Strengthening the relationship between librarians and library users
A study of librarians’ and library users’ views on librarianship, services and resources at the Library of National University of Rwanda

SOPHI EKLÖF
THERESE HELLBERG
Engelsk titel: Strengthening the relationship between librarians and library users: A study of librarians’ and library users’ views on librarianship, services and resources at the Library of National University of Rwanda

Svensk titel: Att stärka bibliotekariernas och biblioteksanvändarnas relation: En studie om bibliotekariernas och biblioteksanvändarnas syn på bibliotekarier, service och resurser på Rwandas Nationaluniversitets Bibliotek

Författare: Eklöf, Sophi & Hellberg, Therese

Kollegium: Växjö University/Library and information science
Växjö Universitet/Biblioteks- och informationsvetenskap

Färdigställt: 2008

Handledare: Elovaara, Pirjo

Abstract: In this thesis we aim to study the librarians’ and library users’ views on librarianship and the library at National University of Rwanda. Accordingly, we have gathered information from these groups. The information is based on qualitative interviews as well as observations and participation in a work group for library promotion. The latter made it possible to investigate how respondents consider these issues and how librarians’ self image is expressed in their daily work and in promotion.

We analyze the most important frame factors that impede on librarians’ self image and library users’ perception of library services. This makes it possible to understand what probably affects the actual situation at NUR’s library. Marked impeding frame factors established are for example the economy and the organization.

Information provided through this thesis could to be shared among library personnel and used as a base for their further development of library services. Our thesis points out library users’ opinions about the library in general as well as the areas that are most critical to improve. These areas are service at the circulation desk, acquisitions and courses in how to retrieve information. It also points out the need for a more explicit professional librarian identity and that the librarians need to work more as knowledge librarians. An explicit identity would imply unified library personnel that would make it possible to work towards common goals and clarify how to conduct daily work.
Keywords: National University of Rwanda, librarian identity, library perception, library user awareness, promotion, action research

Nyckelord: Rwandas Nationaluniversitet, bibliotekarieidentitet, biblioteksuppfattning, användarmedvetenhet, marknadsföring, aktionsforskning
# Table of contents:

1 Introduction.................................................................................................................... 6  
1.1 Formulation of the problem .................................................................................... 6  
1.2 Purpose and research questions .............................................................................. 7  
1.3 Delimits................................................................................................................... 7  
  1.3.1 Limitations ....................................................................................................... 8  
2 Rwanda.......................................................................................................................... 8  
  2.1 History of Rwanda .................................................................................................. 8  
    2.1.1 People of Rwanda ............................................................................................ 9  
    2.1.2 Colonial era ...................................................................................................... 9  
    2.1.3 Independence ................................................................................................. 10  
    2.1.4 The genocide 1994 ......................................................................................... 10  
    2.1.5 In the aftermath of the genocide .................................................................... 11  
    2.1.6 The genocide’s affects on NUR ..................................................................... 11  
  2.2 Rwanda and development ..................................................................................... 12  
    2.2.1 Cooperation between BTH and NUR ............................................................ 13  
  2.3 The library at National University of Rwanda......................................................13  
3 Literature review.......................................................................................................... 15  
  3.1 Librarians and their identity.................................................................................. 16  
    3.1.1 Information technology.................................................................................. 18  
    3.1.2 Information and knowledge librarians........................................................... 19  
    3.1.3 The librarians’ relation to the users ............................................................... 20  
  3.2 Library development in Sub-Saharan Africa ........................................................ 21  
4 Methodical approach and methods .............................................................................. 22  
  4.1 Action Research .................................................................................................... 23  
    4.1.1 Implementation of action research................................................................. 24  
  4.2 Participative observation....................................................................................... 25  
  4.3 Qualitative interviews ........................................................................................... 26  
    4.3.1 Selection of respondents ................................................................................ 27  
    4.3.2 Creation of an interview guide....................................................................... 28  
  4.4 Contact with the field............................................................................................ 29  
    4.4.1 Ethical guidelines within field studies ........................................................... 29  
  4.5 Analytical methods ............................................................................................... 30  
  4.6 Trustworthiness and validation of information.....................................................30  
5 Theoretical frame work the frame factor theory.......................................................... 31  
  5.1.1 Interpreting the impact of frame factors ........................................................34  
  5.2 Frame factors to be considered ............................................................................ 34  
    5.2.1 External frame factors .................................................................................... 35  
    5.2.2 Internal frame factors ..................................................................................... 35  
6 Result........................................................................................................................... 36  
  6.1 Description of librarians’ knowledge and assignments ........................................ 36  
    6.1.1 Librarians’ education and use of knowledge ................................................. 37  
    6.1.2 Librarians way of working ............................................................................. 37  
  6.2 About views on librarians ................................................................................... 38  
    6.2.1 Librarians’ views on their profession ............................................................ 39  
    6.2.2 Library users’ views on librarians ................................................................. 40  
    6.2.3 Library director’s view on librarians ............................................................. 41  
  6.3 Views on and use of the library ............................................................................ 42  
    6.3.1 Librarians’ views on the library..................................................................... 42
1 Introduction

We obtained an opportunity to conduct our field studies for this thesis at the library at the National University of Rwanda. This was possible through MFS\(^1\), a scholarship provided by Sida/SAREC\(^2\). The scholarship aims towards Swedish students within higher education who will write their thesis within another culture with the aim to develop something in the visited country and at home. Through MFS scholarship students visit a developing country for the thesis’ field studies. The studies’ purpose should be in consensus with a developing process in the visited country (Programkontoret 2008). It could also contribute to further cooperation between Swedish universities and the visited country by creating new contacts during field studies. Furthermore the study aimed towards students’ obtaining knowledge about developing processes and questions concerning increased knowledge in general as well as within the visited country (ibid.).

An article by Söderberg “Propagera mera! Om konsten att kommunicera och marknadsföra biblioteket” [Promote more! Know how to communicate and promote the library] (2006) handles the importance of a professional identity in the context of librarianship and promotion. It is implied that librarians need to be aware of their competences to be able to promote them. Library promotion also requires knowledge of how the users view the librarians and the library. It was through Söderberg that our interest arose to study librarians’ and users’ views about the library and the librarians at the National University of Rwanda.

The National University of Rwanda (henceforth NUR) and Blekinge Institute of Technology (henceforth BTH) are cooperating in a development project, supported by Sida/SAREC. The project includes several subprojects one of which is the development work of NUR’s library. Thus, this study is related to the already existing cooperation between NUR and BTH and will hopefully contribute to improve this subproject at NUR’s library.

1.1 Formulation of the problem

Previous research points out that the potential of libraries is not fully used in many cases. One reason for this is that “the gap between the librarians’ understanding of the library functions in relation to its everyday and actual use by the public has been increasingly widening”. This is stated by Illien in ”Measuring and mapping the invisible: Alternative procedures to understand users’ approaches to information in a University library” (2006: 435). The gap between librarians’ and library users’ understandings of the library is largely based on librarians’ lack of knowledge of what library users do and need when they visit the library (ibid.). It is also based on the fact that the capacity of library service and competence that are offered by the library is not completely known to its users (Söderberg 2006).

To be able to promote services and competences provided by the library, the librarians have to establish an understanding of their own competences and what the library can offer its users. They must also make this explicit to the personnel. Lastly, it is important

---

1 Minor Field Studies
2 Swedish Agency for International Cooperation/The Department for Research Cooperation
to be aware of library users’ needs and how they look upon the library. An investigation about library users’ and librarians’ views on the library and librarianship creates the first step towards a successful promotion of the library. Thus the information serves as a starting point to strengthening the relationship between librarians and library users (ibid).

1.2 Purpose and research questions

We aimed to contribute information to the people working at NUR’s library since they are the ones who plan for library development and promotion. The information should serve as a foundation in order for them to work further to establish a librarian identity, strengthening the relationship with library users as well as for the library promotion.

Besides presenting an overview on librarians’ and library users’ view on the library and librarianship we aimed to participate actively, since we had action research as methodological approach. Action research implies for the investigator to observe, reflect and take an active part in the work field as well as stressing development in the area of study (Gustavsen 2001). Therefore we took part in a work group that dealt with strengthening the relationship between librarians and library users.

Our research questions are based upon how to strengthen the relationship between librarians and library users. The questions are based on our purpose and in relation to our methodological approach, action research.

- How do the librarians view themselves, their work, services and competences?
- How do the librarians express their views on librarianship and the library, in their daily work and in promotion of the library?
- What are the library users’ views on the library, its services and the competences of the librarians?
  - What are the university lecturers’ views on the library, its services and the competences of the librarians?
  - What are the final year students’ views on the library, its services and the competences of the librarians?

1.3 Delimits

One delimit of our work is that we only have seen to the conditions at NUR’s library. We have not gathered information to create a general opinion of libraries and librarians in Rwanda. This originates from our work being a part of an ongoing cooperation that only includes the library at NUR.

Another delimit is that we have selected the respondents among the staff and users of the library. The information material gathered in our field work will thus not be based on information from all groups. By groups we mean that library personnel can be divided into people whose education are relevant for libraries, librarians and those without relevant education for libraries, library personnel. Library users can be divided into the general public, lecturers, researcher and students. These groups can also be divided in sub groups based on, for example, which subject they study or teach in and
how long the students have studied at the university. We only gathered information from librarians, lecturers and third and final year students.

We also interviewed the library director, as he was a key person in the library organization. It is he who dictates the guidelines, which the library has to follow. We intended to interview the Vice Rector of Academic Affairs (henceforth VRAC), to take account of what guidelines the director has to work from. Unfortunately this was not possible at the time and therefore we will use indirect information about his importance of the development of the library.

1.3.1 Limitations
One of the limitations for our investigation in the fields is that our respondents were all interviewed in English this is not a native language for neither them nor us. There are some difficulties combined with expressing yourself in another language, such as finding a correct formulation to present an opinion. Some of the respondents even had English as a third language, but wanted us to carry through the interviews without an interpreter and therefore chose to be interviewed in English. Besides this many spoke only French, apart from Kinyarwanda and since neither of us master French it was not possible to interview these people. There was the possibility with an interpreter, but the concerned people in field who do not speak English and who would have been of interest for our investigation did not want to be interviewed with an interpreter.

Another limitation was time in the field. We participated in a work group that planned and carried through a library exhibition on the Graduation Day. This was based on our active research approach, which included participating in the field as well as observing it. The exhibition took place during our last week in the field. Thus we did not have enough time to follow up and survey what this specific exhibition resulted in. We will however, use it as an example of how librarians in the work group discussed how they wanted to present the services towards users. We will also use it to characterize the dialogue between librarians and users during the exhibitions.

2 Rwanda
The most important information about Rwanda’s history and potential of development will be described in this chapter. This will produce a picture of understanding that will make it possible to understand the special conditions at National University of Rwanda’s library and at NUR. Our study is a part of a development project between Rwanda and Sweden, which is an extensive project that Sida is responsible for.

2.1 History of Rwanda
To be able to understand the conditions in Rwanda today, it is of importance to mention the history of Rwanda. In this chapter we will describe the history from colonial era until today and how Rwanda is developing. Within this chapter we will also describe the people of Rwanda since this is significant according to what has occurred in Rwanda’s history.
2.1.1 People of Rwanda

The dominating groups were Hutu, consisting of 85 percent of the people and Tutsi consisting of 14 percent. There was also a third group Twa, whom were in minority, and accounted for about one percent of the population. These are figures from 1991 (NE 2008). According to the constitution of Rwanda today there should be no divisions between people according to ethnical background. This kind of partition is worked towards to eradicate. Therefore no figures after 1991 were found, revealing how many people belong to each group.

A Tutsi can be appointed as people who own cattle. However it was possible to be Hutu and have enough cattle and therefore be “upgraded” to become a Tutsi. On the other hand, if you were Tutsi and did not have enough cattle you could be “degraded” to Hutu, this regardless of ethnical origin (NE 2008). Tutsi means someone that has a lot of cattle, and Hutu means vassal, even though the differences between the groups were not only according to wealth and ethnical belonging. It became a socio-ethnical division between the groups instead of an ethnical one according to Melvern (2003) in her book *Att förråda ett folk: Västmakterna och folkmordet i Rwanda* [A people betrayed: The Role of the West in Rwanda's Genocide].

2.1.2 Colonial era

In 1962 Rwanda received its independence from the colonial superior, Belgium. Until their independence Rwanda had been a colony since the 1880’s. Rwanda was a German colony at first, but Germany lost the country to Belgium after the First World War (Melvern 2003). Germany received the rights to colonize Rwanda during the Berlin conference 1885, where the European countries divided the African continent among them (Landguiden 2008) [The county guide]. Germany entered a country, which contained small kingdoms, mostly dominated by Tutsi. The Germans carried on and helped to strengthen the Tutsis position. With these actions the Germans contributed to divide the society, and created differences between the people (NE 2008).

After the First World War, Belgium was mandated by the United Nations to administer Rwanda (Melvern 2003). When the Belgians came to Rwanda they deepened the racial chasm between Tutsis and Hutus. People were classified according to measures determined by the Belgians. They provided people with an identity card that revealed if you were Hutu or Tutsi. People were divided into groups after height, the way the nose looked and the shape of their eyes, despite the difficulties with determining somebody’s ethnical background according to appearance (ibid.). With this division amongst people the Belgians managed to create conflicts between the groups that had not been there before. The proportions of the divergence arose. The Belgians only allowed Tutsis to be educated. There were only a small number of Hutus that were approved within the education system. This strengthened the diversities in the society (NE 2008).

In 1950's Belgians attitude started to change, they wanted to modernize the country. The dominating Tutsi wanted independence rapidly, while they still were in power (Landguiden 2008). Belgium withdraws all rights for Hutus and at the same time, the UN regarding the discrimination of Hutus criticized Belgium. Belgium was told that it was not acceptable to treat one group of people the way they did (Melvern 2003). As a result the influence that Hutus wanted was given to them and the racial differences between the two groups really showed (NE 2008). In 1959 King Mutara III died and
this became a springboard for the Tutsis to seize the opportunity to gain power and remove the Hutus. This resulted in a conflict between Hutus and Tutsis. According to some estimations about 20 000 Tutsis were killed and about 100 000 fled the country. The rebellion Hutus received help from the Belgians during the conflict. The ethnical quarrel settled for the moment and the Tutsi domination was now broken. Two years later, in 1961, the Kingdom was abolished and in 1962 Rwanda received its independence (ibid.).

2.1.3 Independence
In July 1962 Rwanda got independent and had its first president, who was a Hutu. The year after Tutsi rebels that previously had fled the country, now returned and tried to reclaim power. This resulted in over 10 000 killed Tutsis and almost every Tutsi with political influence was killed (Landguiden 2008). There were still disturbances in the country and in 1973 Juvénal Habyarimana, who was a Hutu, took power through a military coup and declared himself president. Even though the oppression of Tutsis continued this was a period with stability and economic growth, but it was fragile (ibid.).

In 1990 expatriated Tutsis invaded Rwanda from bases in Uganda. This invasion was led by the Rwanda Patriotic Front (Front Patriotique Rwandais – henceforth FPR). The Rwandan army manages to stop the FPR outside Kigali, with assistance from Congo (former Zaire), France and Belgium (NE 2008). Even though FPR was stopped, instabilities in the country forced Habyarimana to create a coalition government. This was established in 1992. To end civil war a peace agreement was signed in Arusha, Tanzania, in 1993. According to the agreement FPR should be able to participate in the government (ibid.). Despite the agreement the founding of the coalition between FPR and the ruling government was postponed. Hutu extremists started propaganda against FPR and Tutsis in general. During this time UN also founded a special force UNAMIR (United Nations Assistance Mission to Rwanda) whose task was to see that the peace agreement from Arusha was carried through (Landguiden 2008). In the same period of time the Hutu militia, Interahamwe, was receiving different kinds of arms. Death lists were created on Tutsis and propaganda against them was distributed over the radio (ibid.). The creation of a government including the FPR was delayed even more, and president Habyarimana was forced back to Arusha to sign a new agreement. When he returned from Arusha to Kigali on the 6th of April 1994, his plane was shot down killing everyone on board. This was the starting point for the genocide (NE 2008).

2.1.4 The genocide 1994
When president Habyarimana’s plane was shot down roadblocks were almost immediately found in various places around Kigali. A well planned genocide commenced and continued for three months. During this period of time about 800 000 people were killed, even though the number differs between sources. Most victims were Tutsis but also a small number of Hutus that was against the extremists were killed. There was no distinguishing between who were killed among Tutsis, men, women, children, they were all targets (Melvern 2003). The militia chose its victims predominantly according to the identity cards that had been handed out by the Belgians (NE 2008).
While protecting the Prime minister, ten Belgian UN soldiers were killed. Because of this event the UN special force UNAMIR, was reduced from 2500 to only 270. The world stood on the sideline, doing nothing (NE 2008). Not until June, France sent a force to Rwanda. This was not well received by FPR, since France previously had supported Habyarimana. The French force created a safe zone in the southwest of Rwanda with the aim to protect civilians. Within this zone FPR was not allowed. The result became more than only protecting civilians. When FPR was about to receive control over the country, putting an end to the killing, chasing the Interahamwe, who found themselves safe within the zone created by the French force. This meant that the French force helped Hutu extremists, responsible for the genocide, flee the country (ibid.). In July 1994 FPR had defeated the Hutu regime and stopped the killing. A new government was founded containing members from several parties, and consisting of both Hutus and Tutsis (ibid.).

2.1.5 In the aftermath of the genocide

Officially the Hutu regime was declared defeated on the 18th of July 1994. A coalition government was founded with a Hutu as president and a Tutsi was seated on a newly created post as vice president (NE 2008). The country had been shattered. Beside that there were no money left, entire societies had been eliminated, cattle had been killed, the crops were not being taken care of, there were bodies to be found almost everywhere. The water pipes were broken, schools and hospitals plundered and ruined (Melvern 2003).

Despite the fact that there was peace in Rwanda, there were still extremist Hutus that wanted to restore power to them. Many had fled to Congo, and from bases there kept on doing raids into Rwanda, still killing people (NE 2008). In 1996 both Congo and Tanzania more or less forced the refugees to return to Rwanda, regardless what ethnic group they belonged to. Now the government had to cope with all the returning refugees as well as to deal with people guilty of setting in motion the killings in April and to find suitable penalties for them (ibid.). Already in 1994 a special court, International Criminal Tribunal for Rwanda (ICTR) was established in Arusha, Tanzania. This court is supposed to handle the most crucial cases in the aftermath of the genocide. The tribunal in Arusha only has a mandate until 2008, after this all of the trials must be held in Rwanda. There is also a possibility to have these trials in other countries which jurisdiction allows it (ibid.).

In 2000 both the president and his prime minister resigned, and vice president Paul Kagame became president. Even though this meant that Tutsi once again had the ruling power in Rwanda, the country started to stabilize and the military was settling and the economy started to develop. In 2003 the first public election was carried through and Paul Kagame was re-elected, and is still president in Rwanda in the year 2008 (ibid.).

2.1.6 The genocide's affects on NUR

During the genocide the University lost a large number of their personnel and students. Most people were killed because of their ethnicity or ideology. Others were able to hide or fled in exile. The University also lost laboratory equipment, computers and the academic infrastructure was destroyed. NUR was closed during the genocide and reopened in 1995.
2.2 Rwanda and development

Rwanda is one of the poorest countries in the world. Today, 57% of the population lives in poverty. However, development of Rwanda is in progress, several organizations are actively rebuilding and developing the country. The administration of Rwanda is pursuing an active politics towards poverty reduction, which has resulted in a positive development for the country and decreased the amount of people living in poverty. After the genocide the Rwandans who lived in a profound poverty were 70% of the population (Sida 2007a). There are Non Governmental Organizations (NGO) as well as UN lead organized work assisting Rwanda in this process. United Nations Development Programme (henceforth UNDP) is the “UN’s global development network advocating for change and connecting countries to knowledge, experience and resources to help people build a better life” (UNDP 2008). UNDP works in 166 countries including Rwanda. Their work is conducted towards solutions adapted for the country regarding global and national development challenges (ibid.).

UNPD works closely with Rwanda’s government and development partners, in order to build an “institutional capacity and effect sustainable development” (ibid.). UNPD Programmes in Rwanda support work of the administration of Rwanda with finding and implementing solutions in some focus areas: Fostering Democratic Governance, achieving Millennium Development Goals (henceforth MDG) and Poverty Reduction, Crisis Prevention and Recovery, furthermore within Energy and Environment for Sustainable Development, responding to HIV/AIDS and also Empowerment of women (ibid.). The MDG’s are a number of common goals for development countries, which were adopted through the Millennium Declaration in 2000 (ibid.).

The administration of Rwanda’s work is based on democratic values, but they are not yet fully established in the Rwandans’ culture (ibid.). The administration works towards a realization of “Vision 2020”. In this vision Rwanda will be a country of average income. This presupposes that Rwanda’s BNP increases with six percent each year (Sida 2007b).

Development of Rwanda also adheres to the Universal Declaration of Human Rights. According to the government offices in Sweden, Rwanda faces several challenges to be able to develop the country and also to improve the human rights. There are several defects according to human rights, but at the same time, development in Rwanda is moving in the right direction (Regeringskansliet 2006) [Government office]. Rwanda enacted new laws and a new constitution in 2003. It gives the formal prerequisite for democracy in the country, for example it makes both opposition and separation of powers possible. It enforces primary school attendance obligatory. Furthermore it provides freedom of assembly, freedom of speech and an opportunity for free media. Since 2002, Rwanda has a special law that prohibits ethnical, regional, racist discrimination and all propaganda regarding divisionism. The reason for this law is Rwanda’s history. This law is in many ways essential, but it also diminishes the possibility of an opposition, freedom of assembly, freedom of speech and activity of free media. To exemplify, through the constitution people possess the right to free debates and free media. At the same time because of media’s crucial participation in the genocide, the administration of Rwanda refers to the law of divisionism both hand, to protect the country towards new violence of people, but also to reduce opposition (ibid.).
Other areas that struggle with problems in Rwanda are legal security and the possibility to reconcile after the genocide. In many significant areas within the Rwandan society there is an extensional lack of educated people, as a consequence of the genocide in 1994. These are issues that affect development, but possibilities for development in Rwanda faces towards the right direction. It is vital that the new constitution will have an increasing influence and that it obtains realizable objectives. With guidance from “Vision 2020”, Rwanda is able to develop further (ibid.).

2.2.1 Cooperation between BTH and NUR

There is a cooperation agreement between Rwanda and Sweden. Positive results of Rwanda’s development have had the effect that Sweden has increased its development aid, from 140 to about 180 Million SEK a year, (Sida 2007b).

Swedish aid to Rwanda begun in 1990 as a bilateral humanitarian support. Today development aid from Sweden will support Rwanda’s budget and this implies that Rwanda makes decisions regarding how and where they will invest. To a further extent this will make it possible for Rwanda to create a plan according to conditions in the country to be able to reduce poverty (Sida 2007a). Swedish support contributes to the development of information and communication and also to the development of education and the national commission of reconciliation of Rwanda (Sida 2007b).

