

Learning from Cradle to Grave: Attaining SDG Goal 4 to Ensure Lifelong Learning by Schools and Academic Libraries in Ghana

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Abstract: The Sustainable Development Goals are to help alleviate poverty, combat inequality and injustice, and above all tackle climate change by 2030. Libraries in developing countries including Ghana are making major improvement towards increasing access to quality education at all levels of the educational ladder to bring the SDG 4 into reality. This paper investigated the readiness of departments and libraries within the University of Cape Coast fraternity to support the implementation of SDG 4 to ensure lifelong learning within the contextual setting of the University of Cape Coast. Available opportunities to achieve SDG 4 at University of Cape Coast were also explored. The University of Cape Coast Primary School, University Practice Junior High School, University Practice Senior High School and tertiary level were purposely used for the study. Interviews and observations were used for data collection. The interview responses were reported from the study. The study found out that frantic efforts are being made to ensure learning from the cradle to the grave and thus achieve SDG 4 in all its educational level. UCC educational institutions understand SDG 4 but there is still a room for improvement in terms of collaboration, acquiring relevant resource materials and enough funding to carry out inclusive education at the University of Cape Coast.

Keywords: Academic libraries, Ghana, Information literacy, Lifelong learning, Schools, SDG goal 4, University of Cape Coast.

List of Abbreviations

SM - Sam Jonah Library

UCC - University of Cape Coast

SDG - Sustainable Development Goal

R-CAMAT - Resource Centre for Alternate Media and Assisitive Technology

UPSHS - University Practice Senior High School

UPS - University Primary School

UPJHS - University Practice Junior High School

I. INTRODUCTION

In 2015, at the Sustainable Development Summit, the United Nations member states worldwide adopted the 2030 Agenda for Sustainable Development and its 17 Sustainable Development Goals (SDGs). The SDGs are to help alleviate poverty, combat inequality and injustice, and above all tackle climate change by 2030. The 4th SDG focuses on ensuring inclusive and quality education to attain lifelong learning. This implies the need to adopt inclusive and unbiased quality education and lifelong learning opportunities for all by the year 2030 [1]. With this, no child of school-going age is to be left behind irrespective of race, status, ability, disability or age.

Considering how libraries and librarians can help to achieve SDG 4, Fourie and Meyer [2] stated that libraries and librarians, though fraught with many challenges like lack of government support, lack of funding, lack of trained staff coupled with other shortcomings, can still play a major and effective role in drastically improving quality education to empower nations. Also, Pinto and Fernandes [3] stated that due to technological advancements, information professionals and libraries have to become increasingly multidisciplinary and flexible to be able to support educational development at all levels to adapt to the ever dying needs of users.

In view of this, school and academic libraries are expected to employ current technological tools to create new learning and lifelong learning opportunities in addition to the teaching of information literacy skills in order to prepare students' to be lifelong learners; learning from the cradle to the grave. This indicates that school and academic libraries need to ensure students learning throughout their entire life; students need

to learn right from the pre-school level through to the pre-tertiary level, and then finally to the tertiary level and beyond. According to the Sunday Mail [4], information literacy is the foundation for lifelong learning and it is imbedded in library skills. For that matter, throughout the stages of the educational ladder, school and academic libraries are to empower students to be independent lifelong learners to be able to compete in the 21st century. Lifelong learning therefore involves the ability to develop good learning habits as well as adopting the right frame of mind to willingly learn throughout one's life [5]. It is the willingness of an individual to learn throughout life. The World Initiative on Lifelong Learning (1994: 5) also stated that lifelong learning is 'a continuously supportive process which stimulates and empowers individuals to acquire all the knowledge, values, skills and understanding they will require throughout their lifetimes and to apply them with confidence, creativity and enjoyment in all roles, circumstances and environments' [6]. It can therefore be said without any shred of doubt that information literacy prepares students to be independent lifelong learners.

II. PROBLEM STATEMENT

One of the factors that will contribute to the achievement of the UN SDGs is individuals' ability to access relevant information. Information is an important resource for the development of an individual, organisation and the society as a whole, and the skills required by an individual to be able to access relevant information independently is information literacy skills. Information literacy skills, when properly developed and sustained, bring about lifelong learning. Individuals therefore need to be taught the required skills in information literacy in their informative years. Unfortunately, apart from the university, information literacy is not taught in the basic and secondary schools in the University of Cape Coast Community. It must also be noted that the current technological advancement has also affected user's information needs, especially how they access and share information. Consequently, information illiterate pupils and students are ill-prepared to succeed in scholarly works. In the same vein, they cannot effectively utilise libraries and other information centres to achieve SDG 4 independently.

