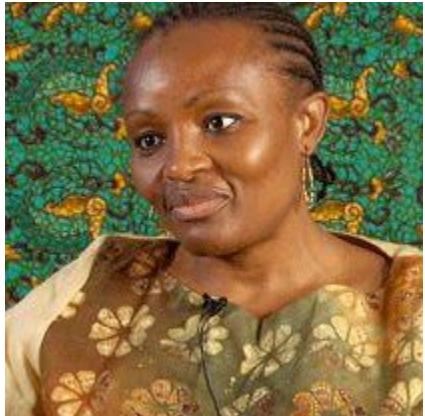




Official Transcript: Angeline Djampou (Full Interview)



Role:	Chief Librarian
Country of Origin:	Cameroon
Interview Date:	30 October 2008
Location:	Arusha, Tanzania
Interviewers:	Lisa P. Nathan Ronald Slye
Videographer:	Nell Carden Grey
Interpreter:	None

Interview Summary

Angeline Djampou describes the facilities provided by the ICTR library and the different groups using library services. She speaks about embedded prejudices towards Hutus at the Tribunal, and the challenges of working with detainees, drawing attention to the importance of the presumption of innocence. Djampou reflects on travelling to Rwanda as part of her ICTR induction and stresses the importance of this experience for her work. She notes that many of those working at the Tribunal have never travelled to Rwanda.

The transcript of the interview begins on the following page.

Part 1

- 00:00 **Lisa P. Nathan: Say your name, your home country and your title here at the ICTR.**
- 00:05 Okay, my name is Angeline Djampou. I'm from Cameroon and I'm Chief of Legal Library and Reference Services at ICTR, but I started as a legal archivist in Kigali, Rwanda.
- 00:23 **LPN: So can you walk me through your timeline here, the year and month that you started and perhaps the different roles that you've worked?**
- 00:32 In 2001, I was recruited at Legal Archivist in the Legal Advisory Section in Kigali. It, it was a section within the Office of the Prosecutor but it has been dismantled. It is no longer a section but I was recruited as a Legal Archivist and assigned to Kigali.
- 00:55 I don't know why I was assigned to Kigali because I recall that when I was applying, the, the position was located here in Arusha but I got, when I got the offer, I was sent to Kigali and there was no reason for that because the Archive Services of the Office of the Prosecutor was based here in Arusha.
- 01:20 And I remember when I came there was an argument between people from Arusha who needed an archivist and those in Kigali. So I, I was in Kigali and I must admit that as an information professional, also I found there was very little to do as an archivist in Kigali but I was assigned in the of-, in the Legal Advisory Section and as also, I'm a trained as, I'm trained as a lawyer.
- 01:56 My skills were used for the indictment reviews, so I was doing more indictment review than really Legal Archi-, Archivist. Then, in 2003 there was an opening at the library and I applied. It was a, a better position and I was selected to head the library section.
- 02:23 But at that time also, I was – the Legal Advisory Section was being transferred. It was dismantled and staff were being transferred here in Arusha, so I would be t-, trans-, I, I w-, I would have been transferred to Arusha anyway, yeah.
- 02:38 **LPN: Can you describe some of the responsibilities that you have as the Chief Librarian?**
- 02:46 As Chief Librarian, I'm in charge of supporting the trial support with information and documentation services, providing to trial parties and judges the documents and the information that they need to do their work.
- 03:05 But in addition to playing that library traditional role, the ICTR library also plays a very important role in the outreach, ICTR Outreach Program whereby we put together training programs in various subjects and go back to Rwanda to teach Rwandan population.
- 03:32 We also play a major role in the compilation of the library, (_), of the ICTR case law in the form of CD ROM, and the, the main objective of compiling the CD ROM, the case law into

CD ROM was to make sure that the ICTR case law was also available to areas or regions where internet is not available, because existing case law or jurisprudential database are only available in print or on the internet.