Sweden and Rwanda have had a cooperation of science to be able to edify NUR’s capacity. The agreement between Sweden and Rwanda is valid to 2010. The parties decided that it is Rwanda’s agriculture, health sector, development and information technology that will be focused upon. Sida has supported this agreement since 2003 (Sida 2007b). It is through this agreement that BTH and NUR is cooperating.

2.3 The library at National University of Rwanda

The National University of Rwanda opened 1963 and one year later, the University library opened. Since 1978 NUR’s library has been located in the present building (Library brochure 2008)³. During the genocide in 1994 the library was closed and reopened in 1995. When NUR reopened it had 51 students and 16 lecturers. Currently NUR hosts 8221 students and 425 lecturers (NUR’s webpage 2005). The library contains 150 000 volumes, printed journals and a substantial numbers of e-journals (Library brochure 2008).

NUR’s library is subdivided into three different departments: the internal, the external and the ICT (Information Communication Technology) department. The internal department consists of acquisition, cataloguing and classification sections as well as technical support. The external department consists of periodical, reference, documentation centre, Rwandese collection and audio-video document. The ICT department is a new unit where library users receive search help and access to e-resources and information bases in the computer lab consisting of 20 computers. The library also offers a reading room with approximately 200 seating places. Two third of the book collection is registered in the e-catalogue and there is still card catalogues in use (Library brochure 2008). The library uses an OPAC (Online Public Access

³ See appendix D for the brochure in it’s entirely.
Catalogue) and library personnel work to computerize information within the library. Some information in the library is still not computerized into the OPAC. There are three computers only connected to OPAC in the main library entrees, but only one of them was working when we left the field (The authors’ own observations 2008).

Within the main library there is an integrated library, the faculty of law library. In the main building of NUR there are three faculty libraries and they are: art, journalism and economics. There are also faculty-libraries placed in the surroundings of the university. There is one faculty library that is located on the other side of town and that is Geographic Information System (henceforth GIS). Other faculties are not included in the main building but close those of agriculture and medicine (ibid.).

The main library uses the Dewey system, but in two faculties they use different methods which the faculty personnel have created themselves to retrieve information easily. The three small faculty libraries which are located in the main building at NUR, but are intended to be moved and integrated with the main library. The larger faculty libraries: agriculture, medicine and GIS will remain faculty libraries (ibid.).

Acquisition of books is a time consuming process, however this process is under development to be able to find a more satisfactory way of purchasing books. Requests concerning new acquisitions mainly origin from lecturers. Most of the books are in French, but the University uses more and more English in education and therefore the amount of books in English increases. Many books are gifts from different organizations. NUR’s library does not have permission to throw books, since they are government property. The problem with lack of space in the library and the amount of books is also brought up in Green’s Strategic plan (2007)4. Therefore books that have been weeded from the main collection are still in the library, consuming the much needed space (Green 2007). Although it is unclear how this law of government property and books is to be interpreted. Different librarians give different answers. Some librarians claim that they are aloud to weed the books if they keep the weeded material in magazines. Others claim that they are aloud to give away the weeded material to others, for example to schools or organizations and that the only thing that they are not aloud to do is to through away the weeded material.

There is one person in charge of the library’s technology and that includes for example maintaining computers and servers and construction of the website. There is one person, different from the person in charge of technology, who stands for all library courses towards users and also search help in the ICT room (The authors’ own observations 2008).

Since July 2007 NUR’s library embarked the transformation process with the main objective to shift from a traditional way into the modern way of management. Bookshelves have been reorganized to provide better access for library users. The automatic lending system has been tried out by using student cards and it was successful. There are plans to implement this new electronic system (Library brochure 2008).

---

4 A report about how to develop the library at NUR made by the Canadian consult Green on a SIDA assignment
A librarian at NUR is defined as one who has an education in Library and Information Science (henceforth LIS) for at least two years. There are six who have at least a diploma in LIS, whom are educated at the University in Kigali at Kigali Institute of Science and Technology (KIST). It would be almost none of the personnel to be considered as a librarian if it demanded at least four years of studies. There are about 30 people working within the library. Some intend to continue studying to pursue a bachelor degree, but it is still uncertain how this will proceed. KIST is two years at the moment but is planned to extent to four years. There are six librarians at NUR and two of them have conducted their study elsewhere. Four of them are working in the main library and two of them in faculty libraries, GIS and the medicine faculty. There are also five persons from the library that for the moment conduct their education in LIS. They have almost finished their two years in Kigali at KIST and are intended to work at NUR’s library after summer 2008 (The authors’ own observations 2008). To get a bachelor degree in LIS you have to study for two years and then work for two years at NUR’s library and then continue studying for two more years. This is because it has to be rotation of library personnel, between the ones who are conducting their education and the ones who works at NUR’s library. This involves the ones who are at KIST for the moment. KIST is the most common institute to study for a degree in LIS according to those whom have studied LIS working at NUR’s library. Most library personnel have higher education in some way. Many have studied several subjects at the university and many are studying while they are working at the library (ibid.).

3 Literature review

In this chapter we will present an overview on relevant research according to the purpose of our thesis. Material regarding libraries in Rwanda and in particular NUR’s library is very poor. To be able to describe libraries and development that can be related we have searched for literature concerning similar conditions. Documents of various kinds regarding libraries in developing countries in Sub-Saharan Africa have been taken into consideration. To describe librarians’ views on their identity we have used more common documentation that can be applied on librarians in general. Other sources have been used as a base for understanding the importance of creating a relationship between librarians and library users. Previous research about different views on librarianships and libraries are being presented here. This includes an overview on research about librarians’ views according their profession and the library as well as library users’ views on librarians and the library. Furthermore we will present information about creating a professional identity and different roles of a librarian in relation to the development of the library.

We did not retrieve any published material about NUR’s library, but we have searched for it and have also received help from librarians at NUR. We did receive information about one thesis in particular that could have been in use for us since it regards NUR’s library. However we found out about it on our final day in Rwanda. The thesis is too new to be in the catalogue and that is why it was not located at first. We have not yet received the thesis and can therefore not include it in our research.

We have located an evaluation regarding library satisfaction at NUR’s library conducted by Niyonsenga and Bizimana’s “Measures of library use and users satisfaction with academic library services” (1996). This evaluation was indeed brought about for more then ten years ago, but we believe it is still relevant for our survey. The researchers
investigated how library users considered library services being performed. They asked students, lecturers and researchers about their opinion. The result showed that most users were dissatisfied with services provided by the library. However it was also shown that the library was frequently used, but this was thought to be a consequence of students using the library as a reading room (ibid.). Those areas where users wanted a better performance were within the reference desk, where more trained personnel was requested. The users were not satisfied with the reference service. The users also wanted more recent periodicals. Furthermore there were not enough copy machines, no well function circulation service and no efficient schedules for personnel (ibid: 236). User satisfaction differed between lecturers/researchers and students, where lecturers and researchers were less dissatisfied than the students. This might be affected by the fact that lecturers and researchers had other privileges provided by librarians and therefore expected more from the start. Most users needed library personnel to borrow books and used the library to search for documents in the card catalogue on their own. Despite this, these services were not fully used according to circulation statistics (ibid.). These were the main aspects that Niyonsenga & Bizimana (1996) revealed in their paper. There were no suggestions regarding neither how to improve library services nor how to solve other issues that users criticized.

Aparac-Jelusic & Petr (2002) investigate in their article “Public perception of the role and tasks of library and information science professionals in Croatia – an overview on recent activities” librarians’ self image and library users’ opinions about librarians, the library as well as library services. This paper constitutes research that is unanimous with our study according to our purpose. Aparac-Jelusic & Petr studied librarians’ identity and reception of the library and librarians in society in order to improve services provided by the library. They articulate, “every profession has the urge to question and investigate its own identity as well as its reception by the society” (ibid: 364).

Aparac-Jelusic’s & Petr’s (2002) study is conducted in Croatia and therefore involves similarities as well as differences to our study. They relate their examination to librarianship in Western developed countries. The similarities are pointed out in their result and illustrate that images of libraries and librarians are not as good as in other developed countries. They claim that investigated libraries were not ready to be institutions in society providing services where people during and after education can retrieve information. Neither can the libraries satisfy the public’s need for information (ibid: 367). The war in Croatia (1991-1995) had severe consequences for Croatian libraries, but they were also some of few refugee places (ibid.). The genocide in Rwanda 1994 ruined development in the country, as whole and not even churches were refugee places. Libraries do not have the same positive attribute in Rwanda as in Croatia. There is no intension to compare the two different countries’ history and libraries, but to use Aparac-Jelusic’s & Petr’s (2002) result regarding librarians’ identity and receptivity.

### 3.1 Librarians and their identity

We will use Kirby (1985) *Creating the library identity – a manual of design* as a background describing common aspects about creating a professional identity. This book was indeed published over 20 years ago, but since it describes essential ideas about creating an identity it is still useful. It is also possible to apply in context of a developing country and it is not of any disadvantage that it is 20 years old.
Kirby (1985) suggests that a program ought to be developed by librarians. This program should contain a profile for the library and a description to show how the library should be presented. The purpose of this is to produce an identity that unifies personnel and is a base on how they should obtain their daily work and how to appear towards users. Furthermore the program will help librarians to work towards a common goal within the same organization. Otherwise it could be possible that different departments in the same organization work against each other, even though it is not on purpose (ibid.). Another advantage with a developed program is that it creates a common base for the personnel how they can work to make their services visible for users. The program should be well implemented among the personnel in all different departments, even if the departments are apart both psychically and according to what they do (ibid.).

Söderberg (2006) also focus on the importance of creating an identity. Her article declares that librarians’ view on their own profession needs to be close to library users’ views on them and the libraries. Furthermore she claims that: “the one who does not know who she is can not show to others who she is” (ibid: 38). Even though Söderberg not explicitly speaks about a program as Kirby does, she also declares the significance of a common goal for library activities. Goals and how you can reach them should be well implemented with the personnel (ibid.).

According to Omekwu (2006) in his article “Managing information and technology: critical roles for librarians in developing countries” a current view on librarian’s role is that they support users when they are searching for information. The task could seem unobtainable for users, because the tremendous amounts of existing information. It is here that the librarian is helpful by providing expertise within areas on how to search, and also comes to a conclusion regarding what the user needs instead of only finding what the user wants (ibid.). Providing good service towards users is also one of the best ways of promoting the library. When a user visits the library they should be provided with more than they seek (Söderberg 2006). Roberts expresses in ”Making a contribution to the civil society: Knowledge management and the information professional” (2007) that librarians’ practice of their knowledge is how they send out signals to library users and create reputation, trust, confidence and ethical solidity. It affects how librarians behave and as Robert underlines, even more important, how they are perceived by library users (2007: 123). As a user you should be able to get information that is required for creation of knowledge. This is still unarticulated in many African libraries (ibid: 126).

Segal (1994) mentions how the role of a librarian is created and different aspects for librarians to consider a way to shaping a professional identity in “The role of professional associations in organization change: Towards user-centeredness”. Segal describes how perception of the library and librarians is formed and indirect how the role of the librarian is composed (1994: 230-231). The library users’ image of the library as well as of the librarians is created every time a user comes in contact with: “any aspect of the organization [library] and gets an impression of the quality of its service” (ibid: 230). Segal describes seven sins and working methods towards a good quality service. The seven sins are: One: apathy; when the librarian does not show any interest for users’ needs. Two: brush-off; the person at the desk is busy filing and therefore does not have time for serving the user. Three: coldness; unfriendliness towards the user while providing service. Four: condescension; the librarian possesses a superior attitude, asking: have you looked in the card catalogue? Five: robotism; the
librarian is acting more like a robot than a human. Six: rule book; unbending to the laws. Seven: run-around; sending the user to several possible places or persons without really knowing if it is the right place or person. Segal underlines that it is the lowest educated and paid members of the library staff that have most of the contact with users and who tend to serve at the reference desk (ibid: 231).

One way to affect the perception about the library and librarians is to develop a marketing strategy. This demands some effort from personnel and leaders. However when the strategy is developed it should be implemented in such a way that it will serve a a helping tool on a daily basis and not an obstacle (Söderberg 2006). Successful methods to promote the library are for example: to conduct market and user research and also an assessment and measurement of service, to make a strategy formulation and to educate and train personnel (Segal 1994: 231). Furthermore it is of importance to have knowledge and contacts with the outside world and be aware of ongoing processes. With a developed market strategy it is easier to act in a proper way during times of change. This since a strengthened picture of the identity creates a solid base for accurate decisions (Söderberg 2006). For a library to be able to work efficiently the library’s view on itself should be as close as possible to the expectations and views on its users. Nawe (2006) declares in “Marketing library services in Africa” that it is essential for libraries to promote their services to be able to create a link between the library and its users. In order to do that, the librarians need to collect information about their users to be able to develop their services and to be able to promote them more dynamically (Illien 2006: 435-437).

3.1.1 Information technology
We are moving towards a society of knowledge. Both developed and developing countries are rapidly evolving in this way. Knowledge will stand as a foundation for development and growth within economy as well as within society (Omekwu 2006). Because of this knowledge age it is essential that investments are made in people, in human capital, as people with education are the ones who create the base for the development. Therefore libraries and librarians become important, since they have a key role providing information that knowledge is built on (ibid.)

Many libraries in developing countries struggle with the implementation of information technology (IT). According to a survey that Mulimila (2000) presented in “Information and technology applications in East Africa government owned university libraries” the most essential reason for this problem is lack of funds. The study, which was carried through 1997, states that many governments relied on support from donors to be able to develop IT applications (ibid.). Even though the survey was brought about more than ten years ago, it still seems to be valid for conditions in some university libraries in East Africa today.

The second most common obstacle to implement IT in university libraries was the absence of educated personnel. This could be a crucial aspect for development of IT applications in university libraries in East Africa (Mulimila 2000). Omekwu (2006) states that librarians who are not familiar with internet technologies in the knowledge era will become obsolete. Librarians are the link between information resources and users’ needs. It is of great importance that the librarian is well acquainted with information technology and has a basic knowledge of computers (ibid.). According to
Drake (1994) in “Technological innovation and organizational change”, working with technology implies that librarians are working with electronic material, such as e-journals and databases. Users can find a lot of information from anywhere on the globe. The trained user can retrieve information and be self-sufficient, but the untrained will need more help to retrieve and selecting wanted information (ibid.).

3.1.2 Information and knowledge librarians

In “Harnessing knowledge management for Africa’s transition to the 21st century” Mchombu (2007) examines information and knowledge management in African libraries. This is done in the context of how to develop the Sub-Saharan African region. We refer to him as he mentions two important roles for an educated librarian: the information professional and the knowledge professional. This is based on an understanding of the difference between information and knowledge, as knowledge requires an active human in a learning process. The definitions of both information and knowledge librarian in this thesis are based on Mchombu’s understanding of the phenomena. He stresses that different domains demands different approaches, skills and roles (ibid: 17). In this thesis we describe an information librarian as one who has skills in classifying, cataloguing, indexing, ordering bibliography and who obtains the requested information for the user. A knowledge librarian is one who provides the needed information for the user in the correct context and time. This should be done with the explicit intention of increasing the users’ ability to assemble the information on his or her own. To do this the knowledge librarian educates the library users in how to retrieve the needed information and how to value it. The librarian should also be aware of the context in which she gathers the information (Roberts 2007: 137). In “What can be the role of African libraries in counterbalancing the ‘knowledge power’ of the west? Can we create new knowledge together?” Hem (2007) also defines a knowledge librarian. In this case a knowledge librarian is one who understands that she is working within the context of operating in a learning organization. The first step to become a learning organization is for the librarian to share her own knowledge with her colleagues (ibid.).

Mchombu underlines the importance of operating as information and knowledge librarian (2007:17). One area that development is concentrating on is ICT. ICT is a tool that provides with important source of information, but according to Mchombu problems arises when there is a lack of knowledge as how to retrieve information from the right sources (2007: 19). A university librarian needs to be a knowledge librarian to meet the goals of the university since the latter constitutes a learning organization (ibid: 31). A knowledge librarian is able to support the university’s learning policies and life long learning. This requires the implementation of university strategies into library strategies and the approach of both information and knowledge librarian (ibid.).

Roberts only considers an information professionals’ identity valid when it is founded on: “a well developed basis of professional recognition, structures and education” and that the education is the “body of rigorous knowledge” (2007: 123). Furthermore he argues that education plays an important role in the validation of a profession and its ethos. He states that most of the African librarians have some means of sustaining an information professionals’ identity (ibid.).
Mcharazo (2007: 239) articulates in “Knowledge management: Issues for Africa’s library and information professionals” that the librarian profession is improved by the articulation of the profession and the competences it includes. He discusses knowledge management, but we believe it possible to refer to and apply on the view on librarianship in general.

3.1.3 The librarians’ relation to the users

In “University libraries: the African scene”, Avafia (1985: 1) states that the librarians’ role is to achieve a “dynamic fusion between information and library users”. Avafia writes in the context of the Anglophone African countries. To be able to create this kind of fusion the library has to be equipped with books, periodicals and other material and have these organized in a way that makes them easy to retrieve. To an extent the library ought to provide tools for the users’ need in order to educate themselves and at the same time support life long learning (ibid.).

There is an absence of reading culture in Rwanda which effects the way library users are used to search in a library and what kind of help the average library user requires. This of course affects how librarians need to work with the knowledge that there are users that never had used a library or a computer before. The librarians should therefore work more actively with guidance of how to use the library. There has been reading projects in Rwanda – one of which Webb describes in “Creating a reading culture – one librarian’s mission in Rwanda” (2005). Even though Webb mainly works with libraries in primary schools she gives a general picture of how reading for pleasure is perceived in Rwanda. Today most Rwandans think it is strange to read for enjoyment because of the oral tradition already in existence. The phenomena of reading books for pleasure are a foreign model (ibid: 2). Webb also mentions the importance of having available books in Kinyarwanda in her paper, since it is easier to understand and express oneself in one's mother tongue. Today books in French and English are the most available books (ibid.). Webb’s project was well received by the teachers in the schools she visited. She plans to follow up her study while pursuing her PhD, but for the moment there is no paper mentioning the outcome of her project except that children borrowed many of the purchased books. It is therefore not yet possible to know if the project will lead to a more established reading culture.

Libraries provide their users an extensive number of resources which individuals cannot obtain on their own according to Mutula (2003) in “Issues in library associations in Eastern, Central and Southern Africa: the case of Botswana Library Association (BLA)”. These kinds of resources are fundamental since the library can be seen as a place where the nation’s users can visit and gather constructive information that strives to be updated and easily accessible (ibid.).

In Libraries as user-centered organizations: imperatives for organizational change Butler (1994) describes the library’s and librarians’ role within the framework of an academic organization. The academic organizations are changing towards more user centered organizations. Butler discusses libraries according a Western context. The ideas presented are possible to apply to NUR’s library since the University started to use student centered learning in January 2008 (Strategic plan 2008).
Michalko (1994) declares in “Higher education, the production function and the library” that a university library has to relate to the reorganization of a university and its main educational goals. A library is a resource which aims to support the “production function of the academy”, which implies producing knowledge (ibid: 19). A university library has different roles – it is at the same time a purchaser of information, a preserver of cultural heritage and an information provider. A library must relate to the changing role of the university when it starts a different learning strategy. The library needs to establish a role and make it explicit if it is to be successful in promoting the university’s teaching and learning (ibid: 21). The role of a user centered library is a change from “putting a book or a photocopy into the hands of a user to more user involvement” (Drake 1994: 49). This implies that librarians should try to learn about the users’ different needs while endeavoring to maintain a productive relationship with them (ibid.).

To change an organizational form is painful (ibid: 50). It implies leaving old ways of conduct for new ones and demands double-loop learning and a search for alternative and better ways to perform work tasks. Double-loop learning implies that reflections about work processes are needed. When the work processes are not functioning properly, a reflection takes place, which leads to change. This is done so that the work process will function more effectively the next time it is used. The definition is based on Argyris, Putnam and Smith’s *Action science – Concepts, methods and skills for research and intervention* (1985: 85-88). An organizational change is a change of working into a more dynamical way which implies more uncertainty (ibid.).

The main aspects that determine the library’s role are purposes, goals and how it relates to users (ibid: 51). A library acquires employees with good knowledge about library policies, training and education. The employees need to be supported and motivated by the library environment. They should also have the possibility of learning from mistakes that have been done - a sort of double-loop learning. To develop a library successfully the entire personnel needs to be supportive (ibid: 52-53).

De la Peña McCook and Gonsalves (1994) describe in “The research university and education for librarianship: Considerations for user-centered professionals in libraries” the implications of a user centered library. In a research environment there are three main aspects to consider. These are to understand the environment of higher education, scholarly communication and learning society (ibid: 198-199). To simplify, “understanding and appreciation of the librarians’ role will result from finding ways to become better connected to and involved with the larger academic community” (ibid: 203). University librarians will face different users with a variety of backgrounds and it is therefore important that they try to understand the users’ individual needs (ibid.).

### 3.2 Library development in Sub-Saharan Africa

There is a significant amount of research, which indirectly concerns the librarian’s role as well as libraries in Sub-Saharan Africa. This kind of research is sufficient according to our study. Since it is not easy to find information about libraries in Francophone

---

5 Drake uses the terms first and second order learning. We use single and double loop learning used by Argyris, Putnam and Smith (1985: 85-88) with the same meaning and thus keep the same term through the thesis.
countries in Africa, but information about Anglophone countries in Africa, we intend to use retrieved information and apply it on our thesis. Francophone countries got fewer funds than Anglophone countries and that is one reason for being behind the Anglophone countries in education. Another reason could be that Francophone countries to a higher extent used the education system to educate only intellectual elite. This view is held by Nwafor (1990: 2) in “University library buildings in Sub-Saharan Africa” and Manaka (1990: 25, 27, 31) in “Library education in Southern Africa”. As a former Belgian colony, Rwanda has inherited a weak library infrastructure. According to Sene (1990: 48) in “Bibliographic organization and exchange of information in the French-language African countries” there are very few former Belgian colonies with any sort of organization or possibility to respond to any sort of user satisfaction. The libraries are characterized by a lack of documentary infrastructures, trained personnel and legislation to control development of national infrastructures. Librarianship is seen as a low rated profession (ibid: 48-49). To be able to develop Francophone libraries it is important to create national structures and a national information system and to train skilled personnel (ibid: 57-58).

Our perspective on development is similar to what Wise is stressing in his introduction (Wise & Olden 1985: xii). Wise underlines that development is not necessarily a straight line. Development should be seen in its own context and not from the perspective that African development should strive towards exactly the same development as in Europe (ibid.).