Currently, no one has written on SDG 4 with particular reference to the role of school libraries in a university community in Ghana. In addition, no one has associated information literacy skills as one of the catalysts of the achievement of the SDG 4 in pre-tertiary institutions. Moreover, the findings of this study will awaken stakeholders to be active in their attempt to ensure the success of SDG 4 programmes.

This research will touch upon how urgent and crucial it is for all pupils and students in pre-tertiary institutions across the educational ladder to develop some form of information literacy and lifelong learning skills for academic excellence. The study will point out the expected role of all stakeholders as far as the role of libraries and information literacy in the initiation

and sustainability of development is concerned. The study will as well clear doubts and justify how information literacy and lifelong learning skills are essential aspect of SDG 4 since it insists on every child's right to quality and inclusive education.

III. PURPOSES OF THE STUDY

This study investigates, in detail, the readiness of school heads, school authorities, libraries and librarians within the educational institutions of the University of Cape Coast to support the achievement of SDG 4.

IV. OBJECTIVES

- To examine the level of awareness of UCC institutional heads and librarians on SDG 4.
- To examine the role UCC institutions and libraries are playing to achieve SDG 4.
- To find out the collaborative efforts and partnership programmes among UCC institutions and libraries to support the community to achieve SDG 4.
- To examine the extent to which UCC institutional heads support information literacy and lifelong learning programmes to help achieve SDG 4.
- To investigate the factors that militate against the achievement of SDG 4 within UCC educational institutions.
- To develop a model on how school and academic libraries can support the achievement of SDG 4.

V. LITERATURE REVIEW

All pupils and students must be trained to acquire the necessary knowledge and skills to access, evaluate and use relevant information for specific purposes including academic work. 'Without guidance, students often approach the learning process as a simple collecting and presenting assignment that leads to copying and pasting with little real learning', [7]. Students need information literacy skills, that is, the foundation for lifelong learning to enhance the quality of their education. Allen and Seaman [8] established that information skills are an important human rights essential for lifelong learning in this information era. Without the acquisition of information literacy skills, students will not be critical thinkers who have developed the spirit of inquiry to explore and unlock the potentials that information brings to achieve academic excellence and promote lifelong learning. In an information literate society, 'There is an innovative movement in education that advocates acquiring essential skills and knowledge through an inquiry approach to teaching and learning', [7]. To this effect, teachers and librarians need to train students to develop a spirit of inquiry to search for information and be effective users of information as well.

Chang, Zhang, Mokhtar, Foo, Majid, Luyt and Theng [9] emphasised that one way to encourage high information literacy skill is to ensure that school heads, teachers and library professionals work together. They have the mandate to teach students how to search, organise and manage quality information from libraries and other relevant information sources for academic work. As a part of their responsibilities, school libraries and academic libraries should organise modern but relevant teaching and learning materials to support teaching and learning activities in schools for sustainable development. This will enable students to have access to quality educational materials which will go a long way to achieve inclusive and quality education to promote lifelong learning. 'For a qualified, satisfying and modern lifelong education, the individuals who will benefit from this education should have received a well-qualified education in the primary and secondary education years' [10]. Learning materials should be made available for all school children, including children with special needs.

A. Mandates of School Libraries

School libraries exist in pre-tertiary institutions like pre-schools, primary schools, junior high schools and senior high schools. Foo [11] stated that the school library plays an important role in assisting the information age education as nation's attempts to drive towards an information literate society. According to Moreira [12], the school library serves as a basis for teaching and learning in schools and provides students with an in-depth knowledge of what is learnt through the provision of important resources. She affirmed that the library provides school staff and other information professionals with different ways in locating and using information so as to get them updated in this unstable information era.

Teachers and librarians in schools have the mandate to expose children to quality reading materials for educational purposes. Librarians also have the mandate to inculcate information literacy skills to school children so as to develop the requisite skills needed to learn and read for life. Afful-Arthur and Tachie-Donkor [13] indicated that encouraging children to read at an early age help them to develop the interest to read for life. In this regard, librarians have a major role to play; with their expertise they are expected to nurture students to be independent lifelong learners. 'Librarians have been trained with the expertise to locate, evaluate and use information...they are resource specialists with broad knowledge of the extensive resources in the library, on the internet and in the community as well', Kahlthau (2010: 3) [7]. With their assistance, students will be effective users of information and its sources.

