the mixed approach was used to collect, analyze and report the findings. This approach according to Creswell and Clark (2017) involves collecting both quantitative and qualitative data by using different designs in a single

evaluation. Quantitative data according to Dudovskiy (2018) are based on mathematical calculations in various formats such as questionnaires with closed-ended questions, methods of correlation and regression, mean, mode and median. While Qualitative research methods, on the contrary, involve words, feelings and emotions that cannot be quantified.

The integration of these methods provided a philosophical justification for the current study to consider the pragmatism paradigm. Pragmatism has been considered by Maaruf (2019) and Mitchell (2018) as the philosophical partner of the mixed research approach. Whereby, Johnson et al. (2007) argue that pragmatism is an advanced philosophy that provides the epistemology and the logic for combining the quantitative and qualitative approaches and methods.

Pragmatism is all about the notion of what works. This notion is simply oriented toward solving practical problems in the real world rather than being built on assumptions about the nature of knowledge (Creswell, 2014; Hall, 2013). This implies that pragmatism involves research designs that incorporate operational judgments based on what will work best in finding answers to the questions under investigation. As such, this leads to dynamic and innovative ways of finding solutions to research problems. (Cameron, 2011).

For this study, a mixed approach was chosen for its complementary strengths of using the strengths of one research method to enhance or support another one and to minimize the limitations of both approaches. Similarly, the method is a useful strategy that helped

the researcher to have a more complete understanding of research problems by comparing different perspectives drawn from quantitative and qualitative data.

As far as this study is concerned, the application of a mixed approach is supported by (Sale et al., 2002; Creswell, 2014; Molina-Azorin, 2016) who justified that when applied properly, these two interrelated methods complement each other and therefore qualitative technique can be used along with quantitative technique efficiently in a cross-sectional survey study.

With reference to the scholars' justification, and the descriptive nature of the current study, which is aimed to accurately and systematically describe and answer what, when, where and how questions about the phenomenon. In this particular study qualitative method was applied to obtain the opinions and experiences of the people under study whereas the quantitative method was used to pursue proof based on how many and how often questions. This means, that quantitative and qualitative instruments were applied to collect data and examine the contribution of dependent variables i.e. public libraries and school libraries, towards the attainment of independent variables i.e. lifelong learning for all as part of SDG-4.

Furthermore, a convergent parallel mixed method was used to collect and interpret data. This research design according to Creswell (2014) and Barnes (2019) enabled the researcher to collect both quantitative and qualitative data at the same time and then integrate the overall results to get a comprehensive analysis of the research problem.

The use of qualitative and quantitative approaches has been well-adopted by previous scholars such as; (Juma & Lehtomäki, 2016; Chipana, 2018; Malekani & Mubofu, 2019; Tindamanyire, 2020; MacCallum, Mkubwa, Maslin, & Shone, 2022). to address different issues in social sciences in general and information science in particular. The use of these approaches helps to collect and analyze data efficiently, formulate new knowledge and produce solutions to significant problems.

3.4 Area of the Study

The study was conducted in Zanzibar Island. Zanzibar is a semi-autonomous part of the United Republic of Tanzania (URT) which has two government structures, Tanzania Mainland and Tanzania Islands (Zanzibar). According to the Zanzibar constitution of 1984, Zanzibar has its own Government and has to take responsibility for all non-union matters including primary and lower secondary education (Maalim, 2014). Geographically, Zanzibar is located in the Indian Ocean and consists of two Islands namely; Unguja and Pemba with a total area of 2,654 sq km. It has five Regions and eleven Districts. Three Regions are in Unguja Island namely; Urban West Region, North Unguja and South Unguja. Pemba Island has only two Regions, namely, North Pemba and South Pemba.

The selection of Zanzibar was based on the general case as presented by IFLA (2019) that with just 11 years remaining to the 2030 Agenda, many African countries are still far behind in the implementation of the SDGs and a specific case of Zanzibar as part of Tanzania, still the attainment of SDGs particularly Goal-4 is not yet known.

All five Regions of Zanzibar were involved in the current study. The regions include North Unguja Region, South Unguja and Urban West Region. The other two regions are located on Pemba Island, including North Pemba and South Pemba. The areas were considered appropriate for the current study and it is believed to provide a good representation of public and school libraries located in Zanzibar. Conducting the current study in all Zanzibar Regions helped the researcher to collect the required information from an appropriate number of stakeholders dealing with education, particularly library development. Similarly, this area was purposely selected to enable the researcher to identify different categories of school libraries and get them involved in the study to collect diverse opinions which helps in drawing a strong conclusion and recommendation on the topic under study.

One hundred schools were involved in the study. The list of schools was collected based on the availability of school libraries as well as the recommendations of the ZLSB. Sixty primary schools and forty secondary schools were included in this study. (see Appendix VII)

Four categories of school libraries were considered in this study. The first category involved public primary schools which are part of school library development project programmes. The second category was public secondary schools which were under the World Bank school development project. The third category included both primary and secondary schools that were not involved in any school library development project

programmes and the last category involved some selected private primary and secondary schools. Figure 4 shows the map of the Zanzibar Islands.

Figure 3.1: Map of Zanzibar

Source**:** WorldAtlas.com (2022)

The selection of the three categories of schools helped the researcher to compare the collaboration status between public libraries and school libraries with different statuses

in terms of ownership, availability of government support and school library qualifications. Furthermore, the study was undertaken at the two main public libraries found in Zanzibar, one in Unguja Island and the other in Pemba Island. The two libraries were selected based on their legal responsibility as articulated in the Zanzibar Library Services Act of 1983 of supporting and ensuring the development of school libraries in Zanzibar.

3.5 Population of the Study

Population in research is defined as the full set of cases under study (Saunders, Lewis & Thornhill, 2009). The study population involved staff dealing with the provision of library services and other stakeholders in library development. The following categories of respondents drawn from public library staff (PLS), school library staff (SLS), public library administrators, leaders of library professional Associations, head teachers and Education officers were involved in the study.

The criterion used for the selection of this population was based on knowledge and experiences in public and school library management and in the course of their daily responsibilities of operating, supporting and evaluating school and public library resources and services.

SLS were selected as they are the providers of school library services and their cooperation with PLS is vital in ensuring better performance of their libraries. Also,

they were involved as they were expected to be at the forefront of making the library programmes happen. Therefore, they were expected to provide important information on how and to what extent they collaborate with the public library in fulfilling SDG4.

The criteria for the selection of PLS and administrators including the director, programmeme coordinators and head of sections is based on their mandated functions of provisioning services to the general community, and supervising the library's daily functions. Besides, they are charged with the responsibility of supporting the development of school libraries. Thus, they were expected to provide information about the position of public school libraries, the types of existing initiatives between public and school libraries and finally the kind of support they provide to school libraries in meeting SDG4.

The library professional association leaders were selected as they are expected to support the accomplishment of library development goals at the national level through advising, volunteering and influencing policy-making and implementation as articulated in their constitution.

The school head teachers and education officers including the Director of primary education, secondary education and Director of alternative learning and adult education were also involved in this study. The justification for their selection is their responsibility for planning, supervising and implementing education policy, and school strategies including the development of school library resources, guidelines and programmes.

Thus, the estimated total population of SLS in the selected schools was 100; the number of head teachers was 100; library professional association leaders 5; education officers 10; PLS 50; public library administrators 10. Table 3.1 provides the details.

Table 3.1: Number of the Schools and Public Libraries with their Corresponding Total Population

Study area	Population of the Study					
	SLS	PLS	Public library administrators	Organization Leaders	Head Teachers	Education Officers
Selected primary schools	60	-	-	-	60	-
Selected secondary schools	40				40	
Unguja Public Library	-	25	5	-	-	-
Pemba Public Library	-	25	5	-	-	-
Ministry of Education	-	-	-	-	-	10
Library Professional Organization	-	-	-	5	-	-
Total	**100**	**50**	**10**	**5**	**100**	**10**

Source: Field Data 2022

3.6 Sample and Sampling Procedures

The quality of research not only falls on the appropriateness of methodology and instrumentation but also on the suitability of the sampling strategy that has been used

(Ross & Morrison, 2013). Sampling according to Orodho and Kombo (2002) is the process and technique of selecting suitable people, or a representative part of a population to determine parameters or characteristics of the whole population. On the other hand, Manhein (1977) refers to a sample as a part of the population that is studied to make inferences about the whole population.

Scholars such as; Sekaran, (2003) and Creswell, (2014) emphasized the need to sample the study population to completely reflect the research title particularly the independent and dependent variables and the study objectives. Similarly, representativeness is the most important factor to be considered in the sampling decision, hence, the sample size is very important and must be big enough to depict the characteristics of the population. Therefore, according to Ross and Morrison (2013) determining the accurate sample size depends on various factors including the consideration of variables and the population size of the study.

Scholars such as (Walliman, 2004; Veal, 2011; Cresswell, 2016) have argued that there is no agreed specific number for determining how big the sample size should be. However, most statisticians like Dodge (2008) and Everitt (2010) proposed that the minimum sample size to get any kind of meaningful research result is 100 and if the population size is less than 100 then one should need to survey the entire population.

Walliman (2015) is of the view that a good maximum sample size is usually around 10% of the population, as long as this does not exceed 1000. With respect to sample size, scholars agree that a big or small sample size doesn't guarantee representatives,

therefore, to avoid sampling errors Kothari (2002) suggested that the researcher must critically determine the sample size based on research design, time and money, nature of expected results either estimated or accurate, similarities or differences in answers and division of people's opinion during analysis.

3.6.1 Sampling Techniques

The logic behind sampling is that the researcher seeks knowledge about the population by observing a few units and extends his or her inference about the sample to the entire population (Kombo and Tromp, 2006). Based on the homogeneous nature of the population of this study and to ensure equal representation of respondents, non-probability sampling under purposive sampling techniques was applied for selecting respondents for this study.

Saunders et. all (2012) define non-probability sampling as a technique in which the researcher selects samples based on the subjective judgment of the researcher rather than random selection. Unlike probability sampling, where all members of the population have an equal chance of participating in the study, in the non-probability method limited selected samples are chosen for the study. Purposive sampling also known as judgment, subjective, or selective sampling is one among the types of non–non-probability sampling methods that according to Wolf, et. Al., (2016) relies on the researcher's judgment when choosing cases that are believed to help in achieving research objectives.

As far as this study is concerned, the purposive sampling technique was appropriate to serve as a sampling technique due to the homogeneous nature, similarity in traits, the selected research design and the objectives of the current study. This method was deliberately used to enable the researcher to select respondents believed to be reliable and relevant to the research topic, easily available for the study and ensure equal representation of the study population. The basic justification for selecting this technique is supported by Walliman (2014) who clearly stated that purposive sampling can be used with both qualitative and quantitative studies and the method is particularly relevant when the researcher can use his common sense and the best judgment in choosing the right habitations and meeting the right number of correct people for his or her study expectation.

The sample list of SLS, public library administrators, professional organizational leaders, head teachers and education officers was objectively selected from the list which was collected from the ZLSB and the Ministry of Education. Likewise, in ensuring the representation of people's opinions the sample units were purposely selected based on their responsibilities and involvement in school and public libraries, literacy and lifelong learning development.

3.6.2 Sample size

There are several common approaches to determining sample size in research. For example, Ross and Morrison (2013) suggested that the sample size can be determined in two ways. One is by the researcher exercising prudence and ensuring that the sample

represents the wider features of the population with the minimum number of cases. Two is by using a table which, from a mathematical formula, indicates the appropriate size of a random sample for a given number of the wider population. According to Borg and Gall (1979), correlation research requires a sample size of no fewer than 30 cases, causal-comparative and experimental methodologies require a sample size of no fewer than 15 cases, and survey research should have no fewer than 100 cases in each major subgroup and 20 to 50 in each minor subgroup.

Therefore, with reference to Ross and Morrison's suggestion (2013), the sample size for this study was determined by considering a mathematical formula based on confidence level and sampling error table as suggested by (Krejcie & Morgan, 1970). Statistically and in the survey, a confidence level refers to the percentage of all possible samples that can be predicted to include the accurate population parameter. This formula suggests that to maintain higher accuracy of sample size, a large sample needs to be drawn. That means one has to think of the level at which one will be confident that his or her sample size is representative. For example, when confidence levels of 95 percent or 99 percent are chosen, meaning that the researcher predicts that there is a 95 percent chance that the sample and population will look alike and a 5 percent or 1 percent chance that they will not.

The justification for using this approach is based on the fact that the formula facilitates the sampling process and increases the researcher's confidence, and as a result, it helps to decrease the margin of error in determining the appropriate sample size and ensuring

proper representation of the population under the study. The formula for calculating confidence level and sampling error is elaborated hereunder.

Where:

n= sample size
X^2 = Chi-square for the specified confidence level at 1 degree of freedom
N = Population size
P = Population proportion
ME = Desired Margin of Error

Therefore, in order to reduce sampling error and ensure more representativeness, the sample size of the current study was determined by considering the total estimated population which is 275 in relation to the confidence level of 95% and sampling marginal error of 5%. Thus, based on the total size of the study population, the sample size of this study involved 100 SLS, 40 PLS, 3 library professionals, 30 head teachers, 6 library administrators and 6 education officers. The total sample size of this study was therefore one hundred and eighty-five (185) respondents.

The researcher believed that this sample size was sufficient to represent the entire population and to collect the needed information for the current study. This decision was based on the fact that the number of library staff in both public and school libraries is usually small and the population has similar traits. The justification for the selection of this sample size was based on the small total size of the population, the homogeneous nature of the population and the purpose of the study which is descriptive in nature. Table 3.2 presents the sample size of the study.

Table 3.2: Sample Size of the Study

Study area	Population of the study					
	SLS	PLS	Public library administrators	Professional Organization Leaders	Head Teachers	Education Officers
Selected primary schools	60	-	-	-	60	-
Selected secondary schools	40				40	
Unguja Public Library	-	25	5	-	-	-
Pemba Public Library	-	25	5	-	-	-
Ministry of Education	-	-	-	-	-	10
Library Professional Organization	-	-	-	5	-	-
Total population	100	50	10	5	100	10
Sample size	100	40	6	3	30	6

Source: Field Data, 2022

3.7 Data Collection Methods

Data collection according to Walliman (2015) is the process of gathering information

from all the relevant variables of interest to find answers to the research problem, test

the hypothesis and evaluate the outcomes. This means that data collection enables a

person or organization to answer relevant questions, evaluate outcomes and make

predictions about future probabilities and trends. Therefore, obtaining accurate, reliable

and truthful data is an essential process in maintaining the integrity of research. Grounded on the convergent method, the current study used multiple data collection methods which enabled the researcher to cross-check and seek supplementary information when one method failed to obtain the required data.

3.7.1 Primary Data Collection Methods

In the data collection process, the current study used both primary and secondary sources of information. Unlike secondary data, primary data refers to the first-hand information collected in the field and obtained from the selected sample of the study (Kothari, 2014). This kind of data according to Dudovskiy (2018) can be collected qualitatively or quantitatively. In this study, the quantitative data collection method was used as it can be applied within a shorter duration of time. While qualitative methods were applied to complement the quantitative method and ensure a greater level of depth of understanding of the subject matter. The selection of this method was based on Cresswell's (2014) recommendations that it allows the researcher to explore a phenomenon, obtain relevant evidence in a short time with less cost, and explain and interpret the data widely and easily.

3.7.2 Secondary Data Collection Methods

Secondary data according to Dudovskiy (2018) is data that has been collected in the past and published in books, journals, newspapers, government documents, etc., and is available either in printed format or electronically on the internet or in the database. Primary data was used to review, analyze and discuss the previous research findings

related to the current study as well as to make a comparison of design and methods used in previous studies.

The following criteria were considered in selecting secondary sources of information; including the reliability of the source, date of publication where only documents published from the year 2015 up to 2022 were reviewed, quality of discussion, depth of analyses and the extent of contribution of the source to the development of the research topic. Furthermore, using the aforementioned criteria, several books, dissertations, journal articles, conference papers and Government reports were consulted through physical library material and the following online databases including; Institutional Repository of the Open University of Tanzania, Emerald, EBSCO, Sage, Tailor and Francis, AJOL, JSTOR, University of Dar es salaam Repository, Research Gate, Research 4 Life, Google scholar and Directory of Open Access Journals.

The following subsections highlighted instruments that guided the researcher to collect the required primary data and later it explains some important measures that were undertaken to ensure that the execution of research goes through without any complexities.

3.8   Data Collection Instruments

Research instruments according to Kombo & Tromp (2006) are tools used to collect, measure, and analyze data related to the subject area of research. Research instruments can be surveys, tests, questionnaires, scales, checklists, etc. The research instruments for this study were initially prepared by the researcher himself with the help of

IFLA/UNESCO (1999) school library guidelines evaluation forms. The following research instruments were used in this study:

3.8.1 Questionnaire Guide

Patten (2016) defines a questionnaire as a list or set of questions addressed to a group of people who require responding and returning to the sender in a given period. The questionnaire is a device for securing answers to questions using a form that the respondent fills in (Krosnick, 2018). The questionnaire guide was the main instrument used to collect data for the current study. It has been recommended by Sekaran & Boungie (2016) that the best way of collecting data is to personally administer the questionnaire. Thus, based on the study objectives and the nature of respondents, the self-administered standardized questionnaire with closed and a few open-ended questions was prepared and distributed to 100 SLS and 40 PLS. (see Appendix I) This method was mainly used because of giving respondents an anonymous way of expressing their views and helped to collect a large amount of data at a minimal cost and within a short period.

Due to the fact that the data collection process is time consuming and needs a lot of resources, the researcher decided to organize four different kinds of training sessions, for SLS, one session was for the selected primary schools and another one was for secondary schools located in Unguja. A similar arrangement was used to collect data in Pemba Island. Through these sessions, the researcher and his assistants managed to

introduce the research topic, clarify questions regarding the questionnaire items and finally motivate the respondents to provide genuine answers. These sessions also enabled the researcher and his assistants to collect all the completed copies of the questionnaire within a short period. In the case of public libraries, the researcher physically visited the Zanzibar Central Library.

3.8.2 Interview Guide

The term interview has been defined as a process involving a dialogue, conversation, or face-to-face interaction between two people (Gubrium & Holstein, 2001). From a research perspective, the interview is a research instrument used to collect primary data by probing a person or group of people on a particular subject matter (Guillemette, 2003). A written open-ended list of questions was used for the interview schedule, (see appendix II) and a list of 30 questions that cover all 4 objectives of this study was prepared.

Face-to-face interviews were conducted with forty-seven (47) key informants from the study sample including 4 primary SLS, 4 secondary SLS, 20 head teachers, 4 public librarians, 6 library administrators, 3 professional librarians and 6 education officers. The reason for selecting this type of interview was due to its flexibility and capacity to obtain participants' opinions, experiences, and detailed descriptions of individual or organizational activities (Robson, 2002). In the interview, the precision, reliability and validity of data can also be studied (Rwegoshora, 2014).

Public library and school library staff were involved in the interview as they are the key players and most closely involved with the day-to-day provision of library services. Moreover, head teachers, public library administrators and education officers were expected to share their views regarding managerial issues of school libraries including policy implementation as well as the significant impact of school and public library contribution toward the attainment of SDG-4. The interviews helped clarify some of the important issues that were observed in the study. Questions were asked orally by the researcher and respondents' answers were recorded by smartphone using a voice recorder application after seeking permission from the respondents.

3.8.3 Focus Group Discussion

A Focus Group Discussion (FGD) involves gathering people from similar backgrounds or experiences together to discuss a specific topic of interest (Veil, 2017). According to Nyumba et al. (2018), FGD is a form of qualitative research where questions are asked about their perceptions attitudes, beliefs, reactions, opinions or ideas. Unlike other data collection methods, such as; observation, questionnaire survey and individual interviews, FGD encourages discussion among participants.

This study used a focus group discussion that combined PLS, SLS, Library Administrators, Head Teachers and Education Officers to gather in-depth information, experiences, thoughts and opinions of participants regarding the contribution initiatives of public and school libraries in achieving lifelong learning. (see Appendix III). Also,

the method was used to supplement information received from the Questionnaire and Interview. A list of 17 questions was prepared and FGD involved a group of 18 participants as follow; 6 SLS, 3 PLS, 2 public library administrator, 1 professional librarian, 3 head teachers, and 3 education officers.

Two separate sessions of one-hour discussion were conducted and the course of the discussion was organized in advance, whereby the moderator's guide was prepared and the researcher facilitated and moderated the discussion to ensure that all topics of interest are covered. The first session involved 6 SLS and 3 PLS, making a total of 9 participants, and the second session involved 2 public library administrators, 1 professional librarian, 3 head teachers, and 3 education officers, making a total of 9 participants. The FGD participants were randomly selected from respondents were previously participated in either filling up questionnaires or face-to-face interviews. This number was sufficient to collect the needed information as proposed by Veal (2011) that the number of participants in FGD should not exceed 9 per discussion.

The researcher's role was to ensure voluntary participation, ask questions, probe for more detail, make sure the discussion does not go off the point and try to ensure that everyone has an input and that no one person dominates the discussion. A voice recorder was used to record the discussion after getting the consent of the respondents. The justification for the selection of this method is based on Toohey and Veal's (2007) views that FGD is a useful form of qualitative research that helps the researcher to conduct free and open discussion among the respondents which may result in gaining

insight into peoples' shared experience and understanding about the topic.

3.9   Data Quality Control Assurance

The term quality control refers to the efforts and measures undertaken by a researcher or group of researchers to ensure the quality and accuracy of data being collected using the methodologies selected for a particular study (Foken et al., 2012). The following data quality control techniques (pilot study and data triangulation) were used to ensure instrument validity and reliability. The questionnaire and interview and FDG were pre-tested to assess the accuracy of the questions. Instruments were sent to supervisors and other professionals involved in the study for expert review and comments provided were incorporated for the improvement of the instruments.

3.9.1 Pre-testing of Research Instrument

A pilot study is an act in which the researcher tests a research tool on a small group of respondents before carrying out the main study. This process according to Morin (2013) helps the researcher find out if the language is simple and understandable, if the instructions are precise and straightforward and if the questions are clear and specific. Furthermore, to analyze each answer and find out if it is supplying the appropriate information, and then, make some necessary amendments based on the responses from the participants who completed the instrument. Similarly, Creswell (2016) refers pilot

survey as a process in which the researcher tests a survey questionnaire on a small sample of individuals from the setting in which the main study is going to be conducted. This process enables a researcher to make some modifications to an instrument based on the responses from the participants who completed and evaluated the instrument.

As far as this study is concerned, the research instruments were pre-tested on a small group of respondents to primarily check their validity and reliability; 10 SLS and 10 PLS including library administrators were randomly selected to pre-test the questionnaire and the interview guide. The instrument pre-testing was conducted at Unguja public library and 5 primary and 5 secondary schools located in the Urban West Region for two weeks, starting early August (after the approval of the research permit) until mid-August, 2022. The selection of this area was due to its easy accessibility and after two weeks, out of 20 questionnaires distributed, 19 were returned fully answered with some modifications, especially on the wording of the statements or items. Based on the results of the pre-test, the instruments were revised accordingly.

The major revision was on translating the instruments, the research saw the need for translating the instruments from the English language to Swahili, a local language spoken mostly by the people of the East African coast especially Zanzibar to provide a clear understanding of the instruments as well as the subject under investigation. (see Appendix IV)

3.9.2 Triangulation

Data triangulation in research refers to a technique of combining multiple research methods to collect and analyze data on the same study to increase the validity of the study (Heale & Forbes, 2013). Triangulation according to Kothari (2004) facilitates the validation of data through cross-verification from more than two methods and helps to control the consistency of findings obtained through different instruments. Flick (2018) has the view that the technique is used for three main purposes; to enhance the study validity, to create a more in-depth picture of a research problem, and to cross-examine different ways of understanding a research problem.

As far as the present study is concerned, data validity was put into practice. Thus, to ensure data quality and validity, which are important aspects of the research instruments, the current study involved the use of questionnaires, semi-structured interviews and focus group discussion, whereby the researcher ensured that the instruments contained relevant and adequate items to cover all domains of the concepts required to be measured. The instrument's testing of their validity and reliability were carefully considered during the pilot study.

