Public libraries in Algeria and their role in promoting information awareness in the digital age: a field study at the Bradai Ahmed public library – Tamanghasset

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Abstract:

Public libraries of all types represent fundamental pillars of cultural activity and essential instruments for intellectual and scientific development. Given the rapid pace of technological advancement and the exponential growth of digital information sources, the pivotal role of these institutions has become increasingly significant. They are now at the forefront of addressing the challenges emerging from the digital transformation, most notably **information pollution** and **information illiteracy**, through a diverse array of services and activities tailored to various societal groups.

The study aims to identify the level of services and functions of the Public Library in Bradai Ahmed, Tamanghasset, and its relationship to addressing the risks and challenges of the digital environment, particularly those related to intellectual and cognitive pollution and information illiteracy. The study employed a descriptive methodology to address the subject matter, relying on interviews as the primary data collection tool. The study concluded with several key findings, most notably the existence of a range of activities that contribute to developing information literacy skills and competencies, and enhance the intellectual security of various segments and levels of society. These activities include reading events, scientific conferences, and training courses. The study also offered several recommendations, including the need to develop methods for marketing information services at the library to attract a larger number of users, as well as to intensify training courses that contribute to improving information retrieval skills in the online environment and avoiding the risks of information pollution.

Keywords: Public libraries, information literacy, information pollution, digital age, Tamanghasset, Algeria.

1. Introduction

Libraries in general, and public libraries in particular, face multifaceted challenges amidst the rapid advancements in information technology, most notably the emergence of Artificial Intelligence (AI). To sustain their pivotal cultural and scientific roles as trusted intermediaries between diverse forms of human knowledge and various social groups, public libraries must keep pace with these shifts and integrate effectively into the digital ecosystem.

This integration involves adopting cutting-edge technologies and delivering services that align with the evolving behaviors and needs of users within the framework of the next generation of the Web and internet applications. Furthermore, it is essential to prioritize user empowerment by providing services and activities that equip beneficiaries with the necessary skills to navigate the complexities of the digital landscape and mitigate its risks—chief among these skills is Information Literacy.

This study explores the conceptual frameworks of information literacy and public libraries within the digital environment. Additionally, it highlights the experience of the Tamanghasset Public Library in developing information literacy skills and discusses the future prospects for enhancing these competencies to keep pace with the continuous transformations of the digital era.

1.1. Problem Statement

The massive surge in information production and circulation, often referred to as the **Information Revolution**, has created significant challenges within the digital environment, particularly regarding information governance and the control of its flow. These shifts have impacted various segments of society, necessitating the acquisition of specialized tools and competencies to navigate such transformations.

Given that public libraries are among the most prominent social institutions serving scientific and cultural purposes, they are now tasked with a dual responsibility: providing services that align with the digital age while organizing activities that equip patrons with the skills to confront digital risks—foremost among these being **Information Literacy**.

Accordingly, this study seeks to explore the readiness of the **Ahmed Bradai Public Reading Library in Tamanghasset** to provide services aimed at fostering information literacy and eradicating information illiteracy among its users. The research is centered on the following **core question**:

To what extent do the programs of the Ahmed Bradai Public Reading Library in Tamanghasset contribute to the development of information literacy?

1.2. Research Questions

To address the core problem, the study seeks to answer the following sub-questions:

1. What is the current level of **modern technology implementation** at the Ahmed Bradai Public Library, and what services have emerged from these technologies?

2. To what extent do the library's services **keep pace** with the requirements and challenges of the digital environment?

3. What **training programs** are adopted to educate various user categories on how to effectively handle digital information sources?

4. Are there specific programs dedicated to **enhancing the skills** required for users to navigate the digital landscape safely and effectively?

5. To what degree do the library's diverse activities contribute to the **strengthening of information literacy**?

1.3. The study's significance

Given that a sizable portion of society at all levels lacks the skills necessary to deal with this new environment and its threats, the study is crucial in bringing attention to the risks that all societal segments face in a complicated, pervasive, and powerful digital environment. As a result, organizations tasked with enhancing people' knowledge, especially public libraries, must step up initiatives and programs that support information literacy in all of its facets.