In general, school library collections cover a wide range of materials that are used to support the various educational programs as well as non-school related activities [14]. Typically, their collections include general reference materials like encyclopaedias, dictionaries, periodicals, textbooks, storybooks,

e-books, etc., to support learning and recreational activities of school children. Abdul [15] also indicated that school libraries gather materials in printed and non-printed formats, which includes reference books, documents, newspapers, models, charts, diagrams, maps, slide films, projectors, tape recorders, multimedia kits, and many more.

B. Mandate of Academic Libraries

The academic library on the other hand plays a continual role of the school library as they gather relevant materials to support the teaching, learning and research activities of academic institutions. As part of their responsibilities, Maitaouthong, Tuamsuk, and Tachamane [16] indicated that 'university libraries have a role to support educators'. Lonsdale and Armstrong [17] also established that university libraries play a major role in assisting teachers and students in the teaching and learning process by providing them with relevant information sources as well as the necessary skills to access information in the library or the internet and also to appreciate information literacy.

An academic library organises user education, information literacy and lifelong learning programmes for students in order to teach them how to use the library and its varying resources judiciously. Most academic libraries are hybrid in nature and employ new and emerging technological gadgets to offer a variety of services and resources to the academic communities; including internet access, digital facilities, inter-library loan and document delivery, full-text databases in various formats, electronic books, print materials, and pleasant and serene learning atmosphere.

In developed countries, both the school and academic libraries provide information literacy and lifelong learning education to ensure the quality education of students. Mahwasane [18] expressed that quality education and the library are two sides of the same coin and asserted that the library is prerequisite for ensuring quality education. In that, the library offers a collection of different information sources to students. Libraries have demonstrated, over the years, that when fully utilised, they will play a significant role in achieving SDG 4, thus ensuring access to quality and inclusive education, inculcate information literacy skills and lifelong learning skills into students which, in return, promises greater academic achievement and quality education of students.

C. Available Opportunities to Achieve 'SDG 4' at University of Cape Coast

The University of Cape Coast, after its inception, has established a Kindergarten, a Primary School, a Junior High School and a Senior High School to ensure a continual academic lifecycle within the University community. This has facilitated continual

learning in the educational ladder within the University. To ensure inclusive quality education that promotes lifelong learning across the educational institutions within the University, there are a number of adequate infrastructure, teachers, lecturers, qualified librarians, school libraries, an academic library and ICT facilities. Also, the University of Cape Coast in its wisdom has established a well-structured Children's Library at the Department of Basic Education to ensure that all school children within the University campus have access to endless information resources at the pre-tertiary level.

Quite apart from that, the University has also established a centre for child development research and referral under the College of Education Studies, Faculty of Educational Foundations to offer educational interventions in learning disabilities, intellectual disabilities, autism, attention deficit hyperactive disorders as well as emotional and behavioural problems. Members of the University community, which include school children as well, are expected to take advantage of this educational system to appreciate learning throughout the entire lifecycle and thus learning from the cradle to the grave. It is against this background that this paper sought to find out how the educational institutions within the University of Cape Coast are working towards achieving SDG 4.

VI. METHODOLOGY

This study employed the exploratory research design. The qualitative research approach, observations and the researchers' experience were used for the study. The UCC Educational foundations centre, the UCC Children's Library, UCC kindergarten, UCC Primary School, UCC Practice Junior High School, UCC Practice Senior High School and UCC tertiary institution were purposely used for the study. The school heads, the coordinating staff and librarians of these institutions were purposely consulted for the study. Due to the small number of the population, all the school heads, the coordinating staff and librarians were interviewed using an interview guide. In all, 10 respondents were purposely sampled and interviewed for the study. Respondents were interviewed in their offices at the various school premises. Obtained data were analysed using content analysis.

The questions were pre-tested at the University of Education, Winneba. The University of Cape Coast and the University of Education are the two universities in Ghana which were purposely built by the Government to train graduate teachers for second-cycle schools in the country. These two universities therefore run the same educational programmes and are noted for inclusive education.

