INTRODUCTION

The 21st century library is a frontier of numerous challenges directly or indirectly particularly on the plight of its stakeholders. Though academic libraries influence the existence and sustenance of resources and services it cannot be devoid of ineffectiveness and inefficiency based on staff competences, technological interferences and logical embedding of services supporting departments, faculties and academics. Patrons’ claims of ignorance of what sources and resources are acquirable have been taken care with the introduction of numerous information literacy courses supervised or administered by academic libraries. The traditional role played by the library to facilitate and provide access to well described, organized and systematic arranged information required also the application of modern technologies to improve the performance of the roles and subsequently assigned modern services which dwelt more on teaching. It is therefore, true that to accomplish these there is the need to adopt a befitting platform that synergizes traditional and modern roles symbiotically for the benefit of stakeholders.

The struggle for the visibility of published research holdings, findings and providing requisite information resources without prejudice or favour should continue to remain academic librarians’ prerogative. Specifically, the technical capabilities of academic libraries to describe and disperse information resources is presently not sufficient to guarantee that the right use of these acquired resources which traditionally are the responsibilities of collection development, cataloguing and classification divisions are now suggesting something differently. In literature, relative arguments are submitted on the role of academic libraries on providing access, storage and retrieval of information resources as criteria for collection development. However, the dimension of sharing capabilities of academic libraries and what administration strategies are needed to ease patrons plight is paramount (Zimmer, 2013). This additional dimension to modern librarianship of responsive services, attractive and capable of retaining patrons cannot strive with the old practices found to operate within walls and to thwart communication, (and full of) weaknesses not by choice but circumstances.

The implementation of new strategies that (are liable to changes) may not necessarily erode traditional library structures but strengthen it by including perceptions of
stakeholders to be able to reach a decision aimed at objectively achieve the overall mission of the parent institution and library (Agada, 1985; Cambridge University Library, 2010). There are instances when serving the library patrons becomes a personal task on librarians in order to successfully maintain library stance for excellence. Therefore, academic libraries cannot sway from the pertinence to adjust to the resolves that existing communication gaps be bridged. Gaps such as information on social, economic and intellect needs, so that the libraries can continue to attract and work in conformity with the changing technological and global environment. The aspiration to reposition and sustain academic attainments depends on the library facilitating roles (Krolak, 2005; Cambridge University Library, 2010).

A leveraging platform that can reposition academic library is World café which according to Brown, Isaacs, Vogt and Margulies (2002),is a tool that was introduced to create a living network of collaborative dialogue that focused around questions that affect real-life situations of communities. World café principles is now a global movement aimed at utilizing creative ways to foster dialogue, harnessing collective intelligence in pursuit of a common objective of a group and for the benefits of new subscribers.

To aspired librarians and inspire clients, World Café is strategic and possesses systematic tools that can arouse information sharing, collection and dispersion in such a way that it is no longer abstract but real, applicable, replicable and, by extension, actualizing a vital role of academic library of providing access to information resources, services and being part of the whole processes.

**Overview of World café and academic sustainability**

As the world evolved with its diverse challenges, needs and taste in various facet of life such as social, economic, political, health, education, etc. takes new dimensions requiring man to resolve to new ways of solving emanating problems, also implied that academic libraries cannot be left behind. Conceptually, describing World café one must be able to speak of the ease which characterizes its use. This Concept was developed far back in 1995 in California, when twenty four (24) Business men and academics leaders who came together in a meeting, sat in small groups to brainstorm on presented innovative ideals to generate shared knowledge (Brown, Isaacs and The World Café Community, 2001; Fallon and Bean, 2014).

World café offers a practical yet creative capacity for thinking together which the modern librarianship promotes as it makes resources accessible and available to all without any form of discrimination. Adopting the principles of World café the library should introduce academic libraries to supporting “conversations that matter” in areas such as collection development, sensitization of clients and promotion of library services. It is strategic for academic libraries because its aimed at drawing on diverse perspectives, rich public opinions or collective wisdom to promote equity and excellence in developing actionable plans in problem solving (Schieffer, Isaacs &Gyllenpalm, 2004). There are six principles which the World café advocates:

1. Clarify the context: The focus here would be outlining a task while bearing in mind the goal to be achieved during each session of a meeting. What this is insinuating is that, ideas and themes as it affects effective and efficient library service should be drawn ahead of time and tabled for discussion in line with the objectives of the institution.

2. Determine the right participant: Noteworthy is that the generation of innovative ideas that produces actionable result depends on participants drawn from diverse work of life, age group, educational background and profession. The library’s inclusion of the right faculties and department could bring deliberate discourse that can help achieve the teaching, learning, research and community services the libraries are facilitating.

3. Create a hospitable environment: World Cafes operates as an informal environment, libraries are expected to have welcoming environment and respect the diverse opinions of participants to enhance creative thinking, speaking and listening.

4. Connect diverse people ideas: The library should be seen dissemination information that are new using highly simplified themes and signs. At the same time, any time there is an interface with stakeholders must timely exchange and analyse weaknesses and strength of issues to help cross pollinate further ideas that can help resolve the foregone challenges.

5. Listen together for patterns, insights and deeper question: Librarians facilitating roles should dispose them to support information sharing, promote listening for collective insight and wisdom so that stakeholders are encouraged to think critically and respond appropriately.

6. Make Collective Knowledge visible: this involves the ‘harvesting of ideas’ where Innovative ideas can be realized more readily.

