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The Role of School Libraries in Preserving Oral Traditions and Indigenous Cultures in selected school in Ibadan, Oyo state

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ABSTRACT

Oral traditions and indigenous knowledge are important cultural resources that preserve community history, values, language, and identity across generations. However, globalization and the dominance of western educational materials have contributed to the gradual decline of these traditions among younger generations. School libraries, as centers of learning and information access, can play a significant role in preserving and promoting indigenous knowledge within educational environments. This study examines the roles and strategies used by school libraries in selected primary and secondary schools in Ibadan, Oyo State, to collect, preserve, and promote oral traditions. It also investigates library activities designed to engage students' interest in indigenous cultural heritage and identifies challenges faced in acquiring and managing indigenous materials. The study highlights issues such as limited funding, inadequate resources, and low awareness of indigenous knowledge integration.

Keywords: *School Libraries, Oral Tradition, Indigenous Knowledge.*

1. INTRODUCTION

Oral traditions and indigenous knowledge which encompasses rich stories histories, practices of a particular community which are passed down to generations mostly in oral format (storytelling) is going into extinction through colonization, globalization, where most of the valued culture, language, traditions and history are being forgotten by the new generation just

because the older ones couldn't pass it down to the younger ones who could keep sharing to the current generation which shows continuity and longevity of the tradition (Mahuika, 2019). These practices show the beauty, values of a culture, teachings, morals, cultural upbringing and it includes fables, songs, myths, experiences, rituals, thoughts, medicinal practices, views and way of life of indigenous people Udo-Akagha (2026). According to (Oyelude, 2023) Indigenous knowledge are mostly transferred orally across different generations, representing deeply rooted understandings of culture tradition, history and identity of surrounding communities. These encompass the uniqueness of languages, history, customs, medicinal practices and traditions that has been developed over long centuries. Most of these are gradually going because of civilization which makes us see all these things as being barbaric, the rise of technologies which makes us overlook the efficiency of all these practices.

School libraries have been known to be custodians of knowledge materials to serve the students and teachers such as written documents, multimedia, digital resources to foster learning and reading (Ramasamy 2021). The school library serves as a quiet, focused environment for reading, studying, and research, often equipped with computers, internet access, and study spaces to accommodate individual or group work. The school library helps promote literacy, encourage reading culture and helps the children to develop information literacy skills (Ejikeme and Okpala, 2017). Pupils are guided by library staffs in locating information, using resources effectively, and even organizing activities like book clubs, reading challenges, and research workshops. The school library is essential for fostering independent learning and supporting students in achieving academic success and becoming lifelong learners. (Omar et al (2024).)

Oral traditions and indigenous storytelling such as stories, fables, songs, proverbs, superstitions, histories of the past are forms of cultural learning as it reflects beliefs, attitudes, strength of the people (Mahuika, N. 2019). All of these are import in education as to help the students to understand their own culture, understand other people's culture and respect it, it makes them understand the values and richness in their culture, they learn the way respect elders, how to be responsible individuals. This also helps the children in relating to what is being narrated to them as it helps them to understand the childhood of human race, they are able to think critically. Mostly western education materials are available and there is little or no materials that represents indigenous knowledge or oral tradition. The school library plays a vital role in preserving and promoting oral traditions and indigenous knowledge to ensure continuity and maintain diversity in human culture through their collection, storytelling, and leveraging on modern technologies. Chisenga (2002: 16-17) defines indigenous knowledge as "a body of knowledge and beliefs built by a group of people, and handed down to generations through oral tradition, about the relationship between living beings and their environment and a system of self-management that governs resources use." It is the foundation for local-level decision making in agriculture, healthcare, food preparation, education, natural resource management and a congregation of other events in the rural societies (Owiny et al. 2014).