Manaka (1990) says that librarianship as a profession is low rated in developing countries and even lower in the Francophone ones which have had an absence of library associations. Professional personnel working in the libraries are about 17 percent according to Nwafor (1990) but this number is probably considerably lower in Francophone countries (1990: 6).

The development of libraries in Sub-Saharan countries in general has not been given a priority in the areas that ought to be developed. Libraries are “ignored by political decision-makers in development” (Manaka 1990: 37). One major problem for the development of libraries in the Sub-Saharan African countries is the competition between different fields which need to be developed. Another is that the absence of qualified personnel has made it difficult to find suitable persons to educate future librarians (ibid: 36). An important future concern is how to promote the importance of educating librarians and how to make the library development an important means of supporting the community development (ibid: 37).

Nwafor describes African library buildings and she considers the buildings to struggle with failure in power supplies and lack of space in library buildings.

4 Methodical approach and methods

Our methodical approach is action research and we used it combined with observations and qualitative interviews. In this chapter we will describe our chosen methodical approach and methods as well as ethical issues concerning the conduct of research in another culture. We will also describe how the gathered material was analyzed.
We chose to gather information from three target groups: the librarians and two groups of users, lecturers and students at NUR. We have chosen to continuously observe the work that is conducted in the main library as well as in some faculties. We have also met and conversed with librarians and library personnel. This will provide us with a holistic view on the reality of the activities in the library. To get a deeper understanding we chose to use qualitative interviews with respondents selected from the target groups.

We used the information obtained through interviews with librarians and a representation of library users, to gain knowledge of their opinions on the library and the librarians’ competences. The material, as presented in this thesis, can serve as a foundation for further studies and actions. We knew that we would not have the time to analyze the collected material in the field – apart from discerning some tendencies in the material. During our field study we actively participated in distributing information about the library towards its user. Our suggestions on what information to hand out was based on our general understanding of the collected material.

4.1 Action Research

According to Gustavsen (2001) in “Theory and Practice: the Mediating Discourse” action research is an approach which combines scientific studies and practical problem solving. This implies that the two different fields of knowledge will meet and interact. There is a strong “relationship between theory and practice and seeing the action element as an extension of the idea of the experiment” (Gustavsen 2001: 17). This makes it possible to look into the demands of scientific research and at the same time signifies the importance of the relevance of the research in practice which Hansson (2003) expresses in *Praktiskt taget: Aktionsforskning som teori och praktik – i spåren efter LOM* [In practice: Action research as theory and practice – in the footsteps of LOM]. To be able to combine the two fields it is necessary to be aware of the other field’s perspective. The different fields have to know, and accept the other one’s perspective to be able to make the most accurate decisions according to the actual circumstances. The fields do not, however, have to adopt each other’s perspective.

In action research the term trustworthiness is used as a scientific validation. Rönnerman explains in *Aktionsforskning i praktiken: erfarenheter och reflektioner* [Action research in practice: experiences and reflections] (2004: 116) that since action research focuses on an actual situation it is not possible to validate researches in the traditional manner of using intersubjectivity. Since the study is specific to the actual situation it is difficult to be able to make a generalizable conclusion in action research. On the other hand it can be possible to use the conclusions and apply them in another context (ibid.). According to Aspers (2007) *Etnografiska metoder: att förstå och förklara samtiden* [Ethnographical methods: to understand and explain our age] it is of great importance to thoroughly describe the procedure when using action research. This in order to increase the reliability of the material presented.

Action research is a vague concept with several different schools – each with their own approaches. The concept of action research is considered to be more confusing than concepts within other scientific fields (Rönnerman 2004). The common ground is to focus on development and alteration within the activity (ibid.). Action research derives from Dewey and the pragmatism. His most significant ideas are based on actively solving an actual problem. The problem is to be solved through the search for
information and the creation of knowledge (Hansson 2003: 56). It was Kurt Lewin who formulated the concept of action research as a way to generate knowledge about social systems as well as a foundation for the development and change of these systems (ibid.).

Within action research you also study why you act the way you do in a given situation and what the underlying values are (Hansson 2003). Through this it is possible to learn how and why the studied activity is the way it is. As this is established it is possible to develop the activity and to achieve double-loop learning\(^6\) (ibid.). To be able to develop an activity it is important that the practitioner uses double loop learning (Argyris, Putnam & and Smith 1985: 85-88). First the understanding has to be developed, then change can be done. By consciousness of the activity and what knowledge is required for change in the specific activity it is possible to make a difference and a development that will last (ibid.). Another important notion of action research is the democratic dialogue that implies communication between all the actors within the specific research. They should all be able to tell about their own experiences. Furthermore they ought to share their views and thus make it possible for the development for the specific activity (Hansson 2003: 67).

There are some key factors that signify this action research. Action research is a process to follow for the researcher that is built on conversation, analyzes, action and reflection. A vital aid in action research progress is documenting during the whole process (Rönnerman 2004).

The way of working with action research is to observe, participate, act and reflect which we will document. After this procedure new questions can arise and lead to another observation, participation, action and reflection, as an up going spiral (ibid.).

Action research’s mainly purpose is the development of work processes. It is possible to use it as a starting point of a more conscious planning about how to spread information to library users. In extension our intentions create a change in the work process if librarians establish an explicit identity including their roles based on our material as well as use our material for promotion plans.

**4.1.1 Implementation of action research**

We implemented action research by combining scientific studies and the development of the field by contributing to future changes in librarians' work processes, which are the main issues in action research (Gustavsen 2007: 17). This is realized by the gathered information from the different target groups, using qualitative interviews as well as with participative observations. The gathered information is analysed from a frame factor perspective in order to see what is needed to be changed in the work processes of the librarians and within the library, but not at least in the aspect of what is possible to change in the working processes in order to obtain a better library image towards the library users. Focus lies in changes towards a better relationship between the librarians and the library users in relation to what is possible. We are aware that we were limited in time and that we can not analyse the results of changes in the work processes, because that would demand longer period of time. Instead we suggest some of the

---

\(^6\) Double loop learning is explained on page 20.
changes that could be carried through to assumable improve the service at the library. We also provided the personnel with the gathered information in order for them to analyse the information themselves. Our research both obtains generalizable information about librarian identity in Rwanda, which are based on the information gathered from a majority of NUR’s librarians, as well as information that are more accurate to the library personnel at NUR and which stresses how the information could be used as a starting point of changing work processes at NUR's library.

We also took an active part in the work of the library. Within the active part our role, as researchers, served as a facilitator during discussions and activities mostly within the production of the material to the exhibition and further on with work during the exhibition. We participated in a work group that planned and carried through a library exhibition on the Graduation Day. This was based on our active research approach, which included participation in the field as well as observing it. The exhibition was carried through during our last week in the field. Thus we did not have enough time to follow up and survey what this specific exhibition resulted in. However, we will use it as an example of how librarians in the work group discussed how they wanted to present services towards users. We will also use it to characterize the dialogue between librarians and users during the exhibitions.

Within action research you also study why you act the way you do in a given situation and what the underlying values are. This works well with participative observation where you study actions and behaviors in daily work as well as analyzing the information from a frame factor perspective. It provides us with the opportunity to understand obstacles in developing the library and librarianship as well as for the developing processes. It is also very well apposite to analyze the information in a frame factor perspective.

Focus lies on the importance of the relevance of the research in practice. We gathered information from different target groups in order to provide this to the librarians and the library director. This is why we strain to formulate chapter “6. Result” without changing too much of received information. It makes it possible for the librarians and the library director to analyze the information from their point of view. We also supply them with our analysis of gathered information. This thesis may act as a base of more conscious planning about how develop the library and librarianship at NUR. In the extension, our intentions are to create changes in the work processes at NUR's library. It can also be used as a starting point to work with the establishment of an explicit librarian identity, planning how to spread information to library users and in even longer terms, create promotion plans.

### 4.2 Participative observation

As a part of action research we used participative observation. We observed different situations of the daily library work to gain an understanding of how different aspects of the library actually are carried out. Participative observation is done by observing the situation and having conversation with the people carrying out the actual work (Rönnerman 2004: 61). It is important to observe one aspect not only once, but several times, to get a more accurate image of different work processes (ibid.). This was our guideline when we continuously observed what took place within the library. Constantly observations are concealed observations since you do not inform the people
in the field that you are observing them (Aspers 2007). We only used these kinds of observations because we were in the field for two months and which made it possible to gather information in this way. An advantage based on using concealed observations was that the persons concerned did not alter the way they were working to show a more positive image of themselves.

Observations provided us with information from an outside perspective and are thus our own interpretations of the different library situations (Rönnerman 2004). This was an effective method to use when gathering information about how people in the field were working and how they were acting. To be able to understand why people in the field perform the way they do we also talked with them. To increase our understanding we complemented the observations with qualitative interviews.

In one particular event, when preparing the exhibition, we observed and tried to be a resource at the same time. Combining the roles of researcher and participator in this way is an important aspect of conducting action research (Aspers 2007).

Other observations were done with lending books at the circulation desk. We were participators at the same time as we observed how people behind the desk were performing their work. We also participated in discussions regarding the library web site at the same time as we created an image about how work with the web site is organized. There were also several occasions when we were present busy with something for example working at a computer and at the same time observing the work in the ICT-room or the work in the cataloguing and classification. We used constantly observations and in some occasion more participative observations than other occasions.

We have not showed our observation notes to the concerned people in the field, something that could have been done to validate the information (ibid.). Instead we have compared each other’s notes and discussed them between us. This increases the likeliness that we interpreted the situation correct, although we are aware of our interpretations are still only from an outside perspective.

4.3 Qualitative interviews

We consider Kvale’s (1997: 85) *Den kvalitativa forskningsintervjun* [The qualitative research interview] and his description of the seven steps to be a useful reference. These steps declare the data collection process. The first step is to thematize, here the purpose for the investigation is formulated. In the second step planning of all seven steps in the investigation takes place. This step also includes developing ethic guidelines for the study. The third step is the actual interviewing and to do this according to a manual created ahead. During the forth step transcription is carried out before the interviews are analyzed in the fifth step. After the analysis the results should be established if they are generalizable, in the sixth step. Finally the result of the study will be reported (ibid.).

The interviews in our thesis are semi-structured with prepared questions but also with some openness to allow us to follow up answers with more questions. There are also other questions that we had taken into consideration. There were several of our informants who wanted to be anonymous and therefore we will make all of our respondents anonymous. In our result we refer to all respondents in codes. There were also many of our informants who did not want to be recorded during the interview and
therefore we took notes instead. The transcriptions of the interviews are done from the
notes. Since we were two people we were able to take an extensive part of notes and
also ask follow up questions if such arose. We decided which person to conduct the
interview and which one who took notes. The notes were stressed to be in the
respondents’ own words and expressions.

We are aware of the fact that during information gathering there might be disturbing
factors, for the interviews therefore we used the respondents' own offices or our
temporarily office in the library. By choosing suitable locations we were able to control
some disturbing factors.

4.3.1 Selection of respondents

Within this chapter we explain how we chose our respondents in the field and why we
wanted to interview them. We selected to interview the people in the library who have
an education within Library and Information Science (henceforth LIS). We will refer to
them as librarians in this thesis.

Our choice to focus on lecturers is based on information received before we began our
field study, which turned out to correspond with the views of several others in the field.
The actual condition at NUR differs from the conditions in most Swedish university
libraries (Stockman 2007a). It is the lecturers who make students visit the library, by
providing demanding tasks. NUR’s organization is hierarchal which implies that if you
want to change something you have to start at a higher level.

We wanted to interview only those students who had been students for several years and
thus have had the opportunity to use the library through all their years as students.
Therefore, we limited the interviews to those studying third and final year. They have
many opinions about the library and librarians. The final year students have access to
open shelves within the library after the reorganization. It is therefore of interest to find
how they consider the change.

Currently NUR hosts 8221 students and 425 lecturers (NUR’s webpage 2005). NUR’s
library has about 30 employees including the cleaning personnel and six of them are
librarians. We interviewed five librarians, five lecturers and four students as well as the
library director. The library director was interviewed because he is in position of
drawing the guidelines for the library and thus is of interest.

In view of carrying out qualitative interviews we chose to make about five interviews
with each group. We made an effort to interview people with different experiences of
the main library and different faculty libraries. Further more we tried to find people
within different subjects both lecturers and students. This was possible thanks to a
librarian in the field that helped us with contacts and to book interviews. We
approached both lecturers and students and introduced the aim of our thesis in order to
ask them if they wanted to participate by being interviewed. We went to different places
at the university where different subjects are located. Our selection was therefore spread
over the university’s different areas, but at the same time organized by the librarian. Our
material is not chosen by random and it is not gathered from a larger amount of people
and thus not to be seen as an intersubjective representation, but the interview material
collected from the librarians serves as a foundation which allows generalizations.
One of our interviews was made with two respondents at the same time (S1 & S2). We had made an appointment with S1 and S1 brought S2 because S2 had more library experiences at a faculty library and S1 more experiences at the main library. S1 thought they could complement each other. The interview demanded double as much time to carry through than the interviews with one respondent. They informed us about their ideas concerning the main library and the faculty library. They wanted to be interviewed at the same time, which we did not consider to be a problem because we received information from different library experiences and they presented ideas that were not always agreeable with each other’s ideas.

4.3.2 Creation of an interview guide

All of the interview questions are related to the purpose of the thesis. Our interview questions have thus been developed according the respondents’ views on librarianship and the library.

A tendency through all of our interviews is that there are questions that directly and indirectly relate to our research questions. The directly related questions accordingly ask how the specific respondents’ groups look upon the library or on librarianship. Indirect questions ask about specific services provided by the library which indirect is related to how the respondents’ view on the library or the librarians. Examples of directly related questions are: How do you look upon the library? What is a librarian for you? And examples of indirect related questions are: What do you think about education in how to retrieve information?

All of our gathered information is analyzed within the frame factor theory. Although, we also asked direct questions with intentions to reveal difficulties related to the library. Those are questions about hindrances and possibilities for the development of the library. We also wanted to receive information on how the director as well as the librarians considers library users’ awareness of the library’s services and asked a question accordingly on that subject.

The question that handles what special topic the respondents’ think is important to convey to the other group is the same for all respondents. By other group we mean librarians when we interview a user and users when interviewing the director and the librarians. The question is asked to provide us with information about issues that are needed to focus on when improving the relationship between the users and the librarians.

When it is possible we have used similar questions for librarians, library users and the director of the library, but are with small changes adapted to the target groups. This will make it easier to compare the answers. For instance, some of the questions to library director were specific for him because he is in charged of the library. To exemplify, there is a specific question that handles the student centered learning and how the library is prepared for this. The interview questions to the director are also constructed in order to obtain information about what kind of services and competences that the librarians should possess.
The interview guides therefore differ between the respondents’ groups and the guides are available in attachments. Attachment A for the librarians, attachment B for library users and attachment C is for the library director.

We began by interviewing the librarians and followed it by developing questions for users. We used some of the answers to be able to be aware of areas we did not know or thought about before. However we do not believe that the librarians’ answers determined what questions we created for the users, since most of them were similar to all target groups.

4.4 Contact with the field

There are certain features that have to be considered when you conduct field studies in a different culture. Various practical problems can arise, along with the scientific ones. These can affect the field studies in ways that it had not if the studies had been conducted in ones own culture. Obstacles that can occur during the field studies that are not anticipated for in the preparations can be weather and differences within religion (Aspers 2007). One example is the way you greet people can be very different from the own culture, and for that reason it is important to learn and respect the culture you are visiting. While entering the field we tried to face differences with an open mind and also to perceive some understanding on how things could differ between our cultures. There have been some special conditions that are different from the culture that we are use to. Our awareness about conducting our field studies in a different culture made us try not to directly interpret things according to our pre-understanding; instead we tried to be aware of how things might imply the conditions in Rwanda. For example some of our respondents did not appear to an appointment, which we would have interpreted as lack of respect in the Swedish context. In the field, the reason for their absence was because of the heavy rain. This was something we experienced on several other occasions as well, that people appeared late to appointments because of the weather.

4.4.1 Ethical guidelines within field studies

Within field studies the researcher can face some different dilemmas. The field might contain a poor environment were people may have expectations of the researcher to be more of a person that will put things in motion and solve problems, and not only study the actual conditions (Aspers 2007). On some occasions the researcher can also connect very closely with the people in the field and combine the roles of researcher and friend. Here it is of significance for the researcher not to be only the researcher, but to be both and have the capability of distinguish the different roles (ibid.). It is mainly a problem when we analyze information because it concerns people in the field. It is needed to remind oneself at times that we need to handle information as researchers and therefore not make analysis more pleasing because it concerns friends in field. On some occasions you can also receive information from a respondent in confidence as a private person and not as a researcher. During some occurrences we have been told that this is a private conversation and the information we receive is not to be used in our thesis, even though the information could have been valuable according to our study. This we respect and have therefore excluded material that we have obtained through this kind of conversations.
All library personnel were aware of us being researchers from day one and thus our role was evident for everyone. It is a condition where use of concealed observations is less problematic although still an ethical issue. It is not possible to tell everybody in the field that we are observing different occasions, since observations are conducted continuously. If people were informed it could affect the way they acted and maybe make them feel uncomfortable (Aspers 2007). Observations are not about any specific personnel, but about work processes in general and for that reason we do not consider the use of concealed observations to be that troublesome ethically.

4.5 Analytical methods
In action research it is common to analyze the material together with the respondents and participants (Rönnerman 2004: 61). This is not possible for us because of limited time. Instead we analyze the material ourselves and also provide our gathered material to the participants. We also endeavour to present it in the same way as we received it. Cooperation between researcher and participants declines, but by handing out the information they have the opportunity to do their own interpretation. During the analysis of collected material we have used concentration of the information and interpretation of material. Collected material contains both our notes consisting of our observations and reflections and qualitative interviews that we have transcribed.

We concentrated the information from the respondents according to Kvale (1997: 177-178). We focused on the core of what the interviewed has expressed to bring about the essential meanings from the answers. This method is conducted through different steps where the researcher starts with reading the entire gathered material from the interview to understand the content (ibid.). In the next step unities from sentences are established from the interviewed person’s expressions. From these sentences unities themes are constructed according to a natural selection from what dominates the unities. When themes are created the researcher interprets received answers without prejudices and from the interviewee’s aspect. Finally questions that are anchored in the survey’s purpose are being asked to the sentence unities (ibid.).

We will try to concentrate the information without too much change within the information. We have of course already interpreted the information when we concentrate the meaning of it, but we will try to keep the respondents own words and thoughts as we received them in order for the library's personnel to do their own interpretations of the information. After presented the gathered information we present our analysis of it of the collected material.

Our observation notes are used as a complement to the analysis of interviews. It implies that we use them to see if the respondents’ reflections could be supported by our observations. They are also used to describe how work is conducted in the library. To do this we only select the most significant observations that show how the library work is conducted in practice.

4.6 Trustworthiness and validation of information
As already pointed out the term trustworthiness is used as a scientific validation in action research since it is difficult to make generalizable conclusions (Rönnerman 2004:
In order to increase the reliability of the information we thoroughly described the procedure by taking notes every day consisting of both observations and reflections.

In action research you combine the roles of researcher and participator. As already mentioned, in the participative observations we emphasized to get a more accurate image of different work processes by observe one aspect not only once, but several times. Although, we did not share our observation notes to concerned people in the field, something that could have been done to validate the information. Instead we have compared each other’s notes and discussed them between us. This increases the probability that we interpreted the situation correct, although we are aware that our interpretations are not read or controlled by anyone in the target groups.

Our gathered data of participative observations and of the exhibition's work group is to be seen as trustworthy, thus it is well documented and repeatedly observed. We also thoroughly described how we collected the data as well as how we made the data selection and the analyze process. Thus the analyze process is transparent. We also strived to obtain valid information as it is given to the librarians and the library director and may start a work process in development of the library, which is one of our basic aims. Although we are not able to follow up if the data is used to change working processes at NUR's library.

We used different methods to gather information in order to both understand the impeding factors in the daily work at the library and how work are carried out, but also how different target groups reason about librarianship and how the library functions. It also provides us with information from the different target groups regarding how they reason about NUR's library. Our data from qualitative interviews is not chosen by random and it is not gathered from a larger amount of people (in exceptional case of the target group, the librarians). Thus it is not to be seen as an intersubjective representation. However the gathered material from the librarians' interviews is large enough to serve as a foundation that allows generalizations.

We analyzed the data in different perspectives with both the target groups' image of themselves and the library or their need and the service that are provided at the library as well as factors that affects these aspects. We also used different methods gathering the information in order to obtain as valid data as possible. Regarding the data collected by observations and activities in the library it is mostly valid to the personnel at NUR, but the qualitative interviews results in a broader picture of library users and librarians at a Sub-Saharan library, which obtain validation for others scientific studies. Our data is to be seen as trustworthy and it serves both to our aims; to be a foundation for change of work processes in the library as well as to provide a broader image of how librarians and library users view the themselves or their needs as well as the library.

5 Theoretical frame work the frame factor theory

To be able to understand the special conditions at NUR’s library we intend to put basic information into its context and analyze it within a frame factor frame work. Frame factor theory considers factors that interfere with work of the library and affects in a limited way. The theory makes it possible to point out special hindrances for development of library services in general and not only describes, but to analyze why the respondents’ look upon the library the way they do. This makes it easier to
understand the conditions that determine work at the library. Some conditions make work at the library difficult, but it may not be realistic to change those and therefore they need to be related to and made aware of. Others could be a support as well as a hindrance for work and development of the library. The frame factor theory makes it possible to understand why certain things are the way they are, and which conditions you have to relate to and be aware of, and which ones you have the possibility to change in a positive way for the development of the library.

In the article “På återbesök i ramfaktorterin” [On revisit in the frame factor theory] Broady and Lindblad (1999) describe the derivation of this theory. The frame factor theory can mainly be originated from two Swedes’ work during 1960 and 1970, Ulf P. Lundgren and Urban Dahllöf. Through the activity with an investigation of the education situation in schools the usage of frame factors within pedagogical surveys were created (Broady & Lindblad 1999). This took place in different areas in Stockholm (ibid.). Despite this Dahllöf stresses that the model should be seen upon as an attempt to a theory, rather than a theory, even though it contains a severe number of factors that a theory ought to restrain (ibid.). Through the frame factor theory it is possible to identify essential terms and be able to separate them and observe a connection between the terms according to Gustafsson (1994) in “Antalet utvärderingsmöjligheter är oändligt…” [The number of evaluation methods is endlessly...]. Gustafsson (1999) says in the article “Ramfaktorer och pedagogiskt utvecklingsarbete” [Frame factors and pedagogical development work] that this theory is generally accepted within the pedagogical circuit and can be seen upon as a constructive tool in the analysis of pedagogical processes. Thus it is our intention to use the term, theory, in this thesis. In mind that the frame factor theory is a useful tool within analysis of pedagogical processes we do believe that it is a theory that is equivalent to our research, together with the analysis that will be conducted.