3.9.3   Reliability

Reliability refers to the consistency of a measure. Creswell (2016) defined the term reliability as the stability and consistency of the results obtained through the research instrument. This means that when a researcher administers the same instrument at multiple and different times, he or she should get the same or nearly the same results. In

determining reliability, Cronbach's alpha is the most commonly used to measure the internal consistency of a questionnaire that is made up of Likert-type questions. Cronbach's Alpha ranges between 0 and 9, with higher values indicating that the questionnaire is more reliable. Likewise, according to Pallat (2007) when the reliability test is performed by using Cronbach's alpha and provides a coefficient value of 0.80 and above, it is considered acceptable and meets the standard for the research instrument to be employed for data collection. Table 3.4 below describes how different values of Cronbach's Alpha are usually interpreted.

Table 3.3: Interpretation of Cronbach's Alpha

Cronbach's Alpha	Internal consistency
$0.9 \leq \alpha$	Excellent
$0.8 \leq \alpha < 0.9$	Good
$0.7 \leq \alpha < 0.8$	Acceptable
$0.6 \leq \alpha < 0.7$	Questionable
$0.5 \leq \alpha < 0.6$	Poor
$\alpha < 0.5$	Unacceptable

Source: Cho, (2016)

The current study like many social science studies applied Cronbach's alpha to determine the reliability of the questionnaire. A pilot study survey for the current study was sent to 20 respondents. The survey consisted of six subsections with a total of 26 items. A reliability test using SPSS version 23 was performed and the value for Cronbach's Alpha for the subsections was as follows; Level of education and working experience was $\alpha = .87$. Awareness of SDGs was $\alpha = .85$. Capacity of school and public

libraries was α = .74. Public and school libraries collaborative programmes was α = .72.

Positive changes attained was α = .89 and Challenges of public and school libraries in

promoting lifelong learning was α = .82.

Despite attaining acceptable and good Cronbach's alpha values ($0.7 \leq \alpha < 0.8$) for the

reliability of the instrument, it was found that some items happened to have negative or

very weak correlations. Therefore, these items were omitted from the questionnaire for

the main study. In summary, Table 3.4 shows the number of items used in the

questionnaire and removed after the pilot study.

Table 3.4: Items of the Survey Questionnaire Used and Removed After the Pre-testing of Data Collection Instruments

Section	Instrument	# of Items used in the Pilot Study	# of Items removed	# of Items Used in the Main Study
A	Level of education and working experience	2	0	2
B	Awareness of SDGs	5	2	3
C	Capacity of school and public libraries	12	3	9
D	Public and school libraries collaborative programmes	3	0	3
E	Outcome attained	1	0	1
F	Challenges of public and school libraries	3	0	3
Total		26	5	21

Source: Research Data, 2022

3.9.4 Validity

Validity according to Kothari (2004) is an important aspect of the research instruments which refers to the degree to which an instrument measures what is required to measure. Scholars like (Roberts & Priest, 2006; Onwuegbuzie & Johnson, 2006; Lakshmi & Mohideen, 2013) have categorized validity into three main types which are content validity, construct validity and criterion-related validity.

Content validity has been defined by Lakshmi and Mohideen (2013) as the extent to which a research instrument provides sufficient coverage of the topic under investigation. Sekaran and Bougie (2013) have stressed that content validity should ensure that the instrument includes enough and representative set of statements to capture the entire subject. The author also emphasized that the more the scale items represent the domain of the concept being measured, the greater the content validity

Another category is criterion-related validity which according to Newsome, Day and Catano (2000) could be done by either establishing concurrent validity or predictive validity. The last one is construct validity which testifies to how well the results obtained from the use of the measure fit the theories around which the test is designed (Sekaran & Bougie, 2013).

As far as the present study is concerned, content validity was essentially put into practice. The study used the triangulation technique to ensure content quality and validity. This means that the study involved the use of three different instruments in collecting data, they are; questionnaires, semi-structured interviews and focus group

discussions. The researcher ensured that each instrument contained relevant and sufficient items to cover all domains of the concepts required to be measured.

3.10 Ethical Considerations

Research ethics according to Kara (2018) is the application of essential ethical principles to research activities which involves several things including the design and implementation of research, research governance, research approval, seeking consent, respect towards society and others, maintaining confidentiality, the use of information, the use of resources and research outputs, scientific misconduct and the guidelines and regulations of research.

In the current study, ethical issues were carefully considered. This was done by obtaining permission to collect data from the Open University of Tanzania authorities. (see Appendix V) Having the approved research proposal, receiving research permission from the Zanzibar Government authorities including the Office of the Chief Government Statistician and the Ministry of Education Zanzibar (see Appendix VI) and completing the pilot study, the researcher started to distribute the questionnaire, conduct interviews and focus group discussion to collect data for the main study. Before the main study, respondents were informed about the main objective of this study and were assured that confidentiality would be maintained and the information collected would be used for academic purposes only. To ensure the issue of confidentiality and anonymity, respondents were asked not to write their names on the questionnaire.

Plagiarism was also avoided by acknowledging and properly citing all informational sources referred to in this study. Besides, the APA referencing style was used effectively. Equally important, Mendeley software was used to store, manage and create a list of references.

3.11 Data Analysis and Presentation

The present study used a mixed approach whereby a convergent method was considered in processing and analyzing the findings of the study. According to Creswell and Creswell (2017), data analysis in a convergent design consists of three phases including analyzing the qualitative data by coding them and collapsing the codes into broad themes. The second is analyzing the quantitative data in terms of statistical results and the third is mixed methods data analysis which involves the integration and merging of the results from both the qualitative and the quantitative findings.

When the data collection process was completed, and before data analysis, the researcher was engaged in pre-processing to correct some identified problems in the raw data such as the identification of missing data. This was seriously considered because missing data is considered one of the most critical challenges facing researchers in the data analysis process (Little & Rubin, 2019).

Several scholars (Allison, 2001; Schafer & Graham, 2002; Baraldi & Enders, 2010) have the view that missing data problem happens for several reasons, but the most common ones in social sciences research include poorly prepared instrument, long

instrument, misunderstanding the questions, unintentional missing and unwillingness to respond the questionnaire.

Scholars in social science research, such as (Krathwohl, 1993; Lewis-Beck, Bryman, & Liao, 2003; Moon & Blackman, 2014) have suggested different ways can be used to deal with missing data including the exclusion of the questionnaire from analysis in case there is a large number (25% or more) of questions or items not answered. Based on this suggestion, all poorly filled questionnaires were ignored during the data analysis process.

Later on, the Statistical Packages for Social Sciences (SPSS) version 23 was used in coding and analyzing the quantitative raw data collected, and later on, presented in the next chapter. SPSS supports advanced inferential techniques including multi-variation methods. This was the main reason for selecting it for data analysis in the present study. Finally, the data collected using interviews and focus group discussion was organized, coded and analyzed using Atlas-ti package version 8 and discussed in Chapter Five.

The collected data in the present study were analyzed by making use of descriptive statistics such as frequencies, percentages, mean and mode. Descriptive statistics were computed to acquire an original sense of the data. These statistical methods provided useful information to the researcher on how the study respondents responded to study questions and how good the measurements were.

Statistically, frequency according to Walliman (2017) refers to the measurement of the number of times that a repeated event occurs per unit of time, from which the percentage of their occurrence can be easily computed. Under the present study, frequency and percentage were computed from all subsections except the items which were measured by 5 5-point Likert scale.

Likert scale is a rating system applied in the questionnaire that is designed to measure respondents' opinions, attitudes, or perceptions, in which respondents specify their level of agreement to a statement typically in 5 points: for example; point (1) may stand for Strongly disagree; point (2) Disagree; point (3) Neither agree nor disagree; point (4) Agree; and point (5) Strongly agree. Therefore, the mode was used to calculate the value that appears most frequently in all items using the Likert scale. Finally, considering data interpretation in a convergent parallel approach the findings from the analysis of quantitative and qualitative data were presented, interpreted and discussed in chapter four whereas summary, conclusion and recommendations were provided in chapter five.

Summary of the Chapter

This chapter highlights the procedures and various research techniques used in the study including; research design, research approach, the area of the study, population, sample size and sampling technique, data collection and the data quality control. Finally, it discusses research ethical issues, data processing and data analysis.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Overview

This chapter presents data analysis obtained from the field. The findings were guided by the specific research objectives aimed at answering the research questions. The objectives were to: examine the capacity of public and school libraries in the promotion of lifelong learning for all; find out the types of collaborative programmes that public and school libraries in Zanzibar are engaged in to attain the SDG-4 targets; assess the level of implementation of lifelong learning targets through library collective initiatives and to explore challenges facing public and school libraries in supporting lifelong learning.

In this respect, a mixed approach under the convergent parallel method was used to collect and interpret data. To strengthen the discussion, questions in the research instruments were used to cluster ideas, analyze comments from the respondents and provide the researcher's own line of interpretation. It is worth noting that open-ended questions have been qualitatively analyzed and selected comments from the respondents have been used to show and strengthen the position on presented issues. Data collection for this research was conducted using standardized self-administered questionnaires interview guides and focus group discussions with the selected respondents.

This chapter starts by presenting and discussing the description of respondents involved in this study by indicating the frequencies of respondents' distributions and their involvement in different methods of data collection, along with biographical data specifically on the education level and working experience of the respondents involved in the study. This is followed by presentations and discussion of the capacity of public and school libraries in promoting lifelong learning, types of collaborative programmes that public and school libraries engaged in to attain lifelong learning, outcomes of the collaborative efforts of public and school libraries in implementing lifelong learning targets and the challenges facing public and school libraries in promoting lifelong learning.

4.2   Description of Respondents

The study involved 100 SLS (SLS), 40 PLS (PLS), 3 librarians from professional organizations, 30 head teachers, 6 library administrators and 6 education officers. The self-administered questionnaire was distributed to one hundred (100) SLS and forty (40) PLS. The questionnaire response was obtained from thirty-six (36) PLS and one hundred (100) SLS. However, data cleanliness and accuracy was considered before data analysis. In this study, the issue of missing data was considered based on Sekaran & Bougie's (2016) suggestion of the exclusion of the questionnaire from analysis in case there is a large number of questions or items (25% or more) not answered.

Therefore, the questionnaire inspection was done using checking and adjusting errors to ensure completeness and consistency before analysis. As mentioned before, data in this study came from three sources, thus, interview and focus group discussion responses were noted carefully and data coding for the survey instrument was done using SPSS version 23 for analysis.

In the data coding process, the researcher established that 6 copies of the questionnaire were poorly filled by primary SLS and had excessive missing data, therefore these copies of the questionnaire were completely removed and not considered for data analysis.

Therefore, the total number of all respondents was 130 with an overall response rate of 92.8 % as indicated in Table 4.1. This sample size was considered adequate enough to provide sufficient information for analysis. In fact, it exceeded the required minimum sample size as suggested by several scholars (Krathwohl, 1993; Lewis-Beck, Bryman, & Liao, 2003; Moon & Blackman, 2014). Statistical methods such as; frequency, percentage, mean and mode were used to calculate quantitative data obtained in the current study.

Qualitative data were collected through in-depth interviews for four weeks consecutively, while two sessions of one-hour discussion were conducted and involved 18 participants as indicated in Table 4.1.

Table 4.1: Respondents Involved in Questionnaire, Interview and FGD

Respondents	Questionnaire	Interview	Focus Group Discussion
Primary SLS	54	4	3
Secondary SLS	40	4	3
Public Library Staff	36	4	2
Public library administrators	-	6	2
Professional Organization Leaders	-	3	2
Head Teachers	-	20	3
Education Officers	-	6	3
Total of Respondents	130	47	18

Source: Field Data, 2022

4.2.1 Biographical Data of Respondents

4.2.1.1 Level of Education

With respect to education level, results in Table 4.2 indicate that out of 130, respondents were at different levels. Respondents with a Diploma in Librarianship are comprised of a higher percentage in comparison to other levels, they recorded 24(66.7%) for PLS and 40(42.5%) for SLS, 32(34%) of SLS and 3(8.3%) PLS had Certificates in Librarianship. Respondents who held a Diploma Education were 22(23.5%), 7(19.5%) hold a Degree in Librarianship, while respondents with a master's comprised a low percentage of 2(5.5%).

The distribution of respondents based on their education levels reflects a diverse group of information professionals among the respondents. Each education level brings unique skills and perspectives to the role of libraries in attaining SDG-4. The majority of respondents (49%) hold a Diploma in Librarianship. These individuals may play a

significant role in libraries as they possess specialized knowledge in library science. Their expertise can be instrumental in curating collections, organizing information, and ensuring efficient library operations. They can support SDG-4 by providing access to educational resources, fostering information literacy, and creating a conducive environment for information access.

Respondents with Certificates in Librarianship also have a foundation in library science. Although they represent a smaller percentage (27%) in total, they can contribute to SDG-4 by assisting in the daily functions of libraries, supporting patrons, and collaborating on reading programmes and initiatives. Furthermore, individuals with a Diploma in Education may bring a unique perspective to libraries. Their background in education can be valuable for developing and implementing educational programmes, such as literacy initiatives, digital skills training, and outreach to schools. They can help to bridge the gap between library staff and teachers in the organization of school library programmes.

While the percentage of respondents with bachelor's and master's degrees is low, they represent individuals with the highest level of education in this context. They may serve as experts and thought leaders within libraries, contributing to strategic planning, conducting research, policy development, and innovative library services that support SDG-4's targets.

Table 4.2: Respondents' Level of Education (n=130)

Response	PLS		SLS		Total	Percent
	Frequency	Percent	Frequency	Percent		
Certificate in LIS	3	8.3%	32	34%	35	27%
Diploma in LIS	24	66.7%	40	42.5%	64	49.2%
Diploma in Education	-	-	22	23.5%	22	17%
Degree in LIS	7	19.5%	-	-	7	5.3%
Masters in LIS	2	5.5%	-	-	2	1.5%
Total	**36**	**100%**	**94**	**100%**	**130**	**100%**

Source: Research Data, 2022

4.2.1.2 Work Experience

The staff working experience is an important factor in understanding the role that public and school libraries can play in attaining SDG-4. Results as shown in Table 4.3 indicated that the majority of respondents 49(37.7%) had experience ranging from 1 to 3 years. This was followed by 31(22.3%) with 4 to 6 years of experience, while 26(20%) had experience between 6 to 9 years. Moreover, 15(11.5%) had working experience of more than 9 years, while a minority 9(8.5%) fell under the category of less than a year of working experience.

The distribution of working experience among the respondents is diverse. Notably, nearly half of the respondents fall into the category of 1 to 3 years of working experience. This group may represent newer professionals in the field. With their relatively limited experience, these individuals might be more open to adopting innovative library services and technologies to promote lifelong learning.

The second group represents a significant portion of the respondents who have 4 to 6 years of experience and may include mid-career professionals. This group can provide their experience and expertise to contribute to SDG-4. Those with 6 to 9 years of experience are likely well-versed in the operations of libraries and their potential impact. This group may play a role in introducing library guidelines, policies and initiatives that align with SDG-4.

11.5% represents the most experienced individuals who have more than 9 years of experience in the field. This group may have had a significant influence on library practices and policies, potentially contributing to the integration of educational initiatives into library services. Their knowledge and leadership can be leveraged to drive the promotion of lifelong learning efforts. Table 4.3 illustrates an overview of respondents' working experience in terms of years.

Table 4.3: Respondents' Working Experience (n=130)

Response	PLS		SLS			
	Frequency	Percent	Frequency	Percent	Total	Percent
Less than 1 year	3	8.4%	6	6.3%	9	8.5%
1 to 3 years	6	16.6%	43	45.7%	49	37.7%
4 to 6 years	9	25%	22	23.5%	31	22.3%
6 to 9 years	11	30.5%	15	16%	26	205
More than 9 year	7	19.5%	8	8.5%	15	11.5%
Total	36	100%	94	100%	130	100%

Source: Research Data, 2022

4.3 Capacity of Public and School Libraries in Promoting Lifelong Learning

Examining the capacity of school libraries in promoting lifelong learning was the first objective of this study. Issues related to the familiarity of sustainable development goals, availability of adequate qualified SLS, and availability of adequate library resources. Other issues are the effectiveness of services offered by both school and public libraries, estimated budget for library development, availability of library policy and guidelines, management support to library development and availability of computers and internet connectivity were studied and their findings are presented in Tables and Figures.

4.3.1 Familiarity with Sustainable Development Goals among Library Staff

This question was aimed to establish the level of understanding of the 17 Sustainable Development Goals and their targets among library staff. Respondents were provided with options to choose the suggested answers from very familiar to not familiar. The summary of their responses is provided in Table 4.4.

Table 4.4: Familiarity with SDGs among Library Staff (n=130)

	PLS		SLS			
	Frequency	Percent	Frequency	Percent	Total	Percent
Very familiar	0		0			
Familiar	9	25%	20	21.3%	29	22.4%
Somewhat familiar	10	27.7%	34	36.2%	44	33.8%
Not familiar	17	47.3%	40	42.5%	57	43.8%
Total	36	100%	94	100%	130	100%

Source: Research Data, 2022

The results as shown in Table 4.4 indicate that 40(42.5%) of SLS and 17(47.3%) of PLS were not familiar with the UN SDGs, followed by 34(36.2%) SLS and 10(27.7%) PLS who were somewhat familiar with the Goals. 20(21.3%) SLS and 9(25%) PLS were familiar with SDGs. Surprisingly, the data presented shows that neither school library nor public library staff have claimed to be very familiar with SDGs.

Based on the findings one can argue that probably the issue related to SDGs is well pronounced in the corridors of policy and decision makers while there were no deliberate efforts to raise awareness among the public. The findings corroborate well with that of the United Nations (2020) report which showed that globally, between 28% and 45% of people have heard about the goals and a smaller number of them have the basic knowledge needed for working with them.

As the world is approaching 2030 there is a need to continue with efforts to raise familiarity with the SDGs concept. If librarians who are the custodians of knowledge are not familiar with the concept, what about the common folk. As a way forward, it is not too late to mount an awareness campaign among librarians and the general public. Attaining this goal could be achieved only when people are familiar with SDGs.

In this subsection, the researcher was also interested in finding out whether or not the library staff were familiar with specific Goal-4 and its targets. Respondents were provided with options to select the suggested appropriate answers ranging from very familiar to not familiar. All 130 library staff responded to the question. The results are summarized in Table 4.5.

Table 4.5: Library Staff Knowledge on SDG-4 and its Targets (n=130)

	PLS		SLS			
	Frequency	Percent	Frequency	Percent	Total	Percent
Very familiar	0		0			
Familiar	12	33.3%	30	32%	42	32.4%
Somewhat familiar	15	41.7%	34	36%	49	37.6%
Not familiar	9	25%	30	32%	39	30%
Total	36	100%	94	100%	130	100%

Source: Field Data, 2022

It is apparent from Table 4.5 that the majority of SLS 34(36%) and 15(41.7%) PLS were somewhat familiar with SDG-4 and its targets. Followed by 30(32%) SLS and 12(33.3%) PLS who were familiar, however, a similar number 30(32%) of SLS and 9(25%) PLS were not familiar. The results on the one hand paint a very positive image on the part of library staff on knowing SDG-4 and its corresponding targets.

Having a clear understanding of Goal-4 is a step forward and its implication to the result is that there is a possibility that library staff were in a fair position to implement lifelong learning goals and targets. Regrettably, however, 39(30%) were not familiar. This should be a wake-up call on the part of government and policymakers that there is a need to raise awareness among the public on SDGs through various means. Implementation of those goals can only succeed when there is a common understanding among the general public.

4.3.2 Library Training to Support Lifelong Learning

Public and school libraries are vital in supporting lifelong learning, for this to succeed, library staff are supposed to possess adequate skills and training due to the changing

landscape of information delivery. Respondents were asked whether they have received special training to support lifelong learning for adults and children to attain SDG-4. Figure 4.1 summarizes the results.
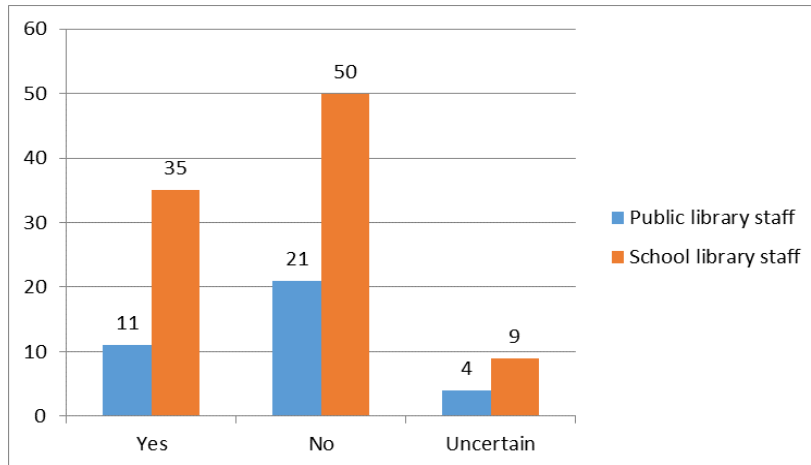
Figure 4.1: Library Training to Support Lifelong Learning (n=130)

Source: Field Data, 2022

Figure 4.1 shows responses regarding library training to support lifelong learning. 71(54.6%) mentioned had not received training, and 46(35.4%) reported having received training to support lifelong learning for adults and children. While 13(10%) were not sure whether they had received such training or not. Based on the results, it beats one mind that there is a need to look into the Library and Information Science curriculum on whether issues related to children and lifelong learning have been embedded and if not, then there is a need to review the curriculum and include such issues. This is based on the fact that librarians play a vital role in inculcating the culture of reading in the society which needs to be nurtured from the tender age.

Despite the availability of continuous professional training opportunities for public libraries, the results of the current study indicated that 71(54.6%) of respondents had not received training on lifelong learning. It was somewhat surprising that this study did not find a significant difference between public and SLS status in terms of lifelong learning training. The results observed in this study mirror those of the previous studies (Ida, 2016; Malekani & Mubofu, 2019; Chipana, 2019) that have examined the subject of quality education in Tanzania.

Thus, one question that needs to be asked here is how could these staff implement Goal-4 targets successfully without receiving specific training about lifelong learning. It is apparent that a lack of knowledge and skills is likely to put both the public and SLS in a low position to support the attainment of lifelong learning targets. The results correspond well with those of Nielsen and Borlund (2014) who reported that librarians who missed pedagogical competencies were in a poor position of facilitating lifelong learning.

4.3.3 Availability of Adequate and Qualified Library Staff in Supporting the Attainment of Lifelong Learning

Library staff plays a vital role in promoting literacy, teaching users how to search, access, and use the information. Those functions can be attained if qualified librarians operate the library. Therefore, it was important to find out whether or not the number of library staff available in both school and public libraries had adequate and qualified

librarians to support the implementation of lifelong learning targets. Table 4.6 provides

a summary of the statistics for the adequacy of qualified library staff.

Table 4.6: Adequacy of Qualified Library Staff in Supporting the Attainment of Lifelong Learning (n=130)

	PLS		SLS			
	Frequency	Percent	Frequency	Percent	Total	Percent
Adequate	0		5	5.3%	5	3.8%
Somewhat adequate	13	36.2%	34	36.2%	47	36.25
Inadequate	20	55.5%	50	53.2%	70	53.8%
Uncertain	3	8.3%	5	5.3%	8	6.2%
Total	**36**	**100%**	**94**	**100%**	**130**	**100%**

Source: Field Data, 2022

Results in Table 4.6 shows that 50(53.2%) SLS and 20(55.5%) PLS reported the

existence of an inadequate number of qualified staff, and 34(36.2%) SLS and

13(36.2%) PLS reported the presence of a somewhat adequate number of staff.

Furthermore, 5(3.8%) SLS reported the existence of adequate library staff, while

5(5.3%) SLS and 3(8.3%) PLS were not sure whether the number of library staff was

adequate or otherwise. The findings paint a very gloomy situation because the library

mission can only be achieved if it is operated with adequate and qualified staff. The

results affirm the earlier findings of Malekani and Mubofu (2019) who alluded that

despite the tremendous contribution school libraries made to the education sector, yet

they are understaffed. It is suggested that both public and school libraries which are key

agents in promoting universal education need to be staffed with adequate and qualified

staff to facilitate the attainment of SDG number 4.