School libraries, as an integral part of the educational system, have a very important role to play in addressing the issue of preserving oral tradition and indigenous knowledge by bridging the cultural gap in educational systems. It has been discovered that school libraries face some challenges in preserving oral tradition and indigenous knowledge from funding to technology, community engagement, to the academic curriculum. Moreover, the current generation as little or no interest about oral tradition, indigenous knowledge and its value to them and the society and different communities around them.

Children do not have the opportunity or involvement to understand the importance of diversity in culture there is little or no interest in mother languages or other regional languages, there is also less reading opportunity of home languages than the international languages in the school library, there are little or few books written in mother languages available in the library. Through cultural learning and empathy reading of folktales helps students understand cultural values, strengthen community relations, and gain insight into the specific customs, beliefs, and attitudes of the people who produced the tales.

The availability of English versions of traditional folktales, for instance, assists children from various language and cultural backgrounds in understanding traditional culture and traditions. Folktales act as cultural transmitters and help students connect to popular culture, heritage, and academic subjects like literacy and social studies.

1.3 Research questions

1. What role do school library play in preserving oral tradition and indigenous knowledge?
2. What are the activities and programs the school library participates in to engage the students in having interest indigenous and oral heritage materials?
3. What are the strategies for collecting and preserving indigenous and oral heritage
4. What are the challenges faced by the school library in acquiring oral tradition?
5. How do school library support students' engagement with indigenous knowledge?

1.3 Significance of the study

Preserving oral traditions and indigenous cultures is essential for sustaining the identity, values, and wisdom of communities, especially among the younger generation who are increasingly influenced by globalization and digital media. This study is important because it explores how school libraries often overlooked as cultural institutions can play a key role in safeguarding these traditions. Many schools lack structured programs or resources that connect students with their indigenous heritage, leading to a gradual erosion of cultural memory. By investigating how school libraries can preserve oral histories, promote indigenous knowledge, and engage students in cultural learning, this research addresses the gap between modern education and cultural preservation. The study is therefore significant as it provides insights and practical approaches that can help libraries become active agents in protecting and transmitting cultural heritage within the school environment.

2. LITERATURE REVIEW

Indigenous knowledge refers to the traditional beliefs, skills, and understandings that communities develop over time through their close relationship with their environment (World Bank, 2020). In schools, this knowledge includes local stories, cultural practices, oral traditions, and everyday community experiences passed down through generations. Integrating indigenous knowledge into school libraries supports global education goals, especially UNESCO's (2019) Sustainable Development Goal 4, which calls for inclusive, culturally relevant, and equitable learning for all.

School libraries play a vital role in education by providing access to information resources that supports learning and literacy development in young learners. Beyond their instructional roles, recent studies have emphasized their potential contribution to cultural preservation and knowledge transmission (Osa, 2020). According to scholars in library and information science school libraries does not only serve as book repositories and digital materials alone but a space that can house cultural heritage and history, values and tradition. Now that we are in an era where everything is going into extinction gradually libraries can act as a bridge between formal education and cultural heritage, helping students connects their academic learning such as reading skills and love for stories with their cultural identity (Afolabi, 2021; IFLA, 2021).

Furthermore, Ilori et al. (2021) emphasize that libraries at all levels, including academic and public institutions, have begun to incorporate indigenous knowledge management practices aimed at identifying, documenting, and preserving local cultural expressions. Although their study focuses on academic libraries, the principles are applicable to school libraries, which often serve as children's first structured exposure to cultural materials.

Researchers such as Ngulube (2019) and Msuya (2020) have argued that libraries, including those at the school level, have a responsibility to document, preserve, and promote indigenous knowledge through culturally responsive programs and collections. This may involve recording oral histories, incorporating indigenous stories into reading programs, having images of traditional rulers and places of interest in a corner in the library, having story time section and collaborating with community elders to share traditional wisdom. By doing so, school libraries become centers for both literacy and cultural continuity (IFLA, 2021). Similar initiatives have been observed in other African countries. For instance, in South Africa, school libraries have partnered with community elders to document oral traditions as part of the "Living Heritage Project" (Ngulube, 2021). In Ghana, the Ghana Library Authority has introduced storytelling corners in primary school libraries to promote indigenous languages and cultural literacy (Mensah & Osei, 2022). These examples demonstrate that incorporating indigenous knowledge into school libraries is a growing movement across the continent.