- 04:09 In print it's not very portable. Our judgment (____) are quite big and how many copies can you do? We have, recently I made a set of existing judgments. French and English you have about – at the time I was printing them, now it's more – it was 84 books, so a set of eight-, 84 books. How many, even here in ICTR, we can't all claim to have each one set because it's just too costly to reproduce and, and it's not portable.
- 04:52 So when you put the documents on CD ROM, it's very light and you can distribute. You can have as many as possible, and then it's also easy to, to, to disseminate.
- 05:05 LPN: So, the CD ROM, is that also used here in Arusha?**
- 05:11 Yes. Many people, internet access is very, very slow in Africa as you know and in, in Arusha, so even though we have, some of us have internet at home, accessing the case law at home is very, very difficult. When you are at ICTR is quite – it's, it's easier because when you use a TRIM database, which is the ICTR judicial database, you kind of open the (____).
- 05:46 And even then, when the network is very busy, it gets very complicated to download, but using a CD ROM on your computer, (____), it can be easier. And you can also use it at home when you don't have, where you don't have internet access. And even at home, the internet access that we have here in Arusha is not very convenient to use at home because, for instance, I can't work on my DVD project opening documents and updating – it's completely impossible.
- 06:21 I can only do that and with difficulty in, here in Arusha, in ICTR. At home, I just can't, but with a DVD or a CD ROM, you can use the documents. You can, you can open them. You can read them. You can print them.
- 06:38 LPN: Can you talk t-, tell me, describe to me what the library was like when you first came on board and became the head of the library here?**
- 06:49 The library had already a – I, I actually only built on what was there. My predecessor did a very good job because when he was recruited, he actually set up the library and thanks to the former Registrar who was there, I believe his name was Mr. Okali, he actually gave him funds to tour the world and see major libraries; see how things are run and learn, and then build our library accordingly.
- 07:25 That's what he did. And we had also some donors who gave a very, you know, a core collection to start the library and we've been very, very blessed here that all the Registrars has, has, have been very supportive of the library, so the library actually have a reasonable

budget. We had a good collection. When, when, when I joined, we already had a good collection.

07:54 I actually just built on them and also added what, what, what I could add with staff's suggestions, management suggestions and you know new stuff on the market. The library was very good and the former librarian was also the one who initiated the first CD ROM, so I just continued with the project.

Part 2

00:00 **LPN: Describe to me some of the programs that you run through the library, both here and in Kigali.**

00:06 Okay, here, I used to run informa-, I mean literacy programs to staff – how to use the databases, how to use information resources, or simply how to use the library. But it's been very busy lately, as we've had to also implement the training programs in Kigali. So we've, by year, we will spend two months in Kigali training, and two months is the physical presence in Kigali, just training.

00:46 But you also have time you spend, actually to prepare for training programs in Kigali. So what we, we did in Kigali, the training programs are actually in the area of using internet as a research tool. And I remember when we first started this program in Kigali it was actually very discouraging.

01:14 People never knew how to use a computer, and we're talking about university students. They didn't know how to, we, we had a program on using the librar-, the internet as a research tool and with the assumption that they knew how to use a computer and they knew how to go to the internet.

01:34 And actually when we got there, we actually had to teach them. This is a mouse. This is the keyboard. This is how to use. This is how to type. And the first experience was very frustrating. But it's amazing. Rwandan people are really smart. From the first training, you know there was, word of the mouth – is this how you say it? – word of the mouth.

01:58 People actually went and trained so that when we came the second year, people were at least on, you know, knowing what the co-, a computer is. There was much progress. So we have this training program on internet, using internet as a research tool. That was one. And the other problem also was that those who had used the internet before and they were a very small percentage, they used it only for email.

02:29 So actually, in the process of training students how to use internet as a research tool, we taught them how to use a computer. We also taught them how to open an email address, how you send the documents, how you save a document, how you print the document. So these are little things that we associate with our training.

- 02:51 And that's one training. And the training was designed first of all for the judicial sector, because the primary partner of the ICTR in the Capacity Building Program is the judicial sector. Part of our mandate is str-, to strengthen the judicial sector in Kigali.
- 03:15 So we started off with judges, prosecutors, defense attorneys but since the major population, the major patrons or a, a very big percentage of our patrons in our library in Kigali are students, we, we saw there a need for such training, so we also did that training.
- 03:44 Then as we were going to Kigali, people of Rwanda, they were also thinking, "Oh, we need library." So we were at the same time promoting libraries. There were lot of, lots of initiatives in the judicial sector on setting like pockets of information services, and they were also requesting our need to train them how to run a library servi-, how to run a library.
- 04:12 So, we put together this training on managing a library and okay, if you, you set a library or if you establish a lib-, you establish a library, you also have to think about automation. So there was a library software that we use here before and it was called Unisys, mi-, w-, yeah, Unisys, freely distributed by UNESCO and it is a very good software. Because of the fact that it was f-, freely distributed, we trained in this software. So that's what is being used in libraries of the judicial sector now, yeah.
- 04:56 LPN: So there are libraries in the judicial sector of Rwanda. How about in the public sector?**
- 05:03 We have not done anything in the public sector because as I know, our main, our main mission is to strengthen the judicial sector, but you are right. There is a need in, in the public sector because there is no public library in Kigali. There is one that actually is near to completion, and that one was built by the, I think Rotary. It's a Rotary initiative for a pub-, a public library, but before there was none. We saw there the need but . . .
- 05:42 LPN: I didn't mean to suggest . . .**
- 05:43 Yes.
- 05:43 LPN: . . . that that was your need to fill . . .**
- 05:44 Yeah.
- 05:45 LPN: ...but as far as the, the patrons that come in to the information center, the library in Kigali, can you talk to the different groups that come in that are served there both, you know, the people who physically walk through the door? You have a, my understanding is there's different populations that come in . . .**
- 06:04 Yeah.