**World café initiatives that is capable of sustaining academic activities**

Academic activities are aimed at resolving identified problems and meeting the needs of people. These activities are better viewed as continuum because there are instances that they are built on previous works. But to appreciate the world café initiatives it suffices to understand sustainability in the context of development. According to Kamba and Abdul (2016), sustainable development (SD) became a global proclamation address the negative challenges affecting environment, social and economic fabrics. The academic library is not excluded, and therefore must be positioned to ensure that things are kept on tract by protecting the degradation of human and natural resources. To achieve this, the academic library is perceived as the institution that can bridge the gaps to researches and knowledge needed for the emancipation. These libraries no doubt provide access through deliberately instituted services. Anasi (2016) quote Ayodele to conceptualized sustainable development as the capability to support the needs of the people over a time. Both World café and sustainable development are concern about sustaining development, wellbeing of man and environment so that the outcome is not detrimental to wellbeing of future generations.

For as long as access to information is paramount to achieving any type of goal and development, academic societies and indeed their libraries should be expected to facilitate through
access, the sharing of research output and new knowledge generated. This is also contained in IFLA (2013) statement on libraries and development which advocated the position of library’s contributions to include the sustainability of academic activities through the following responsibilities:

- Libraries provide opportunity for all;
- Libraries empower people for their own self-development;
- Libraries offer access to the world's knowledge;
- Librarians provide expert guidance, and
- Libraries are part of a multi-stakeholder society

**What KIL should do to actualize academic sustainability?**

Nations and institutions cannot be developed without relevant information to drive its academic sustainability. The library with its major role of information acquisition, organization, dissemination and preservation can no doubt foster social and economic development as it articulate well and institute responsive services to its diverse patrons. Suggestions to KIL for academic sustainability could leverage on the basic 5 components of the sustainable development goals action plan:

- what will occur?
- who should be responsible?
- when such actions should take place?
- what resources are required? and
- what to communicate as distinct line of actions in their action plans.

1. Policy Formulation: Within the library, the divisions and its respective units should serve with some forms of café which should host the services rendered. As experience is built, the formulating of a robust policy can be done to adequately take charge of lapses and highly inclusive. Policy of this nature should affect library staff and stakeholders directly or indirectly because they assisted in the policy formulation on academic sustainability.

2. Introduction of Advocacy Programmes: Through social media technology, university portal and library links, the library should be able to reach out using apt themes that can arouse the conversations that matter for the sustenance of academic activities particularly research, use of pay-walled databases and sharing of information within the university permissible framework.

3. Collaboration with faculty, staff, students and the university communities: Academic libraries attract people because it serve as safe haven to faculty members, students and the communities it serve. It is therefore logical to build relationships especially those of collaboration among these important clients of the library to meet their information needs.

4. Formal and informal training: Supporting formal or regular education and continuous (informal) training is what libraries do daily with clients. This can be unnoticed by simply assisting patrons when seeking information. The library should encourage dialogues with patrons to boost trust and confidence. This is the new roles of the library that cannot be taken for granted to be able to sustain academic activities.

5. Policy: A functional document that guides the discharge of service must be such that is highly appealing. Therefore, policy development should not be left at the mercies of library staff and patrons alone, parent institutions, national associations and regulatory agencies should collaborate to formulate achievable policies through “conversation that matter”

6. Advocacy: The call for academic sustenance is based on the premise that there are needs to support “growth and development of all”. Also given that whatever emanates from academic activities affects and reflects the academic environment requires that all actors support the institution to see to the needs and goals by simply coming forth when the need arises.

In what ways can the World café help to reposition KIL?

The World Café Community Foundation (WCCF) (2015) gave of attributes World café to include creative and collaborative thinking where new ideas, insights and questions are allowed to be discussed with the aim of improving organizational planning and development. To KIL, these suggest that adopting the principles can help to reposition the library to be able to:

- Lead to thoughtfulness and artistry, respect for patron(s) opinion and be able to assure and provide excellent services that are most appealing.
- Because World cafés equip participants with skills, broaden their perspectives and support developing some forms of hosting abilities through consultation, KIL could leverage on the local and international networks readily accessible standard itemized by the Online World Cafés prescriptions.
- World Cafés operate through learning programs that aimed at developing capacity and building the mastery with constant engagements. This capacity building should continue to guide conversations that matter, grounded in quality, values and spirit that are uniquely and reliably offered and the feedbacks that can improve both the internal and external environments.

The following recommendations can therefore be made based on the aforementioned for libraries generally

a. Libraries cannot afford to stop engaging with patrons and facilitating them to attain their information needs, irrespective of the type of library because it is imperative to constantly engaging patrons as guaranteed pathway to development and growth of the society at large.

b. Exploring numerous platforms for the dissemination and harvesting of information by librarians should be encouraged. By so doing adequate bibliographic descriptors can be provided and most attributes that characterized information which can help arouse willingness to contribute and support the library services and when matters affecting academics are discussed for the benefits of stakeholders.

c. Library regulating agencies, professional bodies and library schools should not relent with sensitization, training, retraining, reengineering, curriculum modification and support of all kinds that can change the fortunes of the profession and professionals.
d. Library managers and librarians should see proffering workable and implementable solutions to challenges against education as a primary responsibility. This suggestions that librarians should be approachable and institute professional practices that can be categorized as best and appropriate for the sustenance of all academic activities.

CONCLUSION

The paper established that library services must include stakeholders to make the library effective and efficient in collection development and services delivered. Numerous models abound for libraries to adopt to achieve academic sustainability. The supposition by this paper for World café for KIL is readily and easily adoptable and offers stakeholders’ the privileged for inclusion, support information sharing, collaborate and proffer solutions to challenges and issues demanding collective resolve and support for academic sustenance.

References


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