According to Chukwu, Nwafor, and Omenyi (2020), libraries can adopt innovative tools such as social media, digital archives, and community-based recording initiatives to promote indigenous knowledge in a more interactive manner. These approaches can be adapted by school libraries to engage students in storytelling, oral history recording, and creative projects that merge traditional content with digital tools. Research also shows that culturally and developmentally based programs on oral tradition and indigenous knowledge enable students to generate more complex and detailed stories that contain more references to their culture. For instance, Arabi (2023) found that children's exposure to traditional Hausa folktales and play-songs significantly improved their understanding of local proverbs, moral values, and collective identity.

Digital story telling which is the process of telling stories through videos, photographs, music and sound effects can also be looked into for example the use of AI to get animations for the younger class for easy understanding and desire to learn about indigenous knowledge but many schools face some significant challenges in putting some of these ideas to use from lack of funding to lack of access to ICT facilities, stable electricity and poor internet connectivity to get appropriate indigenous materials both in physical and digital format Abioye & Ajiboye, (2019). This limits the potential of digital heritage preservation and highlights the need for national ICT-in-education policies that prioritize cultural content creation and dissemination. (Aina, 2023).

There is also limited awareness among educators and policymakers about the value of integrating indigenous knowledge into library collections and school curriculum. Many policy makers in the educational sector continues overlook the richness and relevance of culture where school curriculum and library practices fail to reflect the social and cultural realities of the communities they serve (Aina 2023). These challenges are even more pronounced in school settings, where library budgets and staffing levels are limited. Abioye and Ajiboye (2019) say many school libraries in Nigeria and other developing countries struggle to have the basic collections they need talk less of including materials that are related to indigenous knowledge while some school library lack professional school librarians who are trained in in managing indigenous knowledge and oral traditions or they are restricted from integrating it because the school did not permit that and this will make it difficult for the library to serve as a cultural learning space that connects formal education with cultural identity (Ilori, Ogunmodede, & Olanrewaju, 2021).

To handle these challenges studies, highlight the need for advocacy, policy support, and partnerships between schools, local communities, and cultural institutions like museums and traditional council (Afolabi, 2021, Owolabi, Okoro, & Salisu, 2021). These partnerships can help create more inclusive educational environments where students are exposed to both global and indigenous perspectives. Policy support from educational authorities is also crucial in ensuring that indigenous knowledge is formally recognized as part of the learning process and not treated as informal or peripheral knowledge (Aina, 2023; IFLA, 2021). This collaboration will strengthen the relevance of the school library in education and also showcase the beauty in oral tradition and indigenous knowledge as it continues to educate and transform the younger generation while fostering pride in their cultural root.

The literature shows a clear gap: although many scholars highlight the value of oral tradition and indigenous knowledge, there is still very little empirical evidence on how school libraries can actively preserve these cultural resources and support cultural continuity and lifelong learning among children. Successfully integrating indigenous materials into school library services will require strong collaboration with community elders, ongoing professional development for school librarians, and the formal inclusion of indigenous knowledge within the school curriculum. Consequently, more research is needed to explore how access to indigenous library resources shapes students' cultural understanding, strengthens their sense of identity, and enhances their academic motivation.

3. METHODOLOGY

This study made use of a descriptive survey research method which is the collection of information from sample individuals through their response to questions. A structured questionnaire was used as the main instrument for data collection to get first-hand information from school librarians, teachers, and students on the role of school libraries in preserving oral tradition and indigenous knowledge. The population of the study consists of teachers, school librarians and students in selected private and public primary and secondary school in Ibadan, Oyo state. Students and teachers are included because they make use of the school library.