- 06:04 LPN: . . . in Rwanda. Can you describe?**
- 06:06 You have mainly students, law students; other students as well. Our collection there is mainly legal. Then you also have people of the jud-, judicial sector, legal professionals in Kigali, judges in Kigali, they use our libraries a lot. As a matter of fact, we don't provide loan services in the library.
- 06:32 But for judges, we make an exception because they have an address. We can call them. We know their offices so we make an exception because our main, our main objective is for them to access information and this is a specific populati-, category that can't really move to the center to use those resources.
- 06:57 So for them, we provide loan services, but for students we can't. F-, researchers, they also use that library. NGOs, Human Rights NGOs, they use the library. So these are the main categories that use the library.
- 07:14 LPN: In Kigali.**
- 07:15 In Kigali, yeah.
- 07:16 LPN: Can you describe the patrons who come into your library here in Arusha?**
- 07:23 This library in Arusha is mainly as you know a corporate library. It is, it was established to serve the needs, or to address the information needs of the judges of ICTR and the parties to the trial. But we also understand that we have to shine in the community so we have universities around Arusha who sent the students, especially law students to use the library.
- 08:00 But the process is quite – it's not a public library and for them to use the library, we must receive a letter from the university with the names of the students that they recommend for this library and usually, we will send an approval letter back, yes.
- 08:20 LPN: And defendants, defense . . .**
- 08:24 De- . . .
- 08:24 LPN: . . . the, the broader, within the ICTR . . .**
- 08:27 Yes.
- 08:27 LPN: . . . the different people who come in quite regularly, who do you see, I don't mean names, but the types of people you see?**
- 08:35 Those who use the library the most, I mean who I see the most in the library are actually defense lawyers, and there's one reason to this. We've tried to provide desktop information delivery so for judges and prosecutors, they usually have access to network

resources so they can just access the network and have the resources that we put in the network.

- 09:09 S-, the-, we-, some of the resources or many of our resources are provided by IP so if you log into your computer, you have access to the databases and you can use a database. We also send some information by email. We have the emails of people, prosecutors, judges and other staff of the ICTR.
- 09:35 But the defense don't al-, always have access to all of these resources so they are actually constrained to coming to the library. But there is also a problem because we, although we, we open from eight to five, they don't really have time to come and use the library. So for them to a-, to fully use lib-, library resources is, it's difficult.
- 10:07 They've requested us to, to open during weekends so that they can come and use library services but because of resource cont-, constraints we've not been able to accommodate that request.

Part 3

- 00:00 **LPN: So I'd like to take a step back and actually numerous steps back and ask you if you remember where you were in the spring of 1994? If you can describe to me where you were then and when you first heard about the events in Rwanda?**
- 00:21 I remember very well I – in 1994 I was in Côte d'Ivoire in Abidjan and I had heard, heard on the radio that there were, there were killings in Kigali. It was in the, in the news every day. There were killings in Kigali. Hutus were killing Tutsis and a few days later I actually saw it on TV and I – there was a river and I just saw and, and I was with my children and my ex-husband.
- 01:05 We just saw the river f-, and full with corpse and that was, that was actually how I stopped. I, I actually put a, a – it actually became important, the i-, that image. I was hearing, it was like – okay, this is sad. Before that, we had heard about killings, Hutus, Tutsis in Rwanda, Hutus, Tutsis in Burundi. I actually, when I saw this image, I actually realized the im-, the, the, the extent of what was happening.
- 01:49 And I never watch the TV when they were – I mean, when I was watching the news and they announced that, I would just, I would just go. It was unbearable.
- 02:02 **LPN: So then, a few years later . . .**
- 02:04 Yes, then a few years later I, I was working at the African Development Bank and I was at the point where I wanted to change jobs and I was going through the internet applying for jobs and I saw this position in Kigali. It is funny – I never made the link. When I was applying, I never made the connection between this position and what I saw on TV.