VII. PRESENTATION OF FINDINGS

The study revealed that:

- The majority of the respondents were aware of the SDGs.
- Most of the people interviewed did not know that the SDGs have something to do with lifelong learning.
- Apart from the University, information literacy skills are not taught at the basic and secondary schools.
- The kindergarten and the Junior High School had no libraries.
- Frantic efforts are made by the heads of the schools to ensure lifelong learning.
- Students with special needs were taken care of at the tertiary level than at pre-tertiary level.
- Funding was the biggest challenge at all the levels.
- Inclusive education is expensive.

VIII. DISCUSSIONS OF FINDINGS

To find out UCC's involvement in attaining SDG 4 and how learning from the cradle to the grave is achieved within the academic community, the findings of this have been discussed based on the objectives of the study.

A. Awareness of SDG

Responses from the findings indicated that respondents have an appreciable level of awareness of SDG 4. Most respondents indicated the means through which they became aware of SDG 4.

A respondent from the Sam Jonah Library indicated: *'I have attended several seminars and workshops on the SDG's. The goal four talks about inclusive and quality education to promote lifelong learning. Lifelong learning is embedded in information literacy skills and the library has a great responsibility to play in achieving this goal'*.

A respondent from UPSHS, in displaying her awareness, stated that SDG 4 talks about quality education for all and added, *'the concept is all over the media'*.

Another respondent from UPSHS also said..... *'I have read about SDG 4 in the papers, it is basically about inclusive and quality education. There is the advocate that children with disabilities should be in the normal classroom, these children must be groomed with normal children to improve their social life'*.

According to one of the key informants at the Department of Educational Foundations *'I became aware of the SDGs through a research. I know of SDG 4, I have even written on goal 2 and 3 of the SDG's'*.

In the words of another respondents, SDG 4 became known to her through *'a workshop organized for Head teachers, it basically how to include every child in education'*.

The evidence presented so far supports the idea that respondents' are generally aware of SDG 4 and have gained some knowledge about the specific goals and target of SDG 4. Through workshops, seminars, the media and research, respondents have become aware of SDG 4. It can be deduced from the findings that apart from the interviewer one, none of the respondents mentioned that SDG 4 is related to lifelong learning; perhaps, it is because the concept of lifelong learning find its root in the library that is why most of the respondents are not aware of that aspect of SDG 4. This calls for more sensitisation on the relationship between inclusive quality education and lifelong learning in schools.

B. Roles Played by UCC Institutions to Achieve SDG 4

The study examined the role UCC institutional heads and libraries are playing to achieve SDG 4 to ensure lifelong learning. The findings revealed a conscious effort and pragmatic approach by institutional heads and libraries towards achieving SDG 4. One of the respondents from the Sam Jonah Library opined that: *'The University being a leading institution in education certainly makes it important to have plans for inclusive and quality education. The library's mission to support SDG 4 includes provision of scholarly resources to all members of the University community irrespective of one's status. Within the library we have a well-endowed resource centre for the visually and physically challenged students'*. According to the respondent, the University of Cape Coast is one of the leading universities to provide such facilities to help students with special needs to effectively use library resources. The respondent further indicated that... *'We have a Resource Centre for Alternate Media and Assistive Technology (R-CAMAT) for visually impaired and physically challenged students, equipment and computers have been put together to support their learning. Qualified staff in special education are managing the centre. The resource centre recently received thirty computers from (GIFEC), this gesture is to support inclusive education'*.

In the words of another respondent from the University Kindergarten... *'We refer children with severe problems to the foundations unit. Normally, children with mild problems are managed by the school teachers, we encourage parents to bring children with special needs so that we can support. We are admitting two physically challenged children this year, one in a wheel chair and other one is supported to walk'*. The respondent further indicated that for now the school has not made provision for visually impaired children.

Another key informant from the University Primary School also indicated that: *'Currently the school is not practicing inclusive education but children who are identified to have learning disabilities are referred to the Department of Foundations'*.

The key informant at the Junior High School said that the school so far has not identified any child with special needs.

A respondent at the children's library also indicated the library's support for inclusive education, *'children who cannot read and write are supported here, we assist them in a number of learning activities, children suspected to have specials needs in terms of learning disabilities are referred to the centre at Educational Foundations'*.