Simple Random technique was used in selecting schools in Ibadan North area. The population comprises the total number of 3,000 secondary school students of which 150 was considered to represent the entire population. 150 questionnaires were distributed to primary 6 in a primary school and SS2 students in others schools of which 120 responses were returned and are useful this represents 80% response. Total population include 120 respondents.

The research instruments are divided into sections A, B. Section A consist of the demographic information of the respondents, section B consists of the information addressing the research questions written above (1) roles of school libraries in preserving oral tradition, (2) library activities and programs, (3) strategies for collection and preservation, (4) challenges encountered, and (5) student engagement with indigenous knowledge.

Reliability and Validity

To ensure the content validity assessments were made by the supervisor and experts in the field, suggestions and feedback suggestions were received and incorporated carefully into the questionnaire that was administered to participants.

To ensure reliability of the research instrument, a pilot study was conducted using 20 secondary school students 2 from Ace College in Ibadan which is not part of the main study sample. This is done for the purpose of pilot test to evaluate internal consistency of the questionnaire items and to identify any inconsistency.

Ethical considerations

Ethical approval was obtained from the Head Teachers of the selected schools. Informed consent was obtained from parents/guardians, and verbal assent was obtained from Primary 6 pupils. Participation was voluntary and pupils can withdraw from responding at any time and no names were written on the questionnaires and data was mainly used for academic purpose to ensure confidentiality.

4. RESULTS AND DISCUSSION

The demographic findings revealed that the gender distribution shows that 73(60.5%) which are female are majority compared to male respondents 47 in number representing 39.5% of the total respondents. Aged 10-15 are in the majority as they are 71(59.2%). Majority of the respondents are students 114 (95%), majority are also in secondary school 109 in number representing (90.8%).

Table 1: : Role of the school library in preserving oral tradition and indigenous knowledge

S/N	Item	SA	A	D	SD	Mean	SD
1	The school library contributes to preserving our cultural heritage and indigenous knowledge	74 (61.7%)	44 (36.7%)	2 (1.7%)	0 (0.0%)	3.6	0.53
2	The library includes books or materials that reflect local culture, folktales and oral traditions	75 (62.5%)	39 (32.5%)	6 (5.0%)	0 (0.0%)	3.58	0.59
3	The library organises cultural activities (e.g. storytelling sessions, exhibitions)	64 (53.3%)	30 (25.0%)	24 (20.0%)	2 (1.7%)	3.3	0.85
4	Library programs help students learn about their community's tradition and values	59 (49.2%)	55 (45.8%)	5 (4.2%)	1 (0.8%)	3.43	0.62
5	The library plays an important role in connecting students with indigenous knowledge	68 (56.7%)	44 (36.7%)	8 (6.7%)	0 (0.0%)	3.5	0.62

Source: Field Survey, 2026

The table above shows the role of the school library in preserving oral tradition and indigenous knowledge in selected primary and secondary schools in Ibadan. For the purpose of interpretation, the measurement scale was Strongly agreed, Agree, Disagree, Strongly Disagree was combined in two parts with strongly agree and agree representing "Agreed", strongly disagree and disagree representing "Disagreed". 118(98.4%) of the respondents agreed that the school library contributes to our preserving our cultural heritage and indigenous culture while 2 (1.7%) disagreed. 114 (95.0%) agreed that the library includes books and materials that reflect local culture, folktales and oral traditions, while 6 (5.0%) disagreed. Similarly, 94 (78.3%) agreed that the library organises cultural activities such as storytelling sessions and exhibitions, while 26 (21.7%) disagreed. Also, 114 (95.0%) of the respondents agreed that library programmes help students learn about their community's traditions and values, whereas 6 (5.0%) disagreed. Likewise, 112 (93.4%) agreed that the library plays an important role in connecting students with indigenous knowledge, while 8 (6.7%) disagreed.