The study's goals

• To recognize information literacy ideas in the digital world.

• Examine the function of Tamangust's public library in the fields of science and culture in the digital sphere.

• To make clear the advantages and disadvantages of public library services as well as how they affect users' abilities given the dangers of information pollution. • To assess the extent to which library patrons engage in information literacy-building activities.

• To make clear the necessity of learning information literacy skills in the context of artificial intelligence and digital technology.

The function of libraries, particularly public libraries, which are distinguished by the diversity and breadth of their patrons, in fostering information literacy and awareness among a wide range of readers has been the subject of numerous research studies. As a result, this part of study will look at studies that have investigated how public libraries might help people become more information literate. In terms of terminology, the majority of research have utilized the phrase "information society" to refer to both educational progress and information literacy.

1.4. Previous Studies

Numerous studies have addressed the role of public libraries in developing **information awareness** and **information literacy** among beneficiaries and readers. This focus is particularly relevant given that public libraries are characterized by a broad and diverse patron base, serving all segments of society. Consequently, this study aims to

review research exploring the role of public libraries in fostering information literacy. Regarding terminology, most existing literature treats "Information Awareness" as a synonym for "Information Literacy" and "Information Culture."

Public libraries, given their significance in the educational lives of a diverse range of users, are ideally positioned to promote and enhance engagement in information literacy development. However, despite their potential, a significant gap remains in studies that highlight how public librarians themselves perceive this concept. Research conducted thus far has primarily focused on either the importance of public libraries in developing community information awareness or the institutional efforts made to foster information culture (**Balapanidou, 2015, pp. 1-15**).

A- The Societal Importance of Information Literacy

Within the first context—the importance of the library's role—we highlight the following:

- **Julien and Hoffmann (2008, pp. 19-41):** Their study, "Information Literacy Training in Canadian Public Libraries," explored the role of libraries in Canada in developing public information literacy skills. Through semi-structured interviews with staff and patrons in five libraries, they covered various engagement areas, including training practices and the experiences of individuals using library internet access.

- **Crawford et al. (2013):** This research on information literacy and **lifelong learning** identifies the value of information knowledge not only in education but also in its connection to societal issues. These include employability skills, personal health management, and informal learning regarding information policy and usage.

- **UNESCO (2005, p. 1):** This focus on daily life attributes aligns with UNESCO's assertion that information literacy can "empower people in all walks of life to seek, evaluate, use and create information effectively to achieve their personal, social, occupational and educational goals."

B. Perceptions and Conceptual Frameworks

Other studies have focused on the perceived role of public libraries or community expectations:

- **Widdowson and Smart:** They argue that since most public library users are unfamiliar with information literacy concepts, these skills must be a core element of library services and an integral part of a librarian's professional duties.

- **Lai and Wang (2012, pp. 101-115):** Their survey-based study in Taiwan examined how librarians in three cities perceive their own information literacy and self-directed learning skills. Unlike the current research, their study focused on existing skill sets rather than the conceptual formation of information literacy by the librarians.

C. Development of Information Literacy Programs

Regarding the second context—the development of practical programs—several studies stand out:

- **Darbandi et al. (2013):** They detailed a partnership between *Credo* and the *Lancashire Library Service (UK)* to train staff on literacy concepts and promote information science through public events. Their study highlighted the inherent conceptual difficulties of information literacy and the lack of prior research in the public library sector.

- **Connolly et al. (2013):** Their examination of efforts in the Irish community addressed the value of public libraries in literacy education but did not deeply investigate how librarians intellectually understand the term.

- **Pieper (2010):** This research contributed a perspective on how **Web 2.0 tools** can assist public library programs. Using the "Book Rules" online club at the Gold Coast Library as an example, the study showed how digital skills and community identity can be fostered through non-formal, social platforms.