A respondent at the Department of Educational Foundations said, *'We acknowledge the fact that there are some group of children who operate below their age, some have learning disabilities, some have reading problems, some are autistic children, etc. Our mandate is to train students to manage children with disabilities in schools to bridge the gap and to allow these children to meet up'*.

According to another respondent at the Department of Educational Foundations, a centre has been established at the department to give one-on-one tuition to children with special needs. *'When children with special needs are identified and brought to the centre, we determine the level at which they are operating educationally and draw up a programme on what they can do and what they cannot do, based upon that we help them by teaching them to do what they cannot do and then they master it'*. In addition to that... *'We engage in placement, behavioural therapy, we do facilitating, we do referrals, we run intervention programmes and consultation for teachers and parents'*.

C. Pointing Out to the UCC Approach of Using Information Literacy and Lifelong to Achieve SDG 4

The respondents from the Sam Jonah Library stated that... *'To ensure the development of lifelong learning skills, librarians should teach all newly admitted students information literacy skills'*.

According to the respondent from the University Kindergarten, the school is preparing children to be lifelong learners. *'Even though we don't have a library, we have an activity room with reading and learning materials as well as reading period on our time table. Through our activity room children are introduced to books and guided to read from different information sources'*.

One of the respondents at the Department of Educational Foundations said, *'with lifelong learning in mind, we train teachers offering Special Education to provide support in reading, essay writing, spelling B's and reading clinics for children to develop good learning and reading habits'*.

According to one of the key informants at the Children's Library ..., *'Through my educational background in Basic Education and the training I have got in information literacy skills children*

are helped to locate and retrieve learning materials from the library, from time to time, children are given tips on how to become independent lifelong learners, thus they are supported to read and write as well as access relevant materials to learn independently’.

During the data collection period, the researcher observed that apart from the university level (tertiary level) all the participating schools did not have information literacy as a subject on their time table but respondents showed that indirectly children were being trained in information literacy to be lifelong learners.

The key informant at the Junior High School indicated that: *‘We don’t have a library but children are given reading assignments in every subject, we call it “head teachers initiative” to support the acquisition of information literacy and lifelong learning skills. Children are encouraged to use the Children’s Library so that the librarians there can engage them in using library facilities’.*

In a similar vein, another respondent from the University Practice Senior High School indicated that..... *‘There is no formal arrangement on information literacy and lifelong learning skills, but as we assist children in learning we are inculcating these skills in one way or the other’.*

Another respondent indicated that *‘Indirectly we offer children with information literacy training, this is done through assisting them to read and getting on board in the educational ladder. We also organize reading clinics’.*

A respondent from the University Primary School also indicated... *‘I have gone through information literacy training at the main library and I am helping students to acquire the skills’.* He further stated that to achieve lifelong learning skills, students have been made to join clubs such as read wide and the spelling B’s club.

The respondent from the Sam Jonah Library added that... *‘All librarians in the various libraries on campus have been given training on user education an aspect of information literacy skills and they are expected to impact those skills to students. As a library we periodically organize outreach programmes, book donations and spelling B’s for school children’.*

The respondent from the Sam Jonah Library suggested that.... *‘The institutional libraries can organize trips to visit model libraries and schools and provide e-Learning models for kids of different age’.* However, he pointed out the need to upgrade the basic school library to a model library in terms of equipment, space, facilities, content and staff.

These findings suggest that the institutions within the University of Cape Coast campus are working hard to directly or indirectly inculcate information literacy and lifelong skills into students. In one way or the other, students are being prepared to be lifelong learners.

D. Collaborative Efforts and Partnership Programmes Among UCC Institutions to Support the Community to Achieve SDG 4

The study further looked at the partnership and collaborative efforts, the findings revealed this:

According to the key informant from the Sam Jonah Library, *‘We work for one mother institution, we have no choice but to collaborate. The library should be a facility that the entire community should benefit, in collaboration with the Department of Educational Foundations a Resource Centre for Alternate Media and Assistive Technology (R-CAMAT) have been established within the library for visually impaired and physically challenged students, qualified library personnel’s assist students to write quizzes and examinations by transcribing print materials into braille and vice versa for visually impaired students’.*

He further noted... *‘We have deepened the relationship among libraries within the institution to help upgrade their services and resources, this to a larger extent is to support the achievement of inclusive and quality education’.*

The respondent from the University Kindergarten said... *‘We don’t have a library but the Sam Jonah Library sometimes give us reading and playing materials also we fall on the Children’s Library for some reading and teaching materials when the need arises’.*