Having librarians with a diploma and certificate level as shown in Table 4.2 is just one factor, however, the number of staff managing the library matters most. Having enquired through interviews, it emerged that a good number of school libraries were managed by only one staff. As one SLS puts it;

> *"the library had no staff, hence, I was selected to attend a three-day library training organized by the ZLSB and later I was assigned to run the library" (IntSLS-2, 2022).*

To concur with this, another teacher-librarian had this to say;

> *"The absence of school library staff presented an opportunity for me to step into this role. After completing a three-day library training, I embraced the challenge of running the library. I am dedicated to continuously improving the library's services for the benefit of students. I love this job" (IntSLS-4, 2022).*

Moreover, one key informant elaborated that;

> *"In the absence of a professional school librarian, one among the school teachers was chosen to undergo elementary library training. This experience not only equipped her with the necessary skills but also inspired her to take on the role of a librarian in our school" (IntHT-12, 2022).*

While key informants provided encouraging statements, these findings, unfortunately, do not provide hope for having an adequate number of SLS who are expected to provide better services that support lifelong learning.

The findings corroborate well with those of (Omar, 2013; Bernard & Dulle, 2014; Chipana, 2017; Tindamanyire, 2020) who asserted that some school libraries are operated by only one staff who is devoted to supervising the borrowing and returning process of books. Ida (2016) on the one hand reported that whenever schools exist, yet,

the majority of school libraries do not have adequate library staff. Needless to say, such a trend tends to affect libraries' integration into school programmes to promote lifelong learning which is key to nurturing and developing lifelong learning.

The findings contradict the previous studies by Omar (2013), Bernard and Dulle (2014) which reported a lack of qualified school librarians, the findings of the present study are significant in two major aspects. The first one is the availability of a good number of para-professional librarians in the surveyed public and school libraries. The second equally important aspect is the existence of at least one staff which is either employed or devoted to overseeing the daily functions of a school library.

This is a good reflection on the efforts made towards library improvements by either school administrators or education authorities in terms of staffing. Such improvement and changing of mindset among school administrators and education authorities on the role of school libraries is a positive move towards promoting lifelong learning for all in the country.

4.3.4 Library Resources in Promoting Lifelong Learning

Basically, building an adequate collection of library material is vital and is strongly connected with the creation of a love for reading. On the contrary, a shortage of resources affects adults' and children's ability and interest in reading. The results on the adequacy of library resources are summarized in Table 4.7

Table 4.7: Library Resources in Promoting Lifelong Learning (n=130)

	PLS		SLS			
	Frequency	Percent	Frequency	Percent	Total	Percent
Adequate	5	13.8%	5	5.3%	10	7.6%
Somewhat adequate	12	33.5%	34	36.2%	46	35.4%
Inadequate	19	52.7%	50	53.2%	69	53%
Uncertain	0	0	5	5.3%	5	4%
Total	**36**	**100**	**94**	**100**	**130**	**100**

Source: Field Data, 2022

As indicated in Table 4.7, 50(53.2%) of SLS and 19(52.7%) of PLS were of the view that the libraries had an inadequate number of information resources, followed by 34(36.2%) SLS and 12(33.5%) PLS who noted the availability of somewhat adequate resources, while 5(5.3%) SLS and 5(13.8%) PLS were of the view that libraries had adequate resources to promote lifelong learning for all, and 5(5.3%) SLS were not sure whether the library resources were adequate or inadequate.

Based on the results, it appears that libraries are faced with inadequate reading resources, which is detrimental to promoting lifelong learning. The findings are in line with that of Mubofu and Malekani, (2019) who said there is no serious campaign to address the problem of textbooks in school libraries. Given this, one wonders why such an important library component in the attainment of lifelong learning is not given the desired attention in educational settings.

In probing further through interviews with school librarians, it was revealed that the majority (53%) of school libraries possessed more than 1000 books. One librarian had this to say;

> *"my library is small, though it has more than 1000 books that support the school curriculum, along with an average number of children's story books"* (IntSLS-6, 2022).

Similarly, another school library staff observed that;

> *"Despite its size, my library boasts a collection of over 1000 books carefully selected to align with the school curriculum. Additionally, the inclusion of a variety of children's storybooks, enriching space that promotes both subject learning and a love for reading among our students."* (IntSLS-1, 2022).

Despite that, this finding doesn't provide evidence of the existence of adequate library resources since the problem of having out-of-date materials was also identified in both public and school libraries.

This is a very common phenomenon in most African countries and it has been noted by the previous studies of Ojiambo and Kasulu (2015) who reported most public libraries have inadequate and outdated material. The results augur well with that of Tindamanyire (2020) also reported the library stock in many schools in Zanzibar contained some outdated and inappropriate books in terms of content and level of students.

The most striking revelation is that the majority of public schools relied upon the distribution of textbooks from either direct donation from the Ministry of Education or Public Libraries. The results of the current study are consistent with the World Bank Report (2008) which affirmed the devoid of library resources, particularly in school libraries. These results are in agreement with that of Malekani and Mubofu (2019) who

affirmed that developing lifelong reading habits as a goal of the library remains unaccomplished in most cases because of inadequate library collection.

4.3.5 Library Budget Allocation to Support Lifelong Learning Agenda

The library budget is crucial in supporting the library to perform its key functions such acquisition of library resources, information literacy training and preparation of promotional materials. Library staff were asked to state whether there is an adequate budget allocated to support the acquisition of learning materials which are key in supporting the lifelong learning agenda. The results are summarized in Figure 4.2.
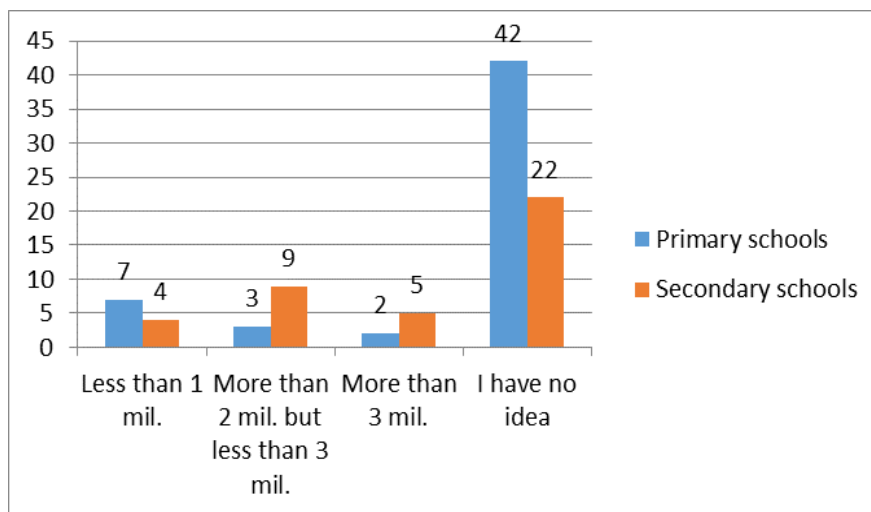
Figure 4.2: Library Annual Budget (n=130)

Source: Field Data, 2022

The most interesting finding that comes out from this question is shown in Figure 4.2, 64(68%) of SLS had no idea about their libraries' annual budget. 11(11.7%) asserted that their libraries' annual budget was less than a million which is approximately less

than 500 US Dollars. Moreover, 12(12.7%) reported that their libraries' budget allocation was more than 2 million but less than 3 million, while 7(7.6%) staff claimed to receive less than 3 million Tanzanian shillings.

This result provides a mixed feelings situation. On one hand, the majority of respondents have no idea about the library budget probably because they are not part of library management, while on the other hand, it is an indication that the budgeting process is not done in a participatory manner. Those who indicated the allocated budget is not adequate bring to the sentiments that the contribution of libraries is not valued and this brings to the question whether the country will attain SDG-4 in the absence of library financial resources.

The results from the interview with SLS informed that some public and private secondary schools reported that their annual allocation is more than TZS 2,000,000.00 which is currently approximated to USD 1,000.00 as an annual budget. However, library staff was quick to say that;

> *"the library budget was largely used to purchase textbooks recommended to support the curriculum rather than supporting lifelong learning programmes" (IntSLS-4, 2022).*

In probing further, through FGDs participants were requested to explain what the other use of the library budget was; one head teacher claimed that;

> *"We provide grants to the library staff to attend workshops and seminars to develop their career path". (FGD-HT3, 2022).*

There are two possible explanations for this result. It can either be said the library budget was not sufficient to support lifelong learning promotion or that general library development was not given the priority it deserves. These results were not encouraging, and one of the issues that emerged from these findings is that the general development of libraries as well as the promotion of lifelong learning is far behind achievements.

4.3.6 Management/Authority Support for Libraries Development

Library management plays a vital role in supporting library management to operate according to the needs of their clientele. It is obvious that if the management is not supportive there is a likelihood of failing to meet its responsibility. The researcher's interest was to establish whether or not libraries received sufficient support from either the school administration or the Education Authority to attain lifelong learning for all. The library staff provided contradictory responses when they were requested to measure the support given by their management. Figure 4.3 summarizes the responses.
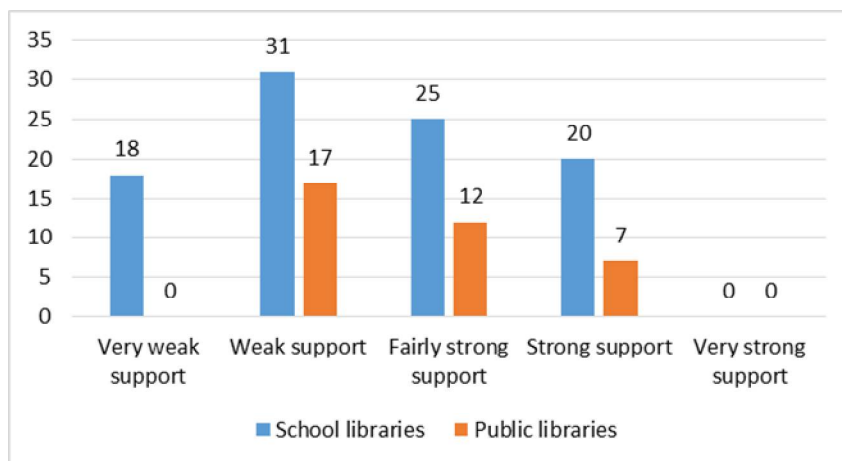
Figure 4.3: Level of Management Support to Libraries Development (n=130)
Source: Field Data, 2022

The results in Figure 4.3 indicate that 49(37.6%) of library staff claimed to receive weaker support from their respective governing bodies. This was followed by 37(28.7%) who reported receiving fairly strong support, 27(21.5%) received strong support, and 18(13.8) received very weak support. Figure 4.3 indicates that neither the public library nor SLS claimed to receive very strong support.

The results provide very negative signals on the part of management for neglecting this vital institution which is bestowed with the responsibility of providing information to the general public and thus promoting lifelong learning which impacts all goals. Sufficing to say that goal number 4 is the mother of all goals. All the other goals depend on the successful implementation of goal number 4. This observation is in agreement with the observation of Magara and Nyumba (2004) that the quality of library service is dependent on the types, perceptions and mercy of head teachers. This implies that if the school is headed by a teacher who is interested in library development, he or she will do the needful to support it and vice versa.

Furthermore, the current study through focus group discussion revealed the unsatisfactory budget allocated to support public libraries. The majority 75% of respondents claimed that their annual budget ranged between TZS 800 million to 900 million currently approximated to USD 390,000. Generally, these findings imply that the libraries were underfunded, and as a result, this situation was likely to contribute to

the under-promotion of lifelong learning programmes and undermine library development.

These results were not encouraging, and one of the issues that may arise from these results is that the general growth of libraries in the country as well as the lifelong learning opportunity for all is likely to be not attained by 2030.

4.3.7 Existence of Library Policy / Guidelines towards Attainment of
Lifelong Learning

Library policy or guidelines play a very vital role in facilitating the operations of the library in terms of resources to be acquired as well as services to be offered, along with collaboration issues. Figure 4.4 shows that 73(56%) of respondents reported the non-existence of either general library policy or specific guidelines for achieving lifelong learning. Again, 41(31.6%) responded that they were not sure whether the policy and guidelines existed or not, while only 16(12.4%) of the respondents, reported the existence of library policy. Figure 4.4 provides the results.
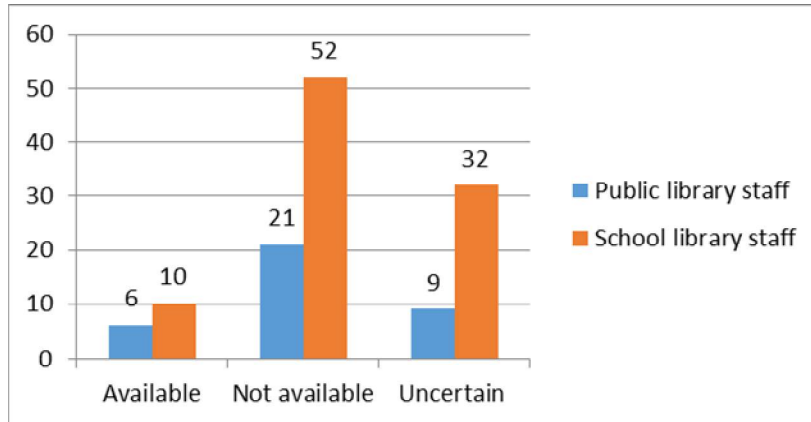
Figure 4.4: Existence of Library Policy and Guidelines (n=130)

Source: Field Data, 2022

Results in Figure 4.4 indicate that over half 73(56%) of the respondents reported the in-existence of either general library policy or specific guidelines for the promotion of lifelong learning, leaving only 16 (12.4%) who confirmed the existence of library policy. However, it was reported from the interview that the creation of a general library policy was in the pipeline and probably it was in its final stages.

One key question that needs to be asked here is why contradictory responses were reported regarding the existence of the public document in the same organization. It is obvious that if the document was in place, all the staff could be in a position to know its availability and be well informed. In its absence, one might conclude that there was neither library policy nor lifelong learning guidelines in place. Through interviews with PLS, it emerged that the policy which was reported by 16(12.4%) of the library staff was neither internally made nor lifelong learning guidelines as was expected by the researcher. Actually, the document referred to by the respondents was the general

Zanzibar education policy and not the library policy or guidelines. The results of this study are in line with those of Massawe (2019) who reported that the lack of a clear stand-alone policy for lifelong learning and adult education is a clear manifestation of low Government priority to such an important document. Apparently, the results of this study confirm that of Suleiman, Yat and Iddrisu (2017) who reported the existence of a Zanzibar education policy that expressed some commitment toward library development. However, the researcher remains convinced by Juma's (2022) argument that practically, there was little evidence of such a document among Education and Library Authorities.

Besides that, it was noted the non-existence of library policy and improper and unstructured coordination between the Ministry of Education and the Library Services Board. The following FGDs extract illustrates more;

> *"the coordination of library services structure is unclear since no library officer is working at the ministry level except the director of library services board who's again is responsible for overseeing the two public libraries rather than school library services" (FGD-PL2, 2022).*

Another key informant had the view that;

> *"The ambiguity in the coordination of school library services at the ministry level, with no dedicated library officer except the director of ZLSB overseeing public libraries, points to a need for clarity in the coordination structure. I am suggesting a more defined framework that includes specialized roles for effective coordination of school library services" (FGD-EO1, 2022).*

The thinkable explanation for this situation is that school libraries' services development is hanging with neither proper administration, particularly at the Ministry level, nor policy guidelines for promoting lifelong learning.

In addition, despite the existence of global lifelong learning as well as public and school library guidelines, which can easily be adopted by libraries in the country, the present study noted that the documents were not considered important by the library authorities as a result, the majority of the library staff were not even aware of their existence.

Based on the presented discussion, it can be concluded that the absence of such important documents is likely to lead to poor and disorganized provision of library services. In such a scenario, it makes it hard for the country to promote lifelong learning and it makes it impossible for the country to attain SDG-4 as expected.

4.3.8 Computers and Internet Connectivity in Libraries

The importance of using ICT in libraries is crucial in this digital age in order to avoid the digital divide. Lifelong learners also need such skills in their day-to-day activities. It is expected that public libraries which serve all the people without any restriction have in place computers connected to the Internet. To achieve this, respondents were asked to state whether their libraries were connected to the internet and to find out the number of computers installed. Their responses are summarized in Table 4.8 and Figure 4.5 respectively.

Table 4.8: Number of Computers in School Libraries (n=130)

	Primary schools		Secondary schools		Public libraries			
	Frequency	%	Frequency	%	Frequency	%	Total	%
There is no computer	47	36.15%	14	10.76%	0	0	61	46.92%
Less than 5 computers	5	3.84%	7	5.38%	0	0	12	9.23%
Less than 10 computers	2	1.53%	4	3.07%	26	20%	32	24.61%
More than 10 computers	0	0%	15	11.53%	10	7.69%	25	19.23%
Total	54	41.53%	40	30.76%	36	27.69%	130	100%

Source: Field Data, 2022

Results in Table 4.8 indicate that 61(46.9%) reported there are no computers in school libraries. 32(24.6%) recorded having less than 10 computers, 25(19.2%) had more than 10 computers, while 12(9.2%) recorded to possess less than 5 computers.

Furthermore, results in Figure 4.5, show that 20(21.3%) of the schools were connected to the internet, while the rest, 74(78.7%) had no internet connectivity in their libraries.
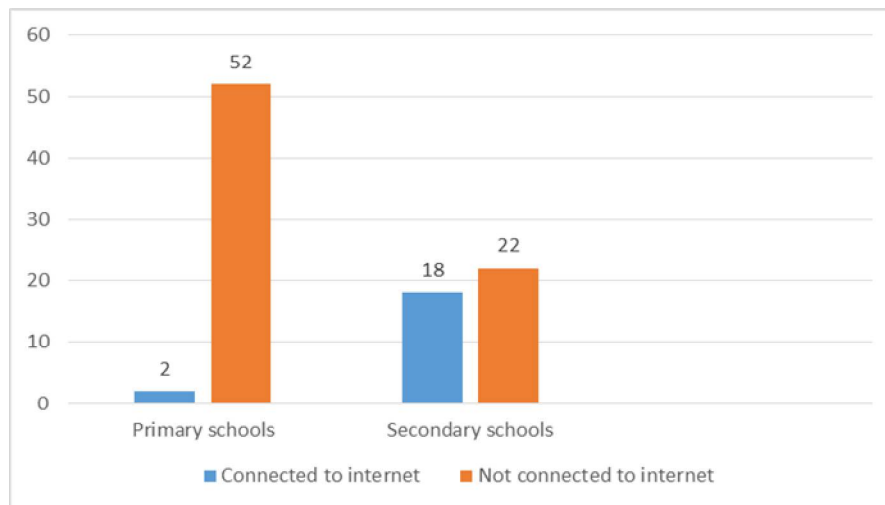
Figure 4.5: Internet Connectivity in School Libraries (n=130)

Source: Field Data, 2022

The results revealed that 61(64.8%) of the surveyed schools reported having no computers and 74(78.7%) had no internet connectivity in their libraries. The results confirm the earlier findings by Omar (2013) who alluded that despite the effort to improve ICT infrastructure in public schools in Zanzibar, the situation was not satisfactory. The same situation also exists in Public libraries which are reported to suffer from a shortage of computers. When enquired, one staff with the public library disclosed that;

> *"despite having a good number of computers, many of them were out of order and efforts are being made to acquire new computers (IntPLS-4, 2022)*

Unlike public schools, some private schools reported having in place computers installed in either libraries or special computer rooms. However, it was noted through focus group discussions that there was at least one computer in each public school, which was used for ordinary office work. As one of the public SLS had this to say;

> *"There is a computer which is placed in the head teachers' office used for typing and printing our library documents" (FGD-SLS8, 2022).*

In addition to that, one more SLS commented that;

> *A computer stationed in the head teacher's office plays a significant role in supporting our library functions by handling typing and printing tasks for various documents. However, there is no computer in the library. (FGD-SLS5, 2022).*

Concerning internet connectivity, the study revealed that only 3(10%) of private schools namely, International School of Zanzibar, Laureate International School and British School of Zanzibar were connected to the Internet. Results from the interview with

private SLS revealed that some private school students were given tablets to access teachers' notes. The school librarian said that;

> "*For example, students at the International School of Zanzibar are provided with tablets for accessing class notes, home assignments and independent learnin*g *(IntSLS-3, 2022).*

In addition to that, among private schools, two were reported to have websites as well as social media accounts. However, there is a likelihood that the lack of computers in other schools' libraries can be associated with inadequate funds.

Results from focus group discussions have revealed a successful story about computers and internet connectivity at 13 surveyed public secondary schools. These schools are known as secondary school science hubs and are located in every district among the 11 districts of Zanzibar. The schools are fitted with state-of-the-art computer rooms connected to the Internet, they are equipped with well-equipped libraries and science laboratories.

Acar (2015) reported a good relationship between reading literacy and ICT use in libraries. Therefore, Salim, Mahmood, and Ahmad (2018) suggested that the teaching of computer literacy, information literacy and lifelong learning skills should start from primary education. In addition, Sangrà and González-Sanmamed, (2010) opined the introduction of ICT use to children stimulates the joy of reading, both for learning and pleasure.

This result implies that there is a lesson to be learned from the above-mentioned two private schools and their success stories regarding the use of ICTs. The revelations of the study serve as a wake-up call to education and library authorities on the importance of making investments in ICTs in school libraries. There is a possibility that such investments could facilitate the promotion of lifelong learning through the use of ICT facilities. On the other side, it is important that library staff who act as educators and curators of information are provided with prerequisite skills in ICTs and other related electronic devices to serve better digital natives as well as digital emigrants.

4.3.9 Effectiveness of Library Programmes and Services in Promoting Lifelong Learning

Library staff have a crucial role to play in inculcating the passion of reading which is the foundation of lifelong learning, such passion, could be developed by introducing several library programmes that stimulate the reading interest of children, youth and adults. This section presents data on the effectiveness of programmes and services organized by the school library as a way of promoting lifelong learning habits. The 5-points Likert scale was used to rate items in this question, where number 1 stands for "very ineffective" and 5 for "very effective". Statistically, the mode was used to summarize the findings.
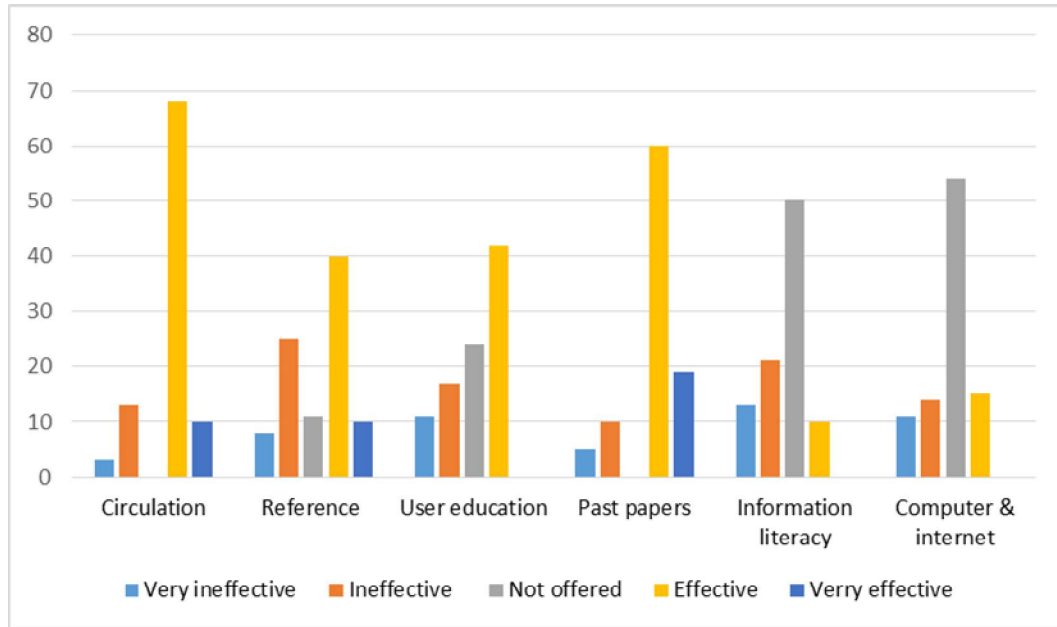
Figure 4.6: Effectiveness of Services and Programmes Offered by School Libraries

Source: Field Data, 2022

The most positive finding of this study was that the majority of respondents 68(52.3%) felt that circulation of library material was effectively offered. Of the 94, only 10 (10.6%) had the view that it was very effective, while a small number of respondents 13(13.8%) perceived it as ineffective.

