Editorial Commentary

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This is the first issue of the *African Journal of Information Science, Fine Arts, and Speech Studies (AJISFASS),* which is a newly established journal that aims to cover research efforts on the production of knowledge in the fields of information science, fine arts and speech studies. This sought to establish the integration of three different disciplines to create continuous multi-disciplines from these three different fields of study. This issue captures different views from different African countries on the subjects of information science, fine arts and speech studies. Numerous manuscripts were submitted for consideration to be published in this special issue, but unfortunately, we could not accommodate all of them. Based on the double-blind peer review process , the journal selected eight standout manuscripts for publication in this issue.

The first paper explored legislative and policy frameworks for indigenous knowledge in Kenya with the explicit goal of contributing to the discourse on its revitalisation and protection for the survival and well-being of local communities. This study significantly influenced legislation promoting the rediscovery and revitalisation of indigenous knowledge, shifting away from the current emphasis on commercial utilisation and benefit sharing resulting from indigenous knowledge. Kenya's legal framework must serve as the basis for legislation, policy change, actions, and research necessary to enhance the commercialisation of indigenous knowledge (Nakitare, Otike & Mureithi, 2024). Therefore, there is a crucial

need for indigenous knowledge to be treated as a commodity for better commercialisation and internationalisation. Secondly, the study on archives and records services illuminates how the eSwatini national archives are leveraging digital transformation in their record management. This sheds valuable light on how the National Act shapes the administration of digital records in the contemporary era. Furthermore, the study findings underscore the critical nature of embracing digital transformation to guarantee the enduring preservation, accessibility, and security of digital records.

Thirdly, the paper delves into the effective use of art criticism for developing visual literacy and graphicacy among pre-service art and design teachers. It emphasises the pivotal role of art criticism in fostering critical thinking, interpretive skills, and visual communication abilities among pre-service art and design teachers. Through the implementation of action cycles, students were empowered to discern values in works of art, thereby nurturing critical and reflective thinking. The sessions aimed to rescue works of art from dramatic interpretation and the literalisation of the theoretical world.

The fourth paper is more into using graffiti from ten selected schools in Rwanda and Zimbabwe. The paper grapples with the issues surrounding the roping in of graffiti therapy into counselling sessions in African schools. This paper's contribution is recognised as it proposes four stages of a graffiti-based counselling model, such as: identifying the graffiti; identifying the graffiti producer; evoking and engaging in counselling discussions focused on the graffiti; and guiding students to come up with solutions to the challenges.

The evolution of information and communication technologies (ICT) continues to transform the different contexts in the world. The fifth paper extensively examined how teachers perceive the alignment between policy and practical integration of ICT in teaching and learning in selected Zimbabwean primary schools in the Harare district. Despite the opportunities presented by the fourth industrial revolution, there remains a challenging lack of coherence between policy and practice in most schools due to a shortage of skilled teachers, sufficient technology, and infrastructure to support the integration of ICT in classroom teaching. Similarly, a study delved into the adoption of e-learning in early childhood development (ECD) at a specific primary school in Chitungwiza District, Harare, revealing a readiness gap among both teachers and students in adapting to ICT. The seventh paper focused on the incorporation of ICT in basic education in Ghana, shedding light on challenges such as a scarcity

of ICT infrastructure and tools, as well as inadequate internet connection and electricity supply in schools. Finally, the study investigated the hurdles faced by students in implementing online learning post-COVID-19 in three selected tertiary institutions in Lesotho. In addition to highlighting common challenges within the African context, the study stressed the significance of online learning in fostering collaboration and learner-centredness. There is a pressing need for the effective integration of education with ICT in Africa and its seamless integration into school curricula from the foundational levels (Nchofoung et al., 2024). Besides all the steady ICT innovations taking place in an African context, ICT has the potential to enhance the integration of information science, fine arts, and speech studies for better knowledge contribution in the future.

References

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