One advantage with this theory described by Hidalgo (1984) in “Ram/process-modellen och högskoleforskningen” [Frame/process–model and the University research] is that it can more or less force the researcher to view the research object in its entirety. To have a picture of all diverse pieces that involves with one another within the surveyed object. There is also the possibility to investigate different connections and how they correlate with each other (ibid.).

The frame factor theory can at its most simple be described as follow (Gustafsson 1994: 14):

```
Frames → Process → Result
```

*Figure 1*

In compliance to this model the pedagogical work processes should be seen according to the frames that affects them. These frames can consist of control documents, time and different kinds of grouping (Gustafsson 1994: 14). Despite that frames can be established, it is not for sure that the process appears clearly and that it is possible to predict the result. It is rather the contrary that through knowledge about frames and therefore the organizational conditions is able to consider the fact that certain processes will not be carried through (ibid.). It is therefore possible to predict which frames that are important for different forms of pedagogical processes. Since it is in the hands of the
actors to interpret the frames, what effect they will have and how they can be used. This
can imply some difficulties to determine if the aimed pedagogical process actually
happens and in which appearance (ibid.).

Lundgren explains how Dahllöf divides frames even further by distinguish them as
frame factors that can not be affected by the actors and factors that the actors can affect
which frames exists and how these affects a certain type of activity can also make it
possible to interpret why the actors react the way they do and additionally be able to
stipulate the process and finally the result. The actors’ actions should be interpreted
through a survey that implicates how the structural level is affected (ibid.). To be able to
carry out this survey, it is important to define what the meaning of structure refers to.
Structure can be divided into two separate parts, external and internal structure. The
external structure can be exemplified with the building that the activity goes on within.
This can be defined as a frame factor since it has a direct impact on the activities that is
in progress there. The internal structure can be describes as rules for the activity (ibid.).
Here is for example legal document that affects the activities in various ways. These
both structures, external and internal correlate and influence each other. It is not
possible to analyze one, for example the external structure without focusing on the other
as well. It is not doable to examine the external conditions, as the building, without see
to what sort of activity it is aimed for. The same thing applies if the varied documents,
whom regulate the activity, are supposed to be studied. If these documents proclaim that
the activity is supposed to be run in a certain way it is of importance to consider the
external structure. From this way of reasoning it is fully achievable to determine that
different kinds of control documents can be considered as a frame factor (ibid.). Beside
this definition of a frame it is possible to look at factors that limit the declared activity.
It can be both a physical boundary as well as a limit in time (Gustafsson 1994).

The actual work process with the frame factor theory could be seen upon as the opposite
of the model that describes the frame factor theory (see Figure 1). This was Dahllöf’s
approach when he in his research of schools in Stockholm should declare the result of
the various ways of teaching that appeared. To be able to discover which frame factor
that controlled the situation Dahllöf started with the result and then moved on to which
process that had caused this result (Gustafsson 1999: 48). According to this procedure
he was able to find out which frame factors that influenced the way of teaching (see
Figure 2). From this figure it is attainable to work with the factors that influence the
daily work, what obstructs it and to work with these factors to be able to achieve
improvements of the work Figure 2 (Gustafsson 1999: 48).

| Frames       | Process       | Result       |

Figure 2

It is possible as a team from the library to gather and discuss what factors that distracts
and impedes every day work. These factors can be signified as frame factors according
to Dahllöf’s terminology (Gustafsson 1999). With this as a background we aim to
defining what frame factors that has a direct influence at the activities at NUR’s library
in the analysis. When different frame factors have been established it is possible to
survey how they affect the library at NUR as it is today. Frame factors can also be changed over time (Gustafsson 1999). It is possible for the researcher to determine which the frames are, but to be able to do this the researcher has to have an extensive amount of collected information (ibid.). During our field studies we have collected a large amount of information to be able to get an overview on possible frame factors that could limit work processes. These processes affect the role of the librarians, how the library and librarianship are viewed and the relationship between librarians and library users. The analysis will present the actual conditions at NUR’s library according to the views on librarianship and the library and by using frame factors also analyze why. It makes it possible to understand which factors that determine the situation and which can not be affected by the actors and which factors that the actors can affect.

5.1.1 Interpreting the impact of frame factors

There are different possibilities to interpret frame factors. Partly it is doable from an individual perspective and partly it is doable to interpret according to a system perspective (Gustafsson 1999). An individual perspective considers only how the frame factors affect the individual. The system perspective considers a more extent picture. There are more factors to consider and more pieces that can be affected. This since a system contains of more variables such as the different activities that exists within a library. It can be related to more difficulties if a survey is interpreted according to the system perspective this because it contains of more factors to consider (ibid.). Conclusions on how frame factors impact on individuals is preferably interpreted within the same category, an individual perspective. The same applies for making conclusions within a system perspective. However there is also a possibility to interpret the frame factors according to an individual perspective and come to a conclusion in proportion to a system perspective (ibid.). We have mostly collected information from an individual perspective. Our interviews have investigated the respondents’ views on different limitations within the role of the librarian and the library. This can be interpreted from a system perspective in the analysis and conclusion. We have also observed library work and our observation and reflection notes will illustrate our interpretations of the limitations of library work. We have examined a holistic working process and therefore strive to observe from a system perspective. For example we have observed the lending service and here we studied the working processes in its entirety.

We have observed how actual conditions affect the activities aimed to be conducted and also how this limits the role of the library. We have compared the observations with results from our interviews. We have analyzed the answers from this comparison and found useful summits for further development of library activities and the librarians’ work.

5.2 Frame factors to be considered

Frame factors to be considered according to library work in general are presented here. We have chosen to study a number of different frame factors. There could of course be several others also making an influence on processes in the library, but it would not be significant to examine them all. We consider it better to focus on the most important frame factors that are an obstacle for daily work and thus an obstacle for how the librarians’ work and how they are perceived.
We have read about the most important frame factors in general and applied them to the actual situation at NUR’s library in our analysis.

5.2.1 External frame factors
As external frame factors we consider the library building to be important to examine according to the theory. Within this term we refer to the entire building such as: reading space for students, office space for personnel, ICT room and rooms for various collections. We have studied how space given for each action could obstruct the intended activity conducted there, or lack of space. Furthermore we have investigated equipment at hand which is there to support different activities.

5.2.2 Internal frame factors
There are a number of internal frame factors that assumable have an impact on the conditions at NUR. Internal frame factors consist of a various amount of different variables. These can be Rwanda’s prerequisites for library work and a variety of legal and official documents that regulates activity in some way, as well as authorities’ views on the library, economy, personnel, education, culture heritage, history and organization.

Rwanda’s prerequisites for library work are considered a frame factor that impedes on conditions for library work in Rwanda in its entirely. Furthermore, different legal and official documents that describes mission, vision, policies and serve as guidelines always have an impact on any organization. These kinds of documents regulate activities in different ways. How the authorities views on the library affects it because they set the library conditions.

Economy is also a considerable factor. Since Rwanda is considered one of the poorest countries in the world economy will have a huge impact on how many things can be solved (Sida 2007a). It affects in which extent the library can be equipped and the possibility to plan daily work.

Another variable is personnel and education. It is important to see how librarians’ attitudes towards their own competences and services appear, in addition if they have an adequate education or not will impact the activities at the library. Librarians’ views on them selves will also reflect how they care for the users. Their attitudes towards their own profession can be an obstruction in daily routines of how work is conducted. For example insecurity about ones own profession occurs this can affect work in a harmful way. Work may not be conducted effectively if lack of confidence and knowledge or motivation is missing. Therefore presence or lack of an adequate education can be a considerable factor for librarians’ way of acting and the running of the library.

Culture heritage and history have a great impact on library work. Since Rwanda was colonized they have naturally inherited some of the culture from their former superior Belgium. Lack of a reading tradition has a huge effect on how people are used to utilize facilities of a library. Rwanda’s history also has a huge impact on how conditions are today. After the genocide in 1994 the country was shattered and had to be built up from scratch.
How the organization of the library and personnel is constructed is a considerable factor. The way things are running on daily basis could be seen as an obstruction or a possibility. If we survey how things are executed today we can also establish how it affects library work and how the librarian is perceived. It is possible to observe some perceptions of the library and if the existing organization helps or crumple daily work at the library and in extension how development can be carried out.

6 Result
Within this chapter all information presented was collected during our field study. Information was gathered through interviews, observations and reflections. Information concerns how librarians view their own profession and the library as well as library users’ views on librarians and the library. When gathering information that concerns library users views on librarians we specifically asked about librarians. Users have informed us that they do not know how to separate librarians from others that work in the library. This implies that their views are not only about librarians, but on the entire personnel. Since this question is important and regards how users find library services and competences this is not an issue, but significant to be aware of. When we interpreted that the library users referred to library personnel instead of librarians we make it explicit. It is of interest that the library users use the term librarian and thus we keep the term but makes it explicit when they in fact refer to library personnel.

We consider personnel at NUR’s library to be the ones whom ought to lead development. Information consists of basic information for our analysis and suggestions on library actions. Although it is equally important to provide current library personnel at NUR with information close to how we received it. This makes it possible for them to interpret the information by themselves and use the information to plan for suitable, future library actions.

As mentioned before some of our respondents wanted to remain anonymous thus we have made all our respondents anonymous, both librarians and users. The information is presented through codes to keep our respondents anonymous: Librarians are presented Li1 to Li5 lecturers are presented Le1 to Le5 and students S1 to S4. In the result when the source is a code it refers to interviews with the informants. Use of other sources are specified when they occur. Our intention is to keep our respondents anonymous, but in some cases this can be difficult when information reveals work tasks or faculty librarians. This needs from time to time to be described in order to place information into a context. Although when these occasions occur we do not use codes as a source this is in order to not reveal which code represents the informant. This is of course hard to separate in full extent. We have to relate to this issue and focus on not to write any sensitive information that may disclose the respondent.

6.1 Description of librarians’ knowledge and assignments
In this chapter the librarians’ way of working is described as well as their work experiences and education. This gives an account to present both the librarians’ background as well as to analyze librarians’ views on librarianship and their way of working and how it all is related. The analysis is done in following chapter.
6.1.1 Librarians’ education and use of knowledge

We have interviewed three librarians at NUR that have a diploma in LIS from Kigali. We have interviewed a librarian that have a diploma in LIS studied elsewhere, in both Belgium and Uganda and who will have a Bachelor’s degree in LIS at the end of 2008 through distance studies on distance in Senegal. We have also interviewed a librarian that has a diploma in LIS from Burundi. The first two years in LIS in Kigali, KIST, is about: library information, collection development, cataloguing, classification and archives. One librarian considers that they did not have enough education about research help for users, but are waiting to study for a Bachelor’s degree. Four respondents had worked at NUR’s library for several years before they started their education in LIS. All of our respondents have worked several years at NUR’s library, and they all have a lot of work experiences.

Use of knowledge obtained during their education differs between the librarians because they work in different sections with different duties. One respondent is working with cataloguing and classification, another within ICT, two of the respondents is in charge of a faculty library and has overriding tasks. There is only one that uses the knowledge from the education daily and do not have any special obtained knowledge that is not used. This person works with cataloguing and classification. The librarian in the ICT room has received all relevant knowledge through local courses at NUR since they did not have anything about this during the education. Instead the person has knowledge from the education that is not in use except when it is required to fill in for someone else, mostly in cataloguing and classification. Librarians with various tasks have use for some obtained knowledge from their education and have learned other skills by experience, from colleagues and users. Li3 specifies that in order to accomplish a good job you need to be updated for example by using e-learning programs and reading.

Librarians that do not have tasks in different sections articulated that this was something they wanted. One area implies one room where you work with a specific task, such as: acquisition, cataloguing and classifying, ICT, reference and circulation sector. There were nobody that expressed a dislike for the idea of rotation among personnel, but at the same time some work in the library is not for everyone according to one respondent. A common thought is that it is easier to replace personnel if they rotate, if someone for example is on holiday.

6.1.2 Librarians way of working

Our respondents work within different areas in the library and have various tasks. Here we will present those tasks to create an overview on how work is conducted at NUR’s library. Tasks we mention here are specific and not more common, daily activities. Of course there are others performing similar and other tasks associated with the library but here we will only present the results from our interviews.

Three of the librarians that have been interviewed work with classification and cataloguing. One of them is responsible for this department and therefore has to establish goals that should be achieved.

One librarian rearranges books on shelves and teaches users how to handle the OPAC and sometimes organizes courses about usage of electronic resources. One librarian receives topics from lecturers and researchers to collect information about from e-
resources copy them and bring the material to different courses. Furthermore one respondent focuses on consulting e-resources and provide workshops with students in the subject. One librarian is involved in many different aspects for example numerous planning projects as well as implement them. This person is also in charge of external information towards users to provide them with information about the library and the library’s services.

Another librarian is head of the medical faculty and coordinates all activities in this library from personnel to registering new books by using x-ref, cataloguing and classification. The respondent provides new users with information on how to search information in e-journals and how they can find information at the library’s website. One librarian is in charge of the ICT room. This librarian fulfills the requirements to be there: language skills in French and English, educated in LIS and to master a computer. It is too soon to see results of the ICT librarian’s work (Li5).

Three of the interviewed librarians work with reference conversation. In the ICT room the librarian has to help students from all faculties. This presents some obstacles since it requires the librarian to be updated within all areas. There is an intention of the librarian in the ICT room to have an updated list of available e-resources within different fields to make it easier to locate a specific e-resource. When personnel at the lending desk can not provide sufficient help they send users to the ICT room.

6.2 About views on librarians

There are many views on librarians and they can differ a lot between the target groups and even within one group. How librarians are viewed upon will be presented in this chapter.

When we conducted interviews with users we asked them if they could distinguish between the personnel that have an education in LIS and those that do not. Our respondents could not reply with certainty only that they knew some has an education. When we interpret the provided answers and do not refer to educated librarians, but other library personnel we make that explicit.

Within our study we received information about the administrative personnel at NUR’s views on librarians. They are not included in our selection of groups that we investigated, but are relevant as a frame factor. Therefore we briefly present this information. Today library personnel are viewed as and belong to the administration, but this will probably change, with the aim to have them within the unit of academic personnel (Informal conversation Li5). NUR’s administrative personnel regard librarians in one way that is shown and has an impact on recruitment to the library (Li5). Administration can send a person to work in the library with no consideration if the library needs that person or not. If no post is available the library needs to find one. People in the library consider it a problem to be helpful and take care of people who are transferred from one of the university’s sectors to the library, but “it is how the situation is” (ibid.). However the opposite can also be exemplified. Students at GIS wanted a librarian working there since they had a person working there with no relevant education. They asked for a librarian and now there is a librarian working at GIS (information from a librarian).
6.2.1 Librarians’ views on their profession

One librarian claims that people in Rwanda and at the university do not understand who a librarian is. The librarian claimed that administrative personnel at the university give grades in Library and Information science to people who have studied something else: “Here they take someone who has studied organization and someone who studied technology, and they tell somebody that studied education and gave that person a grade for a librarian” (Li4).

Li5 articulates that the definition of a librarian is not clear and that this should be brought up during the education in LIS. Li5 considers librarians at NUR to have a barrier because they do not master technology. To exemplify we were told that librarians think that create information on a web site is not for them but for a specialist in technology. Furthermore the respondent considers that the education in LIS needs to add technological subject and during the education they ought to clarify definitions of a librarian according to what they perform (ibid.).

All librarians claimed that it would be better with more educated librarians working in the library. Today many of the personnel are not competent and they are not interested in the library since they study other subjects and work only to receive a salary, not because they like to work in the library. Librarians are interested in library work and have knowledge about the library (Li1). Differences between those educated within LIS and the ones without relevant education are that librarians do know about books, they understand them instead of only being able to fetch them from the shelves (ibid.).

A librarian ought to provide users with information: e-resources, books and CDs. Furthermore he or she should be updated in different fields, even though today they are not because there are few librarians. One respondent believes that it would be easier to be updated if each librarian had only one subject to focus on (Li2). A librarian needs to have knowledge within fields connected to the library and love her work. As a librarian you need to like to read to be able to classify and have computer skills. To be able to help users a librarian needs to be kind and possess an ability to communicate and care about its users, otherwise they may not return. Librarians need to have an attitude and dare to ask about issues that she does not know about and to share information (Li3). A librarian ought to try to show users how the library can provide them with information and technology, for example how to use the OPAC. There are many skills required by a librarian: know how to conduct research, how to find books that are not arranged, how to organize the library, how to arrange information in files and in books and how to computerize information (Li4). If library users have problems finding information librarians will help them since a librarian is supposed to make it possible to obtain information (Li5).

About reference conversation one librarian is used to users not knowing what they search for to start with, more than in general terms. Then the librarian has to ask the user questions to be able to define what the information is requested for. “So, I try to get the users to specify and define their needs, otherwise the user will get too much information and will lose time. There is a conversation of exchanging ideas of information, so that you will not receive so much information. […] Then you go together with the user and do the search, and therefore the user can learn how they can do it next time” (Li3).
6.2.2 Library users’ views on librarians

One issue that all interviewed lecturers agreed on are the need for more educated personnel. Le1 expressed that librarians are few and “that is one of the problems we have”. Some lecturers consider personnel in general to be few because it takes much time at the circulation desk and that there are not enough personnel to help users and to control the order in the shelves (Le2, Le3). One lecturer claims to receive help most of the times at the library, but is not sure how it is for students (Le3). Other lecturers articulate that personnel that are not librarians just perform their duties on routine, but library personnel are considered to be better than before. However librarians in Kigali are valued as better trained. Le1 says that existing personnel ought to have more training and in the extent educate users.

Le2 consider “average competence” in the library to be acceptable, but claims that library personnel do not know how to serve library users because they “go slowly”. This opinion is shared by Le3 but with the comment that it is because they are few in the circulation desk.

Le5 describes what a librarian should be able to do:

They should know how to monitoring the library. They need to be able to see and assess in research if necessary. They should make sure that people get help they really need. Librarians should have attended some IT-training. [...] They [the librarians] must know how to communicate and to be able to build a network with other librarians. They should organize work shops and the language tool is important.

A lecturer wants a better collaboration between librarians in the acquisitions section and the lecturers (Le1). There is one librarian in the acquisition section. Le1 gives suggestions of magazines that the library should buy. Another lecturer also wished for an increased collaboration between faculties and the library “they [the librarians] should talk more with faculties so that they know what they [lecturers] really need” (Le5). With more knowledge of different faculties it is easier to purchase and hand out relevant books. Le5 articulates the need for empowered personnel that are familiar with how to update the collection of science magazines, e-journals and books. Another lecturer says librarians need to provide courses in how to consult the library (Le4).

S1 and S2 talk about a librarian as one who brings material and thus are talking about library personnel at the circulation desk. About librarians’ service they claim that it is hard to find books and “that it is not because the librarians are not there [they still refers to library personnel] but because they are tired”. Students who are not final year students have to wait at the counter they are not allowed to find books for themselves (S1 & S2). They pronounce that personnel try and are supported by S3 in this opinion.

Students agree that the library needs qualified personnel: “It should be good if they [the librarians and library personnel] got trained in how they should keep the library” (S1 & S2). “I wish that they put in some qualified people, librarians” (S3). “I wish that the personnel would have knowledge and it would be good if they could say this kind of book in that special subject, those are there and hey, these are the latest books, why do you not try them?” (S4). Librarians need to show knowledge of the requested subject and give quality service, but there have been improvements in provided library services. Mostly because you can search in the OPAC yourself, even though it still takes a lot of time since you have to wait for an available computer (ibid.). S3 says that there is much
room for improvements since today sometimes librarians, having in mind uneducated personnel, do not even know how to provide the book they ask for, but someone with education would easily understand the library’s arrangement.

S1 and S2 mostly talk about librarians in the context of library personnel who are students. Personnel seem to have no special criteria to get employed or for their work when they help people (S3). S4 underlines the importance of educated personnel: “I would say that they really need to have people that are qualified and that are trained. That is the honest thing”. S3 believes that it is only around 20 % of the personnel that are educated in LIS, but at NUR it is actually less than 10 %.

S1 and S2 assume that problems to receive service could decrease if librarians started to rotate. They indicated that it could be difficult to receive help within different areas. If one person is supposed to be in a certain department, and that person is somewhere else, the department is empty and no help is available (S2). Furthermore if a person in charge of one department is gone, the students’ lecturer needs to contact the director for help. This is not an optimal solution it ought to be someone else responsible who can step in when needed (ibid.). Lending something in the library consumes time, it can be a long queue at the circulation desk and there is often a lack of personnel (S4).

Interviewed students mentioned some wishes for better service from the librarians although they refer to library personnel. S4 utters that librarians (library personnel in the circulation desk) are not trained in how to serve and S4 requires quality service in the circulation desk. They ought to be more dynamic and it should not take an hour in the lending desk: “If you are serving someone you are serving someone” and “I wish they [the librarians] were more receptive and […] that the person who comes and pick up the book is helpful” (ibid.). One student also mentioned that there should be one librarian that could be contacted within a special subject and receives information about the latest news (S4).

6.2.3 Library director’s view on librarians

The library director commented his view on personnel as a whole and pronounces that personnel are a problem and that some do not work well. They have received extra personnel who have worked temporarily they can work until after the summer when five more librarians educated in LIS will arrive. The director believes that a Bachelor’s degree is better than only a diploma. In the personnel there is a person with library work experience and who also has attended many courses in librarianship. They provide courses and work shops in librarianship, but also have people who have never been trained and they do not know anything about library service. The director stresses the importance of education and this is also supported by VRAC, maybe librarians at NUR can continue with their study next year (Kalinganire 2008).

The director’s description of what a librarian should represent is to be trained in LIS and optimally he or she should have a Master’s degree in LIS. A librarian has to love her work thus be conscious about it, be qualified and manner leadership. He considers that librarians work with reference service, helps among shelves, guide users and perform cataloguing. He also mentioned that not many master ICT because it is a new department. People continually work in a traditional way. He will consider how to combine the new department with people who are used to traditional service. If ICT
knowledge is realized, the reading room will be transformed into an ICT lab and then they need more technical skilled personnel who need to be supported by rector and authorities (Kalinganire 2008).

6.3 Views on and use of the library

In this chapter we will describe how librarians, users and the director value the library. Furthermore we intend to illuminate especially how users view the usage of the library, but also comment on how different target groups’ experiences different services provided at the library.

6.3.1 Librarians’ views on the library

Librarians’ views on the library and their description of its services were articulated in the Library brochure (2008), which was created before the exhibition on Graduation Day. An overview on library services and the different departments was presented together with a short description of them. The ICT department turned out to be difficult to describe thus a not completely worked out description of ICT during the meeting had to be used in the brochure. In the brochure no specific information about librarians was included. The information focused on the library’s history and different sections within the library and different information sources (ibid.).