Table 2: Activities and Programs for Engaging Students

S/N	Item	SA	A	D	SD	Mean	SD
6	The school library organizes storytelling sessions or folktale readings	59 (49.2%)	38 (31.7%)	19 (15.8%)	4 (3.3%)	3.27	0.85
7	Traditional songs, proverbs or cultural games are part of library programs	30 (25.0%)	59 (49.2%)	25 (20.8%)	6 (5.0%)	2.94	0.81
8	Students participate actively in indigenous related activities	46 (38.3%)	55 (45.8%)	17 (14.2%)	2 (1.7%)	3.21	0.74
9	The library collaborates with elders or community members to share cultural stories	25 (20.8%)	56 (46.6%)	35 (29.2%)	4 (3.3%)	2.85	0.79
10	The library uses technology (audio, video or digital storytelling) to promote oral traditions.	39 (32.5%)	43 (35.8%)	32 (26.7%)	6 (5.0%)	2.96	0.89

Source: Field Survey

Table 2 shows respondents opinions on library activities and programmes that promote indigenous knowledge and cultural heritage.

A total of 97 (80.9%) of the respondents agreed that the school library organises storytelling sessions or folktale readings, while 23 (19.1%) disagreed. 89 (74.2%) agreed that traditional songs, proverbs and cultural games form part of library programmes, whereas 31 (25.8%) disagreed. Also, 101 (84.1%) agreed that students actively participate in indigenous-related activities, while 19 (15.9%) disagreed, 81 (67.4%) agreed that the library collaborates with elders or community members to share cultural stories, whereas 39 (32.5%) disagreed. In addition, 82 (68.3%) agreed that the library uses technology such as audio, video or digital storytelling to promote oral traditions, while 38 (31.7%) disagreed.

Table 3: Strategies for collecting and preserving indigenous and oral heritage

S/N	Item	SA	A	D	SD	Mean	SD
11	Do your library collect folktales, proverbs and cultural materials from local sources	29 (24.2%)	47 (39.2%)	41 (34.2%)	3 (2.5%)	2.85	0.82
12	Indigenous materials are properly documented and stored in the library	51 (42.5%)	57 (47.5%)	12 (10.0%)	0 (0.0%)	3.33	0.65
13	The school library digitizes indigenous materials for easy access and preservation	49 (40.8%)	49 (40.8%)	18 (15.0%)	4 (3.3%)	3.19	0.81
14	The library has policies guiding the collection and preservation of indigenous materials	55 (45.8%)	48 (40.0%)	12 (10.0%)	5 (4.2%)	3.28	0.77

15	The library collaborates with local cultural centers or historians for documentation	44 (36.7%)	49 (40.8%)	25 (20.8%)	2 (1.7%)	3.12	0.79
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Source: Field Survey

This table shows the strategies and for collection and preservation of indigenous materials in the school library. 76 (63.4%) of the respondents agreed that the library collects folktales, proverbs and cultural materials from local sources, while 44 (36.7%) disagreed. Also, 108 (90.0%) agreed that indigenous materials are properly documented and stored in the library, whereas 12 (10.0%) disagreed. Furthermore, 98 (81.6%) agreed that the school library digitizes indigenous materials for easy access and preservation, while 22 (18.3%) disagreed. Similarly, 103 (85.8%) agreed that the library has policies guiding the collection and preservation of indigenous materials, whereas 17 (14.2%) disagreed. In addition, 93 (77.5%) agreed that the library collaborates with local cultural centres or historians for documentation, while 27 (22.5%) disagreed