The mode value for effective or very effective reference services was frequently noted by half 50(53.1%) of respondents, however, 25(26.5%) felt the services were ineffective, while 11(11.7%) rated the theme as not offered. Regarding the library user education programmeme, 42(44.6%) of respondents rated them as effective, while

surprisingly, 24(25.5%) individuals responded negatively that the programmes were not offered, this was followed by 28(29.7%) who felt that the programmes were ineffective.

Furthermore, libraries were reported to provide effective past paper services by a majority 60(63.8%) of respondents. This was followed by 19(20.2%) who rated it as very effective. While of the 94, only 15(16%) individuals rated it as ineffective or very ineffective.

A remarkable revelation as shown in Figure 4.6, shows that information literacy programmes were not offered as reported by more than half 50(53.1%) of respondents, followed by 34(36.1%) respondents who rated it as ineffective or very ineffective, while 10(10.6) rated it as effectively offered.

Similar findings were also recorded on the availability of computers and internet services 54(57.4%) of the respondents confirmed that the services were not offered, 21(22.3%) reported the services provided were ineffective, while 13(13.8%) rated services offered very ineffective.

In addition, a comparable question was asked to PLS to determine the effectiveness of their services in promoting lifelong learning for all. Their responses are summarized in Figure 4.7.

Results in Figure 4.7 paint a positive picture where the circulation of library materials was rated high 28(77.7%), while 8(22.2%) respondents felt that circulation services

were ineffective. Regards to reference services, 21(58.3%) rated them as effective or very effective, however, 15(41.6%) of respondents rated them as ineffective.

Ineffective user education programmes were reported by 19(52.7%), while 10(27.7%) were of the view that the programmes were effectively offered. while 20(55.5%) rated newspaper service as effective, and 16(44.4%) rated it as very effective. Unexpectedly, the results emerged that related to information literacy programmes, whereby 17(47.2%) revealed the inexistence of such a programmeme, while 19(52.7%) reported the programmeme was ineffective or very ineffective.

With respect to computer and internet services, 18(50%) of respondents commented on ineffective internet services 12(33.3%) reported effective internet services and 36(16.6%) felt that computer and internet services were very ineffective.

Figure 4.7 shows responses that the children's programmeme was rated as effective by 22 (61.1%), while 8(22.2%) rated it as ineffective, and 6(16.6%) said the children's programmeme was very effective.

The results show there is no significant difference between adult literacy and entrepreneurship classes 20(55.5%) indicated that the services were effectively offered, 10(27.7%) ineffective services, while 6(16.6%) said that the services were very ineffective.

Regarding ICT and computer training, this question was directed to 36 PLS. Out of 36, 15(41.6%) said the training was not offered, 10(27.7%) reported ineffective training organization and 6(16.6) of respondents felt the training was effectively offered.

Strong evidence of ineffective or very ineffective library television and radio programmes was reported by more than half 23(63.8%) respondents, while 5(13.8%) individuals revealed the inexistence of library Television and Radio programmes.
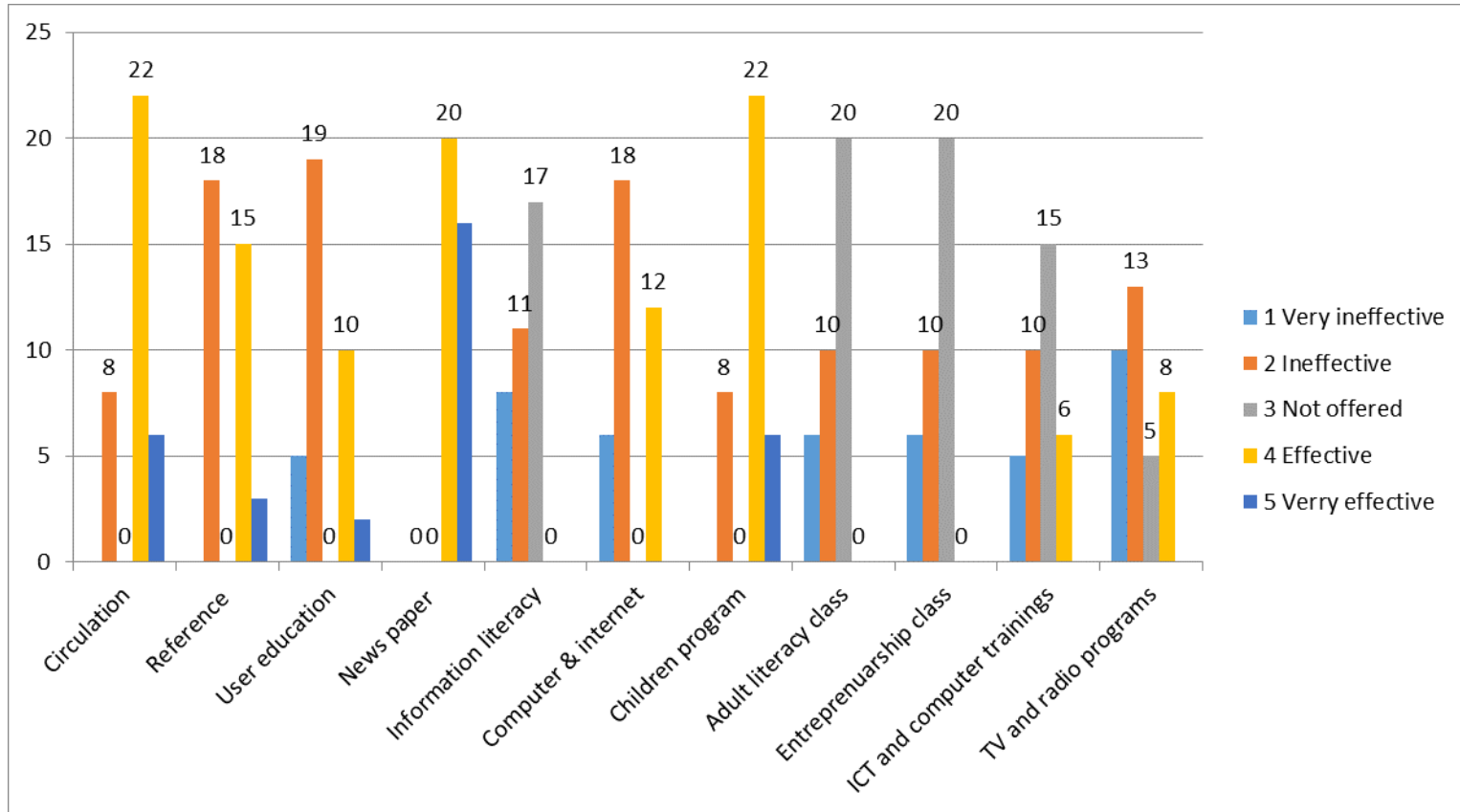
Figure 4.7: Effectiveness of services and programmemes offered by public libraries

Source: Field Data, 2022

Results of the study demonstrated that the surveyed school libraries were reported to provide effective basic library services such as book circulation and reference services. On one hand public libraries, are reported to provide effective circulation services, reference services, newspaper services and children's programmes leaving other programmes not effectively offered or not offered at all.

Such programmes that are key in attaining lifelong learning include information literacy, adult literacy, computer and internet services, ICT and computer training, television and radio programmes as well as entrepreneurship classes. These findings are rather disappointing, and a possible explanation for this result might be that the promotion of lifelong learning at the public library level was not given the deserved priority.

The results are supported by the interview responses with PLS who confirmed that they did not conduct regular programmes for promoting lifelong learning. An extract from interviews demonstrates the key informant's views.

> "*organization of library programmes needs collective efforts, funds and time, while we have very limited time for organizing library programmes with several works to handle"(IntPLS-2, 2022).*

Another PLS had this to say;

> *The significant requirements of funds, and time for organizing library programmes present a notable challenge in our current situation. With multiple responsibilities to manage, making it challenging to allocate the necessary attention and energy to develop and execute effective lifelong learning programmes." (IntPLS-3, 2022).*

It can be argued that based on a small number of library staff and funds it becomes difficult to conduct regular programmes related to lifelong learning promotion in the libraries which is detrimental to attaining SDG-4.

Responses emanated from the interviews with SLS informed very tight class timetables as a reason for failing to organize lifelong learning programmes. One library staff confirmed that;

> *"There are no special library periods allocated in the school timetable to allow students to visit the library or to provide library staff a chance to organize library programmes that facilitate lifelong learning" (IntSLS-5, 2022).*

Another SLS had this to say;

> *"Regrettably, the absence of dedicated library periods in the school timetable, coupled with my limited time and capacity, poses a significant obstacle in providing students with the opportunity to visit the library. These limitations make it challenging for me to organize programmes that could contribute to the promotion of lifelong learning. (IntSLS-2, 2022).*

The findings of this study support the earlier findings of Omar (2013) who reported the lack of a flexible library timetable and limited opening hours was an obstacle for students to participate in library programmes which are expected to lay a solid foundation for the development of lifelong learning.

Besides, the results revealed the majority of the library staff were para-professionals and as a result lacked convincing power to influence school and library administration on the introduction and implementation of lifelong learning programmes in their

respective libraries. Consequently, this situation is militating to the introduction and implementation of lifelong learning promotion programmes in both schools and public libraries.

Based on the findings, several possible conclusions can be drawn from this objective. Firstly, there is an indication of the general improvement in library services provision in terms of staffing. The findings revealed that private school libraries are in a better position to promote lifelong learning compared to public schools probably because the Ministry of Education regulations require owners of private schools to establish a library and hire a trained librarian as a criterion for school registration, something which is not emphasized in public schools.

Thirdly, it can be argued that all schools in Zanzibar share common library challenges, and hence, their capacity to promote lifelong learning was unsatisfactory. As a way forward, joint efforts between public and school libraries are strongly encouraged to rectify the un-desired existing situation which is limiting the attainment of SDG-4.

4.4 Collaborative Programmes between Public and School Libraries to Attain Lifelong Learning for All

Collaboration refers to the act or practice of jointly working together to achieve a common goal (Brown, 2015). In the library context, the reason for collaboration might be on finance, resource sharing, programmememing and staffing. A successful

collaboration between public and school libraries can positively affect students' achievement and promote lifelong learning. It can also enhance understanding of the needs of each other, reduce duplication of effort, enhance staff expertise and resource sharing.

4.4.1 Public Library Support to School Libraries

Public libraries play an important role in supporting the development of school libraries in the country because of their expertise and knowledge of operating libraries. As without their support, school libraries can do very little to promote lifelong learning. Respondents were required to rate the level of support provided by public libraries to school libraries. The results are summarized in Table 4.9

Table 4.9: Public Library Support to School Libraries (n=130)

Responses	School Library		Public library			
	Frequency	Percent	Frequency	Percent	Total	Frequency
Very weak support	24	25.6%	6	16.6%	30	23%
Weak support	35	37.4%	18	50%	53	40.7%
No support at all	15	16%	0	0%	15	11.6%
Strong support	20	21%	12	33.4%	32	24.7%
Very strong support	0		0		0	0
Total	94	100%	36	100%	130	100%

Source: Field Data, 2022

Table 4.9 shows that 53(40.7%) were of the view that, public libraries provided weak support to school libraries, while 30(23%) felt that very weak support was provided and 15(11.6%) reported a lack of public libraries support to school libraries. On the

other hand, 32(24.7%) agreed that public libraries provide strong support to school libraries. The study established that among the 32 surveyed schools that reported receiving strong support were government schools that were under the World Bank library development projects. Remarkable results from Table 4.9 show that neither the PLS nor SLS were in agreement that public libraries provided very strong support to school libraries. When asked through interviews, one key informant commented that;

> *"Usually the library distributes some textbooks and story books to some public schools, colleges and university libraries which are in need. Also, the library conducts training for teachers who were identified to have an interest in assisting children to read" (IntLA2, 2022).*

Based on the provided responses, the study revealed public libraries in Zanzibar focused on providing support to public schools rather than private schools. Such a scenario is very discouraging, especially for the development of school libraries in Zanzibar. The results of this study tallied with that of MacCallum, Mkubwa, Maslin, & Shone, (2022) who assert that public and private schools in Zanzibar play a similar role in educating children because a good number of children are equally enrolled in both private and public primary schools and all of them are expected to serve the same nation. Therefore, if private schools are not supported, the expected outcomes of the primary school curriculum aimed at preparing a positive attitude toward lifelong learning are likely not to be achieved. These results suggest that it is high time now for ZLSB to pay special and equal attention to private school libraries as well

Further results revealed that the form of support provided by public libraries was unsatisfactory. In most cases, the form of support involved the provision of a very small number of storybooks per year which do not conform to the number of users. As it has a slight impact on improving school library collection which is key in promoting reading habits among young children. In fact, ZLSB, based on its mandates bestowed to them, the kind of support was expected to include sharing of physical and human resources, organizing special meetings, organizing interactive library activities and programmes to stimulate students' use of library books and inculcate the reading culture which is key in promoting lifelong reading habits among young children up to their adulthood.

A conclusion can be drawn under this subsection that minimum support was provided by ZLSB to some school libraries except for private school libraries. This situation is not healthy for enhancing public and school libraries' collaboration. Thus, if schools and public libraries are seriously needed to achieve lifelong learning targets for all, strong collaboration must be adopted without isolating the private schools.

4.4.2 Public-school Libraries Collaborative Programmes and Activities

The study sought to know the existing public school libraries' collaborative programmes and activities. Based on the provided list, respondents were requested to rate their responses on the level of collaboration and an option to mention more programmes. The 5-points Likert scale was used to rate items in this question, where 1

stands for "very low" and 5 for "very high". Statistically, mode value was used to summarize the results as shown in Figure 4.8.

The results in Figure 4.8 reveal strong evidence of low or very low library resource sharing which was reported by 89(68.4) respondents. Out of 130 library staff, 31(23.8%) reported a high rate of resource sharing between libraries, while 6(4.6%) of respondents scored a very high rate.

There was no significant difference between resource sharing and school library visits by PLS, as shown in Figure 4.8. The common numbers rated by respondents were 1 and 2 (low or very low) which is equal to 90(69.2%) respondents, while, 32(24.6%) felt that school library visits by PLS were high, while only 5(3.8%) rated it as very high.

Further analysis regarding public library visits by students and SLS showed that 92(70.7%) felt it was low or very low, while only 34(26%) rated it as high or very high. Furthermore, results in Figure12 indicated no reduction in the number of respondents who rated low or very low technical support from PLS, the number recorded 100(77%) respondents, and this was followed by 18(13.8%) who felt high or very high technical support was provided by the public library. Besides, 12(9.2%) remained uncommitted.

Concerning cooperative and innovative school library programmes, it was established that 105(80.7%) of respondents rated one and two which is (low or very low), followed

by 14(10.7%) who rated it as high, while y 11(8.4%) respondents remained neutral on the existing school library programmes.

Generally, the findings revealed that there is low or very low cooperation on in-service workshops and seminars for library staff and teachers as it stands at 109(83.8%), 13(10%) rated them as high, and 8(6.1%) provided neutral responses.

The results in Figure 4.8 indicated the availability of library development projects. Where 104(80%) reported to be low or very low 20(15.3%) availability of a high number of library development projects, while 4(3%) remained neutral.

In relation to national library events, mixed feelings were provided and rated at 42(32.3%) followed by 2 (low), and 40(30.7%) reported a high level of collaboration between public and school libraries in the national library events. 35(27%) rated the events as very low, while only 8(6.1%) rated national library events as very high.

What are more surprising emerging results as shown in Figure 4.8, the mode value for low or very low school and public library meetings was reported by the majority of respondents 105(80.7%). While a small number 10(7.7%) felt that the meetings were conducted, while 15(11.5%) provided neutral responses.

Similarly, results in Figure 4.8 show there is no reduction in the number of respondents who rated low or very low provision of adult literacy training and information literacy programmes. This was rated by 105(80.7%) respondents. 14(10.7%) reported the

training was highly provided, while a minority 11(8.4%) provided a neutral response.

Figure 4.8 summarizes the data.
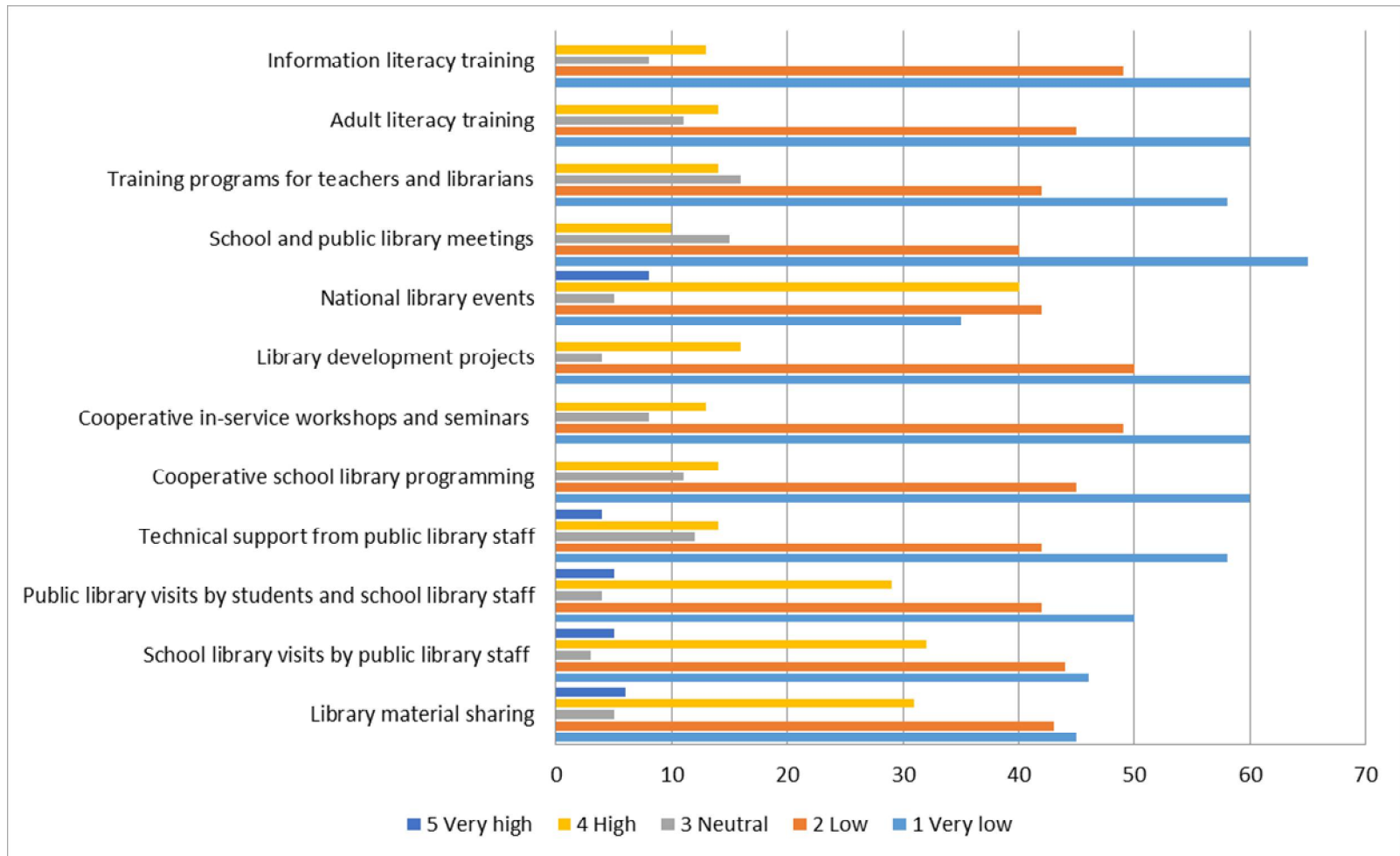
Figure 4.8: The Public-school Libraries Collaboration Programmes and Activities

Source: Research Data, 2022

It is interesting to note that almost all of the listed areas of collaboration between public and school libraries were reported to be low or very low, except for the regular visits of PLS to school libraries, students' visits to public libraries, library material sharing and national library events. This is a clear indication that there is minimal collaboration implementation between libraries toward the achievement of lifelong learning targets. These results tallied well with those of Murvosh (2013) who reported the ineffective cooperation between public and school libraries in many communities even though they both serve the same customers.

Another significant result that emerged from the FGDs, was the consensus of library administrators and PLS that there were other library collaborative programmes for promoting lifelong learning, such programmes are; the book box library programmeme, reading enjoyment forum, Inspire Readers and library children programmeme. The following extract from FGD exemplifies the participants' comments;

> *"The ZLSB in collaboration with BAI established library programmes such as books in the box library, reading enjoyment forum and inspire readers' programmes aimed at supporting primary schools which did not have any kind of a library" (FGD-LA1&2, 2022)*

Findings from FGD show that the programmeme involved twenty schools where 10 were involved in inspiring readers and 6 schools in the reading enjoyment programmeme. The purpose of the programmes was to establish libraries with storybooks in English and Kiswahili to encourage young students' library use and reading outside the classroom for pleasure and promote students' lifelong love of reading. To ensure the efficiency of the programmeme, elementary training for teacher-

librarians on how to guide the children in developing lifelong reading skills was provided.

In its evaluation report, Book Aid International (BAI) (2014) observed that a large number of children per class was a major challenge facing the project. The report further asserts that the class size was about 70, and books may have to be shared by 10 children. This means, the number of books donated by the public library, was not sufficient. When the follow-up question on the number of books received per year was asked through FGD, there was a consensus of public school head teachers and library staff who confirmed that they received only two or three medium boxes which have about 30 to 40 story books for children. Statistically and logically, this number of books is far from enough compared to the large number of students in primary schools (Hemed, 2019).

The findings of the BAI report are in agreement with that of Juma (2022) who reported the challenge of high enrollment in primary schools and the size of classes, does not tally with the number of books provided through the project was not sufficient, hence, the project outcome to support lifelong learning though appreciated but was very limited. Therefore, instead of depending on donors' funds only, the Government through the Ministry of Education should put efforts into sustaining school library collections.

An evaluation report by BAI (2019) regarding the book box project showed that schools that participated in a school library in a box have benefited in various ways. Several schools reported high numbers of books borrowed, and regular reading periods were

established. As a result, students' reading levels were reported to have improved. The results confirm the relationship between the availability of reading material and the promotion of lifelong reading habits among children as was reported by Kigobe, et al., (2019).

Another equally important programmeme reported in focus group discussion is the Children's Corner in the public library which includes three main programmes. The first programmeme involved school library visits (outreach) to different school libraries and providing them with technical library support and donating books to some schools. The second programmeme involves students' visits to public libraries (FGD, 2022). Under such arrangements, several primary schools are invited to visit the public library or the school may write a request letter to visit the public library. Data from interviews with a public library administrator show that an average of 50 to 60 schools might visit the library each year. This programmeme aimed to provide library user education to create awareness among students and teachers about the available public library resources and services.

The third programmeme is for children living near the public library which is known as the Friday Children programmeme. Data from FGD shows that many children with their parents participated in the Friday programmeme and some library professionals or para-professionals volunteered for the programmeme. Different children's activities ranging from reading, writing and arithmetic were designed in this programmeme to make sure that children are motivated to read books and use the library frequently. The results of

the current study established that these programmes play a vital role in the implementation of SDG-4 targets. This may be explained by the fact that it helps to ensure children and young adults achieve literacy and numeracy skills. Additionally, it ensures equal access to information services that support all children to complete primary education and be ready for secondary education. These results match those reported by Balapanidou (2015) who asserted that public library programmes are helpful because they are designed to offer free and equal access to information resources for all ages, they also support people in updating their skills and obtaining new knowledge opportunities beyond formal learning.