Examining the collaboration among the various actors, one respondent from the Department of Educational Foundations opines, *‘yes we collaborate with the Department of Basic Education, they donate teaching and learning materials to the centre. The collaboration with the University Primary School, Junior High School and Senior High School as well as the Children’s Library is very little, however we are yet to establish partnership with the Sam Jonah Library in terms of learning materials, I will discuss with the University Librarian’.*

A respondent from the Primary School stated... *‘I have special interest in inclusive education but what we can do to collaborate now is to always refer children with special needs to Foundation Unit, the University needs to organize training on inclusive education for all sectors directly involved’.*

Another respondent from the Junior High School discoursed ... *‘We don’t have any child with specials needs for now, but we will not hesitate to fall on the unit at Educational Foundations if we happen to encounter some in future, we are planning to establish a library by next academic year and we will collaborate with the University Librarian as to how to go about it’.*

One respondent from the Children’s Library mentioned that the Sam Jonah Library periodically organises training for staff and donates some materials to the library.

A respondent from the University Primary School also indicated that the collaboration with other institutions apart from the Sam Jonah library is very little.

With regards to the above findings, it can be said that there is some form of collaboration among the various institutions, but to a larger extent, more collaborative activities are needed to help achieve SDG 4. The various heads of the departments need to meet, discuss and formalise issues concerning the attainment of agenda four.

Factors that militate against the achievement of SDG 4 within UCC Educational Institutions:

Respondents pointed out to many challenges that militate against the achievement of the SDG 4. With respect to the issue of funding, the key informant at the Sam Jonah Library claimed that ... *'Funding is the biggest challenge, the solution to most of the challenges we face is funding, the library's budget is not enough, our main source of funding is the 5% of the Academic User Fees (AFUF) and the Library fees paid by students. Practicing inclusive education demands a lot of resource materials for children with special needs. There is also the challenge of key expertise in terms of human resources e.g. Digital librarians, IT staff, and technical expertise'*. He further added... *'There is limited government support to achieve SDG 4, even the institutional support is limited, we need cooperation, and nobody is monitoring anybody to achieve this dream of inclusive education. The SDG is a nationwide thing; we need collaboration'*.

A respondent from the Children's Library indicated that... *'We have no space to implement new programmes or expand the library. Also, some parents wish to bring their children to the library on weekends but we don't operate on Saturdays'*. She mentioned that the materials at the library are too old and that the library does not have electronic resources.

In a related argument, there was an indication to suggest that provision of library facilities and logistics would go a long way towards the achievement of the SDG 4. Closely related to this, one of the respondents from Junior High School demonstrated this... *'We do not have a library as well as ICT centre, even the few reading materials in the school are not relevant. Also there are no computers in the school, the one in my office was donated to the school by the old students just last year'*.

The respondent from the Kindergarten also added that... *'There is no library and we have limited space'*.

In acknowledging 'limited space, lack of financial support, lack of library facilities and some professional expertise' as some challenges, a respondent goes ahead to suggest the University's intervention to these challenges so that a holistic approach can be used to achieve SDG 4.

One of the respondents at the Department of Foundations acknowledged the fact that the factors that impede the achievement of the SDGs are *'staffing, timetable clashes and also some parents shy away from the centre'*. She pointed out that... *'There is no intervention programmes for undergraduate students and we expect the Dean of student affairs to offer disability service to students'*. She again stated this... *'at a point in time we needed a place to set up in the primary school, but there was no extra classroom which is a challenge to achieve SDG 4'*.

The challenges that the respondents outlined are genuine and the University authorities need to step in to handle the situation so that the University of Cape Coast will rise to be the first University in Ghana when it comes to practising inclusive and quality education to ensure lifelong learning.

IX. RECOMMENDATIONS

The study so far has indicated that frantic efforts are being made to ensure learning from the cradle to the grave and thus achieve SDG 4 in all its educational level. UCC educational institutions understand SDG 4 but there is still room for improvement in terms of collaboration, acquiring relevant resource materials and enough funding to carry out inclusive education at the University of Cape Coast.

Another aspect that the University needs to express keen interest is the provision of information literacy skills for members of the university community. Research has shown that information literacy skills is the foundation to lifelong learning, and that this skill has become more relevant in the application of information tools to achieve academic excellence in this information era. The researchers suggest the inclusion of information literacy skills in the curricular of the pre-tertiary institutions on campus. This will equip students with the relevant set of skills to survive in this information age.