2. Theoretical Framework of the Study

2.1. Information Literacy (IL)

- The Concept of Information Literacy

Historically, literacy was confined to basic reading and writing. However, the modern landscape has given rise to various specialized literacies, such as visual literacy, print literacy, computer literacy, media literacy, internet literacy, technical literacy, functional literacy, and library literacy. Information Literacy is distinct from these forms; it represents a synthesis of these concepts while simultaneously transcending them.

According to the Association of College and Research Libraries (ACRL, 2000, p. 1), Information Literacy is defined as the ability to: "Recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information."

Information Literacy comprises the essential skill set required to find, retrieve, analyze, and utilize information. The 21st century has been termed the "Information Age" due to the exponential explosion of information and its diverse sources (ALA, 2010). In other words, these skills empower individuals to become independent lifelong learners, enabling them to apply knowledge effectively regardless of changes in their surrounding environment.

The International Federation of Library Associations and Institutions (IFLA) defines Information Literacy as the knowledge, attitudes, and sum of skills necessary to identify when and what information is required? Where and how to obtain that information? How to critically evaluate and organize it once retrieved? How to use it in an ethical manner?

- The Shift toward Digital Literacy:

The importance of Information Literacy has intensified with the dawn of the digital era, leading to the emergence of Digital Information Literacy. Digital Literacy is no less complex or ambiguous than the concept of "information services" itself; it is one of several modern literacies discussed across various disciplinary contexts over the last two decades.

Digital Literacy is the proficiency in searching for, perceiving, evaluating, and communicating information via social media and websites—including platforms such as Facebook, LinkedIn, and Snapchat. This is particularly vital given the global shift toward digitalization across all societal segments and government institutions. This transition has necessitated the rise of terms like Digital Culture, ICT skills, technological literacy, online information literacy, and New Media Literacy.

2.2. Types of Information Literacy in the Digital Environment

According to **Shweta (2021, pp. 4227-4234)**, the various forms of information literacy associated with the digital era include the following:

- **1. Digital Literacy:** Digital acquisition extends beyond the mere ability to use a computer or operate a digital device. It encompasses a broad spectrum of advanced cognitive, motor, social, and emotional skills necessary for users to perform effectively within complex digital ecosystems.

- **2. Media Literacy:** This pertains to the consumption and understanding of media forms such as newspapers, television, radio broadcasting, and magazines. Media literacy facilitates personal growth, promotes social development, and assists individuals in making informed lifestyle choices.

- **3. Computer Literacy:** This describes foundational knowledge regarding computers, software, hardware, and related technologies, including their operational mechanisms. Computer literacy typically refers to the proficiency required to navigate and operate software packages rather than the technical ability to program them.

- **4. Internet (Network) Literacy:** This type has become particularly prominent with the advent of the World Wide Web and contemporary communication technologies. Closely intertwined with computer and digital literacy, it focuses on the capacity to search for, access, evaluate, and retrieve information through the global internet network.

2.3. Information Literacy Skills

In 2014, **Beutelspacher** evaluated various standards, models, and research regarding information literacy, synthesizing them into **62 specific skills** categorized into seven distinct groups (**Beutelspacher, 2014, pp. 521-530**):

- Identifying the required information.
- Searching for and locating information.
- Evaluating information.

- Utilizing information.

- Organizing information.

- Communicating and disseminating information.

- Responsible handling of information.

At the time of Beutelspacher's study, the sixth and seventh groups were considered relatively novel. However, as their importance in the **Knowledge Society** has become increasingly evident, contemporary definitions now integrate this **"second thread"** of information literacy. This includes advanced skills such as:

- **Information Creation:** The ability to produce original content.

- **Metadata and Storage:** Cataloging and storing information within digital information services.

- **Privacy and Ethics:** The capacity to respond adequately to privacy requirements regarding one's own data and the data of others.