The library is a place where users can go to find information, and that information must be classified to make retrieval easy. Therefore the shelves have to be stable, books in order and the lights must be sufficient. There must be space so that you can move between shelves and it must be a good environment (Li3). Another librarian expresses that the library makes an effort and this is mostly because they have a new library director. Before, with the old director, there was no organization at the library, but the new director “cares for the library” (Li1).

Four librarians answered that the reorganization was positive and made a large difference. Before the reorganization books were disorganized and now they are easier to locate. Li1 articulates that final year students and lecturers now have access to the open shelves. The reason why not all students have access is because there is not enough space. Space is a general problem for the library. They weed books on a regular basis after the reorganization (ibid.). Although Li5 says that it was a problem that one person working with the reorganization could not perform well since that person lack some significant education, but also says that there was lack of planning. Li5 explain further that the main tasks during the reorganization were to distinguish different areas in the library and that it has to be planned thoroughly.

Most librarians’ views on the circulation service are that it is good, but also that it is a problem that the personnel are mostly students. If the circulation personnel have exams in the evening they do not focus on their work, they focus on their own studies instead (Li2). While working with the Library brochure (2008) the circulation service was brought up. The work groups’ discussions mostly concerned the improvements that will take place when the lending system is computerized things will improve. This will occur in a near future and it will be better when the library starts to be open on Saturdays (The authors’ own observations 2008).
6.3.2 Library users’ views on the library

When we asked a lecturer to describe the library the respondent said: “I heard that they are improving library service, before it was a mess, if you went to find a book, you could not find a book” (Le4). Others also consider that the library have improved since the new director started (Le1). Final year students are allowed among the open shelves and that is an improvement (Le2). Both Le5 and Le2 claims that the library service is “classic” and that the library is very poor. Although some library users have not visited the library in a long time since they have experienced bad service and poor resources in the past. Both lecturers and students claimed that the library is too small and that it is not built to handle the amount of students that studies at NUR today (Le2, Le3, Le5, S1 & S2).

One lecturer expresses his view on the library based on things “in the past” which concerned the library’s old books and lack of new books (Le4). Another lecturer gave a list of books to acquisition 1998, none of the books were bought and the lecturer manages to collect wanted information from Internet, instead of using the library (Le3). Another lecturer agrees that books are old and information on Internet is much more updated and therefore uses it instead of books. If some relevant information is found photocopies is taken and handed out to students (Le4). The issue that books provided by the library are old, often very old from fifties to eighties were also uttered by students. How old books are can differ a lot between various faculties “We struggle to find other means” (S1 & S2). One of the students claimed that when there are new books you do not get information about them (S4). It is often difficult to locate books in the library. This can depend on a variety of reasons; books are being misplaced or they are already lent but no proper registration is done (Le3). One lecturer said that it is important to have an alarm system if books should be accessible to everyone, otherwise people can just walk out with them (Le4).

Students claimed that lecturers give references they can not locate and this may be either a misplacement of books or a library problem. It is also a problem with lecturers since they do not check if it is possible to find requested information (S1 & S2, S4).

Lecturers believe that the students in their courses need to use the library because it is not explicit where to find needed information. Some lecturers provide students with tasks that demand use of the library and with the new system the respondent says that they will use the library even more. Students work independently writing their thesis and now have more time to study on their own and need to use the library when hand out essay tasks. Some of the lecturers visit the library often even though it is not a good information resource within the respondent’s subject (Le2, Le4). Le3 gives references, but do not know if the students go to the library to find the information. If required information does not exist, students will be provided with information in copies.

One respondent do not teach at the moment. Instead the respondent manages a department library and is working with other university tasks, but will soon start to teach at the university. The respondent mostly uses the own department library. This small department library is something that the students know about, but one librarian at the main library did not know of its existence. The respondent works with librarian tasks when students need help retrieve articles.
Students say it is good that the library now is open during lunch, but that does not help most of them since they have to eat and sometimes rest because of their long days (S1 & S2). A student also wondered why the library was opened on Sundays and not Saturdays. Most of the people in Rwanda are Christians and go to church on Sundays therefore it should be better if the library were open on Saturdays, rather than on Sundays (S4). Other students agreed in this matter (S1 & S2). It was appreciated though that the library is open during evenings, even though sometimes it can be very difficult to receive valuable help (S1-S4).

Lecturers do use the e-catalogue but do not believe it to be sufficient. There are disappointments according to it since it is difficult to locate documents and the original card catalogue is used instead (Le2, Le4). Some students are aware of the OPAC and use it but think it is missing information that they consider important (S1 & S2). Since they can type author and/or title and receive a code it is much easier to retrieve it on the shelves, if you have the code. However sometimes they request more information about a book than what can be found, for example which edition it is. It is also requested that new books ought to be registered in the electronic catalogue. Some students informed us that one year can pass before a book is registered and therefore they can not locate them since they do not know of their existence (ibid.).

6.3.3 Library director’s view on the library

The new reform with focus on student centered learning (Strategic plan 2008) implies that students ought to have more time for own studies and need more books. The library needs to be equipped to be able to serve students. Usually with new reforms as in this case, authorities just expect the library to be ready. At the moment there has not been a major change in library use, but that is caused by lecturers, since they hand out tasks to students and students claim that they do not have enough tasks to do. Lecturers have to present more demanding tasks (Kalinganire 2008). He articulated that they try their best to manage the new reform.

He declares different problem areas and how they try to work around them. The space in the reading room and the amount of computers are not enough. One problem area is acquisition were they have tried a new system for the procurement of books. If the server worked different labs at campus could be used, but the server is slow and therefore you can not confer the catalogue from those computers. “It is a problem. We try our best. We intend to digitalize the library and to start rotating the personnel in order to make people know more than one specific work area” (ibid.).

One of the problems with the library is the lack of space and that the librarians general view is that they do not have the legal right to through away books. The library director enlightened us by telling us that the role of the library as conservator where it is illegal to throw away books is a misunderstanding. The librarians need to find out exactly which books they do not need and distribute them to organizations and secondary schools in order to make room because the space is very limited. Therefore the director refused to place them in care somewhere within the library. Furthermore the librarians need room to put peripheral material and are pushing authorities to give the librarians the prerequisites for weeding. The director claimed that the authorities do not see reality and that the acquisitions and weeding is very important (ibid.).
The library director aims to improve service towards library users. He especially tries to strengthen evening services because when students have exams they come to the library and they need rapid service. He also wants to make Rwandan books to be more available (ibid.).

6.3.4 Common views on courses in how to retrieve information

The library director considers it to be a need to improve student training in how to retrieve information and to encourage the students in the training process. He aims to create a team with librarians and to see how they can work with this (Kalinganire 2008). Librarians agree with the director’s opinion and think it is necessary with an education course in how to retrieve information. A course in how to search will show students how to use the library, how to consult the catalogue and how to consult e-resources. One librarian articulates that the course ought to be a part of the methodology course that students participate in within different subjects (Li3). These courses in how to conduct studies consist of a short introduction in how to use the library (Le3). However according to some students this does not work properly. Some of our respondents said that a course had been offered to students but it was in the end of the academic year. This means that most of the students have already gone back to their homes to save money (S1 & S2). Hopefully this will change in the next academic year (ibid.). One student who tried to attend a course had to go home without carry it through after waiting for over one hour and nobody came to hold it (S1). Another student did attend a course in how to use e-resources and all they got to know was how to use Google and that is something that most students already know. The students do however say that it is essential to have these courses in how to search and how to use the library (S1 & S2, S4). A problem in organizing courses in how to retrieve information according to librarians is that many users do not attend them. It is hard to get library users that are final year medical students, to attend a course because they spend a lot of their time in hospitals, conducting their training. Instead of courses they appear one by one, and receive individual training.

Some lecturers articulate that it is very good if these courses are held (Le1, Le4, Le5). Le4 explains some of the problems: Some lecturers take for granted that students know how to consult a library and claims that some of the first year students starts to read from page one to discover if the book is relevant or not, they do not have a clue. They are completely lost and they need tips (ibid.).

Lecturers sometimes provide courses for their students in how to search for information, how to consult e-resources and how to use the library (Le3). One lecturer has a course in research methodology including some hours dedicated to the library for first year students (ibid.). Some students have received training in the library before, but the respondent does not know what have happened with that now (ibid.). Another lecturer is in charge of an institution and therefore other lecturers approach him with all kinds of questions and the respondent’s possibility to arrange a course on how to consult the library (Le4). The respondent consults one specific librarian regarding this matter, but other lecturers’ want the respondent to be in charge of the course. We asked why lecturers do not attend the library regarding this issue but this remained unclear for both our respondent and us.
One lecturer claims to know how to search for information in the library and to be able to teach students required skills (Le1). Le1 do not use these skills because the respondent has another information resource and continue with that. Books will not help in the course that Le1 is teaching for the moment, because books are old.

It has been more crucial that students do receive these courses since the University has started with student based learning. Students now have to use the library to a greater extent and therefore they really need courses in how to search and find important information (Le2). They need to continue to have courses in retrieving information within all faculties (Le4). One lecturer says that every module should be connected with a specific librarian so that relevant search methods are carried through (Le2). The same lecturer also sees problems with the lack of computers. If students do receive courses in how to search, they can not use it in practice if there is no equipment, because teaching skills and providing equipment is united.

### 6.3.5 Common views on e-resources

One of the librarians did not know anything about e-resources (Li1). Another librarian works a lot with them (Li3). Li3 works hard on market and consult e-resources. The respondent has attended a workshop that was organized by INASP and received information about how to market and consult e-resources. Furthermore the respondent tries to pass that knowledge on to users and therefore has workshops for students using the computer lab on campus.

One faculty librarian believes that users do not know how to use the e-resources at the main library. In another faculty, the librarian works with specific e-resources, where users will find the information they need, but the problem is that not even the lecturers know how to use them. The respondent has invited lecturers on several occasions to promote e-resources, because it is better if information about e-resources comes from lecturers to students. If a lecturer provides students with tasks he or she can determine to what extent students need to use e-resources to solve it. Again the problem is that lecturers do not know how to use e-resources. The respondent argues that if librarians can make e-resources familiar to lecturers it is through here that they can attain students’ interest. The problem is to make lecturers attend work shops about e-resources.

One lecturer compares of e-resources with how they are distributed in South Africa and says that it is almost the same. The respondent uses Cambridge, Oxford and EBSCO and considers them to be useful information bases. The problem is that it acquires plenty of time to download, “so the e-resources are almost not useful”. Other lecturers experience the same problem: “They have to improve the connection, otherwise…” (Le3). However there are lecturers that do not mention the connection, only tell that they are familiar with the e-resources provided at NUR’s library (Le5). Le5’s role is to strengthen the capacity of research in the respondent’s field and thus tries to make sure that e-resources are used and continues to search for articles. Le3 explains that to be able to use e-resources you have to be trained and Le3 received an opportunity to be trained, but did not attend “I did not have time to go”. One lecturer said that if information is not available in books, he consults INASP because here it is possible to find interesting e-journals (Le4).
Students do not use e-resources to any greater extent mainly because the lack of accessibility and the slow connection. One problem is the code used to obtain access to the resources (S1 & S2). One student articulates that they only have 30 minutes in the ICT room and that is not enough thus S1 says that it is only possible to use e-resources if you pay for your own connection and: “then it is not library service” (S1). Some lecturers also consider access to be too slow. As a result they use their own computers to find relevant information and often provide this to their students because it saves time for both groups. One student said that e-resources are good and this student visits the ICT room on regular basis (S3). S3 are able to do this because, when the searched information is retrieved it is downloaded on a USB memory, and the respondent can read it on a computer at home. There is also a lack of information regarding what could be obtained in the ICT room (S1 & S2, S4). S1 and S2 claim that they are not used to use e-resources, but have some knowledge about them.

6.3.6 Common views on the library website

All librarians used the word poor to describe the library website except from one who said that the server is always down and therefore this respondent does not use the website. They also talked about current work with development of the library website. A problem with development of the site is different views on what different skills are needed: “when authorities have an image of what the job involves [making the website that has good functions and content], which is not comprehensive to what the other thinks, there is a problem” (Li5). As a result, one single person, who is a computer scientist, is responsible for both content and technical support and no librarians are involved with the website even though it is the library that is described (ibid.). One librarian stated that the library website it not a website, but an OPAC (Li4). This opinion is based on the services provided at the site, which are OPAC and e-resources. To make it a website more information and services need to be provided (ibid.)

Users have various opinions about the website. One student and one lecturer said that it is a useful site. Here you can gain access to e-resources and the library catalogue (S3, Le3). Other users ask us what they can find there, they are not at all familiar with it (S4, Le4). Then there is a group that knows about the website but says that it does not work properly (Le1, Le2, S1 & S2). Books can be located on the website, but there is often lack of information and recently bought books are not to be found, recently can mean as far back as a year in time. Furthermore there is not enough information about registered books. Sometimes there are also problems with the system, it could be down or work slowly (Le3). Some users claim that to use the website you really have to have time to spend and as a student you do not have that time since there is a time limit on how long you can use a computer (S1 & S2).

6.3.7 Common views on equipment

The library director especially focuses on the need for computers, scanners and library space (Kalinganire 2008). All librarians consider that it is not enough equipment they have too few computers and slow connection. They also mentioned that electricity is on and off, but even if they have had electricity they have poor lightening above the open shelves.
Both user groups agree that the equipment is not sufficient. There are not enough computers to match the number of students. One student asked where the computers are going to be since the library is already too small if they received more (S1). One lecturer enlightened us and said that a new building containing large laboratories is under construction close to the University. This is a slow process and nothing that is planned to be in use in the nearest future because it is not even anything that is common information (Le1).

Students also mentioned the lack of places to study in the library. Today there are not enough chairs and tables to be able to offer good study possibilities in the library to students. Some students also underline the lack of updated books and encyclopedias (S1 & S2).

A faculty librarian articulated that the lack of internet connection and a functioning server caused by bad organization thus makes it impossible to computerize loans there. At the faculty they do not have any computers to search in the catalogue. Faculty library users have to go to the main library. Another faculty librarian says that in that specific faculty library there are no problems with equipment. That library has two computer labs and it is possible to print articles.

One respondent considers the library to have essential equipment. It is more a problem of how it is used. The person claims that it is a result of the process of organization and says that the library needs to modernize but they do not have money for that in the budget, but money can be found, a much larger problem the slow process (Li5). The respondent provides us with examples of how the organization is an obstacle in the modernization: even though the budget is there, it may not be sufficient because of the slow process. It can take two years to receive supplies. There is a long, slow process to obtain supplies and people responsible for the equipment try to make the process easier and for example are working with guidelines from Sida/SAREC and the administration (ibid.).

6.4 The librarians’ and the director’s concerns about library awareness

There are librarians believing that library users know what the library can provide and those who think otherwise according to one librarian. Many users believe that a librarian cleans the library, fetches books and places them on shelves (Li5). Some librarians think that how much the user knows about the library depends on whether there is an active library user or not. One librarian expressed that library users know about services but also told us: “I do not think that the users know what kind of services the library can provide. E-resources are not common knowledge. The users think that the library only lends books, and that we need to find out how to bring value to our profession. The users do not know that the librarians is working with classification and cataloguing” (Li2). “One reason for that the users have this image, is that it takes at least one year to get a book that has been ordered, because of the slow acquisition process” (Li5). Furthermore the respondent considers users to believe that e-resources and technology are only for students within science technology and the ICT program. The respondent’ states further: “They [the users] do not think that a librarian can manage to deal with computers and technology. The lecturers do not know about what kind of activities that we are performing at the library” (Li5). Even the library director
say that people at the university believe that being a librarian is to fetch the books. Kalinganire (2008) articulates that library users have lost trust in the library, but things are improving. One librarian supposes that users’ expectations on librarians are that they ought to provide easy accessibility for users to retrieve information and that a librarian is prepared to give information fast, almost as if the librarian had prepared for the question (Li3).

The director considers that the personnel are well appreciated, but it differs between people. Evening personnel are not appreciated. He believes that this depends on that they are students and when they work they only do it to earn money (Kalinganire 2008). Kalinganire continue by saying that students are not well prepared and therefore do not know how to find information in the library.

A lecturer utters that some students come from a background with no reading culture, from schools that have no books and these students have not been taught how to use books. Some people come from rural areas and sometimes it is their first time touching a computer keyboard when they come to the University (Le4).

6.5 Information about the library

A librarian states that librarians do not have any information system to inform users about new activities in the library. Users through information on library shelves often receive information about new things in the library. Otherwise it is through communication between library personnel or librarians and the library users when users ask for something (Li2). In the following part we present our survey on how library information is given by librarians and retrieved by library users as well as how librarians receive library information.

6.5.1 How librarians obtain information about what is new in the library

About sharing knowledge the library director says that library personnel can be trained without support from the outside and they can organize work shops to train colleagues (Kalinganire 2008). Librarians tell that they share information among colleagues during daily work and discussions. They also distribute information during their weekly meetings with the director. Every Friday they present what they have done during the week, and also present what they will accomplish next week. If some problem has occurred they will bring this up for discussion (Li1, Li2, Li4, and Li5).

One librarian explains that if there is information concerning all personnel the director makes a small announcement, if it concerns only one person the director contacts that person directly through an email or personally. There is a suggestion from the director that they should send messages by using a software platform for communication and collaboration, one of those are First Class (Li2).
6.5.2 How library users obtain information about what is new in the library

Only one student responded to use the library website to obtain information about the library, but that student also visits the library in person (S3). Another student mentioned exhibitions to be a way to obtain information about what is new in the library (S4). Otherwise our student respondents said that they wished to receive information when new books arrived. Students would also like to receive information about which books are connected to different courses, this information could be given to lecturers and they can inform students about new acquisitions. This service can be improved according to our respondent (S4).

Lecturers say that they mainly receive information at the library; they are often there (Le1, Le2). Also the director can be asked. Furthermore the library users can also ask the librarians directly, but if the librarians are not there they can not ask (Le3). Sometimes they can consult the website for new information, even though it is not easy to know if there are new acquisitions or not (Le2). Lecturers do also retrieve lists of new acquisitions from director and to their faculty (Le2, Le5). Le2 explained that two months ago the director sent an email with a list of new acquisitions. Although another lecturer articulated that the librarians do not inform about new books and that the respondent’s subject is not a priority (Le4). One faculty librarian said that new acquisitions in that faculty is written on a list and sent out to the lecturers.

6.6 Promotion of the library

Within this chapter we aim to present how the librarians, the library director and the users consider different options in promoting the library.

6.6.1 The library director about promotion

Kalinganire declared that the library aims towards a change of work strategies where students will be important. To be able to reach them, library personnel will begin to work with lecturers (2008). He refers to that promotion ought to be through promoting the e-journals. He also considers that promotion can be done through satisfied users. Therefore the library needs to have updated documents to be able to provide people with requested material. If they receive what they ask for they will market the library (Kalinganire 2008). Promotion can be done through distribution of the brochures that has been created. Furthermore Kalinganire informs us that NUR is opening campuses throughout the country and he considers the library to be promoted by providing information about the library at those new campuses as well as taking part of community services. The librarians also need to consider how they can organize the library website to make it attractive and through this promote the library. Possibilities for developing the library increase with assistance from Sida. For example they conduct work shops with library personnel and the idea is that the librarians afterwards can in their turn also carry through work shops. These work shops ought to be accomplished outside campus as well, in the entire country, and he believes that it can help the development. The director also mentions plans how to create a more pleasant entrance and use the space more efficiently (ibid.).
6.6.2 Librarians about promotion

Promotion work at the library today has been concentrated around e-resources, since it is important to market them even though this is combined with some difficulties. One opinion is that the e-resources ought to be promoted towards lecturers to start with. As previously mentioned the lecturers have the possibility to hand out tasks to students where the students have to consult e-resources to be able to solve the tasks (Li2, Li4).

One librarian believes that you should try to promote those areas that you are responsible for. For example if you are responsible for acquisition you ought to send lists about the new books to lecturers and display information material in the library. Everybody must promote his or her own work (Li3). Furthermore Li3 considers it to be better if someone is responsible for promotion and have this duty in that person’s job description. This is because the director has other tasks that require his attention and therefore has no time to work with the promotion of the library. Another librarian claims that librarians in general do not know that it requires hard work to promote the library. It is also considered that it would be better if there were more librarians working at the library because when they help a user they provide better service (Li2). One problem is that it is lecturers that provide introduction courses within research documentation to students. The respondent explained that lecturers do not ask the library for assistance even though this is a duty for librarians. As it is today the librarians do not know how to reach lecturers in this matter (Li2). Another respondent expressed that all new students, independently of faculty, are being taught how to use the main library (Li4).

Some librarians considered that the library website could attract users to the library (Li2, Li4). Several librarians consider exhibitions of newly arrived books to be an advantageous way to promote. These exhibitions ought to be carried out in the beginning of the academic year and they are aimed to promote other library services (Li1, Li2, and Li5). There have been two exhibitions aimed towards students with the aim at promoting library services. We did not get hold of any information about how these have been carried out.

6.6.3 Library users about promotion

One student considers that the library should be promoted together with the University in general (S3). Another student declares that the University is about to expand and now is the opportunity to influence people to read and also encourage them to come to the library.

Lecturers have various ideas on how to promote. One says that perhaps Sida/SAREC can be helpful in this matter and train people (Le3). Another declares that librarians need to attend conferences outside Butare (where NUR is located) so that they can see how other librarians organize their promotion work (Le4). One lecturer claims that librarians ought to create an environment, put people together and really figure out how they want to develop the library. Before that is done it is difficult to promote the library (Le5). Furthermore librarians need to be trained in how to be dynamic. One reason that librarians do not promote themselves today is because they do not have a competitive work. They have low salaries and even if they work hard and are appreciated by students they will still have the same low salary. There is no policy existing providing
higher salary or bonus so the director can only ask his personnel to work hard (Le2). Another suggestion is that specialized librarians in different subjects would help (Le3).

6.6.4 Promotion through the exhibition on Graduation Day

The exhibition that started on Graduation Day (27-30 of March 2008) and the library exhibition aimed to promote the library towards its users and community in general. A banderol was made for the stand to make it easy to find and new acquisitions were exhibited. Many people from the library participated in the stand during the exhibition period. There were people visiting the stand at all times and they wrote down titles on the new acquisitions that were shown. Another way to reach users was through a Power Point presentation where library services were described with photos as well. This was appreciated, but unfortunately there were many hours with electricity failure. In the stand there were a suggestion box to make it easy for users and potential users to share their thoughts about the library and librarians. We have not received any information about how many suggestions that were collected or what was expressed. We left for Sweden short after the exhibition. We wanted the box because users we interviewed articulated that they wanted the possibility to express what they wanted from the library. During the exhibition a produced brochure was handed out. The brochure describes the library departments, the library’s history and information resources in general terms (The authors’ own observations 2008).