Achieving SDG 4 from pre-tertiary to tertiary level demand effective partnerships and collaborative efforts among the various actors including school and academic libraries, educational systems and stakeholders. As indicated in Fig. 1: (A model created by the researchers), various actors in isolation cannot achieve SDG 4. By this framework, libraries are expected to collaborate with stakeholders to provide access to scholarly information resources in many formats for all school children within the educational system. The educational system must embrace every child and all stakeholders are to ensure that children participate fully in inclusive quality education so that at the end of the day every child's educational needs will be met thereby achieving SDG 4 to promote lifelong learning. Through this, the expected outcomes include inclusive education, quality education and the acquisition of lifelong learning skills.

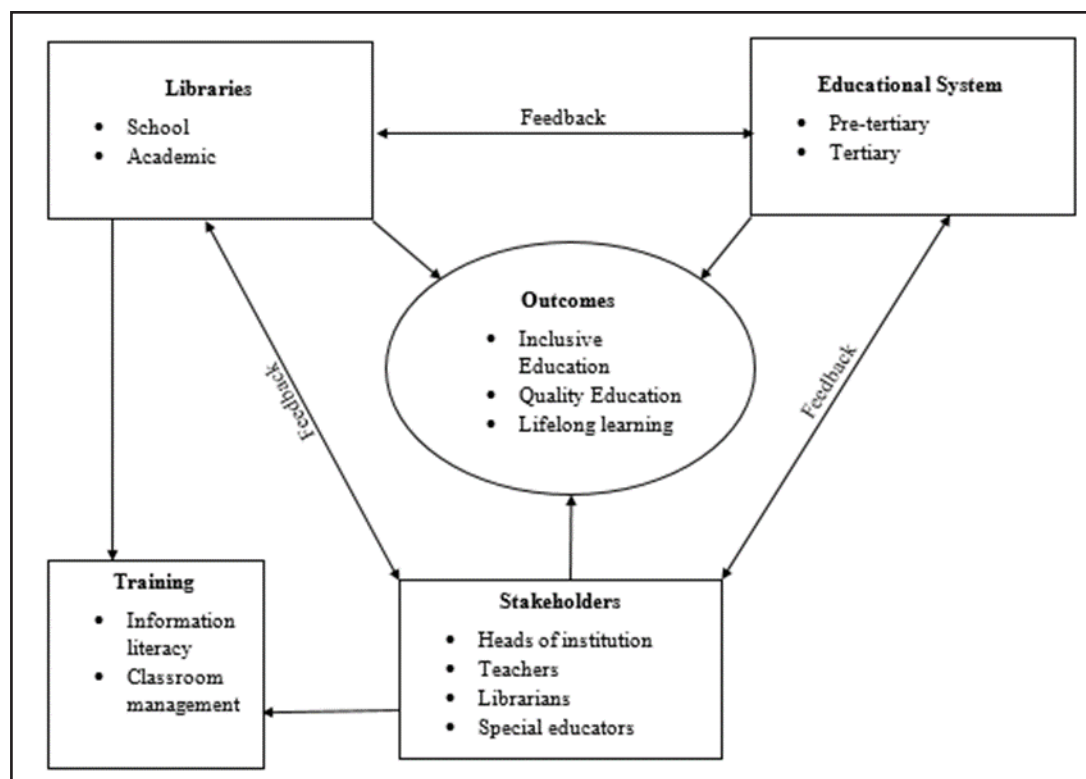


Fig. 1: 2019: Conceptual Framework Showing Partnership Relationships on How to Achieve SDG 4 [13]

X. CONCLUSION

Although this study is limited in geographical area, its outcome can be applied in the broader context of how information literacy skills and libraries can contribute to development in Ghana and beyond. The findings will contribute to the theoretical concepts and knowledge on SDG 4 and its impact on learning from cradle to grave.

The study brought to light how partnerships, collaborations and feedback within the framework from the various stakeholders act as ingredients for effective implementation of SDG 4. Libraries, institutions and other stakeholders need to organise training programmes on information literacy and lifelong learning skills. To ensure equality, factors that will bring about smooth inclusive education need to be adhered to so that there will be all inclusive approach to learning from cradle to grave.

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