Table 4: Challenges in acquiring and preserving indigenous materials

S/N	Item	SA n(%)	A n(%)	D n(%)	SD n(%)	Mean	SD
16	The school lacks funds to purchase or produce indigenous materials	34 (27.3%)	38 (31.7%)	48 (40.0%)	0 (0.0%)	2.88	0.82
17	There are few available indigenous books or materials suitable for children	40 (33.3%)	58 (48.3%)	22 (18.3%)	0 (0.0%)	3.15	0.71
18	There is low awareness about the importance of preserving oral traditions.	30 (25.0%)	57 (47.5%)	33 (27.5%)	0 (0.0%)	2.98	0.72
19	Teachers and Librarians lack training on integrating indigenous knowledge into learning	27 (22.5%)	48 (40.0%)	45 (37.3%)	0 (0.0%)	2.85	0.76
20	Students are more interested in foreign stories and media than local traditions.	61 (50.8%)	34 (28.3%)	25 (20.8%)	0 (0.0%)	3.3	0.8

The above tables show the challenges faced in acquiring and preservation of indigenous materials in the school library. 72 (59.0%) of the respondents agreed that the school lacks adequate funds to purchase or produce indigenous materials, whereas 48 (40.3%) disagreed. Similarly, 98 (81.6%) agreed that there are few indigenous books or materials suitable for children, while 22 (18.3%) disagreed. Also, 87 (72.5%) agreed that there is low awareness of the importance of preserving oral traditions, whereas 33 (27.5%) disagreed. Furthermore, 75 (62.5%) agreed that teachers and librarians lack adequate training on integrating indigenous knowledge into learning, while 45 (37.3%) disagreed. In addition, 95 (79.1%) agreed that

students are more interested in foreign stories and media than local traditions, whereas 25 (20.8%) disagreed.

Table 5: Students' engagement and appreciation of indigenous culture

S/N	Item	SA	A	D	SD	Mean	SD
21	Students show interest in reading or listening to folktales and cultural stories	60 (50.0%)	44 (36.6%)	16 (13.3%)	0 (0.0%)	3.37	0.7
22	Students understand cultural values through library programs	42 (35.0%)	57 (47.5%)	21 (17.5%)	0 (0.0%)	3.17	0.71
23	Library activities have increased students respect for elders and traditions	53 (44.5%)	52 (43.7%)	15 (11.8%)	0 (0.0%)	3.32	0.68
24	Students can identify local proverbs songs or moral lessons from indigenous stories.	53 (44.2%)	59 (49.2%)	8 (6.7%)	0 (0.0%)	3.38	0.61
25	Participation in library programs improves students' sense of identity and belonging	65 (54.2%)	44 (36.7%)	11 (9.2%)	0 (0.0%)	3.45	0.66

Source: Field Survey

The table above shows how students engage and appreciate indigenous culture. 104 (86.6%) of the respondents agreed that students show interest in reading or listening to folktales and cultural stories, while 16 (13.3%) disagreed. Similarly, 99 (82.5%) agreed that students understand cultural values through library programmes, whereas 21 (17.5%) disagreed. Also, 105 (88.2%) agreed that library activities have increased students' respect for elders and traditions, while 15 (11.8%) disagreed. Furthermore, 112 (93.4%) agreed that students can identify local proverbs, songs and moral lessons from indigenous stories, whereas 8 (6.7%) disagreed. Finally, 109 (90.9%) agreed that participation in library programmes improves students' sense of identity and belonging, while 11 (9.2%) disagreed.

Discussion of Findings

The study was carried out to investigate the role of school libraries in preserving oral tradition and indigenous knowledge in selected primary and secondary school in Ibadan, Oyo state. Five research questions were positioned and the major findings were stated as follows

1. The finding shows the role of school library in preserving oral tradition and indigenous knowledge. It was revealed that the school library contributes to preserving cultural heritage and indigenous knowledge they have books and materials that reflect oral tradition. Also, the library organizes cultural activities such as storytelling sessions and exhibition, the library program helps the student learn about their community and also plays an important role in connecting students with indigenous knowledge.