Lastly, there was the Global Partnership Education Project (GPE) under the Ministry of Education. On the part of the library department, the project involved four main activities including; a school library survey, training for teacher-librarians, a reading tents programmeme, enhancement of public library collection and establishment of the mobile library. Data from interviews with PLS shows that some project activities were conducted effectively while other programmes faced several challenges. One key informant had this to say;

> "*the teacher-librarian training workshops were successfully conducted in each of the ten districts of Zanzibar. However, the training was conducted in two days only which was not sufficient to instruct a person who is not a professional in the field*" *(IntPLS-6, 2022).*

Another public library staff commented that;

> *"Despite the effective rollout of teacher-librarian training across the ten districts of Zanzibar, the considerable shortcoming lies in the duration of the training-merely two days. This compressed timeframe is insufficient, especially for individuals without a professional background in the field, hindering the value of the training in adequately preparing them for their roles" (IntPLS-3, 2022).*

Such kind of workshops are doubtful to guarantee competency in handling library operations successfully. In this case, therefore, there is an urgent need to re-assess how basic library training is conducted for teacher-librarians in terms of content, its effectiveness and its impact on school libraries.

The results of this study are comparable to those of Omar (2013) who ascertained that the training organized by the ZLSB was in the form of stand-alone with little or no follow-up and no mechanisms to ensure the knowledge and skills learned are properly and effectively transferred to the school environment.

The ZLSB conducted a survey in 2018 to establish challenges facing school libraries in Zanzibar in terms of resources and staffing. To get a holistic picture, all public schools were involved. As a result of this survey, forty (40) school librarians were employed by the Ministry of Education and distributed to respective secondary schools (Budget speech of MoEVT (2018/19). The Ministry planned to employ an extra eighty (80) SLS in the forthcoming year. The action taken by the government of Zanzibar is a very positive move and its appreciation of the role of libraries in promoting reading culture and creating an informed society and lifelong learning. Nevertheless, during the writing of this report, no more SLS have been recruited.

Reading tents is another innovative idea implemented in the project. This is a cost-effective idea for sharing books in remote areas to arouse reading habits (Krolak, 2005). Data shows that children reading tents were organized into all districts of Zanzibar whereby each tent was placed for 2 days in each District. A combination of reading competitions, storytelling, drama, spelling bee, singing, drawing and other games were organized to make the tent interesting and attractive to children and adults.

Reading tents were held at one school though, involving students from neighboring schools. Interview data with Education Officers and Library Administrators shows that the organization of reading tent activities helped to enhance collaboration between them. One Education Officer puts that;

> *"These reading tents contribute to inspire reading culture among students and enhance cooperation between the public library, head teachers, Teacher centers coordinators, District education officers, the school community, and the local community in general" (IntEO-3, 2022).*

An interesting result coming out from this study is that these programmes involved a very small number of schools. This means that if the total number of schools available in Unguja Island alone is compared with the number of schools involved in the projects, one question that needs to be asked, however, is about the impact of these programmes on the entire community of Zanzibar. On the other hand, all programmes focused on the provision of library education to teacher-librarians who were already reported to be very busy with their teaching workload and sometimes had no interest in managing and running school libraries.

A remarkable result of the study is the fact that all these programmes were supervised by a few PLS who were sometimes busy with their public library daily responsibilities. The fact that there was no special school library support unit in public libraries, led this study to raise many questions on the effectiveness of the project management capacity of these staff.

Moreover, the study found that some schools were involved in National library events and celebrations such as International Literacy Day and World Book Day. An implication of this finding means that these few examples of public and school libraries' relationship demonstrate a very low-level pattern of serious collaboration which may be regarded as an important instrument to the attainment of lifelong learning for all.

Previous studies by (Komba & Mwandanji, 2015; Ida, 2016; Malekani, & Mubofu, 2019; and Chipana, 2019) demonstrated the existence of several campaigns organized and supported by both private and government sectors to support the attainment of Goal-4 targets in the country. However, according to Malekani and Mubofu (2019) and Hemed (2019) majority of these campaigns focused on other aspects of education such as the construction of classrooms and toilets, increasing the number of students enrolled in primary schools, clean water supply and provision of more school furniture but no serious campaign was directed to enhance libraries services. An implication of this is the possibility that the key education actors in the country did not give libraries the value they deserve in the promotion of lifelong learning as expected by the United Nations.

The results of the present study reveal that there is a direct collaboration between public libraries and some school libraries. However, no or very low cooperation between public libraries and private schools was also noted. Furthermore, the study revealed that the collaboration aspect has so far been given low priority to other public primary schools that were not part of the projects. It can be generally concluded that school libraries have not yet been given the attention they deserve in promoting lifelong learning for all.

4.4.3 Effectiveness of the Collaborative Programmes between Public and School Libraries in Achieving Lifelong Learning

Initiating and maintaining a successful collaboration programmeme requires strategies and commitment. This subsection presents results on the effectiveness of collaboration programmes between public and school libraries. Through the questionnaire, respondents were asked to rate the effectiveness of the existing programmes and then provide their reasons for their responses. Table 4.10 summarizes the data.

Table 4.10: Effectiveness of the Existing Collaborative Programmes between Public and School Libraries (n=130)

Response	Public Library Staff		School Library Staff			
	Frequency	Percent	Frequency	Percent	Total	Percent
Ineffective	12	33.3%	31	33%	43	33%
Somewhat effective	15	41.7%	35	37.2%	50	38.5%
Neither effective nor ineffective	2	5.5%	8	8.5%	10	7.8%
Effective	7	19.5%	20	21.3%	27	20.7%
Very effective	0	0	0	0	0	0
Total	36	100%	94	100%	130	100%

Source: Research Data, 2022

Results in Table 4.10 indicate that 50(38.5%) felt the programmes were somewhat effectively offered to promote lifelong learning. 43(33%) reported ineffective organization of the programmes, while only 27(20.7%) indicated the programmes were successful, and 10(7.8%) commented that the programmes were neither effective nor ineffective.

These results must be interpreted with caution because the almost adjacent percentage of respondents (33% to 38%) provided an inconsistent response to a similar question. The follow-up question further was asked to all respondents to provide reasons behind their answers.

Those who responded positively, especially PLS tried to measure the effectiveness of the programmes by looking at their impact on the programmes. Respondents from public libraries asserted that the programmes helped to create a positive attitude towards reading among young students and as a result, it increased the number of students who borrowed the story books.

The provided reason carries weight because it augured well with the findings of Nonte et all. (2018) that borrowing books from the library is an important activity that is linked to the acquisition of a positive attitude toward reading and can have a big impact on children and adults in the future. A serious weakness of this argument, however, was noted by Clark and Rumbold (2006) who argued that borrowing books from the library should not be the only reason for measuring the programmeme's effectiveness. They

mentioned additional reasons such as the number of books read in a week and the time students spend reading at home and school.

Furthermore, the study of Nabhan and Naeem (2004) emphasized the following factors to be considered in evaluating the effectiveness of collaboration programmes; including the availability of technical, human and financial resources, policy and strategy as well as proper coordination and communication. They further insisted on the availability of adequate financial and technological resources as the most critical aspect of a successful collaboration.

However, SLS claimed the ineffectiveness of library programmes, and gave out the following reasons; very limited time was set for school library programmes and there were no special periods allocated for school library programmes. This reason is supported by the evidence from Omar (2013) who claimed the lack of library periods in the school timetable is one of the major obstacles to students' access to library services and resources.

The lack of specialized library staff to design and organize reading programmes in schools was also mentioned as a reason. As a result, the programmeme administration relied much upon the support of PLS who were sometimes busy with other responsibilities. A similar reason has been reported by researchers such as (Bernard & Dulle, 2014; Chipana, 2017 and Tindamanyire, 2020), however, the current study also established the same that the task of organizing and running school library programmes

was left to one teacher-librarian who was at the same time required to accomplish his or her teaching workload.

Through FGD, an agreement of public librarians confirmed the lack of serious evidence-based evaluation to assess the library project programmes circle. Despite the emphasis of IFLA (2006) school library guidelines that evaluation is a very important aspect and helps to provide evidence of success and identify the areas for improvement, a common view amongst public librarians was that the library programmes assessment and evaluation was not done. It was confirmed by a librarian that;

> *"Assessment and evaluation strategies were not prepared, however, simple and concise programmeme reports which indicated some statistical data were written to meet the donor's project requirements (FGD-PLS, 2022).*

Based on the results provided it can be concluded that the justifications provided by respondents who claimed the ineffectiveness of the programmes overweight the reasons provided by those who claimed the successfulness of the programmes. This implies that despite the existence of collaborative programmes, their implementation did not guarantee the effective promotion of a positive attitude towards reading, reading for pleasure and independent learning which later on, is expected to impact the lifelong learning habit of students.

It is apparent that although the majority of teachers-librarians and PLS claimed to conduct effective programmes, this could be in lip services only, but in reality, the programmeme's implementation was to some extent effective but to a large extent was

faced with several challenges including a lack of cooperation between teachers and school library staff. As one Officer from Pemba Public Library expressed that

> *"Teachers are not cooperative in implementing library programmes. They are mainly focusing on completing their syllabus rather than promoting lifelong learning through access to library services and resources. (IntPLS-8, 2022).*

Similarly, another librarian commented that;

> *"Unfortunately, the prevailing issue lies in the lack of enthusiasm from teachers regarding library programmes. Their emphasis on syllabus completion outweighs the commitment to fostering lifelong learning through library services. This resistance hampers our efforts to create an environment that encourages continuous learning beyond the confines of the curriculum. (IntPLS-5, 2022).*

These statements imply challenges and obstacles in the context of implementing and promoting lifelong learning programmes within a school or educational setting. Addressing these challenges would likely require strategic planning and collaborative efforts to enhance the overall impact of library services in the educational environment.

4.5 The Level of Implementing Lifelong Learning Targets Through Libraries Collective Initiatives

The third objective intended to measure the level of achievement of lifelong targets through collective efforts between public and school libraries. Respondents were asked

to rate the level of achievement by selecting the provided 5 scales, where 1 stood for "not achieved" and 5 for "highly achieved". Findings are summarized in Table 4.11

Table 4.11: Level of Achievements of lifelong learning targets through Collaborative efforts

	1 Not achieved	Percent	Somewhat achieved	Percent	Neutral	Percent	Achieved	Percent	5 Highly achieved	Percent
Provides special library services that ensure children and young adults achieve literacy and numeracy	33	25.38	60	46.15	9	6.92	28	21.53	0	0
Provides library and information services that support all girls and boys to complete free primary and secondary education	35	26.92	55	42.30	10	7.69	30	23.07	0	0
Provides relevant skills to children and youth including information literacy skills, problem solving, critical thinking, creativity and communication skills that will help them to be good citizens	44	33.84	47	36.15	18	13.85	21	16.15	0	0
Contributes to ensure that all girls and boys have access to quality children library services so that they are ready for upper primary and secondary education	36	27.69	49	37.69	15	11.53	30	23.07	0	0
Eliminates gender inequality and ensure equal access to information services and lifelong learning for the vulnerable children including children with disabilities	30	23.07	40	30.76	20	15.38	40	30.76	0	0

Participates to ensure all library users acquire the knowledge and information skills needed to promote morals, human rights, gender equality and promotion of a culture of peace and non-violence	48	36.92	39	30	20	15.38	23	17.69	0	0
Provides adequate physical and electronic resources plus safe and inclusive environments that promote reading habit and lifelong learning for all	40	30.76	50	38.46	12	9.23	28	21.53	0	0
Provides in-service training to teachers to enhance their information skills capacity and developing their career	52	40	47	36.15	12	9.23	19	14.61	0	0

Source: Research Data, 2022

Table 4.11 indicates that the mode value of respondents who felt that libraries somewhat succeeded in providing services that ensure children and adults attain literacy and numeracy was 60(46%), and 33(25%) said that the targets were achieved. 26(20%) said that the target was not achieved, while 39(7%) respondents remained neutral.

The results show there was no reduction in the number of respondents 44(33.8%) who felt that for somewhat the libraries provided information services that support all girls and boys to complete free primary and secondary education, 30(23%) agreed that the target was achieved. 35(26%) of respondents said that the target was not achieved, while 10(7.6%) provided a neutral response.

Divergent results were recorded on the target of the provision of relevant library skills to children and youth including information literacy skills, problem-solving, critical thinking, creativity and communication skills that may help children and youth to be good citizens, 47(36.1%) rated it as somewhat achieved while 44(33.8%) felt that the target was not achieved. 21(16%) of respondents agreed that the target was achieved, while 18(13.8%) of were neither agreed nor disagreed.

Further analysis shows that 49(37.6%) said that somewhat libraries contributed to ensuring that all girls and boys have access to library services so that they are ready for upper primary and secondary education, and 36(27.6%) commented that the target was not achieved. Moreover, 30(23%) agreed that the target was achieved, while only 15(11.5%) neither agreed nor disagreed.

Furthermore, results in Table 4.11 indicated an increased number of respondents 40(30.7%) felt that the library maintained gender equality and equal access to information and library services, and 40(30.7%) said for somewhat this target was somewhat achieved. 30(23%) had the view that the target was not achieved while 20(15.3%) provided a neutral response.

It was established from data that 48(37%) felt that library participation to ensure all library users acquired the knowledge and information skills needed to promote morals, human rights and promotion of a culture of peace and non-violence was not achieved which is part of the goal number four 39(30%) of said the target was somewhat achieved, while 23(17.7%) agreed that it was achieved and 20(15.3%) were neither agreed nor disagreed. These results indicate that to some extent the collaboration has some achievements though there is much to be done towards 2030 for Zanzibar to be in a better position to achieve the goal.

Unanticipated result findings were also observed regarding the provision of adequate physical and electronic resources along with safe and inclusive environments that promote reading habits and lifelong learning for all, whereby the bulk of respondents 50(38.4%) felt that the target was somewhat achieved, while 40(30.7%) said the target was not achieved. 28(21.5%) had the view that the target was achieved, this was followed by 12(9.2%) who provided a neutral response.

Finally, the data provide evidence that number 1 was the most frequent number scored by the majority of respondents 52(40%) felt libraries failed to provide in-service

training to teachers to enhance their information skills capacity and develop their careers. 47(36.1%) individuals said somewhat this target was achieved, said the target was achieved 19(14.6%), and 12(9.2%) provided a neutral response.

The results indicated that divergent responses were recorded, 40(31%) to 58(44%) felt that the collaborative programmes somewhat facilitated the implementation of lifelong targets. Similar results indicated that a good number of respondents ranged from 30(23%) to 52(40%) rated very low achievements to some of the targets.

The result also indicated a small number of respondents ranging from 19(4.6%) to 40(30%) felt that some targets were implemented successfully. For example, the libraries reported to contribute in ensuring that all girls and boys have access to children's library services so that they are ready for further education 40(30%) of respondents, also reported eliminating gender inequality and ensuring equal access to information services for the vulnerable children including children with disabilities by 30(23%), similarly, reported to provide library and information services that support all girls and boys to complete free primary and secondary education by 30(23%) and reported to provides library services that ensure children and adults achieve literacy and numeracy by 30(23%) of respondents.

A follow-up question was asked to public library administrators to find out the kind of efforts that have been taken by libraries to implement the lifelong learning targets. The reported efforts were the provision of special children programmes; lending of textbooks for secondary school students; reference services for researchers; journals and

newspaper services to adults; outreach programmes including reading tents, collaboration programmes under school library projects; provision of free access to internet services; and provision of scholarship information for higher learning students.

Findings from the interviews with head teachers and school librarians showed that in the schools where the collaborative programmes were organized, some young students were very much interested in storybooks, and some of them tended to borrow books and read them at home. One Headteacher from a primary school expressed that;

> *"Students are very much interested in library programmes to the extent that they often come to my office to insist on more days for library programmes in a week" (IntHT-15, 2022).*

In addition to this comment, a school library staff commented that;

> *"It's truly inspiring to see students so excited about library programmes. Their passion motivates me to find more new ways to enhance the library services, ensuring it remains a room for learning" (IntSLS-4, 2022).*

Furthermore, another Headteacher emphasized that;

> *"The students' eagerness for more library programmes is a testament to the positive impact these programmes have on their academic progress. I'm committed to collaborating with them and librarians to create an environment that meets their interests" (IntHT-18, 2022).*

These findings are consistent with that of Voluntary Service Overseas (VSO's) report on the Book Box Library Project in Zanzibar which reported a remarkable improvement in young students' reading abilities with a massive 39% increase in English reading test scores and a 13% increase in Kiswahili reading test scores. However, the current results indicated that the libraries focused much on the provision of services to either children

or youth who were in formal education, but no evidence of the provision of special services to help out-of-school youth and adult learners was visibly noted.

It is worth noting that the results of the study appreciate the remarkable work done by the DAAL. This was also reported in FGDs, where education offices commented that

> *"several adult learning programmes were organized throughout the year in all districts of Zanzibar. A good number of adults were registered and as a result, the number of illiterates was reduced. Apart from that, alternative learning classes were also organized to support out-of-school children. All of these significant initiatives were in some ways designed to support the implementation of lifelong learning targets in Zanzibar. (FGD-EOs, 2022)*

Despite these efforts, the efficiency of the programmes was questionable. In their accounts regarding this agenda, some of the FGD participants were of the view that;

> *"The programmes were faced with several challenges including; a poor environment for adult classes; an inadequate number of qualified teachers, a shortage of resources and a lack of programmeme strategies and evaluation" (FDG-EOs, 2022).*

These results are in agreement with those of Saadat (2008) who reported a lack of permanent buildings for adult education, a shortage of experts, irrelevant curricula, a shortage of materials, the inefficiency of adult programmes, and limited research in the area of adult learning and lifelong learning in Zanzibar. Another factor reported in the FGDs includes limited cooperation between public libraries and the DAAL, whereby the only reported area of cooperation was book donation from ZLSB.

The study also established that a substantial number of respondents provided negative responses and were of the view that libraries have failed to achieve some targets. According to the results presented, 52(40%) felt that libraries failed to provide in-service training to workers to enhance their information skills capacity and develop their careers, while 50(38%) said that libraries were neither providing adequate physical and electronic resources nor safe and inclusive environments that promote reading habit and lifelong learning for all. Likewise, 48(36%) commented that the libraries did not participate in ensuring all users acquire the knowledge and information skills needed to promote morals, human rights and promotion of a culture of peace, and 44(33%) had the view that the libraries failed to provide relevant skills to children and youth including information literacy skills, problem-solving, critical thinking, creativity and communication skills that helps them to be good citizens.

The findings are comparable to those of IFLA (2019) that, African countries lag in the implementation of SDG4. Similarly, Begashaw (2019) expressed his view that the continent is unlikely to meet SDGs especially when it comes to social development. The Brookings Institution report (2020) provides some good tidings to some African countries which indicates they are moderately on track to meet some targets and are expected to make big progress toward the SDGs by 2030. This hope is grounded on the willingness and consideration of African countries to mainstream the SDGs targets into their national development plans.

A possible explanation for these unsatisfactory results may be the lack of specific strategies and guidelines for the implementation of these targets. Contrary to expectations, this finding provides strong evidence that little has been done by libraries to implement lifelong learning targets in Zanzibar. These findings, therefore, suggest that there is a need for the Government to develop targeted interventions aimed at creating a nationwide campaign of promoting lifelong learning for all through library services provision.

4.6   Challenges Facing Public and School Libraries in Promoting Lifelong Learning

The fourth objective was intended to seek out challenges facing public and school libraries in promoting lifelong learning. Respondents were asked to indicate the challenges by choosing the appropriate provided 5 scale options, where 1 stands for "not a challenge" and 5 for "the most serious challenge".

Results obtained in Table 4.12 indicated that 75(57.7%) felt the limited communication between the public and school libraries was a challenge limiting the promotion of lifelong learning, 25(19.2%) said the more serious, 20(15.3%) felt most serious challenge, while 10 (7.7%) said it was a less serious challenge.

The results in Table 4.12 show that 98(75.3%) indicated the lack of school and public library collaboration guidelines as the most serious challenge in promoting lifelong learning. 20(15.3%) opined a more serious challenge while the value score of a somewhat serious challenge was rated by 12 (9.2%) respondents.

For the challenges of an inadequate number of staff in both public and school libraries, 67(51.5%) rated it as somewhat serious and 22(17%) said that this is a more serious challenge in promoting lifelong learning. Furthermore, 17(13%) respondents felt it was the most serious challenge, 14(10.7%) rated it as less serious, while the value score of not a challenge was rated by only 10(7.7%) of respondents.

Further analysis about the challenges of an inadequate number of school library professionals 75(58%) of respondents felt it was somewhat a serious challenge, 20(15.3%) said the challenge was less serious, 15(11.5%) respondents felt it was not a challenge, while a similar value score was recorded for numbers 4 and 5, which is 10(7.7%) respondents.

Based on the results obtained from the field it can be deduced that the lack of commitment to support school library development is a more serious challenge as reported by 84(64.6%), respondents (27.7%) who said that this was a somewhat serious challenge towards the promotion of lifelong learning, while 10(7.7%) rated it as the most serious challenge.

In relation to the low capacity of school libraries in serving the school community was somewhat serious as it was rated by 76(58.5%) respondents. 54(41.5%) felt it was either more serious or the most serious challenge toward the promotion of lifelong learning.

Remarkable results were recorded about the low capacity of public libraries to support school libraries, whereby 90(69.2%) confirmed that this was among either the more

serious or the most serious challenge in promoting lifelong learning, while 40(30.8%) opined it was somewhat a serious challenge.

It is apparent from this data that the small number of public libraries available in the Islands was among either the more serious or the most serious challenge as it was scored by a greater portion of respondents 100(76.9%), this was followed by 30(23%) of respondents who felt that it was somewhat a serious challenge.

Results as shown in Table 4.12 show that 95(73%) of respondents reported inadequate budget allocation for both school and public as the most serious challenge. 25(19.2%) felt serious challenges against the promotion of lifelong learning, while 10(7.7%) rated it as somewhat of a serious challenge.

Furthermore, results in Table 4.12 show that 65(50%) rated limited awareness of the role of the library in the community as among the most serious challenges 45(34.6%) respondents rated it as the most serious challenge, while 20(15.3%) felt the limited awareness of the library as somewhat a serious challenge.

Finally, the results provide clear evidence that 72(55.3%) of respondents reported irregular transfer of teacher librarians as somewhat a serious challenge, 35(27%) felt the challenge was more serious, while 23(17.7%) had the view that irregular transfer of teacher librarians was a less serious challenge in promoting lifelong learning.

Table 4.12 presents the summary statistics of participants' responses to the challenges of public and school libraries in the promotion of lifelong learning for all.

Table 4.12: Challenges of Public and School Libraries in Promoting Lifelong Learning

Challenges	1 Not a challenge	Percent	2 Less serious	Percent	3 Somewhat serious	Percent	4 More serious	Percent	5 Most serious	Percent
Limited communication between school and public library	0	0	10	7.69	75	57.69	25	19.23	20	15.38
Lack of school and public library collaboration guideline	0	0	0	0	12	9.23	20	15.38	98	75.38
Inadequate number of staff in both public and school libraries	10	7.69	14	10.76	67	51.53	22	16.92	17	13.07
Inadequate number of school library professionals	15	11.53	20	15.38	75	57.69	10	7.692	10	7.69
Lack of commitments to support school library development among school administrations	0	0	0	0	36	27.69	84	64.62	10	7.69
Low school library capacity in serving school community	0	0	0	0	76	58.46	42	32.31	12	9.23
Low capacity of public libraries to support school libraries	0	0	0	0	40	30.76	70	53.85	20	15.38
Small number of public libraries available	0	0	0	0	30	23.07	85	65.38	15	11.53
Inadequate budget allocation for both school and public libraries	0	0	0	0	10	7.69	25	19.23	95	73.07
Limited awareness of the role of library among the community	0	0	0	0	20	15.38	65	50	45	34.61
Random transfer of teacher-librarians	0	0	23	17.69	72	55.38	35	26.92	0	0

Source: Research Data, 2022

For the library to operate effectively it needs to have in place a working budget. However, the study established that the budget allocation for libraries was neither sufficient nor allocated at all. Other associated challenges are lack of school and public library collaboration guidelines which pose challenges identified by a majority of 95(73%) respondents. Also, a lack of commitment to support library development and an inadequate number of public libraries were noted as challenges.