2.4. Objectives of Information Literacy

The primary objectives of information literacy programs are to empower individuals with the following capabilities:

- **Evaluative and Creative Skills:** The ability to judge (evaluate), select, organize, and process information, as well as the capacity to create and communicate new information.

- **Horton, 2013).**

2.5. Levels of Information Literacy

- **Societal Understanding:** Understanding the characteristics of the **Information Society** and the reciprocal impact between information-user communities and human behavior.

- **Ethical Responsibility:** Recognizing the vital importance of information and the ethical responsibilities associated with its use.

- **Technical Foundations:** Understanding the basics of information science and acquiring fundamental skills in operating information hardware, specifically computers.

Additional goals of information literacy programs include:

- Developing competencies that enable the user to recognize the **"Information Gap."**

- Building alternative strategies to bridge this gap and selecting the most effective approach.

- Acting upon defined strategies to locate and retrieve information.

- Evaluating the effectiveness of the employed search strategy.

- Acknowledging and citing sources of information and intellectual ideas.

- Storing information systematically for future use(**Al-Arabi & Basyouni, 2013;**

Information literacy is categorized into several levels, each representing a specific domain of competence(**Al-Arabi & Basyouni, 2013**):

Level	Definition and Scope
Library Literacy	Involves the skill set required to utilize library resources effectively. This includes understanding **classification systems**, navigating library catalogs, and using bibliographic tools, indices, abstracts, and databases to extract information.
Technical Literacy	Refers to the practical ability to use computers and software applications to execute specific tasks and operations.
Digital Literacy	Encompasses an understanding of the **Digital Revolution** in all its dimensions. It involves the ability to search, investigate, document, retrieve, and process information in various formats, as well as producing and distributing digital content.
Research Literacy	Focuses on the ability to critically analyze and evaluate sources for adequacy and reliability. It also includes the individual's capacity to produce text or multimedia to report research findings, alongside an awareness of **copyright laws** and intellectual property.

2.6. Public Libraries in the Digital Era

The proliferation of internet-accessible information, tablets, and smartphones—which allow for the instantaneous downloading of books—has led some to question the future of libraries and the continued need for their existence.

Public libraries are currently navigating a critical pivot point. The methods by which we access and consume information have undergone a radical transformation in the 21st century, presenting both significant challenges and unique opportunities for public library systems worldwide. While the advent of new technologies has altered certain reading habits, the fundamental human need for community-centered, shared spaces to find information and connect with others remains constant. To survive and remain relevant in the digital age, public libraries must courageously embrace and keep pace with digital advancements. By integrating both the physical and the virtual, libraries must offer more than just traditional information resources. Regular patrons expect the continuation of long-standing services; the "traditional" library—characterized by physical books, periodicals, and quiet reading areas—must not disappear. However, libraries must also respond with agility to ongoing digital shifts (**Demasson et al., 2017, p. 1**).

A.Technological Infrastructure and User Engagement

The surrounding environment necessitates an urgent review of library technological infrastructure, as well as financial and human resources. Libraries must

strive to provide high-quality information services with a focus on **service marketing strategies**. This involves keeping pace with user behaviors that are constantly evolving alongside technological applications. Establishing a presence on various digital platforms, such as social media, and creating interactive, dynamic websites is essential to attract and engage a larger user base.

B. The Context of Algerian Libraries

Within the Algerian context, there is a specific need to diversify information sources, particularly by strengthening digital repositories. This enhancement allows for more efficient information services that help beneficiaries meet their needs at the right time and place. This is particularly vital in the face of challenges such as **information inflation** and **information pollution**. Furthermore, libraries must address the decline in physical attendance—a trend driven by the accessibility of online digital sources and the cognitive distraction caused by the negative impacts of technology and its applications.

The Library as a Community Hub

Public libraries are more vital today than ever before. They have evolved into community centers and remain among the few—if not the only—places where individuals can access computers and the internet for free. They play a crucial role in:

• **Ensuring Equity:** Providing resources for those who do not have access to technology at home.