We participated in the exhibition preparations and some of our work was to provide suggestions on what should be presented in the stand. To do this we used information that we had gathered during our stay in Rwanda as well as from conducted interviews. Although we did not analyze any material in the field we had a general view on tendencies in answers from both librarians and library users. We participated in the production of the brochure and the Power Point. In our information library users did not know when new acquisitions were available and users considered books to be too old. We wanted to have a fresh acquisition list divided after subjects, so it would be easy to search for new books within the users’ field of interest. This turned out to be time consuming and for that reason the idea was not implemented (ibid.).

6.6.5 Subjects for discussion concerning librarians and library users relations

During all our interviews we asked the respondents what issue they considered to be important to discuss between librarians and library users. Here we will present those answers. Since this concerns development and cooperation between librarians and users we believe this to be a contribution on how the library can be promoted and reach its users. For this reason it is presented in this chapter.

One librarian wants to discuss how to market the library while another wants to discuss development of the library. One librarian who works with promotion of e-resources wants to discuss e-resources and why lecturers do not use them if they know they exist.

Several lecturers wanted to discuss the importance of new acquisition and how to determine what books that ought to be purchased (Le1, Le2, and Le3). One lecturer when referring to acquisition focused on usage of electronic resources. Both ELIN and INASP are available but they are not used (Le3). Collaboration between the library and
the departments could serve as a springboard for further development (Le5). In this context it was expressed that surveys on what the users wish from the library is a good thing. To know how to develop the library it is important to know what users want (ibid.). Another topic is the organization (Le3, Le4). There are some respondents that mentioned this and referred to the library’s opening hours (Le3). One lecturer brought up the need to teach basic library skills to students, so that they know how and why they should use the library (Le4).

Students raised a large number of issues for discussion. One topic that was brought up was in short terms: What is a librarian? (S1 & S2). Students want to have a discussion on what a librarian does, what they can provide, how they work towards students and the role of a librarian in peoples life. Other topics also concerning the use of library services and competences are the interaction between students and librarians. How this ought to be carried out, according to a mutual view, is how the librarians should treat the library users (ibid.). Furthermore one subject that was brought up by all students for discussion was how librarians can serve better which is mostly based on library personnel.

There are also issues regarding the library. Students want to know more about how books are being classified to be able to understand the system better and easier retrieve books (S1 & S2, S4). Furthermore the librarians need to figure out how to handle gifts, referring to books, which are brought to the library. If the library do receive gifts they should be examined to find out if they are useful for the library and not too old and be more of an obstacle than a help (S4). Students should be able to write suggestions to purchase of new books (S1 & S2). Different aspects within acquisitions are brought up as a matter for discussion (S1 & S2, S4).

There are several discussions that students need to have with lecturers concerning the library. One student wants to discuss if lecturers really encourage students to read. This refers to how tasks and exams are created. If an exam is created that the students only need to know the lecturers’ notes to pass the exam the lecturers do not encourage the students to read, instead the lecturers should create exams that require that the students have read more information in other information sources (S4). Another thing is that lecturers need to know if books they recommend to students are available at the library (ibid.).

6.7 Opportunities and obstacles for the library in general

One obstacle is the way authorities decide according to a lecturer (Le1). The lecturer explains this further by saying that authorities do not now the importance of a library and really need to be told. Another lecturer also claims that the problem of authorities is that they are not anxious to expand the library (Le3). Le3 adds that the library was built when there were 1 000 students at NUR, today it is over 8 000 students.

Most library users articulated that budget is a huge problem for the development of the library. Other factors are lack of space in the library and lack of equipment. With funds it could be possible to build a new library and purchase more of the needed equipment (Le3, S1 & S2, and S4). Furthermore one student and one lecturer says that planning and time management is not optimal and therefore an obstacle. Today work is
conducted in a very old fashioned way. If organization would work more efficiently the library would be much better (Le5, S3).

Education of personnel is regarded as both an opportunity and an obstacle. On the one hand there are too few educated librarians and that interferes with the development since it needs trained people to serve users (Le3, Le4, and S3). On the other hand there are some people today that have received education and there are more attending the education at the moment and that is positive for the development (Le2). Today personnel are more trained than five years ago and in another five years half of the personnel could be trained and that should be very positive for the library development (Le2).

Since the new director arrived there have been positive changes in development according to one lecturer (Le2). This respondent also mentioned the report from Green (2007), the strategic plan for the library. This report is seen upon as a positive effect on library development according to one lecturer. At the same time, Le2 articulated that they are waiting for the changes that Green was promising. Another lecturer expressed that the strategic plan for the University might be a good thing for library development, if the library is mentioned in it (Le3). Le4 regards that the library has good basics and if it can be managed in a new way, with another organization system it will be good. Le3 claims that it should be possible to develop the library if there is a project funded by Sida/SAREC, Deutschland, Netherland or the US. Le5 did not think about any opportunities and when we asked him directly about e-resources, although he talked about the e-resources as “something for the better” Le5 also though that the number of computers should be increased.

Another obstacle is the lack of a reading culture in Rwanda (S1 & S2). We were asked during one of the interviews with two students how many people we had seen reading newspapers or books during our stay in Rwanda. We had to admit that there were very few people that we had observed reading and we took notice of it after that interview. The same student also said that the students should “show hunger for a change, that we really want better services in the library” (S1). Another student said that people in charge need to push for development (S4). One student that is studying in the faculty of medicine underlined that the e-library is good for the development, the e-resources are helpful and S4 told us that the faculty of medicine gives information about e-resources.

An improvement at the library according to a student is that even though there are few computers and those do not support students sufficiently, they do exist. That student said that earlier they did not have any at all. Nowadays they can also search for books electronically. Furthermore there were problems with the lightening were the bookshelves are, but now that is fixed and it is possible to use the library during evenings (S3).

The library director considers the most important obstacles for development of the library are lack of financial means, the lack of authority’s engagement, the lack of quality of the personnel and the lack of computers (Kalinganire 2008). He explains further that all people that are concerned about the library ought to be engaged and purposeful led. The need of the library has to be extended to the authorities in order to get money, training for personnel and security for books. Currently personnel are considered as administrative and not academic personnel and this ought to be changed.
He also sees the low remuneration as a big problem and “as the rector said in his speech yesterday [at the ceremony on Graduation Day], 160 lecturers have left the University since 2000. We need retrieval of people”. He also brings up how development of the library has been disturbed, many times caused by the country’s history and the genocide. Furthermore he is not educated to be a director, but it is a problem of organization. As it is today he has to stop work on his PhD and continue his work as a lecturer as well as managing the library (ibid.).

An opportunity for library development according to the director is mostly that authorities start to consider the library to be important. He claims that its users need the library and that the library is considered as a key unit. Even authorities have realized this, as well as lecturers, and the rector. The way of teaching is changing and people need to use the library to a greater extent and therefore authorities have to provide it with new equipment. He also views other possibilities in the future because the library is trusted; people come all the way from Congo to use the library. There are also people that are keen to assist, for example Sida/SAREC. He also sees some progress among the personnel where they are manifesting the spirit to serve and that they want to study and learn (ibid.).

One librarian considers the opportunity to get a Bachelor’s degree as an opportunity for the library development. The respondent also considers computerizing as something positive for the library (Li2). Another librarian articulates that the new VRAC, Martin O’ Hara, concentrates on how to improve work at the library (Li1).

There are many problems and much that needs to be done according to one librarian (Li2). Most librarians consider that lack of educated personnel and space is a problem as well as the need for more computers. One librarian brought up that they have very old books and that there are few new books. The library is not used since it is not being promoted (Li3). Another librarian explained the problem of personnel further and also talked about problems in organization (Li5). The respondent claims that they have internal problems in the library and they have problems with the organization regarding who is responsible for what. We were provided with several examples illustrating this matter. Li5 explained that it can be difficult to use personnel since they are not appropriate and there is a problem to hire librarians. Before they had a fixed number on how many that ought to work in the library and how many of them were requested to have an adequate education. The new VRAC believes this to be a mistake and works differently in order to hire librarians and educate librarians when needed (ibid.). Li5 claimed that it exist a problem on how the library and librarians are viewed. Another problem is how authorities view the library and a further problem is how the librarians understand their profession. At a certain level they do not know their role according to Li5. Librarians have difficulties to stand up for their identity as a librarian and the library does not have enough competent personnel to protect their competence.

In one faculty library the librarian believes that there are no problems, but in another faculty library the librarian says that it is hard to work under these circumstances with no budget and no material. If there is no base it is difficult to plan for any kind of development.
7 Analysis

An analysis of how librarians understand their professional role and the perception of them and the library is conducted here. The relationship between librarians and library users is analyzed as well as how to strengthen the relationship between them. Furthermore we intend to analyze how work with promotion is conducted and if possible see how this is received among users. Frame factors that impede and affect these areas will be considered and viewed in those different contexts.

7.1 Librarianship in Rwanda

History is mentioned previously to be considered as an internal frame factor that could have an impact on the surveyed activity. Rwanda’s history has definitely made an impact on current conditions at NUR and its library. After the genocide in 1994 Rwanda was shattered and had to be rebuilt from scratch. When NUR reopened 1995 everything had to be constructed again. They lost personnel, students, academic infrastructure and equipment. When we conducted our interviews regarding the library and its obstacles some respondents briefly mentioned the genocide and how it evidently had a great impact on conditions at NUR’s library today. We consider Rwanda’s context to be of great importance and thus actualize it to underline that Rwanda’s history permeate everything even though it is not always explicit. The development of a country and the hindrances of development is needed to take into consideration when discussing library and the identity of a librarian. Aparac-Jelusic’s & Petr’s investigation of librarianship in Croatia (2002) exemplifies how Croatia's libraries are not as good as in other developed Western countries where no war has been taken place for a longer time. The libraries in Croatia were not yet ready to be institutions providing services where people during and after education can satisfying retrieve information.

One noticeable factor related to the genocide is that the library does not open until the afternoon on Wednesdays, because of gacaca. Work starts at different hours every Wednesday based on when gacaca ends on that specific day. This is an obstruction in library work and routine, although something crucial and necessary for the country’s reconciliation and reconstruction. With Rwanda’s background in consideration, most of the destruction committed during the genocide at the library is considered to be restored. The resolution in rebuilding the nation also reflects the library (The authors’ own observations 2008). Another aspect where Rwanda’s history influences development of the library is that Rwandan authorities have conducted no larger investment in the library. They consider other fields in society to be more important to rebuild and develop and as a result authorities’ views constitute an internal frame factor. This is one of the problems in Sub Saharan Africa. There are many fields within the society that are in need of development and thus political decision makers ignore the library (Manaka 1990: 37). To an extent authorities’ views result in few educated librarians at the library where education is another internal frame factor. The lack of library investments is also connected to Rwanda’s economy, which is a frame factor as well. All respondents replied that a major obstacle for the library’s development is its lack of educated personnel. Furthermore the librarians mentioned in their interviews that uneducated personnel not only lack library skills, they have no motivation and care more about their own studies about providing service towards users. As a result this can

---

7 Gacaca are trials where people charged of crimes during the genocide are brought to justice in those villages where they committed their crime
affect users’ views on librarians. Personnel who want to perform well are few and can not work in a way they wish because there is no time to do this. This may to an extent have a negative impact on users’ views on librarians and the library in general. One librarian articulates that authorities believe that anyone can perform a librarian’s duties and that the country can survive without them. It is a problem that authorities have this image of librarians. Rwanda wants to have the ability to compete with other countries and therefore librarians are needed (Li5). Omekwu (2006) mentions the importance to invest in human capital, since it is people who create a base for development of a country, in particular, people with education. Knowledge is a foundation for economical development, as well as social development and to accomplish this, libraries plays an important role (ibid.).

A culture heritage can also be considered as an internal frame factor. The Francophone countries in Africa inherited a weak library structure (Sene 1990). Accordingly, Rwanda inherited a poor library infrastructure culture from Belgium. The library’s poor infrastructure still exists, but it is to some extent developed. Views on the library are consequences based on the library infrastructure (The authors’ own observations 2008). Even though librarians’ views on NUR’s library have been poor, it has been improved after the reorganization. The library has been more organized and it is easier to retrieve books. This is also the library users’ concept of library information organization. The improved information organization affects the perception of the library in a positive way, but as the respondents state it still needs improvement. How information is organized has an impact on daily information retrieval. Through reorganization, the library functions to a greater extent in the way one librarian articulates it ought to be: “a place where library users can come and retrieve needed information easily where information is classified and organized. Bookshelves are also accessible to final year students. The service has improved” (Li3).

Rwanda has an oral tradition and no developed reading culture. The lack of a reading tradition has primarily a huge effect on how people are used to utilize the facilities of a library. None of the librarians mentioned the reading culture and there is nobody at the library that works with reading support. However, both a lecturer and some students talked about the lack of reading culture in relation to how librarians need to work. They declared that most first year students are not aware of the library organization or how to decide the relevance of books because they are not used to handle books. First year students have no such skills but there is not only lack of skills that is the problem, but also the absence of active work to decrease this impact on education quality. Problems are that many lecturers seem to take library knowledge for granted and therefore a course in how to consult the library is needed, but the organization of them is not working today. The lack of a reading culture is considered a frame factor that is connected with Rwanda’s prerequisite for library utilization. It impedes the potential library users in several ways. For example it affects their ability to retrieve information effectively and to determine which information is relevant and which is not. This implies that the librarians need to work to support students in consulting the library and the development of a reading culture and then they also support NUR’s policies. The librarians also need to relate to library users that have no library habits in a supportive and pedagogical way to educate them in skills of information retrieval.

Another factor that considers culture and which affect perception of the library is attitude towards service. The library director made comments about the service at the
library and explained that personnel come from a different environment and for that reason are not particularly service minded. However the personnel at NUR’s library have started to be more service minded (Kalinganire 2008). Attitude towards service together with the fact that librarianship is not valued, exemplified with decreased salaries for the personnel, they are impeding frame factors since they may interfere improvement of library services.

Factors that repeatedly obstruct the possibilities to provide satisfactory services towards library users and that evidently constitute frame factors are: the building, lack of equipment and library organization. These factors are connected to another frame factor, which is Rwanda’s economy and consequently the library’s economy. The building affects library activities in a huge extent regarding space, light and equipment. These are common problems in Sub Saharan African libraries (Nwafor 1990). The existing building is too small to handle the number of students at NUR today. Since there is no plan today that concerns how to weed old books they consume a desperately needed space. The librarians require a plan how to weed, but more important somewhere to store outdated books, outside the library. The librarians are not allowed to through books, since they are government property (Green 2007). The equipment problems that are mainly considered are few computers and slow Internet connection. Other important issues that Nwafor described which can be related to NUR’s library are that the library’s lightening is less than adequate and failure in power supplies often interrupts the library work.

7.2 Librarians’ self image

Current conditions about librarians’ self image are analyzed here and are based on how the gathered information from librarians supports different librarian roles. The analyzes also regard the library’s purposes and how the goals are suppose to relate to the users. It is also based on technological implementation since this has changed work processes at libraries in general (Drake 1994: 39), and therefore affects the role of the librarian at NUR.

7.2.1 Information librarian and knowledge librarian

The librarians’ way of working at NUR is to some extent static. This implies that librarians work in one section, for example in cataloguing and classification, acquisition or ICT section. If their work duties in that specific section do not require direct contact with library users, no contact with users is obtained in their work. This does not count for the faculty librarians since they have duties in most sections and work more dynamically. Others are most of the time placed in one section. Even though on occasions when the ICT room is closed because of power failure, the ICT librarian can help at the circulation desk. This static way of working and obtaining knowledge is going to be reconstructed. Rotation of library personnel is aimed to be implemented. Organization is, as pointed out above, a frame factor that impedes on daily work conducted in the library. It affects what a librarian can be at NUR.

One of the librarian’s main duties is to provide library users with needed information. To find accurate information the library needs to be equipped with books, periodicals and other information material, which is organized for easy retrieval. Omekwu’s (2006) definition of a knowledge librarian is that the librarian search for needed information
and retrieves the information by expertise search guidance and interaction between the user and the librarian to be able to come to establish the user’s needs. When focus is on skills to classify, catalogue, order information to make it retrievable and provide only what the user asks for then it is the role of an information librarian (Mchombu 2007).

Most librarians at NUR described their role as an information librarian. Duties and skills were related to classification, cataloguing, ordering information and provide information to users. To be knowledge librarian information ought to be presented with an awareness of the user’s needs and not only hand over retrieved information. This implies that a reference conversation with the user is needed to define the user’s specific requirements to be able to support the user’s development of knowledge. The knowledge librarian also works to educate the user in how to retrieve information and how to value information (Mchombu 2007). One librarian articulated a description of a librarian as follows: a librarian needs communication abilities and expertise to share information. Furthermore a librarian needs to be eager to learn and dare to ask questions to be able to develop. She needs to be able to explain to users how to find information (Li3). According to the definition this is a description of a knowledge librarian. However through our observations and interviews we discovered that there are only a few numbers of librarians that in some extent works like a knowledge librarian.

Personnel are an internal frame factor because when the personnel have one image of a librarian this affects their performances and how they conduct their work. When we asked more specific questions about the librarians’ role, knowledge librarian was only expressed to some extent. Specific questions imply those about the librarians’ role in reference conversations and in teaching users how to search for information. One librarian explained how communication is carried out to make the user specify, articulate and define his/her needs and to exchange ideas. This to be able to conduct a search together and the next time the user may be able to accomplish the search by themselves. Some librarians underlined the importance of educating users how to master the library, e-catalogue and e-resources (Li2). A librarian needs to be both information librarian and knowledge librarian (Mchombu 2007). The two roles demand different approaches and skills. A knowledge librarian does not seem to be a role for every librarian at NUR. Some librarians do work in this way when they provide courses in how to search and work in the ICT room. Only one of the librarians explicitly described the librarian’s role as more of a knowledge librarian than as an information librarian (Li3).

The librarians’ views on their profession were reflected when the library services were described in the Library brochure (2008). The brochure mainly contained information about the library as a place with different departments and with an enumeration of information resources. When the librarians describe the computer lab there is an enumeration of information resources, but the librarians do not give information about having a librarian in the lab on full time that will provide the users with help in how to search for information (ibid.).

Education is already mentioned as an internal frame factor. It is an impeding factor for knowledge librarians at NUR because the KIST education only concerns aspects of an information librarian. The librarians at NUR do not have education in user relations and ICT skills. The education is mainly based on acquisition, cataloguing and classification. The librarians that interact with users have based their consultancy on experience. Some
librarians seldom work with any service that demands contact and interaction with users. The two faculty librarians seem to work as knowledge librarians since they have reference conversations with users. Also the ICT librarian appears to work as a knowledge librarian on occasions, when providing courses in how to consult the library and e-resources. The education needs to offer courses in user relations and ICT. This was also stressed by one librarian who considered that the LIS education needs to add a technological subject (Li5).

Avafia (1985) demands that the library ought to serve as a foundation for a knowledge librarian. This requires a good economy and is combined with equipment. These are both internal and external frame factors that impedes on work conducted at NUR. The lack of equipment is an obstacle for librarians at NUR. This is expressed through the ICT librarian’s work. The librarian has 30 minutes with each user due to the small number of computers and she works alone since there are few librarians. This interferes on the quality of service and interaction with users. The ICT librarian can seldom use her expertise in search for information to interact with the user to establish the user’s information needs or teach how to search. Slow Internet connection also interferes on what a user can accomplish on 30 minutes.

It is clear that there is no unified librarian identity. It is the librarians that ought to develop the identity, “a program” as Kirby call it (1985). This would work as a base on how they should obtain their daily work in which the librarians need to discuss impeding factors and goals with the librarianship.

7.2.1.1 Support NUR’s goals

A knowledge librarian also needs to work with an awareness of the University’s goals to be able to support them regarding creation of knowledge and supporting life long learning (NUR 2006b). This is not implemented in the librarian’s role at NUR. The lack of possibilities to conduct work in a functional organizational context is an impeding factor for knowledge librarians. This implies to work in order to support NUR’s mission, goals and visions. Organization has previously been mentioned as a frame factor that impedes on daily work at NUR’s library. The organization is missing any form of professional recognition, which is important for knowledge librarians (Roberts 2007).

NUR’s own mission, vision and policies are documents that influence activities at the library. They are official documents, which ought to serve as guidelines for the organizational work. These documents are internal frame factors that influence activities at NUR and its library, directly and indirectly. They directly imply how work is supposed to be carried out and indirectly they affect how the organization is aimed to function. NUR’s mission is to “generate and disseminate high quality multi-disciplinary knowledge and promote effective research, skills training and community service for national competitiveness and sustainable socio-economic development” (NUR 2006a). NUR’s vision is: “To become an innovative, world class and self-sustainable University that is responsive to national, regional and global challenges” (ibid.).

NUR have six explicit policies. The policies that are affecting the library are that the University should “build a critical mass of researchers with the skills, equipment, and
infrastructure required to meet community, national, and global development challenges” (NUR 2006b). Another policy related to the library is that NUR aims to “build ICT capacity and sustainable infrastructure that will provide support to teaching, learning, research, management, and community development. NUR will provide opportunities so that the overwhelming majority of the faculty can effectively use information technology in teaching, research, and community service” (ibid.). Another relevant policy for the library is that the University also works to engage in financial resource mobilization thus it will result in a substantial increase in University resources (ibid.).

The above described vision, mission and policies clearly concerns the library. To reach NUR’s goals a well functioned and equipped library is crucial as well as educated librarians. Librarians need to educate users in how to consult the library in order to increase the students’ possibilities of knowledge creation.

Another part of the library’s role is to focus on users. An impeding factor is personnel’s lack of an explicit attitude towards users. The personnel’s way of acting is thus a frame factor. How personnel treat users and how they value their own work will most definitely impede on daily activities in the library. Personnel without education do not serve users fully and as mentioned before, some librarians do not have much contact with users. This needs to be changed so that librarians do have more contact with library users for example by conducting work at the circulation desk on several occasions a week. That may be one change in order to support NUR’s decision to be a student centered learning organization (Strategic plan 2008). A priority for an organization that wants to learn is to relate to the organizational structure, in NUR’s case the main goals have to be considered by the library to support the University’s way to teach and learn (Michalko 1994). To support the main goals of the University, librarians need to have knowledge of NUR’s policies and be able to face different users with variety of backgrounds in order to understand their individual needs (De la Peña McCook & Gonsalves 1994). This is something not yet implemented in the awareness of librarians’ way of working today. Librarians’ role in a user centered organization is mostly going to switch from only supplying requested information to interacting with users to educate them in how to search. Furthermore to communicate with them to provide them with information that one specific user needs (Drake 1994). Drake exemplifies this by expressing that the work of a librarian is more than only place a book or a photocopy in the hands of a user (ibid: 49). The organizational factor impedes librarians to work student centered. The new reform requires much from the library because it implies an increased use of the library. The authorities’ attitudes towards the library need to be in line with the new reform. Previously no new equipment has been possible to get. Those who did bring about the new reform only considered the library to be ready to support it (Kalinganire 2008). This is a distinct example of the shortage of organization. The library is not a part of NUR’s plans and the library needs to be included in them. There are no good conditions for the library to support NUR’s goals as it is today.