2. The study revealed that the library organizes story telling sessions or folktale reading which helps traditional songs, proverbs and cultural games form a part of library programmes and this helps the students participate in indigenous related activities. The library uses technology such as audio, video and digital storytelling to promote tradition and they collaborate with elders in the community.
3. The study shows that the library collects materials from local sources and are properly documented, the school library also digitizes materials for easy access. The library collaborates with local centers and it has policies guiding the collection and preservation of materials.
4. The research reveals that the school lacks adequate funds to purchase indigenous materials and there are few materials suitable for children also there is low awareness the importance of preserving oral traditions. Furthermore, the research agrees that teacher's and librarians lack adequate training on integrating indigenous knowledge into learning and students are more interested in foreign stories and media than local tradition.
5. The finding also identified that students show interest in reading or listening to folktales and cultural stories and through library programs they understand cultural values likewise, the library activities have increased their respect for tradition and elders. Students can identify local proverbs songs and moral lessons from indigenous stories and the participation in library programs improves student's sense of identity and belonging.

5. CONCLUSION AND RECOMMENDATIONS

Conclusion

The study was conducted to examine the role of school libraries in preserving oral traditions and indigenous cultures. The study reveals that majority of the respondents school libraries preserves oral tradition and indigenous cultures as a result they have books that reflects oral tradition, they organize storytelling sessions and also collect materials from local sources. In addition, the study revealed that the library digitizes these materials for easy retrieval and these helps them to respect their tradition and elders, have good morals and cultural values and create a sense of belonging and identity in the students. The study further reveals that the school lacks funds to purchase indigenous materials and there is low awareness in preserving oral tradition.

Recommendations

Based on the findings, the following recommendations are made:

1. Adequate funding should be provided for school libraries for more indigenous materials to be acquired: School authorities and educational agencies should provide adequate funds for the acquisition, preservation, collection and maintenance of indigenous materials. This will

enable school libraries to acquire more books, audio-visual materials and other resources that document local traditions, cultures and indigenous knowledge, including folktales, traditional songs, proverbs, cultural games, legends, biographies of local personalities and other materials relating to the culture and history of the local community. Such materials should be presented in forms that are attractive and suitable for students.

2. School libraries should collaborate with community elders and cultural organizations: Librarians and teachers should engage and work with elders, traditional storytellers, cultural centers and other knowledgeable members of the community to collect and document oral traditions. This will help ensure that indigenous knowledge is accurately captured and passed on to younger generations.
3. Indigenous materials should be digitized and policies for preservation should be developed: School libraries should embrace digital preservation by recording and digitizing oral traditions such as folktales, songs, proverbs, interviews and other cultural expressions. Audio and video recordings can be used to preserve materials that may otherwise be lost and make them easier for students and future generations to access. School libraries should formulate clear policies and guidelines for the collection, documentation, preservation, digitisation and use of indigenous materials. Such policies will provide a systematic approach to preserving oral traditions and indigenous knowledge for present and future generations.
4. Training should be provided for teachers and librarians: School authorities and relevant educational bodies should organise regular training and workshops for teachers and librarians on the collection, documentation, preservation and integration of indigenous knowledge into teaching and library programmes. This will improve their ability to effectively support the preservation of oral traditions.
5. Awareness should be created on the importance of indigenous knowledge: School management, librarians and teachers should create greater awareness among students, parents and the wider school community about the importance of preserving oral traditions and indigenous cultures. This can be achieved through cultural days, exhibitions, reading programmes, competitions and other educational activities.
6. Indigenous knowledge should be integrated into learning activities: Teachers and librarians should encourage the use of local stories, proverbs, songs, traditional games and other indigenous materials in classroom teaching and library activities. This will make indigenous knowledge more relevant and interesting to students and encourage them to appreciate their cultural heritage. Students should also be encouraged to be actively involved. Schools can also organize storytelling, proverb, traditional song and cultural knowledge competitions to encourage students' interest in local traditions.

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