• **Lifelong Learning:** Offering story hours, classrooms, and workshops for all age groups.

• **Social Enrichment:** Providing after-school activities for children and seasonal programs for diverse demographic groups.

Conclusion

Ultimately, public libraries must maintain a strategic balance between their socio-cultural role in developing **information literacy skills** and a culture of lifelong learning, and the need to adapt to rapidly renewing technologies. This balance can be achieved by prioritizing the development of human resource skills and maintaining constant vigilance regarding the evolving needs, behaviors, and environments of their beneficiaries.

3.The Empirical Framework of the Study

3.1. Research Methodology

This study adopts a **descriptive methodology** and is classified as **qualitative research**. This approach aims to collect facts and data regarding a specific situation, interpreting and classifying them to reach generalizable conclusions. As noted by **Kumar (2011)**, qualitative research focuses on understanding, explaining, exploring, discovering, and clarifying the situations, feelings, perceptions, attitudes, values, beliefs, and experiences people have regarding the phenomenon under study. This methodology is particularly suitable for exploring and

analyzing the level of library services and their capacity to foster **information literacy**.

3.2. Research Boundaries

• **Temporal Boundaries:** The study was conducted from **May 1, 2023, to September 20, 2023**.

• **Spatial Boundaries:** The scope of the study is limited to the **Main Public Library of Reading in Tamanrasset**. This is a public administrative institution with legal personality and financial independence, established by Executive Decree No. 13-180 (May 5, 2013). In accordance with Executive Decree No. 12-234, and upon the proposal of the Director of Moudjahidine, the library was named after the late **Moudjahid Ahmed Baradai** (born in 1905 in Metlili Chaamba, Ghardaïa).

• **Human Boundaries:** The study population includes the **department heads and the director** of the library.

3.3. Data Collection and Analysis Tools

The study utilized **semi-structured interviews** with the department heads and the director of the Tamanrasset Public Library. These interviews aimed to explore the participants' own information literacy skills—as they are the primary supervisors of these competencies—and their perceptions of the importance of literacy for library patrons in the digital age.

To analyze the interview data, the study employed the technique proposed by **Miles and Huberman (2011)**, utilizing **coding** to categorize findings. The following table illustrates the codes used and their corresponding interview questions:

Table 1: Interview Coding and Question Framework

Code	Interview Question
Awareness	What do you consider to be the cognitive risks facing beneficiaries within the digital environment?
Readiness	To what extent is the Tamanrasset Public Library prepared to keep pace with Information and Communication Technology (ICT) applications?
Services	What is the level of current library activities, and to what degree do they contribute to the development of information literacy?
Strategy	What strategy do you employ in marketing tools for information literacy development?
Obstacles	What challenges does the library face in its endeavor to develop beneficiaries' information literacy skills?
Prospects	What are the future prospects for developing programs to enhance beneficiary skills in the digital age?

3.4 Analysis of Interview Data

A. Awareness: Perception of Digital Risks and Information Literacy

The objective of this category was to gauge the respondents' familiarity with the cognitive and societal hazards prevalent in the digital environment, particularly **information pollution**. Furthermore, it sought to assess their knowledge of the tools necessary to mitigate these challenges, primarily **Information Literacy (IL)**.

- **Key Findings:** Respondents demonstrated a clear awareness of the multifaceted risks emerging from the digital ecosystem, such as misinformation, "fake news," and the massive inflation of information sources. They acknowledged that the Tamanrasset Public Library must proactively assist patrons in navigating these challenges by developing their intellectual, cultural, and technical skills.

- **Researcher's Note:** While the library hosts activities that indirectly support IL, the formal concept of "Information Literacy" has not yet fully crystallized as a distinct, strategic objective among the library's information professionals. Nonetheless, there is a consensus on the necessity of training beneficiaries to interact competently with digital environments.