7.2.2 Information technology librarian

A librarian’s role also includes possessed skills in information technologies. The affect on the library according to information technology is different in different libraries. It depends on how much technology is used and thus how much focus it is on the physical and the virtual library (Mchombu 2007). At NUR technology is in an implementation
process and therefore the physical library is in focus, but work strategies are needed for development of both the physical and the virtual library. The library director said that library personnel still work in a traditional way, but it is combined with technology. If skills of technology are realized among personnel, ICT will be developed even more and the study room will be equipped as an ICT lab (Kalinganire 2008). It is understandable how the old and new work habits have to relate to each other at NUR’s library and how the new work routines are changing. Today the ICT librarian is the person everyone refers to when a reference conversation at the circulation desk or in the reference room is not enough. One common obstacle with African libraries and technologies is the lack of funds (Mulimila 2000), but this is not the case at NUR’s library because BTH is running a major project to support the technical development at NUR. Frame factors that influence and impede implementation of information technology to be utilized by users are instead: budget focused on equipment, lack of computers and lack of technology skilled and educated librarians.

At NUR much information can be retrieved through e-resources although there are already mentioned impeding factors such as slow connection, time and number of computers. Information technologies are an important source for information, although a problem arises when there is a gap between information sources and knowledge in how to retrieve information with IT (Mchombu 2007). As declared there are factors that impede the technical skilled librarian at NUR to master information technology and to discuss with users how to use it. These factors are a lack of education in information technology within LIS and also that library organization does not facilitate sharing of knowledge between the few that possess information technology skills and their colleagues. Li5 said that an information technology skilled librarian at least ought to least master a computer and therefore there are not many demands on an information technology skilled librarian.

IT implies different user needs (Drake 1994). A librarian should educate users in how to conduct searches by the usage of technology. Furthermore a librarian needs to discover those users that need more help in their way of learning information retrieval through technology. Also to find out who have possessed search skills by using technology and therefore are able to retrieve information by themselves (ibid.). All librarians’ claim that they should offer courses for users to educate them in how to search for information instead of lecturers. It evidently is an organizational problem.

Librarians’ knowledge about the library and specifically about ICT is not complete. This was apparent during the production of the brochure within the exhibition work group. When we discussed ICT and what kind of information that would describe this in order to make it understandable for library users it turned out to be a problem. We felt that there were something sensitive regarding this issue, but could not figure out what it concerned (The authors own observations 2008). This implies that if librarians themselves, including personnel responsible for planning ICT services can not describe ICT service, then the library users will not know what services the library offers in the context of ICT and this is a problem. The answer in this matter was that ICT is a new service and it is “not convenient” to describe it for the moment (ibid.).
7.2.3 Authorities’ views on librarians

The authorities’ are not represented in any of the groups that we have interviewed. We describe their views on librarians to be able to analyze how their views affect librarians’ views of themselves in relation to our analysis of impeding frame factors. One factor that impedes on the librarians role at NUR is how authorities view and value librarianship. How they reward a well performed duty also matters (Drake 1994). Considering this fact how employees are valued at NUR’s library it makes it easier to understand their lack of motivation. Librarians are not viewed as academic but administrative personnel and therefore receive lower salaries than they would if they were regarded as academic. Authorities are mentioned previously as a frame factor in general terms regarding librarianship in Rwanda. They do have a limited view on librarianship and do not realize the need for the librarians, according to some librarians. Instead of librarians at the library authorities can provide someone a librarian’s title, someone that has studied technology or organization. In the past there have been situations when people needed to be transferred and they were sent to the library. This implies that authorities do not fully understand the librarians’ role, which to an extent impedes the possibilities to create a base for library development in general and librarian recruitment in particular.

Another factor concerning librarians’ view on their profession is the organization because the library has changed director several times in the past years. They have all been frame factors, with influence on library activities. The present library director has improved services in the library and library users tell this. However, the library director underlines that he is not educated for being a library director, he is still lecturer and teaches (Kalinganire 2008). The lack of a director that can work full time with development of the library impedes the possibility of library development. This problem can be viewed as an impeding organizational frame factor. When Kalinganire describes a librarian he focuses on the same issues as some librarians which are the importance of education within LIS and that a librarian must be dedicated to her work. The library director’s view on the importance of education within LIS and to be supported by VRAC in this issue points towards a positive library development. More educated personnel are regarded to improve services and the library users’ view on the library. Another organizational aspect that the library director works with is plans to start rotation for personnel which will most possible increase the service and improve views on the library. When we asked more specific questions about reference service Kalinganire says that librarians who work with reference do this when they give books to the library users, when the librarians “help in shelves”, guides the users and do the cataloguing. This is an information librarian that is described according to previously mentioned definitions. If the library director does not lead the development for librarians as articulated to improve services and to interact more with users this is an impeding factor. The director of the library, regardless of who that is, needs to go in front of development of the librarians’ skills on several levels not only push for the importance of an education. However, Kalinganire plans to put together a team that can work with education towards users. It is necessary that this is prearranged and implemented from the highest level to clarify who is in charge of education courses in how to search for information that are offered to the users. This will hopefully affect views on the library and librarians in a positive way.

NUR’s library has been surveyed by a Canadian consultant about continuous work and development for the library (Green 2007). This report mentions all different areas
within the library and how the library personnel most efficiently can work in the future to develop the library towards a more modern appearance and how the library can face new guidelines from the University. This report’s conclusions need to be considered when development for the library is planned. It is an internal frame factor that impedes activities at the library, since information and suggestions from Green is not used in development work conducted in the library.

7.3 Library users’ perception of the library and librarians

All lecturers and students underlined the need of more LIS educated personnel. It differs between the respondents’ awareness of how many that actually has a LIS diploma. One lecturer believes that nobody in the library has an LIS education. Others are aware of that some personnel in the library have been trained and some lecturers know that there are about five or six educated librarians in the library. Students talk mostly about librarians in the context of people that they have most contact with. They are not educated librarians thus are library personnel. This is personnel in the circulation desk. This implies that to some extent educated personnel is not visible for all library users and this affects the image of the librarians.

It is those with less education and lower salaries that usually have most of the contact with the users and who tend to serve at the reference desk (Segal 1994) and this is also the actual condition at NUR’s library. It impedes promotion of library services and affects views on librarians. The view on the library is created every time a library user is in contact with it and receives an impression about the service quality (ibid.). The first thing library users see when they visit NUR’s library is the circulation desk. With library users’ views on shortage of personnel in the desk and that sometimes there is a long queue of people requesting service it creates an image that is no good promotion for the library. A librarian also expresses that what library users imagine about the library is probably based on what they see first when they visit the library and that is also what creates their image of it. In the case at NUR this is the circulation service. The most distinctive views on librarians are based on the circulation desk which was significant in the interviews. This is although based on library personnel. Lecturers claimed that service at the library is slow, some consider this to be caused by few personnel and another lecturer said that librarians “go slowly” (Le2).

Students’ views on librarians are almost entirely based on library personnel in the circulation desk. A librarian is viewed as someone who brings material (S1 & S2). Students expressed that it is hard to receive service in the circulation desk, sometimes the desk is unmanned and there is no personnel that can help for a long period of time. The students’ views on library personnel are that the personnel are incompetent and that the personnel sometimes not even know how to find a book (S3). These views may be caused by lack of service, but also by the process of lending books. Today it is not possible to find out if books are borrowed or on the shelf, from consulting the system. Displaced books can also cause it. Either way this proposes an impression on library personnel in the lending section as ineffectual. Two students articulated that library personnel in the circulation do not find books because they are tired (S1 & S2).

Niyonsenga and Bizimana’s evaluation of library user satisfaction at NUR (1996) still reflects how library users value library services provided at NUR’s library. This implies that not many actions have been carried through to improve the critical areas that their
evaluation pointed out. It also implies that there are some frame factors that impede
with the possibility to improve and develop the library. Those factors are several. One
of the problems with improving the library services is the lack of library direction
during the recent ten years. The present library director Kalinganire is only temporary
which is problematic. All though he is motivated to develop and improve the library and
this provides a reason to expect improvements of the service at the reference desk. As
Niyonsenga and Bizimana’s evaluation (1996) and our investigation have shown an
improvement of this service will make a difference in how library users consider the
service at the library to be.

One student considers that library service has been improved because of the e-
catalogue. It implies that as a user, you can search for yourself, but it is still time
consuming since you have to wait for an available computer and then to have the loan
approved. As mentioned previously lack of equipment is an internal frame factor. When
we left Rwanda there was only one computer available with the OPAC, which
sometimes creates a long queue. When students talks about bad service they also say
that those in the circulation desk try and that service would improve there were
someone to replace them when they are gone. Today, if a person is busy with something
else there is no one to fill in.

A lecturer describes a librarian in terms that a librarian ought to be and not according
to how the lecturer would describe the librarians at NUR. The lecturer said that a librarian
must know how to monitor a library and should be able ask questions to users to
discover what they really need. The same lecturer says that a librarian has to provide
courses in how to consult the library and communicate with users. The lecturer wishes
for a knowledge librarian when mentioning skilled librarians. Several lecturers also
wish for more collaboration between librarians and different university’s faculties to be
able to know what people really want and thus provide better service. Librarians ought
to take a first step to establish this relationship.

All lecturers and students that we interviewed found courses in how to consult the
library essential and important. Librarians also consider those courses important.
Although sometimes there is a librarian that is responsible for the course and other
times a lecturer. On some occasions no such course is provided for students according
to our gathered information. It is obvious that this is also an organizational frame factor
that interferes with education for lecturers and students. It also seems to be a problem
with communication. There are several different causes that contribute to the difficulties
to provide courses. Lecturers do not attend, the one responsible to give the course did
not show up, courses are offered in the end of the academic year when many students
have left and it is difficult to know who to contact. A lecturer said that a lack of
equipment also can be seen as a problem. If you aim to provide students with ICT skills
they need equipment to be able to use it in practice (Le2). Equipment is mentioned
before as a frame factor. As the lecturer says if there are no possibilities to use
accomplished knowledge because of a lack of equipment, it may be forgotten or be
considered as useless.

There are some specific ways for a librarian to behave that may cause a bad image on
the library, for example: apathy, brush-off, coldness and run-around\(^8\). When librarians

\(^8\) The seven sins are described in chapter 3.1
practice their work it affects the way library users perceive the library as well as the librarians (Segal 1994).

The students’ opinion about the bad image of librarians and the library has been based on the way people in the circulation desk act when they help students. They claim that people at the circulation desk are not trained in providing service. Students have experienced apathetic librarians, “I wish that they [the librarians] were more receptive […] and that the person who comes and picks up the book is helpful” (S4). One student also mentioned that it may take an hour at the circulation desk and this is not acceptable. They should focus on the person they help. This implies brush-off when the person at the circulation desk is busy with other things than providing help to the person in front. Students’ bad image of the library and librarians is based on bad service they have received. This also appears when all students underline their wishes for better service and quality from people at the circulation desk. Our observations and reflections about service at the lending desk are based on several occasions when we tried to borrow books. There was no one there for over one hour, which only can be described as brush-off. Many users stood and waited at the desk. This implies how time consuming it may be if you want to gain information and borrow some books (The authors own observations 2008).

Even though there are people behind the circulation desk it may take time to obtain the service you seek. Of course this depends on how many people that waits but also on the library personnel’s organization regarding how to lend out books. There are several people whom have different tasks regarding loans. Three people can sit behind the circulation desk, seemingly with nothing to do and there are library users who wait for assistance. This depends on the system the library personnel have to lend out books. First there is one person who is in charge of one task. After this is done the person hands the book/s to another person, still behind the desk, who is in charge of another task concerning how to lend out books (ibid.). This is a slow and ineffective way to work which sends out signals of apathy and brush-off. In the process when you borrow a book, you have to write much information about each book. We believe that it is possible to lend a book with less information. One student expresses frustration over this: “They have to look for the number of what, what, what…” (S4). Users have to wait long to receive service because of the mentioned conditions.

Frame factors that repeatedly are brought up concerning equipment, few computers and slow connection are already mentioned. Another thing regarding equipment is that the library has very old books. Lecturers as well as students bring up the last factor. This factor seems to have a huge impact on the users’ views of the library. This factor affects the credibility of the library. If the library can not offer users significant and new information that help students or lecturers in their work, it is probable that the library users will go somewhere else to retrieve the information they search for. The lack of organization around acquisition results in a bad library image as well as in less utilization of the library. If this organization does not work it can not supply the library with much needed equipment and this affects the entire library. The new acquisitions may take over eight months to receive and then it takes over a year to make books retrievable in the catalogue.
7.4 Sharing information and knowledge

To move from only to support the role of an information librarian to support both information and knowledge librarian this can be done through work with structures at the library (Roberts 2007). In this context we use structures of how library organization supports a knowledge librarian approach. One essential factor is how information and knowledge are handled within the organization, in this case the library.

To support the library users’ creation of knowledge the library environment needs to support librarians’ double-loop learning. This implies possibilities for librarians to reflect on work strategies that do not work properly and that the librarians have the power to change them to something better. According to our observations it is not much room for own initiatives for a librarian. For example there are many among the personnel that have no motivation and there is a hierarchal organization where all information and decisions needs to pass through the director.

To participate in the creation of knowledge librarians need to share information and knowledge among each other. The library director underlines that colleagues can train library personnel and this is not done today (Kalinganire 2008). Librarians need to educate their colleagues in their knowledge field. The librarian in the ICT room has learned most of her skills at courses and from colleagues. Thus sharing of knowledge does exist to some extent. One librarian mentioned not possessing any knowledge about e-resources and that it does not exist much education about them. Taking the entire personnel into consideration there are two in the main library who master ICT and thus a need for them to educate colleagues is a fact. The reason why education among colleagues does not work properly can depend on three different frame factors: education, personnel or organization. To be able to develop a good environment that support sharing of knowledge between colleagues the librarians have to establish which frame factor interferes with the prerequisites and work with that factor.

The library has weekly meetings on Fridays where the library personnel share information about what they do, but this is not considered as sharing knowledge. Even though it is important to share information the library personnel also need to use these meetings to develop competences among themselves. For example this can be arranged through work shops held by different people who possess different skills.

Information about the library also needs to be expressed outside the library towards users to maximize utilization. This affects to which extent the organizational structure supports or impedes on the library as a learning organization. This indicates that if librarians have knowledge about information resources they can guide users and increase utilization of information in users’ creation of knowledge. It also implies that if users have much knowledge about how to retrieve relevant information and resources at the library, their creation of knowledge will increase. To be knowledge based organization the library needs to relate to NUR’s policies and establish an understanding of their own role (De la Peña McCook & Gonsalves 1994). A large change is student centered learning, which requires more of the librarians’ awareness about NUR’s strategy to change their work strategies. The library has not been included in the authorities’ plan of the new strategy, but the new strategy must push the authorities indirectly to equip the library. Even though the library will try its best to support the new strategy of the university the authorities do not provide them with
necessary means to execute them. This is a considerable frame factor that impedes on most, if not all, sections in the library.

7.4.1 Library awareness
It differs between librarians how they consider users’ view on the library. Some believe users to know what the library can offer and it is faculty librarians whom also seem to have a closer relation to their users. More frequent answers from librarians at the main library are that e-recourses is not common knowledge to the library users and that users believe that a librarian places and fetches books from shelves and users consider books to be old. The library director also claims that users think that a librarian is one who fetches books (Kalinganire 2008).

When library users described the library and librarians most of their answers related to what they wanted librarians to do and the library to be. Some users utilize the library website as a gate to e-resources and the e-catalogue thus they are aware of these services. Some students were not aware of the website at all and one of the students considered the website not properly working.

According to our respondents many lecturers and students are familiar with e-resources and lecturers seem to use them to a great extent. This information collides with librarians’ view on users’ awareness of the services. Although the faculty librarians said that the students connected to faculty libraries know about and use e-resources more than students in the main library. The student at the medicine faculty we interviewed said students at the medicine faculty use e-resources and they obtain information about them.

One factor that affects library users’ view on the library is poor service in the circulation desk. This is more thoroughly described in chapter 7.3. Librarians do not seem to be aware of users’ valuation since most of them consider service at the circulation desk to be good, even though they are aware of some problems with personnel. Opinions about service at the circulation desk differ noticeably in this matter and creating a better image of the library an increased consciousness about library users’ view is essential.

7.4.2 Improvement of library awareness and library image
The primary and best way of promote the library is to provide good service towards the users (Söderberg 2006). The library’s image that is spread among users appears to be one of a library in progress instead of an image of a disorganized library. Those users who do not use the library any longer base this library image on library experiences in the past. One lecturer has heard about library improvements, but it was a long time since that person used the library, as a result of bad services. That library users claim to have heard about improvements is good promotion for the library and implies that users talk about the library among each other. The library director describes present situation at the library: “To tell the truth, people are coming here, they are studying and they see that it is not looking good, but that it is improving. They lost the trust in the library. They [Library users visit the library] come and are interested in the library, but the dynamism and the information have not been here [working in the library] but things are moving” (Kalinganire 2008).

68
On the one hand informing library users about the improvements in order to convince lost users to return can increase library use. On the other hand this is problematic since the strongest aspects regarding negative opinions about the library seems to be slow acquisition and old books and in these areas no large changes have been accomplished. Slow acquisition caused by the organization and few new acquisitions based on economical issues together with the fact that no information about new acquisitions is spread impedes on the promotion of the library. One lecturer claimed that it is no new books at all in the library. Of course there are new acquisitions and information about those needs to be spread in different areas, through the website, posters, lists distributed through emails and exhibitions.

Some lecturers articulate that they received a list of new acquisitions from the library director. One faculty librarian says that new acquisition lists are sent out to lecturers. There are some lecturers that expressed to not have received any acquisition lists. This implies that there is no system that exists regarding how to reach all lecturers with new acquisitions and that it is arbitrary who receives the lists. Lecturers underlined that they want lists on acquisitions but a well constructed system needs to be implemented. One faculty librarian wondered why the main library does not use lecturers’ and students’ email addresses for this matter.

Today the most common way to receive information about the library is to visit it. Lecturers also talk to the library director. This is also the librarians’ view, that users mainly obtain library information through direct contact with library personnel. One lecturer consults the library website for new information, but says that it is difficult to receive information about new acquisitions. Information that lecturers and students articulates to be important is lists of new acquisitions. If this is possible to carry through it will be a change for the better and library users will notice and appreciate it.

Library promotion has been concentrated on the large number of e-resources that the library disposes. Although librarians still consider users to be unaware about e-resources, the library users that we met points at an opposite tendency. Organizational issues impede promotion of e-resources and where the problem lies is difficult to establish. It is unclear who lecturers can contact for a course in how to consult e-resources and why provided courses have few users that attend. Within the organization it is needed to find out who is in charge of courses at the library and what kind of courses that are provided as well as create a dialogue with lecturers about students’ methodology courses. An issue for discussion between library users and lecturers is thus about e-resources.

There are many uncertainties about e-resources. To gather some lecturers and library personnel to discuss the use of e-resources could be one way to find out how to continue the work with e-resources. If this is difficult a more informal way may be through conversation with different users on regular basis could be an option. If our respondents’ answers are representative most users are aware of e-resources, but for students that use the main library, the problem concerns equipment and slow connection. There seem to be an interest to learn more about how to retrieve information through e-resources. Therefore it is difficult to understand why there have been few users at courses. It may be a matter of context and that courses ought to be integrated in methodology courses. Lecturers seem to use e-resources to some extent and provide students with copies of articles. If information we received is representative
it is obvious that there is a lack of communication between librarians and library users. There are other issues that impede when it regards e-resources then what the librarians’ claim is caused by unawareness about them.

At the exhibition that was conducted during three days and started on Graduation Day at the end of March 2008 information about library services was presented towards its users. The exhibition reached a lot of potential and existing library users there were people around the stand at all times. At the next exhibition information about specific services provided need to be promoted as well as a continuance to promote an overview on library services. In gathered information from interviewed library users a tendency is that users want courses in library consultancy and information about new acquisitions. Specific services need to be established and promoted in some way.

As already analyzed the service at the circulation desk section does not work properly and this is bad promotion. If it is possible to change routines at the circulation desk and increase service it will benefit promotion. At the exhibition the Library brochure sent out a message to users that can cause problems “The NUR library offers an adequate lending service to its users [...] The NUR library is committed to offering a good service taking into consideration the users’ wishes” (Library brochure 2008). Since library users and some librarians do not consider the circulation desk to work properly. In promotion embellishment descriptions are often used. To be able to reach users information can not differ too much from reality especially not when users already have a strong perception of a non functioning service at the circulation desk. Changes need to be done in the circulation desk so that it is closer to their message. The library personnel need to increase dialogue between the personnel and the users. The library personnel may express that their vision is to offer the best adequate services towards library users and that they at the moment work with improvements at the circulation desk. This would probably serve well as a foundation for establishment of a dialogue with users.

Our information points towards a tendency that the library users do not think that library personnel can offer good library services. It is mainly based on two issues that repeatedly are brought up which regards library service and the acquisition process. To change users’ perception on the library adjustments need to be done within these fields. One frame factor that impedes and has to be considered is the organization around new acquisitions. This process is very slow and has a huge impact on library users’ view on the library. As mentioned, all users we interviewed underlined the need for new books in the library to make it attractive to them. Another factor is economy, which affects the low amount of new acquisitions. It also influences what areas to focus on. Economy is also the factor that decreased salaries and to an extent diminishes the library personnel’s motivation. It is difficult to make the process with new acquisitions work perfectly and to keep personnel motivated, but there are things that can be done. If the library personnel declare the acquisition process and to what extent the library users can influence on acquisitions the library users would probably be less frustrated. The lecturers and the students explicitly wanted to discuss the library service and acquisitions with librarians.

Librarians use the word should when describe what they think about promotion of the library and which implicitly mean that it is not in motion today. Work areas to develop

---

9 Under heading: 7.3 Library users perception of the library and librarians
are the website to attract and inform users about the library in general as well as exhibitions. One lecturer articulates that the organizational conditions at NUR impede on promotion of the library and one example of this is that the library personnel do not get any bonus if they work to increase library utilization.

Students wish for a permeated promotion of reading because Rwanda lacks a reading culture (Webb 2005). One student says that it is lecturers that need to change their way of teach in order to encourage students to read. This can be done through demanding students to read more than the notes from the lecturer. Lecturers may change the way they create tasks according to student centered learning (S3). Some library users said that specialized librarians in different subjects might help to promote the library. This would make it easy to know who is in charge of which library issues and therefore who to contact. They also mentioned the need for more extrovert librarians.