Regarding library collaboration, IFLA (2005) recommended that to have effective collaboration between public and school libraries there is a need to have in place an active written cooperation agreement. Such collaboration should identify common areas and specifications of cooperation. This kind of cooperation should venture into information resource sharing, staff training and school library programmes. However, in the current study, both the public and SLS complained about the inexistence of collaboration strategies including library policy and guidelines. Collaboration is important because no library can have all the materials needed by its users. This is more important in supporting lifelong, especially in libraries with limited resources.

Regarding the programmeme evaluation, the results of the questionnaires and the FGDs converged, and there was a consensus of participants on this matter, as one key informant confirmed that;

> *"there were neither collaboration strategies nor monitoring and evaluation plans designed to assess and analyze the programmeme's progress and challenges" (FGD-PLS2, 2022).*

Concurring with this, one participant elaborated that;

> *"The absence of collaboration strategies and a lack of monitoring and evaluation plans represent critical deficiencies in our programmeme implementation. Without structured frameworks for collaboration, we face difficulties in fostering effective partnerships, and the absence of monitoring and evaluation mechanisms leaves us without insights into the programmeme's progress or identification of potential challenges, hindering our ability to make informed adjustments. (FGD-LA2, 2022).*

This implies that some of the issues emerging from this finding were related directly to programmeme administration. Hence, this finding may lead us to anticipate that there was a managerial skills gap among librarians, particularly in planning and evaluation. The result of the present study is consistent with other previous research (Carr, 2014, Brenda et al., 2014; Smith, Shea, & Wu, 2014) which noted that lack of collaboration strategies especially cooperation agreement between public and school libraries together with other stakeholders led to ineffective implementation of collaboration initiatives.

Concerning inadequate budget allocation, the study established that school libraries failed to know their annual budgets while a few of them reported receiving less than a million TZS as their annual budget. The common opinion raised amongst school library staff who participated in FGDs was that;

> *"the majority of public schools receive little or no grants for their libraries and this problem has a direct negative impact on school library operation (FGDs-SLS, 2022).*

On the other side, data from the FGDs with PLS shows that; "*even the public library budget was not sufficient to support school libraries (FGD-PLS, 2022).*

Through FGD with public library administrators concerning the annual financial plan of the public libraries, a consensus confirms that;

> "*the budget allocated to the public libraries for its normal business operation was not enough and sometimes the library does receive less than what is allocated for it" (FGD-LAs, 2022).*

It is surprising that, during the interview, when asked about the library budget, the majority (68%) of public library staff were also not aware of the amount of money allocated for their libraries yearly. This confirms that there is neither a participatory approach in preparing the budget nor feedback to staff on what was allocated.

As a result of the inadequate budget, several issues were identified such as inadequate library resources, a limited number of staff and limited library programmeme activities to implement lifelong learning targets. In an attempt to solve such problems, it was recommended that public libraries involve volunteers to undertake some library programmes such as children's programmes which are key in nurturing the culture of reading. However, according to the Employment Regulations of Zanzibar (2014), it is an offense.to engage volunteers in any public office. As a result, public libraries in Zanzibar which are expected to support school libraries had a very limited capacity for doing so. Needless to say, little has been done to support school libraries in achieving lifelong learning targets.

The study also revealed that there were only two main public libraries, one located in the Urban West Region and another one in Chake Chake Pemba as well as district libraries located in Wete Pemba and Dunga in Zanzibar. Sufficing to say that these two

public libraries are far from meeting the needs of the whole community of Zanzibar which is comprised of a population of more than 1.8 million people according to the 2022 census. One wonders how the nation could attain lifelong learning targets with such few libraries. Besides that, the two public libraries are located in town areas leaving the majority of rural areas without reliable library services.

The findings are in line with that of Krolak (2004) who reported that many libraries isolate themselves from serving the general public to only a small, mainly urban-based, relatively educated people. The same findings are also echoed in the Zanzibar Education Policy (2006) which also noted the inexistence of public libraries in rural areas. As a result, the expected contribution of public libraries towards achieving lifelong learning is likely to be very limited to the general community of Zanzibar.

Results from an interview with a library administrator revealed that despite having some school library development projects, several schools are not worth calling libraries as they lack essential requirements as outlined in the UNESCO/IFLA 2015. The omission of school libraries in many primary and some secondary schools in Tanzania has also been reported by Ida (2016) and Tindamanyire (2020) who recommended that school libraries should be managed by professional staff with the same level of education as classroom teachers.

Moreover, there are positive reports and some significant improvements achieved by school libraries, the current study established a lack of standard school libraries in terms of space, collection and facilities. As it was noted in the interview that "some school

libraries were attached to stores". This is a clear indication that libraries are not given the deserved priorities and it is treated as peripheral in the school library setup rather than a key player in supporting teaching, learning, curriculum development and lifelong learning which is key in the development of the nation.

These results are supported by the study findings of Malekani and Mubofu (2019) who reported that a good number of schools in Tanzania do not have proper library buildings that are designed for libraries, instead, one hall or classroom within the school premises might be converted into a library. The same study observed that most primary and secondary schools have been operating without libraries instead the office of the head teacher or staff room was used to store a few textbooks for teachers' reference.

The results paint a gloomy picture of attaining lifelong learning because of the lack of a conducive environment for reading and the inaccessibility of reading materials that are housed in the office of the head-watcher or staff room. Reading materials can only attain value if they are accessible for use. Such a disappointing situation may probably be aggravated due to the lack of serious school library inspection. Data from the interview with SLS revealed that School libraries were not considered during the general school inspection. One SLS commented that;

> *"Libraries are not seriously considered during the school inspection to the extent that inspection and evaluation were conducted by library staff him/herself or were completely not done by anyone" (IntSLS-6, 2022).*

The results of this study mirror those of UNESCO & MoVET (2014) that School-based inspections by the public school head teachers are not done as directed by the Ministry of Education. As one SLS lamented that

> *"Librarians are not treated as part of the school and the library receives less attention from the administration to the extent that even the request letters for the requisition of library resources sometimes receive no response from the school management" (IntSLS-3, 2022).*

Judging on the school administration's commitment, the results of the current study revealed the challenges encountered by teacher-librarians who were transferred from one school to another without taking into consideration their elementary training in operating libraries as reported in the FGD with public library administrators.

> *"one of the reasons for the deterioration of school library services is the irregular transfer of teacher librarians who have already received basic library training. Teacher librarians were regarded by school administrators as lazy and tried to skip their necessary duties simply because of devoting their time to school library programmes. This was the justification for their transfer from one school to another. Consequently, when the teacher leaves the school, the library remains with no one to care about it and ultimately collapses" (FDG-LA2, 2022).*

Despite all those challenges the positive and remarkable effort worth mentioning is the government's commitment towards library development in Zanzibar. In 2018, the Zanzibar Ministry of Education employed 40 school librarians and distributed them to 40 secondary schools located in urban areas. This is a step forward towards appreciating the role of libraries and librarians in fostering a literate society and at the same time supporting lifelong learning which is key to the development of any nation. However, it beats one mind why the services are not extended to rural areas where the majority of

Zanzibari resides. With such trends if allowed to continue, there is a possibility of developing an information divide between rural and urban which is not healthy, especially in the attainment of SDG-4 on lifelong learning. Such a situation probably is due to a lack of well-articulated policy to guide the development of libraries in Zanzibar.

Therefore, for libraries to operate efficiently and effectively in the provision of services to the community, it is high time now to come out with a policy or regulations, which among other things will act as a road map for establishing the types of relevant resources needed by the community in the spirit of promoting lifelong learning. In fact, the absence of library policy/regulations can be viewed as a detrimental factor to the development of both school and public libraries in the country which is key in supporting lifelong learning. Malekani and Mubofu (2019) alluded that education authorities in the country have been lamenting the poor quality of education offered in the country. This dire situation has been aggravated by reasons such as a lack of conducive teaching and learning environment, unqualified teachers, remoteness of the schools and lack of toilets and clean water (Malekani & Mubofu 2019). Yet, nothing has been mentioned regarding the absence of school libraries and qualified librarians being one of the contributing factors to poor quality of education.

The results of the study suggest that there is a lack of common understanding on the part of policymakers on the role played by libraries and librarians in society and in promoting lifelong learning. Arguably, some scholars are of the view that there is a

cohort of PLS who are not clear on the responsibilities and roles of SLS. As a result, they were not clear on how to cooperate. Through interviews, with SLS, one teacher librarian said:

> *"Professionally, I am not a librarian, I know very little about library management and to be honest, I know nothing about public library functions and programmes therefore, I think I am not doing justice to the profession and the society at large " (IntSLS-6, 2022).*

Based on the provided responses, it goes without saying that there is no clear line of responsibilities between the two partners in terms of awareness of their responsibilities. The results of this study and those of Shea and Wu, (2014) who reported 44.4% of public librarians confirmed that they were not knowledgeable about school library issues and developments, and 76% of school librarians noted to have no interest in collaboration with public libraries.

Arguably, it is worth noting that the findings of this study are in agreement with those of Krolak (2004) who confirmed that lack of common understanding between libraries and other stakeholders involved in library development weakens the existing initiatives and sometimes creates unnecessary duplication of efforts. One of the questions that need answers is how these two partners can contribute to the attainment of lifelong learning while they do not recognize the role of each other. One possible suggestion that comes out from the interview with the professional association leader is that;

> *"To effectively contribute to the achievement of SDG-4, particularly in promoting lifelong learning for all, it is crucial for public and school libraries to institute regular formal meetings. These gatherings will serve*

as a vital forum for libraries to align their efforts, discuss common challenges hindering progress, and strategize on coordinated actions that will collectively advance the goals of quality education for everyone." (IntPL-1, 2022).

More suggestions were provided by an education officer who had this to say;

"for public and school libraries to establish formal regular meetings to iron out issues with a common interest that is destructive to the attainment of SDG-4 particularly lifelong learning" (IntEO-2, 2022).

These suggestions convey a need for collaborative efforts and formal communication channels among public and school libraries to address common challenges, share knowledge, and work together toward the shared goal of promoting lifelong learning and advancing the broader objectives of SDG-4.

4.7 Methods to Strengthen the Capacity and Contribution of Public and School Libraries in Achieving Lifelong Learning

Respondents were asked to provide their opinions regarding the improvement of collaboration between public and school libraries to attain lifelong learning targets. The researcher thinks that public and school librarians had some alternative ideas to improve their collaboration for the better. Thus, it was felt important for them to raise their voices and document their views to complement the researcher's recommendation.

The notable suggestions provided revolve around providing adequate funds to support both public and school libraries' development, the establishment of school library

development projects, for primary schools and the involvement of private schools too.

One private school head teacher was of the view that;

> *"equal opportunities in terms of information resource sharing shall be extended to improve private school libraries because both serve the same community for the same purpose of upbringing good and responsible citizens" (IntHT-9, 2022).*

Onother key informant had this to express;

> *"In pursuit of our shared objective to cultivate responsible citizens, it is crucial to extend equal opportunities for information resource sharing, particularly to enhance private school libraries. This commitment acknowledges that both private and public schools play integral roles in community development" (IntHT-17, 2022).*

Other opinions as expressed by individual respondents were as follows:

Librarians and school teachers are to be trained on how to organize library programmes that stimulate positive attitudes towards reading for pleasure, and establishment of outreach programmes. Moreover, public libraries design cooperative outreach programmes with school libraries which may involve designing, and distributing fliers, brochures, newsletters as well as online advertisements for library programmes and activities. Additionally, reading programmes, such as reading competitions, storytelling and read-aloud in open spaces can also be considered. Likewise, visiting schools and other community events can be practiced by public libraries. Finally, it was suggested that library services should be improved in terms of physical and human resources.

The above are the suggestions provided by individual respondents of this study to strengthen the capacity and contribution of public and school libraries in attaining lifelong learning opportunities for all. The current study is of the opinion that if all these suggestions need to be materialized, a strong commitment, willingness and collaboration are needed between the Education Authority, ZLSB, libraries and other stakeholders.

Chapter Summary

This chapter has presented, analyzed and discussed the findings obtained from the current research. The answers to the research questions have been addressed which showed that the respondents were aware of the existence of the problem. The next chapter provides a summary of the findings, draws conclusions and makes recommendations.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Overview

This chapter presents a summary of key research results, conclusions and recommendations of the study based on the objectives of the study. The chapter is organized in the following sections; summary of findings, conclusion, contribution of the study, the study recommendations and recommendation for further research.

5.2   Summary of Findings

This section presents a summary of findings based on the four specific objectives of the study. The first objective was to examine the capacity of public and school libraries in Zanzibar to promote lifelong learning for all.

The key findings demonstrated that to a certain extent, there was improvement in library staffing and resources. However, both public and school libraries in Zanzibar were still facing the challenge of the inadequate number of staff. The majority of the schools had small to medium collections with some outdated books. Many public schools had neither computers nor internet connectivity in their libraries, while public libraries also suffered from a shortage of computers. Libraries provided traditional services mainly reference and circulation of books, while there were limited library programmes conducted to promote lifelong learning for all. Finally, Libraries in Zanzibar were

operated without library policies, regulations and guidelines. These findings undermine the hope of promoting lifelong learning for all through library services.

The second objective was to find out the types of collaborative programmes that public and school libraries in Zanzibar are engaged in to attain the SDG-4 targets. Key findings confirmed the existence of support and some library projects and programmes initiatives by ZLSB, including books in the box libraries, reading enjoyment and inspiring readers to a very limited number of public school libraries, however, their contribution didn't correlate with the efforts needed to promote lifelong learning for all. More specifically, the collaboration matter between public libraries and private schools has so far been given low priority. There were neither programmeme plans nor assessment and evaluation strategies, but brief programmeme reports that indicated some statistical data were prepared for donors, yet, serious promotion of positive reading habits was not successfully realized.

The third objective was to assess the level of implementation of lifelong learning targets through library collective initiatives in Zanzibar. Key findings reveal that the collaborative programmes somewhat facilitated the implementation of lifelong targets. For example, in the schools where the collaborative programmes were organized, some young students were very much interested in borrowing and reading story books. Several adult learning programmes were organized by the DAAL and a good number of adults were registered. Also, alternative learning classes were organized to support out-of-school children. However, the programmes were faced with several critical challenges including limited cooperation between public libraries and the DAAL.

Moreover, the libraries failed to achieve some lifelong learning targets, for example, failure to provide in-service training to teachers to enhance their information skills capacity and develop their careers. Libraries were neither provided adequate physical and electronic resources nor inclusive environments that promote reading habits. Also, the libraries did not participate in ensuring all library users acquire the knowledge and information skills needed to promote lifelong learning, and finally, libraries failed to provide relevant skills to children and youth including information literacy skills, problem-solving, critical thinking, creativity and communication skills that may help them to be good citizens and lifelong learners.

The fourth and last objective was to explore challenges facing public and school libraries in supporting lifelong learning in Zanzibar. Key findings show the public and school libraries' collaboration programmes faced several challenges. The most significant was the lack of a collaboration plan and evaluation strategies designed to assess and analyze the programmeme's progress and challenges. Furthermore, inadequate and uneven distribution of public libraries in Zanzibar was noted, while the ZLSB's budget was not sufficient to support school libraries' development. Finally, irregular transfer of teacher librarians who had already received basic library training was another big challenge facing the collaboration efforts.

5.3 Conclusions

This study aimed to investigate the contribution of public and school libraries toward the attainment of SDG-4, particularly lifelong learning opportunities for all. The promotion of lifelong learning through libraries is a powerful vehicle for the creation of a nation of lifelong learners. To achieve this, the libraries must be handled by trained staff, organize attractive programmes and provide relevant and useful books and other resources to users. On this ground, collaborative efforts of public libraries to sustain school library services and contribute to the growth and development of lifelong reading habits in students and youth from an early stage are strongly recommended.

Therefore, the study concludes that the persistent issue of inadequate staffing, despite some improvements, demands attention. A shortage of qualified library personnel can limit the quality and range of services that libraries can offer to promote lifelong learning. Also, the problems related to collections and resources, including outdated books and limited access to computers and the internet, hinder the libraries' role in providing up-to-date and diverse information and learning materials.

Furthermore, the study concludes that the absence of innovative library programmes aimed at promoting lifelong learning highlights the missed opportunities for engaging and educating the community. And finally, the lack of established library policies, regulations, and guidelines presents a serious governance challenge. All of these undermine the libraries' capacity and hope of attaining SDG-4 by 2030.

Regarding the second objective, the current study concludes that while the Zanzibar Library Service Board had initiated certain projects, and collaborative programmes initiatives, the scope and impact of these efforts were limited. The absence of formal programmes and project plans and evaluation strategies further highlighted the inefficient project management skills among libraries. Furthermore, the study concludes that despite the existence of brief programmeme reports containing statistical data for donors, the promotion of positive reading habits had not been successfully realized through library programmes. Therefore, the study emphasizes the urgency of enhancing collaborative efforts, planning, and evaluation strategies within Zanzibar's library system.

To the third objective, the study concludes that the assessment of collective initiatives in Zanzibar aimed at implementing lifelong learning targets has provided valuable insights. While these initiatives have shown promise in certain areas, there are critical issues that must be addressed to ensure their success and effectiveness. For example, the increased interest in borrowing and reading storybooks among young students in schools with collaborative programmes is an encouraging sign, indicating that these initiatives can positively impact early learning and literacy. Likewise, the organization of adult learning programmes and support for out-of-school children by the DAAL is commendable.

Nonetheless, the challenges identified are substantial. The limited cooperation between public libraries and the DAAL is a significant impediment that hinders the full potential

of collaborative efforts. Thus, these entities must work closely together to create a more cohesive and effective approach to lifelong learning.

Furthermore, the failure to provide in-service training to teachers, insufficient resources, and the absence of inclusive environments within libraries are barriers that need immediate attention. Most importantly, the libraries' inability to provide the necessary knowledge and information skills for lifelong learning, as well as the development of crucial life skills for children and youth, is also a glaring gap.

Regarding the fourth objective, the study concludes that the absence of a well-defined collaboration plan and evaluation strategies is a crucial obstacle. Without a structured approach for assessing progress and challenges, it becomes difficult to measure the impact of collaborative programmes and make informed improvements.

The inadequate and uneven distribution of public libraries in Zanzibar is another pressing concern. Therefore, ensuring equitable access to library resources and services for all regions is essential for promoting lifelong learning for all. Likewise, insufficient budget allocation for the Zanzibar Library Service Board restricts the capacity to adequately develop and support school libraries.

Lastly, the study concludes that irregular transfer of teacher librarians who have received basic library training disrupts the continuity and expertise in school library management. Thus, maintaining a stable and well-trained librarian workforce is critical for providing consistent and quality library services to promote lifelong learning.

5.4   Contribution of the Current Study

5.4.1 Theoretical Contribution

In terms of the implication of the current study, the principles of andragogy theory can be reflected in the lifelong learning concept, which can be referred to as a process of voluntary learning that focuses on personal development and occurs outside formal schooling and training. This means that lifelong learning opportunities as part of SDG-4, recognize that human beings have a natural drive to explore, learn and develop and encourage them to improve their quality of life by paying attention to new ideas, knowledge, skills and goals that inspire them. The achievement of this natural drive depends much on the availability of resources and services that will assist people in satisfying their learning desires. Here is where this study shows the significant role played by libraries in providing information resources and services to ensure the creation of literate and well-informed societies.

This study contributes to existing knowledge that libraries are essential in supporting the principles of andragogy by providing a wealth of resources, spaces, programmes, and expertise that enable youth and adult learners to pursue self-directed, lifelong learning. Andragogy emphasizes self-directed learning, allowing learners to take responsibility for their own education. The study indicates that libraries can offer a conducive environment for self-directed study, where learners can choose their own learning materials, set their own pace, and explore topics of personal interest. Libraries

may serve as valuable partners in helping youth and adults acquire new knowledge, skills, and competencies throughout their lives.

Furthermore, modern libraries are expected to promote information literacy, which is a critical skill for adult learners. Librarians can teach adults how to locate, evaluate, and use information effectively, ensuring they have the skills necessary to become independent learners. Likewise, libraries are required to offer lifelong learning programmes and workshops tailored to the needs and interests of youth and adult learners. The programmes can cover a wide range of topics, from computer skills to personal finance, and are designed to facilitate continuous education and skill development.

5.4.2 Knowledge Contribution

This study is one of the fewest studies on public and school libraries in Zanzibar (Ali, 2004; Ngozani, 2009; Omar, 2014; Tindamanyire, 2020) which collected data from one hundred public and private schools. On this ground, this study in a unique way discussed the subject of library collaboration and uncovered the limited understanding of the capacity and performance of public and school libraries in implementing lifelong learning targets. What is interesting, the inclusion of private schools in the study makes this study unique in getting insight into the unknown status and capabilities of private school libraries against public schools.

Understanding how libraries contribute to SDG-4 helps to assess the impact of these institutions on improving access to quality education. In a similar way, the study helps to reveal innovative approaches and services implemented by libraries to support lifelong learning. This knowledge is crucial for policymakers, educators, and librarians to identify effective strategies for leveraging libraries in expanding educational and lifelong learning opportunities.

Additionally, it is worth noticing that the logic behind the establishment of public libraries as well as school libraries is to facilitate the accessibility of information to meet the social and economic needs of society. Thus, the findings of the current study are significant to researchers in the domain of education in general and librarianship in particular since they contribute to providing evidence that despite their significant role, libraries in Zanzibar are in a low position to promote lifelong learning, therefore, the aspect of libraries collaboration is critically needed to be given special attention.

5.4.3 Practical Contribution

Practically, the reviewed literature along with the findings of the current study confirm that there is a great demand for libraries' partnerships to support the achievement of libraries' goals in general and the promotion of lifelong learning in particular. Therefore, this study proposes a framework for implementing a collaboration between libraries in promoting lifelong learning.

The development of this framework is grounded on several previous works that focus on libraries collaboration such as (Russell & Flynn, 2000; Watson, 2000; Ammey, Eddy & Ozaky, 2007; Fullan, 2002; Kotter & Cohen, 2002) For example, Connor (1990) argued that public and school libraries have a great deal of common ground and purpose and should be strong supporters of each other's services. Similarly, Howard, Miles and Reinwald, (2018). emphasize that when public and school librarians and library workers engage in collaboration, community members reap the benefits. Nonetheless, initiating and maintaining a successful library collaboration is not a simple task, it requires willingness, strategies and commitment.

On this ground, Nabhan and Naeem (2014) suggested the following factors that should be considered in creating a successful collaboration project programmeme, including; coordination and communication, human resources, technical resources, financial resources, policy and strategy. Similarly, Ammey, Eddy and Ozaky (2007) proposed the following aspects of partnership; the reasons for joining, the internal and external organizational context and the process involved in sustaining collaboration. Struckmeyer (2022) suggested five steps to create a partnership between libraries including; reaching out, showing up, getting inspired, building a roadmap and showing gratitude.