B. Readiness: Digital Infrastructure and Technological Adoption

This theme explores the extent to which the Tamanrasset Public Library keeps pace with developments in **Information and Communication Technology (ICT)**. Digital readiness is a critical determinant of a library's ability to offer services that align with modern user behaviors and digital applications.

- **Technological Assets:** Data from interviews and direct observation reveal that the library utilizes several digital applications, including:

  o **PMB Software:** An integrated library management system for documentation.

  o **RFID Technology:** Used for efficient tracking and management of collections.

  o **Web 2.0 Engagement:** The library maintains a dynamic Facebook page for continuous updates on activities and an official website to market its services.

- **Challenges:** Despite these tools, the library's digital presence remains insufficient to compete in a rapidly accelerating digital environment. This is attributed to low awareness among patrons, weak promotion of the library's digital platforms, and the general global trend of "library avoidance" (reluctance to visit physical or formal library spaces).

C. Services: Programs Supporting Information Literacy

This section identifies the specific activities and programs that serve the goal of enhancing information literacy to help patrons combat digital risks.

- **Breadth of Activities:** Based on respondent feedback and the library's digital publications, the institution offers a diverse range of scientific and cultural programs, including:

  o Training workshops, scientific seminars, and intellectual lectures.

  o **Awareness Days:** Focused on societal risks and digital safety.

  o **Educational Courses:** Such as language learning and art exhibitions.

  o **Competitions:** Scientific and artistic contests held during national and religious occasions.

- **Impact on IL:** Although these activities may not be explicitly labeled as "Information Literacy Programs," they serve as critical pillars in supporting the development of IL skills. Specifically, the following programs are identified as key contributors to this goal:

D. Specific Programs Supporting Information Literacy

While not always explicitly labeled as "Information Literacy" (IL) programs, the following activities at the Tamanrasset Public Library serve as critical pillars in developing patron skills:

- **Children's Reading Festivals:** These events aim to foster a culture of reading and lifelong learning, providing "future citizens" with the **intellectual resilience** needed to navigate shifting digital landscapes.

- **Scientific & Cultural Competitions:** Digital interactive platforms like the **"Quizito" competition** (Read, Play, and Win) are used to enhance general knowledge and stimulate scientific competition among youth.

- **"Reading for All" Initiative:** The use of **Mobile Libraries** ensures that information services reach remote and isolated areas, promoting equitable access to knowledge.

- **Specialized Training Workshops:** Practical courses in **documentary research**, digital safety, and basic computer skills directly facilitate the integration of patrons into the digital environment.

- **Scientific Lectures & Seminars:** These sessions cover diverse fields—including **Intellectual Property**, digital applications, and public health—expanding the cognitive horizons of the community.

- **Foreign Language Courses:** These programs aim to remove linguistic barriers, enabling beneficiaries to access and evaluate

global information sources in multiple languages.

- **Book & Reading Forums:** Dedicated spaces for discussing the latest intellectual and literary releases, encouraging critical thinking and dialogue.

- **National & Religious Commemorations:** Leveraging events such as Independence Day to attract a broad demographic and re-introduce them to library services.

Researcher's Note: Despite the variety of these activities, challenges remain regarding their **sustainability, inclusivity, and reach**. The promotional aspect, in particular, requires significant strengthening to ensure these services impact a larger segment of the population.

E. Marketing Strategy

This section evaluates the tools used to promote library services and their effectiveness in attracting patrons.

According to interview data and library publications, the **Tamanrasset Public Library** relies primarily on digital platforms:

- **Social Media:** The library's Facebook page (approx. 5,400 followers) is the primary marketing tool.

- **Official Website:** Used to archive activities and provide general information.

Analysis: The current reach is modest compared to the total population of Tamanrasset. Furthermore, the library's digital presence often falls outside the "priority list" of modern users. While users spend significant time on Web 2.0 and Web 3.0 social platforms, the library's content struggles to compete for attention amidst the noise of the digital environment.