8 Conclusion
Librarians at NUR view themselves mostly as information librarians. In general librarians regard that their assignment is to classify, catalogue, order information and hand over information to users. It is a result from their education and the traditional view on a librarian agrees with the way they work. This is also NUR’s library director’s view on librarianship. Although, to some extent librarians at NUR work as knowledge librarians. This is when they educate users how to consult the library and when faculty librarians exercise reference conversations.

The librarians view on their profession is expressed in their daily work. This implies that librarians focus on work duties such as cataloguing, classifying, ordering and providing information. There are some librarians that work with user relations, which also were expressed in their description of a librarian. The Library brochure (2008) also reflects on the librarians’ self image. Information presented was based on enumerations of information sources and library departments and not how the library provides users with services. It was exemplified when the ICT room was described. Computers, internet, e-resources and the OPAC were mentioned, but not that the ICT room has a librarian that provides users with help in search for information. In general their views on a librarian create a base for how they conduct work. This implies that a professional image needs to be discussed and developed. If discussions compose awareness among librarians about the importance of focusing on users the librarian’s image will expand. This will significantly affect how the librarians work.

Conclusions about what library users’ views are on the library and librarians are based on our interviews and consequently are not general for the entire population. It points out tendencies about library users’ opinions. Lecturers’ views on librarians are mainly based on what they consider that librarians ought to be. This implies that librarians do not master requested skills today. Third and final year students based their views on librarians on personnel that they have contact with, which primarily are personnel in the circulation desk. Students describe a librarian, as one who fetches materials and that is evidently a limited view. They also lack confidence for the library as well as the librarians since they receive poor service at the circulation desk. Personnel in the circulation desk send out signals of apathy and brush off. Lecturers’ description of what a librarian ought to be, were close to a knowledge librarian. They underlined
educational assignment and advertised for librarians to work more with reference conversations.

Library users’ views on the library are that the library does not have educated personnel and that the building and equipment are not sufficient. They consider e-resources to be an important information resource, but the equipment impedes its utilization. Library users’ images on librarians and the library are mainly negative, although they all claimed that the library has improved. Improvements are generally perceived to have been because of reorganization and the new library director.

There are several frame factors that affect how librarians look upon their own profession and the library and how library users look upon the librarians and the library. Those also affect how librarians work and the relationship between librarians and users in general. The frame factors are also connected to each other. The most significant frame factors are: economy, library building, official documents, Rwanda’s requisitions for library work in the country, culture heritage, history, personnel’s attitude towards users, users’ library awareness and the organization. Regardless of which frame factor that impedes this has an impact on the library as a system rather than the individual librarian, even though this may have consequences for him or her. If the individual does not master the duties he or she are set to manage this can affect librarians’ self image and to an extent how they perform their duties.

Frame factors can be interpreted both in an individual perspective and in a system perspective. If the system is considered the entire library can be affected since users do not gain trust for it and it will not be fully used. If it is seen through an individual perspective one specific user may not use the library to a possible extent and this can have an impact on studies or teaching.

To be able to improve library awareness and library image, librarians’ way of conducting work needs to change. There are several actions that the library may consider and carry out, but there are also several factors that impede to consider. It is required to focus more on the role of the knowledge librarian as a result of the change from lecturer centered teaching to a more student centered learning (Strategic plan 2008). Changes are important for the library and authorities need to change their view on the library in the future. Student centered learning automatically demands more from the library. To be able to support student centered learning the library must be a learning organization in which the library is integrated within NUR’s policies and increase sharing of knowledge among the library personnel. It is also required that the librarians’ role at NUR modifies its focus, from an information librarian to a knowledge librarian. Both the information librarian and the knowledge librarian need to be combined in a librarian’s role.

Authorities view on the library and how they value it is essential. At present the library is limited since no investments are done, there are not have enough space and there are too few educated librarians. The library needs a new building and more economical funds to equip the library. Authorities start to understand the importance of a library for the University and its role in a student centered learning environment, but it has not yet been put into action. This is exemplified through NUR’s decision to pass to a student centered learning, without considering how or if the library can support this.
Rwanda’s economy and need to rebuild the entire nation needs to be considered. There are many fields that urge to be developed in Rwanda, but if NUR aims to create educated citizens an equipped library is crucial. Later on authorities will presumably be pushed to equip the library caused by this new focus on learning. VRAC’s view on librarians is essential for possibilities to create competent and motivated personnel at the library. VRAC is aware of the importance that library personnel have an education within LIS to increase the quality and the library director works to make further education of librarians possible. Absence of qualified personnel is consequently a crucial factor that harms the library’s image which all respondents underlined. A result from the low number of educated personnel is poor service and unmotivated personnel in the circulation desk. As stressed, service at the circulation desk proved to be one aspect that mainly creates users’ images of the library. When this image is based on poor service inferentially this creates a bad image. This implies that improvements of the service at the circulation desk are essential for a better library image. Librarians at NUR need to continue their education and attend courses in user relations and ICT skills. It ought to be possible through division of knowledge between colleagues where they can provide courses within their own knowledge fields. When rotation of library personnel begins this may increase knowledge development and hopefully service towards users.

Shortage of educated personnel as well as organizational problems implies that essential library information and services are lost on the way. All library user respondents wished for education in how to use the library and how to search for information. Librarians seemed not to be certain of how this can be conducted and this need to be clarified in order to reach library users and increase library service.

Another factor repeatedly brought up by library users is acquisition, which also affects library image in an unhelpful way. It is difficult to improve slow acquisition service if it is not possible to change some parts within the organization. A thing that may be improved is to clarify to which extent library users can affect acquisitions and how to provide them with information about new acquisitions. Acquisitions are accordingly perceived to be old.

There are new information resources provided through the library electronically. E-resources are relatively appreciated. When lecturers use e-resources from their offices they have more time than the students’ 30 minutes. Usage of e-resources works better from their offices than from the main library. Lecturers find e-resources to be needed and helpful, although when they are not periodicals and exist physically at the library all of the lecturers do not relate that service to the library. Students that use the main library’s ICT room claim that e-resources are appreciated, but they do not really affect the way library services are provided. To make e-resources a part of well appreciated library service and improve library image in a positive way, better equipment is required. Utilization of e-resources is limited because of the slow connection. There is not a sufficient amount of computers, which makes it almost impossible to retrieve information at the main library through them. ICT skilled personnel at NUR also need to distribute their knowledge to their colleagues. If terms of e-resources got better, together with more skilled ICT librarians, e-resources would provide students with essential information to a greater extent. Thus it will influence library image in a good way. As it is today librarians have to relate to the impeding factor that educated personnel are not enough and sufficiently internet connection is required.
The library building also creates a negative image of the library. The building is very small. Librarians have a problem with weeding old books because they do not have any room to store them in. There is also an organization problem because there is different information about how the weeding ought to be carried through and no weeding plan is created. As a result most of the outdated material is mixed with newer books. This affects how librarians can work and how library users view the library. Most important to consider is that acquisition is one aspect that has a large influence on users’ image on the library. If the building were extended all users could have access to the shelves. Final year students claim that when they gained access to the shelves it was a huge improvement. If all students were allowed in the library, students’ perception about it would be even better.

Our main research question is: how to strengthen the relationship between librarians and library users. To start with, strengthening the relationship between librarians and library users is necessary. Librarians are aware of this and also the library director. Both students and lecturers advise for this and much in our collected material also indicates that this is important for users and thus also something to focus on. The most crucial areas to work with are service at the circulation desk, acquisitions and courses in how to use the library and how to retrieve information. Librarians need to improve the service offered at the circulation desk and establish how courses ought to be conducted and who should be in charge of these courses and to work further with acquisitions to satisfy users. Librarians need to be in contact with lecturers about these issues and then it can work as base for a better relationship between them.

The library ought to gain if they conducted their work more explicit in relation to the universities goals, missions and vision and how the library and librarians support these. This will formulate the library’s role more distinct to authorities as well as for librarians and library personnel. The librarians at NUR presumably find it relevant to establish a more explicit professional role that elucidates how they ought to conduct work and relate to users. This will strengthen the librarians’ view on themselves as well as the authorities’ and the users’ views. It will also make it easier to promote library services and resources towards users and it will increase library users’ awareness of the services and the resources. More information about library users’ views is needed to see what basically is needed to work on further with. As an extension this can result in a better and stronger relation between librarians and library users.

9 Summary

Our purpose with this study was to examine how librarians view themselves and their role and how users view them and their role. The background for our study expanded from an article regarding librarians’ potential and that this is not used it’s fully extent. Furthermore it mentioned that there is often a gap between how librarians look upon themselves and how users look upon the librarians. It is essential for librarians to establish an understanding of their competences and what the library can present for the users in order to build a good relationship between the users and the librarians. In our study we aimed to contribute with information to those whom work at NUR to provide the librarians with material as a base for their further development. We investigated how librarians look upon themselves, their work and competences and how they express
these views. We also asked the same questions for the library users, final year students and lecturers and NUR.

To be able to understand some of the conditions in Rwanda we have studied literature regarding Rwanda, culture, history and politics. Rwanda’s history, with the genocide in 1994, demolished the country and Rwanda had to be rebuilt from scratch. The history of Rwanda had to be taken into consideration during our work with this thesis.

During our literature review we found out that there were very poor information regarding libraries and librarians in Rwanda and Francophone countries in Africa. Therefore we have collected material concerning Sub-Saharan Africa and Anglophone countries in Africa as well as information in general about librarian identity. Although, we did found an investigation regarding NUR’s library, it declared that most users were dissatisfied with the library and its services, even though the library was well used as a study room.

Several authors in our literature review have agreed on the significance of creating an identity among librarians. The librarians need to have a base to work from thus a clear identity is essential. It is essential when it comes to have common goals to achieve in the library as well as within the university, the organization. This identity ought to be close to the users’ views of librarians. Librarians ought to be aware of goals, purpose and how to relate to users. At the library users should have the possibility to create knowledge, and information ought to be easy accessible. The opportunity to invest in the development of the libraries is reduced since Rwanda has to invest in many areas that are in need for development.

Our method was based on action research together with qualitative interviews and observations to get a deeper understanding and a broad information collection. Action research is a combination between scientific studies and practical problem solving where the studies are aimed for a specific situation. It is of great importance to meticulously describe all actions and observation, this to increase the reliability. All collected material will lie as a base for understanding the actual situation, and can result in a change or development plan in specific situations. The main purpose is development of a work process for example how to work in the circulation desk. Observation is a part of action research and to collect even more material we also chose to use qualitative interviews. Our target groups were librarians, lecturers and students. Since our filed studies were conducted in a different culture we also had to have in mind some basic ethical guidelines. We had of course to respect the culture we visited, also to be able to separate our role as a researcher and as a private person.

We have used frame factor theory to analyze our material. This theory implies what different aspects that affect daily work at the library. These frame factors can be both influencing and an obstacle. Frame factors can be divided in external and internal, where the first are for example the building, and the late official documents of various art and education. Different frame factors that we have considered in our thesis are the library building as an external factor and as internal factors we have considered legal and official documents, economy, prerequisites, education, personnel, culture heritage, history and organization to be of importance. This implies that these factors impede on the daily work conducted at the library in different ways.
In our result we present all gathered material from interviews and observations. We
describe how librarians use their education and acquired knowledge in how they
conduct their work. Furthermore how librarians view themselves, their profession, and
how they perceive users views’ on the same issues. We also illustrate how both
librarians and users think about the library and how both groups use it. The director’s
views on these issues are also presented here. Moreover we describe how both users and
librarians look upon different services provided by the library, such as courses in how to
search, e-resources, library website and equipment. We have collected material about
how marketing the library can be conducted according to both users and librarians.
Since the thesis regards strengthening the relationship between users and librarians we
asked about issues that they wanted to discuss with each other, these different issues are
presented here. In the end of the chapter we describe what possibilities and obstacles for
the development of the library users and librarians see. The presentation of our material
is a base for the librarians to draw own conclusions from in their development work of
the library.

We analyze the result with frame factors described above. We analyze how authorities’
views’ upon libraries affect their work. Librarians self image about being an
information librarian or a knowledge librarian are considered and analyzed in a
perspective from how things are today and development in the future. Furthermore we
have analyzed how librarians view themselves and the library, as well as the users’
views on the same and how this can affect development. Improvements are also
analyzed regarding consciousness about the library and librarians’ image.

Our conclusions from the analysis are illustrated. The conclusions regard how librarians
look upon themselves and the tendencies about how users view librarians and the
library. We present what improvements that have been introduced, furthermore different
frame factors that may affect and in which way are considered. Thus, our suggestions of
how to improve the relationship between librarians and users as well as the image on the
library are both based on our collected material and on the most influential frame
factors at NUR’s library. One frame factor that is of great importance is the economy of
Rwanda. It affects the image of the library and the librarians as well as in which extent
it is possible to improve the library.

Most of the librarians described themselves as information librarians more than
knowledge librarians. It implies that the librarians work mostly with cataloguing,
classification and to hand out information to the library user, which the user asks for.
The librarians work only in some extent with reference conversations where the user
obtains more knowledge in how to retrieve information and the librarians do not have
any explicit strategies to support the universities’ goals, missions and visions that are
about obtaining and creating knowledge as a student at the university. For the library to
be a learning organization the librarians need to work more towards the universities
goals as well as more as knowledge librarians. When we observed and participated in
the work of the librarians it was noticeable that the librarians’ self image and image of
their work reflected in how they performed their work.

Generally the library users consider the library’s acquisitions to be old and that the
librarians need more education. The students as well as the lecturers did not consider the
service in the circulation desk to be satisfying. Both the old acquisitions and the poor
service in the circulation desk are affecting the library users’ view on the library and the
librarians. The fact that the image of the library is partially based on old acquisitions is hard to change without more money to buy acquisitions for one thing could be done. One suggestion is that the librarians making the circumstances about the acquisitions clear to the library users as well as informing when new media arrive. The librarians should also reconsider the work routines in the circulation desk in order to improve the image of the librarians.

Over all our investigation points out that it is of importance to strengthen the connections between the librarians and the library users and the significance to work together towards the goal, vision and mission of the university.
References

Published references:


Unpublished references:


Kalinganire, Charles Informal conversations 2008-02-05, Butare, Rwanda

Kalinganire, Charles Interview conducted 2008-03-28

Le1 Interview conducted 2008-03-13

Le2 Interview conducted 2008-03-14

Le3 Interview conducted 2008-03-14
Le4 Interview conducted 2008-03-12
Le5 Interview conducted 2008-03-07
Li1 Interview conducted 2008-02-18
Li2 Interview conducted 2008-02-18
Li3 Interview conducted 2008-02-22
Li4 Interview conducted 2008-02-28
Li5 Informal conversations 2008-02-14
Li5 Interview conducted 2008-02-21


S1 & S2 Interview conducted 2008-03-13
S3 Interview conducted 2008-03-17
S4 Interview conducted 2008-03-14

Stockman, Anna (2007) Information meeting about MFS and the National University of Rwanda’s Library. Karlskrona: BTH [070824]

Stockman, Anna (2007a) Information through informal correspondence. [070910]

APPENDIX A

Interview questions for librarians

General information, education and use of knowledge:

• What kind of background do you have?
  o Education?
  o Other experiences?
  o How long have you been working in the library?

• Can you describe what a regular day looks like for you, when you are at work?
  o How are you working as a librarian?

• While performing your duties, do you get to use the knowledge you received during your education?
  o In which way?
  o Why not?

• Are there tasks within the library, which you do not work with today, that you would like to work with, because they are according to what you have studied?
  o Do you have knowledge from your education that you feel you can not use in your daily work?
    ▪ If so, do you think that there is a way that this could be changed, so that you can use that specific knowledge?

• Do you perform duties/tasks in your daily work that is outside the range of your knowledge and education?
  o How do you feel about that?

• Do you share new information and/or knowledge with colleagues?
  o What do you think about that?
  o Why not?
  o How does your personal development (when you learn new things at your daily work) affect the library?

• Is there any rotation between the personnel and the different tasks that needs to be performed daily? If you see to the persons that have a similar education to yours.
  o What do you think about that?

Self image and the library users

• How do you look upon your profession as a librarian, your qualities as a librarian?
  o What is a librarian at NUR for you?
  o What services do you provide the users with at the library?

• How do you look upon the library, what services are provided?
• How do you think that users look upon the library and the librarians?
  o What do you think that the users know about the library and what kind of services it can provide?
  o What do you think that the users know about the librarians and what kind of services they can provide?
  o Do you think that the users know about the services and competences that exist in the library?

• What kind of relationship do you have with the users?
  o Do you meet them face to face?
  o What kind of services do you provide for them?
  o Do you have search helps conversation?
    ▪ Where do you sit down with the user, how do you figure out what the user is looking for? How do you do this, or why not?

About special services (to get more information on how the respondent view different services within the library)

• What do you think about/do you use
  * the website?
  * organizing courses in how to search for information?
  * e-resources?
  * lending system?
  * electronic cataloguing?
  * equipment?

• What do you think about the reorganization process?
  o What is different?
    ▪ Better?
    ▪ Worse?

Sharing information:

• How does new information been presented, towards the personnel within the library?
  o How do you want it to be presented?

• How do you think that the library can promote its services and competences?

Frame factors:

• What hindrances/problems do you see for the development of the library?
• What opportunities do you see for the development of the library?

Dialogue between librarians and library users

• If you had the opportunity to discuss a subject that we have asked you about, or something else that we have not mentioned, with your colleagues, what do you
think is most important to discuss (according to the library and its services and the library personnel and their role)?

• Other?
APPENDIX B

Interview questions for users

<table>
<thead>
<tr>
<th>Students</th>
<th>Lecturers</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you study?</td>
<td>What subject do you teach?</td>
</tr>
<tr>
<td>How long have you been working as a lecturer?</td>
<td></td>
</tr>
</tbody>
</table>

- How do you use the library according to your
  - Studies?
  - Teaching?

- Do you in some way encourage the students use the library to be able to solve a task according to some school project?

- Do you get information about what is new in the library?/ and if so, how do you find information about new things at the library?
  - For example if the library got new books, new way of searching for information, like the OPAC, new e-journals…

- How do you look upon the library? /How would you describe the library?
  - Its services and competences
  - What is good and what is not so good…?

- How do you look upon the librarians? /How would you describe the librarians?
  - Their services and competences? (good/ bad…)

- What do you think about (good/bad…)
  - the website for the main library?
  - attending a course in how to search for information? and or encourage students to attend such a course?
  - e-resources? Are you familiar with them?
  - the lending system?
  - that there are information, books that you can search for in the electronic catalogue, OPAC/the electronic cataloguing?
  - the equipment in the library?

- What do you wish from a library?
  - What do you think that the library should provide?
  - What do you think that the librarians should provide?
• How do you think that the library can promote itself, the services and competences that they have?

Frame factors:

• What obstacles do you see for the development of the library?
• What opportunities do you see for the development of the library?

Dialogue between librarians and library users

• If you had the opportunity to discuss something of importance for the library, with the librarians, what would it be? (According to the library and its services and the library personnel and their role)?
APPENDIX C

Interview questions for the director of the library

General information

Talking about his work as a provisional director of the library and what he thinks about that.

Important changes that affects the library

- From the first of January 2008, the University is going to focus more on student centred learning that is in the Strategic plan of the University (2008)\textsuperscript{10}
  - How do you think that this effect the library?
  - How do you think that the library can manage to provide service to the users of the library (related to previous question in how to formulate the question)?
  - Do you think that the library has to change in some way to serve the students better?
    - In what way?
    - Why not?

- We understand that you are planning some rotation of the personnel.
  - Why do you plan this and what do you think about rotation of personnel?

Crucial services and functions

- Here you have search help conversations in the reference desk and in the ICT room
  - What do you think about this service? (A crucial service at a library and that is why we need his view on this issue)

- What do you think about weeding books?
  - Is it illegal to weed books? If so, what do you think about this?

Image of the librarians and the library:

- What is a librarian at NUR for you?
  - What services shall they provide?
  - What kind of competences shall they have?

- How do you look upon the library?
  - How would you describe the library?

\textsuperscript{10} The Strategic Goal 3: Improve the Quality and Relevance of NUR’s Academic Programs (Strategic plan 2008: image 20).
• How do you think the users (lecturers, students, and researchers) look upon the library?
  o How do you think the users (lecturers, students, and researchers) look upon the librarians?
  o Are the users aware of what kind of services the library and librarians providing?
    ▪ Which services, why, why not…?
• How do you think that the library can promote its services and competences?

Frame factors

• What hindrances/problems do you see for the development of the library?
• What opportunities do you see for the development of the library?
• What do you think is necessary to bring up in a dialogue between librarians and library users?
• Other?
INTRODUCTION

The NUR Library is one of the core units whose mission is "to provide excellent services for the promotion of teaching and research activities at NUR". NUR Library is the tool by which intellectuals can learn and conduct their research.

The NUR Library was built in 1964, extended in 1968. Early in 1978 a new large building was opened on a space of 2535 m². It is subdivided into 3 main departments: Internal services department, External services department and ICT department.

The NUR Library started a transformation process in July 2007. The main objective of this transformation is to shift from the traditional way of management into the modern one. So far, things are moving smoothly and one should be proud of the realizations attained.

NUR LIBRARY SERVICES

The NUR Library provides a variety of scientific information by which users can meet their needs:

- It contains a collection of 150,000 books
- It subscribes to 28 titles of printed journals
- The Library subscribes to 33,000 e-journals
- It facilitates free access to open e-resources such as open J-Gate, Pinakes, ...
- It makes some Audio-Video materials available

To be able to provide the users with accurate information the Library operates through three departments and different sections:

1. Internal services Department:
   - Acquisition section
   - Cataloguing and Classification section
2. External services Department:
   - Periodical section
   - Circulation desk / loan section
   - Reference section
   - Documentation center section
   - Rwandese collection section
   - Audio-Video documentation section
3. ICT (Information and Communication Technologies) Department:
   - It is a new helpful department that is supporting appreciably the above mentioned sections. For example: help desk, web site development, database management, ...

LIBRARY USERS' FACILITIES

The NUR Library offers an adequate lending service to its users and has a reading room with the capacity of 200 seating places.

It also has a computer lab with 20 computers with internet connection and is used for scientific information retrieval. There are also computers exclusively used to access the NUR OPAC (Online Public Access Catalogue).

Furthermore, the NUR Library has an Electronic Information Navigator (ELIN). This is a system that helps the users to search within all the databases that the NUR Library have subscription for.

The NUR Library is committed to offering a good service taking into consideration the users' wishes and the realities of an ever-changing world!!!
APPENDIX E

Photographs over NUR’s library

NUR’s library’s entrance is under the white sign to the right.

The entrance, the card catalogues.

The entrance, computers with the OPAC, blue doors lead to the ICT room.
ICT room.

Reading room.

Open shelves.
Unmanned circulation desk.

Library users waiting at the circulation desk.

One room in classification and cataloguing section. The other room is a computer room.
Acquisition section.

Lack of space, furthest in the library, open magazines.

Open shelves, shows problems with lightning.