These factors, steps and aspects of partnership provide us with a foundation of who, how, why and in which areas of collaboration should be implemented by the libraries. Therefore, referring to these scholars' points of view, the study proposes the following

practical framework to suit the public and school libraries' collaboration in attaining

lifelong learning. The proposed framework presents an interactive relationship between

key actors. It shows who is involved in the process and considers how key partners

might relate to and work with one another.
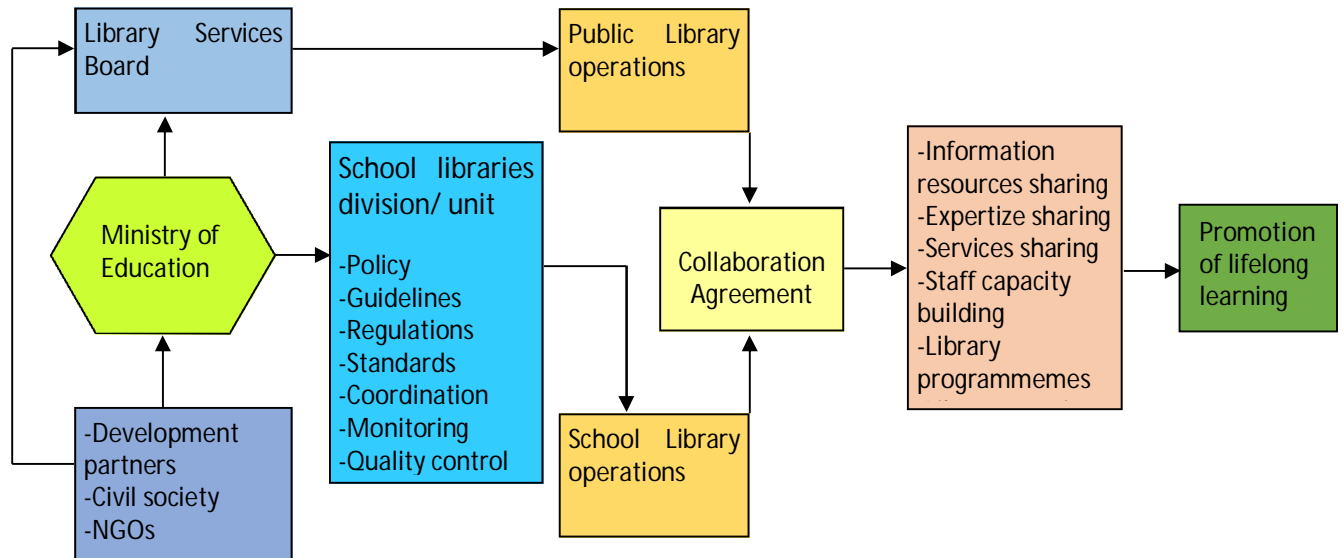
Figure 4.9: Public-School Libraries Collaboration Framework

Source: Researcher (2022)

The framework suggests that all library partners should work directly with the Ministry

of Education or indirectly with the Library Services Board to initiate or support library

development projects. On one hand, the Library Services Board has the legal mandate

and responsibility for overseeing the development of public libraries and on the other

hand, the framework proposes the establishment of a unit, division, or department to

coordinate school libraries development. Furthermore, the study proposes the creation

of an agreement that will guide the entire collaboration process and elaborate on the responsibilities of each actor, particularly library staff. Lastly, the framework suggests some significant cooperation areas which include but are not limited to staff training; resource sharing; expertise sharing, collective meetings, development projects and library programmememing which in turn may facilitate the attainment of lifelong learning targets.

As far as this study is concerned, the framework proposes suitable and practical ways of enhancing the collaboration efforts among libraries in attaining lifelong learning targets, these include the coordination of joint innovative programmes, workshops, and events among libraries and other stakeholders within the network. These events can be focused on various aspects of lifelong learning, such as literacy skills development, and cultural enrichment.

Secondly, encouraging the exchange of librarians and library staff to facilitate the sharing of expertise, skills and best practices to ensure better support for lifelong learning initiatives. That means staff from one library can provide training and workshops at other libraries within the network.

Thirdly, implementing efficient resource sharing and interlibrary loan systems to facilitate the borrowing and lending of materials among libraries in a region or a network. This will enable library users to access a broader range of resources. Alternatively, libraries can collaborate to create digital libraries and subscriptions of online resources that can be accessed by users from any collaborating library.

Lastly, collaboration on marketing and promotional campaigns to raise awareness of library services and resources that support lifelong learning. This can be done by developing joint marketing materials, such as brochures, websites, and social media campaigns, to reach a wider audience.

By implementing these collaboration initiatives, libraries along with other stakeholders can strengthen their capacity and contribute to promoting equitable and inclusive lifelong learning opportunities for all. It can be concluded that this collaboration framework provides a reasonable and practicable approach that can be used to develop targeted interventions aimed at enhancing library services in the country. A key priority should therefore be to establish a division or unit that will coordinate, regulate and supervise all school library matters and in collaboration with ZLSB develop an agreement that will facilitate library collaboration in attaining lifelong learning targets.

5.4.4 Policy Contribution

The Zanzibar Education Policy of 2006 and the United Republic of Tanzania Education (School Library Resource Centers) Regulation of 2002 establish that, provision and access to relevant information resources is a critical aspect of quality education. They emphasize that having well-stocked and functioning libraries, managed by professional librarians, provides opportunities to enhance teaching and learning and promote reading culture not only at school but in the community and at a national level.

Despite their importance and a call for the establishment of libraries or resource centers in all primary and secondary schools, the libraries' operation in the country is not satisfactory (Simba, 2018). A possible reason for this situation might be the lack of policies and guidelines that elaborate how and who has the responsibility of supervising, coordinating and regulating school library services in the country.

The Ministry of Education is the watchdog of the whole education system and has the legal mandate of formulating extra organs to ensure the efficient implementation of education policy. For example, a school inspectorate division was established to ensure adherence to the set policy, laws, regulations and standards of the education system by head teachers and owners of schools. Likewise, the Zanzibar Institute of Education on its part is responsible for curriculum development.

This is not the case with the library services. Act No. 7 of 1993 which establishes library services in Zanzibar, provides a mandate to the Library Board to do the following among its functions;

> *Promote, establish, equip, manage, maintain and develop libraries in the Island of Zanzibar in such a manner as to meet the library requirements of the whole population thereof; Establish minimum "standards" of library service, and prohibit the employment of any person as librarian of any registered library unless such person holds a degree, diploma or other award specified in such by-laws.* (ZLSB Act, 1993)

However, for many years and until the writing of this report there are no more regulations, guidelines or standards prepared to formalize the registration, coordination, inspection and administration process of library services. Therefore, it is expected that

the results of the current study will inform the ZLSB and policymakers at the Ministry level to institute policies, guidelines and regulations for proper management of not only public and school libraries but the entire library system in Zanzibar which among other things will lead to the establishment of a libraries collaboration agreement for facilitating the promotion of lifelong learning opportunities for all.

The implication of the public library challenges found in the present study should also inspire the library services board and policymakers to see the need to rectify the situation, this goes simultaneously with the establishment of a special unit at the ministry level for coordination of all school libraries development issues. This implies that the public and school library collaboration framework as presented in this study will help to show the way forward.

5.5   Recommendations

Generally, the current study uncovered important issues regarding public and school libraries' involvement in the promotion of lifelong learning in Tanzania and Zanzibar in particular. The study opens a door for more investigation into the effective and feasible library programmes that can be used to facilitate the promotion of lifelong learning in the country. Various problems have been discussed as barriers to the promotion of lifelong learning through public and school libraries in Zanzibar. If all the problems are not solved, little evidence is there to realize the lifelong learning targets in Zanzibar.

Likewise, primary and secondary school students are likely to complete their studies with no or very few elements of lifelong reading habits. This being the case, there is a

need for the problems to be addressed thoroughly. However, the researcher would first like to acknowledge the recommendation made by Suleiman, Yat and Idrissu (2017) that for the broad betterment of Zanzibar education, the whole education system seriously needs to be re-examined and reformed. Now, based on the findings of the current study, the suggestions below demonstrate how successful collaboration can be achieved and promotion of lifelong learning could be accelerated, particularly in light of the SDG-4 targets.

Policy and Governance

ZLSB should develop and implement effective library policies, regulations, and implementation guidelines to provide a structured framework for library operations. In this regard, libraries should be considered as an essential part of a long-term policy framework for the whole education sector. The policies should generally focus on enhancing library services and particularly the provision of lifelong learning opportunities for all people, including but not limited to people from rural areas, students with low socio-economic status, girls and women, learners with special needs, etc. Library quality assurance committee should be further introduced to oversee and evaluate the implementation of such policies and ensure compliance with national and international standards.

Strategic Planning

To ensure the proper management of library development projects, ZLSB should make sure that it develops comprehensive programmeme and project plans for every project, outlining clear objectives, timelines, and expected outcomes. This may involve setting key performance indicators (KPIs) and regularly reviewing progress against these indicators. Also, the Board should implement robust monitoring and evaluation mechanisms to regularly assess the effectiveness of library programmes and services.

Collaboration

Since the promotion of lifelong learning involves different actors, the partnership is essential to ensure the maximum implementation of lifelong learning targets. ZLSB should enhance public-private partnerships by establishing a clear and well-defined collaboration plan that outlines mission and objectives, roles and responsibilities, communication channels between various stakeholders, and areas for collaboration. The collaboration agreement should be signed by all stakeholders including NGOs and Civil Societies. Furthermore, MoEVT should establish and facilitate regular meetings, seminars and joint planning sessions between the ZLSB and other departments such as the DAAL and the Zanzibar Institute of Education to strengthen and develop a shared vision and common goals to maximize the impact of collaborative efforts in promoting lifelong learning for children, youth and adults.

Promotion and Marketing

A national wide lifelong learning campaign should be established by involving several stakeholders including but not limited to policymakers, library professionals and educationalists. ZLSB should advocate at the policy level for the recognition and prioritization of lifelong learning, emphasizing its role in community development and sustainable growth. ZLSB should develop a comprehensive promotion and marketing strategy to effectively communicate the benefits of lifelong learning programmes to the community, this can include using various media channels and organizing promotional events. The Board may also promote awareness about the library's role in lifelong learning through community events, workshops, and outreach programmes.

Distribution of Libraries

MoEVT should conduct a thorough assessment of the current distribution of public libraries in Zanzibar and develop a plan to ensure equitable access for all Regions or if possible for all Districts. Alternatively, the Ministry of Education may either convert the innovation hub libraries into District libraries or improve TC libraries to serve the surrounding communities at large. ZLSB may also consider mobile library services or partnerships with community centers to reach areas with limited access to physical library facilities.

Budget Allocation

ZLSB must showcase the positive impact of libraries on education, lifelong learning and community development to justify the need for additional funding. The Board must advocate for increased budget allocation to enhance its capacity to develop and support school library services. It may also explore public-private partnerships to supplement budget constraints, allowing for the development and maintenance of library infrastructure. Alternatively, it may seek partnerships with international organizations and NGOs that focus on education and library development to access additional resources and expertise.

Library Services

Special attention should be given to the provision of quality library services and resources with emphasis wherever possible on programmes for facilitating lifelong learning to children, youth and adults. While the core function of libraries is to provide free access to information resources, they need to think of alternative approaches that can easily facilitate the promotion of lifelong targets. For example, public libraries may establish entrepreneurship classes for youth and adults while school libraries can provide relevant skills to children and youth including information literacy skills, problem-solving, critical thinking, creativity, communication skills, etc.

Staffing and Training

Due attention must be paid to the recruitment of qualified librarians or well-trained teacher-librarians. MoEVT should conduct a comprehensive review of libraries' staffing needs and prioritize the recruitment of qualified librarians in all types of libraries, especially school libraries. Alternatively, the Ministry in collaboration with higher learning institutions and professional organizations should invest in continuous training programmes to upgrade the skills of existing staff and keep them updated on the latest library trends and technologies. Additionally, library staff need to be trained in organizing and managing reading promotion activities that will help to stimulate the culture of reading among students and other community members.

Collections and Resources

ZLSB should develop a strategic collection development plan for updating and diversifying the school and public library's collection and should consider the removal of outdated materials and the acquisition of relevant and current resources. The Board should also seek partnerships with local authors, publishers, educational institutions, and other stakeholders to enhance access to a wider range of materials, particularly local content. Furthermore, ZLSB needs to negotiate with library donor agencies about the provision of more relevant materials and pursue grants to purchase locally published materials and subscriptions to e-resources. This will help to enrich the library's collections and a result will help to meet the information needs of library users and facilitate the promotion of lifelong learning.

Technology Infrastructure

MoEVT through the Zanzibar ICT Infrastructure Agency (ZICTIA) should invest in upgrading the library's technology infrastructure, including computers and internet access, to meet the needs of the community for research, online learning, and information access. ZLSB should explore the use of technology to provide remote access to library resources and services, particularly in areas where physical libraries may be challenging to establish. The Ministry through ZLSB should also think of establishing a task force to brainstorm and implement innovative programmes that cater to diverse online learning needs and interests of youth and adults.

School Library Unit

Furthermore, to ensure school libraries' involvement in the implementation of lifelong learning targets, the current study recommends that a practicable intervention is needed that can strengthen the capacity of school libraries in terms of training, staffing and resources. It is recommended that a special school library unit/department should be established in the Ministry structure that will coordinate, regulate and supervise all school library matters. The unit should work collaboratively, with ZSLB to ensure smooth operation and contribute to the attainment of lifelong targets.

Community Engagement

ZLSB should actively engage with the community to collect their feedback, understand their needs and preferences, and involve them in the decision-making processes related

to library services. It should also engage the community in discussions about the importance of libraries in promoting lifelong learning and advocate for increased support at the local and national levels. Also, the Board may involve the community in the planning and execution of library programmes by understanding their needs and preferences. This will provide a roadmap for the proper implementation and evaluation of all lifelong learning project initiatives.

Finally, any investment that intends to the attainment of SDG-4 particularly the promotion of lifelong learning should consider libraries as crucial actors and important partners in this matter. It is important to involve libraries and other stakeholders so that they can fully participate in playing their roles. Public and school libraries partnership is also important in creating a strong connection between them which in turn helps to avoid duplication of efforts. In this way, any challenge the library may experience in promoting lifelong learning can be more easily noticeable and intervened. This can not only help smooth the implementation of lifelong targets but also has a lot of advantages in hastening the attainment of SDG4 before 2030.

5.6   Recommendations for Further Research

The current study was aimed at examining the contribution of public and school libraries in attaining SDG-4 in Zanzibar. As the current topic is an important agenda for future research, the following suggestions are made;

i.   Apart from Zanzibar, a longitudinal study is required to establish the role of libraries in the achievement of lifelong learning in the whole country (Tanzania)

ii.   There is abundant room for further progress in determining the contribution of school teachers and parents in fostering students' lifelong learning habit

iii.   Further studies need to be done to investigate the government's commitment to the implementation and achievement of SDG-4 targets through libraries

iv.   An in-depth investigation may also be done to determine the role of vocational training or alternative learning or adult education in attaining lifelong learning opportunities for all.

v.   Finally, it might be interesting to use different research methods to investigate the achievement of lifelong learning targets for adults through libraries and adult education classes.

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APPENDIXES

Appendix I: Questionnaire Guide to Library Staff

Letter of Introduction:

I am a PhD candidate of the Open University of Tanzania. I am conducting research as part of my doctorate studies to examine the contribution of public and school libraries in Zanzibar towards attainment of Sustainable Development Goal 4

This questionnaire is intending to seek your opinions, views, comments and suggestions on this topic. Filling this questionnaire may take about 25 minutes only. This study is entirely for academic purpose, however, the data may be used for future research purposes such conference presentation and journal publication. Therefore, you are guaranteed that the information you provide will be kept as confidential and your personal identification will be anonymised. Your voluntary participation is highly appreciated. Thank you!

1.0   Education background and awareness of SDGs
1.1 What is your level of education? (Tick as applicable)

S/No.	Qualification	LIS	Education
1	Certificate in		
2	Diploma in		
3	Degree in		
4	Master in		
5	PhD in		

1.2 How familiar are you with the United Nations Sustainable Development Goals?

S/No.	Response	Tick as applicable
1	Very familiar	
2	Familiar	
3	Somewhat familiar	
4	Not familiar	

1.3 What is your level of awareness about Sustaonable Development Goal 4?

S/No.	Response	Tick as applicable
1	Very familiar	
2	Familiar	
3	Somewhat familiar	

4	Not familiar	

1.4 What is your level of awareness about SDG4 targets?

S/No.	Response	Tick as applicable
1	Very familiar	
2	Familiar	
3	Somewhat familiar	
4	Not familiar	

1.5 Did you receive any training regarding adult and/or children library service provision to support lifelong learning? (Tick as applicable)

1. Yes ( )   2. No ( )

2.0   Library Capacity

2.1 Does your library have adequate number of qualified staff to support the attainment of lifelong learning?

S/No.	Response	Tick as applicable
1	Adequate	
2	Somewhat adequate	
3	Inadequate	
4	I'm not sure	

2.2 Does your library have adequate resources for providing quality services that support lifelong learning?

S/No.	Response	Tick as applicable
1	Adequate	
2	Somewhat adequate	
3	Inadequate	
4	I'm not sure	

2.3 What is your library's annual budget?

S/No.	Response	Tick as applicable
1	Less than 1,000,000 TZS	
2	More than 2,000,000 TZS	
3	More than 3,000,000 TZS	
4	I have no idea	

2.4 Is there any school library policy or guideline for promoting lifelong learning?

1. Yes ( )   2. No ( )   3. I'm not sure ( )

2.5 Is your school library connected to internet?
   1. Yes ( )   2. No ( )   3. I'm not sure ( )

2.6 How many computers are installed in your library?

S/No.	Response	Tick as applicable
1	There is no computer	
2	Less than 5	
3	Less than 10	
4	More than 10	

2.7 On a scale of 1 to 5, how would rate the effectiveness of the following services offered by your library to promote lifelong learning? Please tick appropriate one
1=very ineffective **2**=ineffective **3**=not offered **4**=effective **5**=very effective

S/No.	**Services**	**1**	**2**	**3**	**4**	**5**
1	Circulation					
2	Catalog					
3	Reference					
4	Library orientation					
5	User education					
6	Past papers					
7	Information literacy programme					
8	Story telling					
9	Computer and internet services					

2.8 How would you measure the support of management to your library?

S/No.	Response	Tick as applicable
1	Very strong	
2	Strong	
3	Fairly strong	
4	Weak	
5	Very weak	

2.9 What are the reasons for your answer of question 2.8 above?
……………………………………………………………………………………………
……………………………………………………………………………………………

2.10   Support of public library to school library

2.11   How would you rate the support of public library to school libraries in promoting lifelong learning?

S/No.	Response	Tick as applicable
1	Very weak	
2	Weak	
3	No support at all	
4	Strong	
5	Very strong	

2.12   What are the reasons for your answer of question 2.11 above?

………………………………………………………………………………………

………………………………………………………………………………………

2.13   On a scale of 1 to 5, how would you rate the level of collaboration on the following programmes between school and public library in promoting lifelong learning? Please tick appropriate one

1=Very low **2**=Low **3**=not applicable **4**=High **5**=Very high

S/No.	**Programmeme**	1	2	3	4	5
1	Library material sharing					
2	School library visits by public library staff					
3	Public library visits by students and school library staff					
4	Technical support from public library staff					
6	Cooperative school library programmememing					
7	Cooperative in-service workshops and seminars					
8	Library development projects					
9	National library events					
10	School and public library meetings					
11	Others…					

3.0 level of implementation of SDG4 targets

3.1 On a scale of 1 to 5, how do you measure the implementation of the following SDG 4 targets by libraries? Please tick appropriate one

1=un-satisfactory **2**=somewhat satisfactory **3**=I'm not sure **4**=Satisfactory **5**=Very satisfactory

Services	1	2	3	4	5

1	Provides special library services that ensure children and young adults achieve literacy and numeracy					
2	Provides library and information services that support all girls and boys to complete free primary and secondary education					
3	Provides relevant skills to children and youth including information literacy skills, problem solving, critical thinking, creativity and communication skills that will help them to be good citizens					
4	Contributes to ensure that all girls and boys have access to quality children library services so that they are ready for upper primary and secondary education					
5	Eliminates gender inequality and ensure equal access to information services and lifelong learning for the vulnerable children including children with disabilities					
6	Participates to ensure all library users acquire the knowledge and information skills needed to promote morals, human rights, gender equality and promotion of a culture of peace and non-violence					
7	Provides adequate physical and electronic resources plus safe and inclusive environments that promote reading habit and lifelong learning for all					
8	Provides in-service training to teachers to enhance their information skills capacity and developing their career					

4.0 Challenges encountered by libraries

4.1 On a scale of 1 to 5, how would you weight the challenges encountered by school library in promoting lifelong learning? Please tick appropriate one
1=Not a challenge 2=Less serious 3=Somehow serious 4=More serious 5=Most serious

S/No.	Challenges	1	2	3	4	5
1	In adequate number of experts specialized in lifelong learning					
2	In adequate library resources and facilities					
3	Lack of policy and guidelines					
4	Lack of cooperation and commitment among school administrators					
5	Lack of funds to support the school library development					

4.2 In a scale of 1 to 5, how would you weight the following challenges of your library in collaborating with other libraries? Please tick appropriate one

1=Not a challenge 2=Less serious 3=Somehow serious 4=More serious 5=Most serious

S/No.	Challenge	1	2	3	4	5
1	Little communication between school and public library					
2	Lack of school and public library collaboration guideline					
3	Inadequate number of staff in both public and school libraries					
4	Inadequate number of school library professionals					
5	Lack of commitments and willingness of supporting school library development among school administrations					
6	Low school library capacity in serving school community					
7	Low capacity of public libraries to support school libraries					
8	Small number of public libraries available					
9	Inadequate budget allocation for both school and public libraries					
10	There is no good relation between public and school libraries					

4.3 In your opinion, what should be done to strengthen the capacity and contribution of public and school libraries towards achievement of lifelong learning?

....
....

Thank you again for your time and cooperation
In case of anything, please contact;
Whatsapp: +255 772286363 | Email: abasamo@gmail.com

Appendix II: Interview Guide

Interview Guide to Library Administrators, Head teachers and Education Officers

Letter of Introduction:

I am a PhD candidate of the Open University of Tanzania. I am conducting research as part of my doctorate studies to examine the contribution of public and school libraries in Zanzibar towards attainment of Sustainable Development Goal 4

The following interview questions are intending to seek your opinions, views, comments and suggestions on this topic. The interview may take about 30 minutes and will be audio-recorded. This study is entirely for academic purpose, however, the data may be used for future research purposes such conference presentation and journal publication. Therefore, you are guaranteed that the information you provide will be kept as confidential and your personal identification will be anonymised. Your voluntary participation is highly appreciated. Thank you!

1. Are you aware about lifelong learning targets of SDGs? Can you mention any three of them?
2. Have you received any special training regarding adult and/or children library service provision to support lifelong learning? Was the training beneficial to you? If it was beneficial, would you state in which ways?
3. Does your library have adequate number of qualified staff to support the attainment of lifelong learning? How many staff are there?
4. Does your library have adequate physical and electronic resources for providing quality services that support lifelong learning? How many books are there? How many journals are there? How many computers are there? Is your library connected to the internet?
5. Does your library offer special services/programmes to promote lifelong learning? Can you mention them?
6. explain the library initiatives in promoting lifelong learning opportunities for all?

7. Explain the level of implementation of lifelong learning targets by public libraries

8. Does public library receive any support from the Ministry of Education and/or Donors to achieve the lifelong learning targets? Who are those donors? What kind of support do they provide?

9. Would you explain how does public library support the school library development in terms of services and programmes/projects to achieve lifelong targets?

10. Is there proper and adequate coordination between the Zanzibar Library Services Board and school libraries? Would you explain how does it take place?

11. Is there any implementation strategy plan and special annual budget allocated for promoting lifelong learning? If the budget is there, would you mention the amount allocated?

12. Are there any national school library policies or/and school or public library guidelines? If they do not exist, would you explain how you manage to coordinate, monitor and evaluate your services towards lifelong learning achievement?

13. Is there any collaboration agreement between public library and school libraries? In which areas/aspects does your library collaborate with school libraries?

14. Would you explain the effectiveness of the public library collaboration with school libraries in promoting lifelong learning?

15. What kind of challenges are you facing in your collaboration with school libraries?

16. Which challenges does the public library face in promoting lifelong learning?

17. In your opinion, what should be done to strengthen the capacity and contribution of public and school libraries towards achievement of lifelong learning?

Thank you again for your time and cooperation

In case you have any comment, suggestion or question, please contact me through
Whatsapp: +255 772286363 / Email: abasamo@gmail.com

Appendix III: Focus Group Discussion Guide

Opening Remarks:

Thanks for coming today. My name is Abbas Mohamed Omar; I am a PhD candidate of the Open University of Tanzania. I am conducting research as part of my doctorate studies. The goal of today's meeting is to discuss the contribution of public and school libraries in Zanzibar towards attainment of Sustainable Development Goal 4. Your voluntary participation is highly appreciated.

There are only a few basic rules to keep in mind while participating today:

a)   Everyone is expected to be an active participant.
b)   Remember, there are no "right" or "wrong" answers, so please be open.
c)   Speak freely but remember not to interrupt others while they are talking.
d)   Note taking is for reporting purposes only and will be used for analysis.
e)   All feedback today will remain anonymous and confidential, and in order to maintain confidentiality, I just ask that anything that is discussed during our session is not repeated outside of our session.