5. Obstacles to Information Literacy Development

Respondents, led by the Library Director, identified several critical barriers to achieving IL goals:

- **Staff Competency Gap:** A lack of specialized skills among library staff regarding the advanced levels of Information Literacy, which hinders their ability to act as effective trainers for patrons.

- **User Apathy:** A widespread decline in physical library attendance, fueled by **digital addiction** and a preference for unverified online sources.

- **Digital Pollution:** The overwhelming volume of "noise" and misinformation online makes it difficult for library programs to reach and resonate with the target audience.

F. Future Prospects

To enhance the library's role in the digital age, respondents suggested the following strategic directions:

- **Human Capital Development:** Prioritizing intensive training for library staff in digital environments and IL frameworks.

- **Technological Integration:** Leveraging **Artificial Intelligence (AI)** to create innovative, personalized library services.

- **Institutional Partnerships:** Expanding the library's social and economic footprint by building stronger bridges with **schools, universities**, and other public institutions to co-market literacy programs.

4.Research Findings

The results of this study concerning the **Tamanrasset Public Library** and its role in fostering information literacy can be summarized as follows:

- **Conceptual Ambiguity:** The proactive role of public libraries in Algeria regarding the enhancement of **Information Literacy (IL)** and social security has not yet fully crystallized among library staff, patrons, or the broader community.

- **Technological Necessity:** There is an urgent need for the Tamanrasset Public Library to adopt advanced technologies, specifically **Artificial Intelligence (AI)**, to solidify its digital presence and bridge the gap with modern readers.

- **Digital Anxiety:** A segment of the library's human resources still experiences "technophobia" or anxiety regarding the rapidly evolving digital environment.

- **Training Gaps:** Any successful strategy for developing information literacy in a digital context is contingent upon the specialized pedagogical training of library staff.

- **Scope of Activities:** While diverse activities exist, they remain insufficient to fully eradicate information illiteracy across all beneficiary segments.

- **Inconsistency:** Vital activities designed to promote **Information Vigilance** have suffered from irregularity and fluctuation in implementation over recent years.

- **Financial Constraints:** Limited funding continues to act as a significant barrier to the successful execution of information literacy strategies and outreach programs.

- **Marketing Deficiencies:** A weak marketing strategy hinders the library's ability to reach a larger audience and communicate the value of its programs effectively.

- **Dimension Imbalance:** There is a noticeable lack of activities dedicated to specific dimensions of IL, particularly the **Digital Dimension**.

5. Conclusion

In conclusion, the core of information literacy is not merely the provision of information; rather, it is the library's ability to

act as a proactive mediator between knowledge and the beneficiary. Public libraries can no longer remain passive repositories. They must ensure that users are equipped to access the **right information, at the right time, and in the right place** by fostering research, digital, and library-specific literacy skills.

The Tamanrasset Public Library must integrate itself into the broader **Sustainable Development** framework by elevating the community's scientific and cultural standards. This requires deeper engagement with all social groups, enhanced marketing of information literacy programs, and a commitment to transforming the library into a dynamic center for lifelong learning.

Recommendations

To achieve the aforementioned goals, this study proposes the following strategic recommendations:

1. **Multi-Channel Outreach:** Leverage all available digital media, including audiovisual platforms (Radio and TV), to promote library services to the widest possible audience.

2. **Institutional Partnerships:** Establish continuous collaborative programs with schools, universities, and civil society organizations to embed information literacy within the local social fabric.

3. **Event-Driven Engagement:** Capitalize on significant national and religious occasions to attract large demographics to information literacy training sessions.

4. **Professional Development:** Prioritize the "train-the-trainer" model by developing staff competencies, enabling them to effectively educate patrons on IL components.

5. **Infrastructure Enhancement:** Strengthen the library's technological infrastructure to facilitate the integration of **AI-driven services** and **E-learning platforms**, ensuring 24/7 accessibility for all users.

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