Introduction:

Before we start, I'd like to go around the room and have everyone introduce themselves and tell us what which institution are you from, your position and how long you've worked there.

All Participants

1.   Are you familiar with Sustainable Development Goals?

2.   What does the Goal 4 is all about?

3.   Are you aware about the lifelong learning targets of SDGs? Can you mention any three of them?

4.   Does your organization have adequate number of qualified staff to support the attainment of lifelong learning? How many staff are there?

5.   Does your library have adequate facilities and resources for providing quality services that support lifelong learning? How many information resources are there? How many computers are there? How many teaching and learning material are there?

6. Does your organization subscribe for electronic resources? If yes, how and where do you subscribe them? If no, would you explain why?

7. Does your organization offer special services/programmes to promote lifelong learning? Can you mention them? How frequently do those programmes organized? Who are involved in conducting/facilitating those programmes? Who are the active participants in those programmes?

8. Does your organization collaborate with other stakeholders in organizing those programmes? If yes, would you state who are they and what is their role?

9. Is there proper and adequate coordination between organizations dealing with promotion of lifelong learning in the country from District, Regional and National level? If yes, would you explain how does it take place?

10. Is there any national standalone adult learning or library policy? Or school and public library guidelines? If they do not exist, would you explain how you manage to coordinate, monitor and evaluate your services towards lifelong learning achievement?

11. Is there any implementation strategy plan and special annual budget allocated for promoting lifelong learning? If the budget is there, would you mention the amount allocated?

12. Is there any collaboration agreement between your organization and other institutions dealing with lifelong learning promotion? If yes, would you explain the agreed areas/aspects of collaboration?

13. Do you think your organization contribution is adequate, relevant and effective enough to promote lifelong learning? If yes, would you explain why?

14. What are the significant changes achieved by your organization through collective programmes of promoting lifelong learning?

15. What are the challenges does your organization encounter in promoting and achieving lifelong learning?

16. What are the challenges does your organization encounter in maintaining cooperation with other stakeholders in promoting lifelong learning?

17. In your opinion, what should be done to strengthen the capacity and contribution of public and school libraries towards achievement of lifelong learning?

Closing:

Thank you for taking the time to participate today. Your opinion, comments and contributions help the researcher to gain the insight about the study. Your feedback will be collected and included in a report. Again, thanks for your time and cooperation.

Appendix IV: Questionnaire Guide in Swahili Language

Mwongozo wa Hojaji kwa Wafanyikazi wa Maktaba

Utangulizi:

Mimi ni mwanafunzi wa Chuo Kikuu Huria cha Tanzania. Ninafanya utafiti kama sehemu ya masomo yangu ya ubobezi/uzamivu ili kuchunguza mchango wa maktaba za umma na skuli vsiwani Zanzibar kuelekea kufikia Lengo la 4 la Maendeleo Endelevu ya Umoja wa Mataifa.

Hojaji hii inakusudia kutafuta maoni, mtazamo na mapendekezo yako juu ya mada hii. Kujaza dodoso hili inaweza kuchukua kama dakika 25 tu. Utafiti huu ni kwa madhumuni ya kitaaluma, hata hivyo, taarifa zinaweza kutumika kwa madhumuni ya utafiti wa baadaye kama uwasilishaji katika mkutano na uchapishaji wa jarida. Hivyo basi, unahakikishiwa kuwa taarifa utakazotoa zitahifadhiwa kama siri na utambulisho wako binafsi hautajulikana. Ushiriki wako wa hiari katika utafiti huu ni wenye thamani sana. Asante!

1.1 Je! Una kiwango gani cha elimu?

S/No.	Kiwango	Weka alama sehemu mwafaka
1	Astashahada	
2	Diploma	
3	Shahada ya kwanza	
4	Shahada ya uzamili	
5	Shahada ya uzamivu	

1.2 Je! kwa kiwango gani unajua kuhusu malengo ya maendeleo endelevu ya umoja wa mataifa?

S/No.	Majibu	Weka alama sehemu mwafaka
1	Najua sana	
2	Wastani	
3	Chini ya wastani	
4	Sijui	

1.3 Je! ni kipi kiwango chako cha ufahamu juu ya Lengo namba 4 la Maendeleo Endelevu?

S/No.	Majibu	Weka alama sehemu mwafaka
1	Najua sana	
2	Wastani	

3	Chini ya wastani	
4	Sijui	

1.4 Je! ni kipi kiwango chako cha ufahamu juu ya shabaha za lengo la 4 kuhusu fursa ya kuendelea kujifunza maishani kwa watu wote? (*lifelong learning opportunity for all*)

S/No.	Majibu	Weka alama sehemu mwafaka
1	Najua sana	
2	Wastani	
3	Chini ya wastani	
4	Sijui	

1.5 Je! Uliwahi kupata mafunzo yoyote maalum kuhusu utoaji wa huduma za maktaba kwa watu wazima na / au watoto ili kuwasaidia kuendelea kujifunza katika maisha yao yote?

1. Ndio (   ) 2. Hapana (   ) 3. Sina hakika (   )

2.0 Uwezo wa maktaba

2.1 Je! Maktaba yako ina idadi ya kutosha ya wafanyakazi waliopata mafunzo ya kusaidia kufikia lengo namba 4, hususan *lifelong learning*?

S/No.	Majibu	Weka alama sehemu mwafaka
1	Inatosha	
2	Inatosha kiasi ya haja	
3	Haitoshi	
4	Sina hakika	

2.2 Je! Maktaba yako ina rasilimali za kutosha kwa kutoa huduma bora zinazounga mkono lengo la kuendelea kujifunza maishani?

S/No.	Majibu	Weka alama sehemu mwafaka
1	Zinatosha	
2	Zinatosha kwa kiasi fulani	
3	Hazitoshi	
4	Sina hakika	

2.3 Ni ipi bajeti ya maktaba yako kwa mwaka?

S/No.	Majibu	Weka alama sehemu mwafaka
1	Chini ya 1,000,000 Tsh	
2	Zaidi ya 2,000,000 Tsh	
3	Zaidi ya 3,000,000 Tsh	
4	Sijui bajeti ya maktaba yangu	

2.4 Je, kuna sera ya maktaba, mwongozo au mkakati wa kufikia shabaha za lengo namba 4,

     2. Ndio ( )   2. Hapana ( ) 3. Sina hakika ( )

2.5 Je, skuli yako imeunganishwa na mtandao (internet)?

     3. Ndio ( )   2. Hapana ( ) 3. Sina hakika ( )

2.6 Je,katika maktaba yako kuna komputa ngapi?

S/No.	Majibu	Weka alama sehemu mwafaka
1	Hakuna Komputer	
2	Komputer chini ya 5	
3	Komputer chini ya 10	
4	Komputa zaidi ya 10	

2.7 Katika kiwango cha 1 hadi 5, je! unapimaje kiasi cha ufanisi wa huduma zifuatazo zinazotolewa na maktaba yako ili kukuza tabia ya kuendelea kuujifunza maishani? Tafadhali weka alama mwafaka

1= Haina ufanisi kabisa 2= haina ufanisi 3= huduma haitolewa 4= ina ufanisi 5 = ina ufanisi mkubwa.

S/No.	Services	1	2	3	4	5
1	Uazimishaji wa vitabu					
2	Katalogi ya maktaba					
3	Huduma za Reference					
	Utambulisho wa huduma za maktaba					
4	Elimu kwa watumiaji					
5	Karatasi za mitihani iliyopita					
6	Elimu ya utafutaji taarifa					
7	Utoaji wa hadithi					
8	Komputa na huduma za mtandao					

2.8 Je!

2.9 Unapimaje msaada wa utawala wa skuli kwenye maktaba yako?

S/No.	Majibu	Weka alama sehemu mwafaka
1	Msaada mdogo sana	
2	Msaada mdogo	
3	Msaada wa kiasi	
4	Msaada mkubwa	
5	Msaada mkubwa sana	

2.10   Ni zipi sababu za jibu lako la swali namba 2.12 hapo juu?

……………………………………………………………………………………………

……………………………………………………………………………………………

2.11   Je! Unapimaje uwezo wa maktaba ya umma katika kukuza na kufikia shabaha za malengo ya kujifunza maishani kwa watu wote (*lifelong learning opportunity for all*)?

S/No.	Majibu	Weka alama kama inavyofaa
1	Uwezo dhaifu sana	
2	Uwezo dhaifu	
3	Uwezo wastani	
4	Uwezo mkubwa	
5	Uwezo mkubwa sana	

2.12   Je ni zipi sababu zako za jibu la swali 3.13 hapo juu?

……………………………………………………………………………………………

……………………………………………………………………………………………

3   Msaada wa maktaba za umma kwa maktaba ya skuli

3.4 Je! Unapimaje kiwango cha msaada wa maktaba za umma kwa skuli yako kuelekea kukuza tabia ya kuendelea kujifunza maishani (*lifelong learning*)?

S/No.	Majibu	Weka alama sehemu mwafaka
1	Msaada mdogo sana	
2	Msaada mdogo	
3	Msaada wa kiasi	
4	Msaada mkubwa	
5	Msaada mkubwa sana	

3.5 Ni zipi sababu za jibu lako la swali namba 3.4 hapo juu?

…………………………………………………………………………………………

…………………………………………………………………………………………

3.6 Katika kiwango cha 1 hadi 5, unapimaje kiwango cha ushirikiano kwenye programmemeu zifuatazo kati ya maktaba ya umma na ya skuli katika kukuza tabia ya kujifunza katika maisha yote? wa maisha yote?

1= kiwango chini sana 2= kiwango cha chini kiasi 3= hakuna ushirikiano 4= kiwango cha Juu 5 = kiwango cha juu sana.

S/No.	Programu	1	2	3	4	5
1	Kuazimana machapisho na vifaa					
2	Ziara za wafanyakazi wa maktaba kwa skuli					
3	Ziara za wanafunzi na wakutubi wa skuli kwa maktaba ya umma					
4	Msaada wa kitaalamu kutoka kwa maktaba za umma					
6	Kuendeesha programmeme za maktaba ya skuli kwa kushirikiana na maktaba ya umma					
7	Kushirikiana kuendesha warsha na semina					
8	Kushirikiana katika miradi ya maendeleo ya maktaba					
9	Kushiriki matukio ya kitaifa na kimataifa yanayohusu huduma za maktaba					
10	Mikutano ya pamoja kati ya maktaba za umaa na za skuli					

3.7 Kwa kipimo cha 1 dadi 5, unapimaje utekelezaji wa majukumu yafuatayo kwa maktaba ya umma ili kufikia shabaha za lengo la 4 la maendeleo endelevu? 1= Halitekelezwi 2= Linatekelezwa kidogo 3= Sina hakika 4= Linatekelezwa kiasi 5= Linatekelezwa sana

	Services	1	2	3	4	5
1	Kutoa huduma maalum za maktaba ili kuhakikisha kwamba watoto na vijana wanaweza kusoma, kuandika na kuhesabu					
2	Kutoa huduma ya maktaba zinazosaidia wasichana na wavulana kumaliza elimu ya lazima bila ya kutoroka kuacha masomo njiani					
3	Kutoa stadi zinazofaa kwa watoto na vijana ikiwemo ustadi wa kutafuta habari, utatuzi wa shida, kufikiria vizuri, ubunifu na stadi za mawasiliano ambazo					

		1	2	3	4	5
	zitawasaidia kuwa raia wema					
4	Kuchangia kuhakikisha kuwa wasichana na wavulana wote wanapata huduma bora za maktaba ili kuwatayarisha kwa elimu ya sekondari na ya juu					
5	Husaidia kuondoa ubaguzi wa kijinsia na kuhakikisha upatikanaji sawa wa huduma za habari na kujifunza maishani kwa watoto walio katika mazingira magumu pamoja na watoto wenye ulemavu					
6	Kushiriki kuhakikisha watumiaji wote wa maktaba wanapata maarifa na stadi za habari zinazohitajika kukuza maadili, haki za binadamu, usawa wa kijinsia na kukuza utamaduni wa amani na kuheshimiana					
7	Kutoa rasilimali za kutosha ikiwemo za kielektroniki pamoja na mazingira salama yanayovutia na kukuza tabia ya kupenda kusoma na kujifunza maishani					
8	Kutoa mafunzo mafupi ya kazini kwa waalimu ili kuwaongezea uwezo na ujuzi wa kutafuta habari na kukuza taaluma yao					

4   Changamoto za maktaba

4.4 Katika kiwango cha 1 hadi 5, vipi unaweza kupima changamoto zinazopo katika maktaba ya skuli katika kukuza tabia ya kuendelean kujifunza maishani?

1= Sio changamoto 2= changamoto ndogo 3= Kubwa kwa kiasi fulani 4= Changamoto kubwa 5= Kubwa zaidi. Tafadhali weka alama katika sehemu mwafaka

S/No.	Changamoto	1	2	3	4	5
1	Idadi ndogo ya wataalamu waliobobea katika eneno la kukuza kujifunza maishani					
2	Idadi ndogo ya rasilimali/vifaa katika maktaba ya skuli					
3	Ukosefu wa sera, mikakati na miongozo kuhusu maktaba					
4	Ukosefu wa mashirikiano na hamu ya kuendeleza maktaba kwa uongozi wa skuli					
5	Ukosefu wa fedha za kuendeleza maktaba ya skuli					

4.5 Katika kiwango cha 1 hadi 5, unawezaje kupima changamoto zifuatazo za maktaba yako ya skuli katika mashirikiano na maktaba ya umma?

1= Sio changamoto 2= changamoto ndogo 3= Kubwa kwa kiasi fulani 4= Changamoto kubwa 5= Kubwa zaidi. Tafadhali weka alama katika sehemu mwafaka

S/No.	Changamoto	1	2	3	4	5
1	Mawasiliano hafifu kati ya maktaba ya skuli na maktaba ya umma					
2	Ukosefu wa mwongozo wa mashirikiano baina ya maktaba ya skuli na maktaba ya umma					
3	Idadi ndogo ya wafanyakazi katika maktaba ya skuli					
4	Idadi ndogo ya wataalamu waliobobea katika kusimamia maktaba za skuli					
5	Ukosefu wa nia thabiti ya kusaidia maaendeleo ya maktaba ya skuli kwa utawala wa skuli					
6	Uwezo mdogo wa maktaba ya skuli katika kuhudumia wanafunzi, walimu na jamii					
7	Uwezo mdogo wa maktaba za umma katika kusaidia maktaba za skuli					
8	Idadi ndogo ya maktaba ya umma zilizopo nchini					
9	Bajeti isiyotosheleza kusimamia maendeleo ya maktaba za skuli					
10	Maktaba za skuli hazijapewa kipaumbele kinachostahiki					
11	Hakuna uhusiano wa karibu kati ya maktaba za skuli na maktaba za umma					
12	Uhamisho wa wafanyakazi wa maktaba kwenda skuli nyengine					

4.6 Kwa maoni yako, nini kifanyike kuimarisha uwezo na mchango wa maktaba za umma na za skuli katika kufanikisha agenda ya kuendelea kujifunzaji maishani?

....
....
....

Ahsante sana kwa muda na ushirikiano wako
Ikiwa unahitaji ufafanuzi, una maoni au swali, tafadhali wasiliana nami kupitia
Whatsapp: +255 772286363 / Baruapepe: abasamo@gmail.com

Appendix VI: Open University of Tanzania Research Clearance

THE OPEN UNIVERSITY OF TANZANIA

DIRECTORATE OF POSTGRADUATE STUDIES

P.O. Box 23409
Dar es Salaam, Tanzania
http://www.out.ac.tz

Tel: 255-22-2668992/2668445
ext.2101
Fax: 255-22-2668759
E-mail: dpgs@out.ac.tz

Our Ref: PG201907968

3rd **August, 2022**

Permanent Secretary,
Ministry of Education,
P.O Box 394,
ZANZIBAR.

RE: RESEARCH CLEARANCE

The Open University of Tanzania was established by an Act of Parliament No. 17 of 1992, which became operational on the 1st March 1993 by public notice No.55 in the official Gazette. The Act was however replaced by the Open University of Tanzania Charter of 2005, which became operational on 1st January 2007.In line with the Charter, the Open University of Tanzania mission is to generate and apply knowledge through research.

To facilitate and to simplify research process therefore, the act empowers the Vice Chancellor of the Open University of Tanzania to issue research clearance, on behalf of the Government of Tanzania and Tanzania Commission for Science and Technology, to both its staff and students who are doing research in Tanzania. With this brief background, the purpose of this letter is to introduce to you **Mr. Abbas Mohamed Omar**, **Reg No: PG201907968**) pursuing **PhD**. We here by grant this clearance to conduct a research titled *"Contribution of Public and School Libraries in Zanzibar towards the Attainment of Sustainable Development Goal 4"*. He will collect his data in your ministry from 4th August to 4th November, 2022.

In case you need any further information, kindly do not hesitate to contact the Deputy Vice Chancellor (Academic) of the Open University of Tanzania, P.O.Box 23409, Dar es Salaam.Tel: 022-2-2668820.We lastly thank you in advance for your assumed cooperation and facilitation of this research academic activity.

Yours,
THE OPEN UNIVERSITY OF TANZANIA

Prof. Magreth S.Bushesha
DIRECTOR OF POSTGRADUATE STUDIES.

Appendix VII: Research Permit of the Office of Statistician Zanzibar

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REVOLUTIONARY GOVERNMENT OF ZANZIBAR

SECRETARY
ZANZIBAR RESEARCH COMMITEE
P.O Box 2321, Mazizini, Zanzibar
Tel: 024 2231869
Fax: 024 2231742

RESEARCH/FILMING PERMIT
(This Permit is only Applicable in Zanzibar for duration specified)

SECTION	Reference No#: 62F4DA848ECCD
Name	ABBAS MOHAMED OMAR
Gender	M
Date and Place of Birth	1980-08-19, MIEMBENI, ZANZIBAR
Nationality	Tanzanian
Data Collection Duration	6 Month(s)
Research Tittle	CONTRIBUTION OF PUBLIC AND SCHOOL LIBRARIES IN ZANZIBAR TOWARDS THE ATTAINMENT OF SUSTAINABLE DEVELOPMENT GOAL 4
Date of Issue	12-08-2022
Valid until	12-02-2023

Full Address of Sponsor

Name of the authorizing officcer ....

Signature and seal ....

Institution   Office of the Chief Goverment Statistician

Address   P.O Box 2321, ZANZIBAR

Appendix VIII: List of the Selected Schools

S/No	School name	Region	Status
**PRIMARY UNGUJA**		
1.	Birikau Primary School	South Unguja	Public
2.	British School of Zanzibar	Urban West	Private
3.	Bububu Primary School	Urban West	Public
4.	Cheju Primary School	South Unguja	Public
5.	Chukwani Primary School	South Unguja	Public
6.	Chunga Primary School	South Unguja	Public
7.	Feza Primary School	Urban West	Private
8.	Francis Maria Primary School	Urban West	Private
9.	Fujoni Primary School	South Unguja	Public
10.	Ghana Primary School	North Unguja	Public
11.	Glorious Academy	Urban West	Private
12.	Kianga Primary School	North Unguja	Public
13.	Kidimni Primary School	North Unguja	Public
14.	Kijitoupele Primary School	Urban West	Public
15.	Kikungwi Primary School	South Unguja	Public
16.	Kilimani Primary School	North Unguja	Public
17.	Kilindi Primary School	North Unguja	Public
18.	Kilombero Primary School	North Unguja	Public
19.	Kinuni Primary School	Urban West	Public
20.	Kinyasini Primary School	North Unguja	Public
21.	Kiongwe Primary School	North Unguja	Public
22.	Kisauni Primary School	Urban West	Public
23.	Kiswandui primary school	Urban West	Public
24.	Koani Primary School	South Unguja	Public
25.	Maahad Istqama Primary	South Unguja	Private
26.	Machui Primary school	North Unguja	Public
27.	Makoba Primary School	North Unguja	Public
28.	Mgambo Primary School	South Pemba	Public
29.	Mkokotoni Primary School	North Unguja	Public
30.	Mkunazini Primary School	Urban West	Public
31.	Mwangapwani Primary School	North Unguja	Public
32.	Ndijani Primary School	North Unguja	Public
33.	Nyerere primary school	Urban West	Public
34.	Pagali Primary School	South Unguja	Public
35.	Potoa Primary School	North Unguja	Public
36.	Regezamwendo Primary School	South Unguja	Public

37.	Sunni Madressa Primary	Urban West	Private
38.	Ubago Primary School	North Unguja	Public
39.	Umbuji Primary School	South Unguja	Public
40.	Zingwezingwe Primary School	South Unguja	Public
SECONDARY UNGUJA			
41.	Aboud Jumbe Mwinyi Secondary School	Urban West	Public
42.	Al-Falah Secondary School	Urban West	Private
43.	Bububu Secondary School	Urban West	Public
44.	Bwejuu Secondary School	North Unguja	Public
45.	Chuini Secondary School	North Unguja	Public
46.	Donge Karange Primary School	North Unguja	Public
47.	Dr. Ali Mohamed Shein Secondary School	Urban West	Public
48.	Dr. John Pombe Magufuli Secondary School	Urban West	Public
49.	Jangombe Secondary School	Urban West	Public
50.	Kijini Secondary School	North Unguja	Public
51.	Kisauni Secondary School	Urban West	Public
52.	Kitope Secondary School	North Unguja	Public
53.	Kombeni Secondary School	Urban West	Public
54.	Laureate International school	Urban West	Private
55.	Mahonda Secondary School	North Unguja	Public
56.	Mkwajuni Secondary School	North Unguja	Public
57.	Mtoni Kigomeni Secondary School	North Unguja	Public
58.	Regezamwendo Secondary School	Urban West	Public
59.	Tumbatu Secondary School	North Unguja	Public
60.	Unguja Ukuu Secondary School	North Unguja	Public
PRIMARY PEMBA			
61.	Alsadiq Primary School	South Pemba	Private
62.	Bopwe Primary School	North Pemba	Public
63.	Jadida Primary School	North Pemba	Public
64.	Karange Primary School	North Pemba	Public
65.	Laureate Primary School	South Pemba	Private
66.	Maahad Istqama Primary	North Pemba	Private
67.	Madungu Primary School	South Pemba	Public
68.	Mahuduthi Primary School	North Pemba	Public
69.	Matetema Primary School	North Pemba	Public
70.	Michakaini Primary School	South Pemba	Public
71.	Mitiulaya Primary School	North Pemba	Public

72.	Mizingani Primary School	South Pemba	Public
73.	Mkoani primary school	South Pemba	Public
74.	Mtuhaliwa Primary School	North Pemba	Public
75.	Mwambe Primary School	South Pemba	Public
76.	Ngwachani Primary School	South Pemba	Public
77.	Pangatupu Primary School	North Pemba	Public
78.	Wawi primary School	South Pemba	Public
79.	Shengejuu Primary School	South Pemba	Public
80.	Shidi Primary School	South Pemba	Public
SECONDARY PEMBA			
81.	Ali Khamis Camp Secondary	South Pemba	Private
82.	Ambasha Secondary School	South Pemba	Private
83.	CCK Secondary School	North Pemba	Public
84.	Connecting Continent Secondary	South Pemba	Private
85.	Dr. Amani Karume Secondary	North Pemba	Public
86.	Dr. Omar Ali Juma Secondary	South Pemba	Public
87.	Dr. Salim Ahmed Secondary School	South Pemba	Public
88.	Dr. Samia Suluhu Secondary School	South Pemba	Public
89.	Fidel Castro Secondary School	South Pemba	Public
90.	Fundo Secondary School	North Pemba	Public
91.	Idrissa Abdul Wakil Secondary	North Pemba	Public
92.	Kangani Secondary School	North Pemba	Public
93.	Kengeja Ufundi Secondary school	South Pemba	Public
94.	Kilindi Secondary School	South Pemba	Public
95.	Kisiwapanza Secondary School	South Pemba	Public
96.	Kiuyu Secondary School	North Pemba	Public
97.	Kojani Secondary School	North Pemba	Public
98.	Laureate International Secondary	South Pemba	Private
99.	Limbani Secondary School	North Pemba	Public
100.	Madungu Secondary School	South Pemba	Public