- 02:43 So I applied for the job in May 2000. I didn't get any response and I forgot about it. Then in February 2001, I got the offer and I was never interviewed for the job. I got the offer and since I wanted so much to quit my job, I accepted the offer.
- 03:15 And then when I, when I saw the offer, and then I said, "What, which job is this?" Because it, it had been s-, so long since I applied that I went to my file and I saw, "Oh this is the position to which I, for which I applied."
- 03:31 Then I accepted the offer and I came. When I accepted the offer, they said I had to be there at the end of the month. So I had to give notice to my employer immediately. I never, I never stopped to think. I never stopped to reflect on where I was heading to.
- 03:58 There were just so many things to do where I was, how to, what arrangement would be made for my kids, how I would end the job there, how I will train another people, another person to take over from me. And actually, I, I had one month notice but I could not, and I had leave but I could not take leave because I worked until the day I travelled.
- 04:26 Then on the, in the plane, it, it came. I'm like, "Where am I going?" And that was in Lome. We had a stopover, a stopover in Lome and I just broke down in tears. I, it just occurred to me that, I mean, I didn't know where I go-, I was going and I was leaving my children behind. I mean I was, I just realized that I had not thought this over.
- 04:55 So anyway, there was no turning back. I had resigned so I could only go forward. When I reached Kigali, the first assignment I was given was induction because when I came, my f-, my former boss who is actually now is senior trial attorney here, he was the Chief of the Legal Advisory Section in Kigali. He gave me three books.
- 05:23 He said, "This is for you to read about the genocide, the context." And he said, "You can't do any work before." And I wish everybody would do that. So he gave me these three books, which he selected himself. So he gave me to read and he said, you should read that.
- 05:44 So now this is, okay it was coming back to me. This, this really happened. This is what I saw. And the following week, there was a team of investigators who were going on mission to the field and my boss said, "I think you should join them. You should go to the field to actually get a sense of what you will be doing for the next few years."
- 06:14 So we went to the field. We saw some mass graves. We saw some – I remember going to a hill in the Bugesera and we saw some stones and these were stones that Tutsis were using. They fought until the last minute because they were using these, these stones and we were told by the guide that they were actually, they really fought.
- 06:51 And they were a little group and they, all they had were these stones to fight back in front of people who had machetes and guns. And actually they fought to the extent when those

people had to go and bring back some, how do you call “renfort” in, in English? To bring back extra help and that’s how these people were killed.

- 07:19 But we saw these stones and it was, I was shaken. It was, and again, I wondered, “Where am I? You know, “What have, what have I done?” You know, yes. But it was very informative and it gave me the context that I needed to do the job. It gave me a better understanding of the material that I was reading.
- 07:46 And that also I think reinforced me in my job because when people, when investigators brought evidence from the field and when we will have a draft indictment because when investigators brought the e-, the evidence, a legal advisor will be assigned to draft an indictment and then the group would meet to review the indictment.
- 08:18 So I really took this, when-, whenever they drafted the indictment, I went to the database to check the statements. I was always reading the sp-, statements, check the statements and, and compare it with what was in the indictment. And being to the field, having this induction really, really, very, very helped me.
- 08:40 And it is very in-, unfortunate that you have people here who have been working for eight, ten years who have never been to Kigali. There’s something missing, yeah.

Part 4

- 00:00 LPN: In your time here, some of the – can you reflect on some of the challenges, perhaps the surprises that you’ve experienced in working here?
- 00:16 You come here, I came here because I was looking for a job. And now I feel like it’s a vocation because you just feel that this, this process has to be done. And also the challenge is being an information delivery service and having this, having this obligation to serve all the parties equally even though it is not really achievable or the circumstances don’t a-, always allow us to serve all the parties in equal, in equality.
- 01:12 When I came in the beginning, I had a prejudice with Hutus. You know, whenever I saw a Hutu it, it meant something. And then, the challenge is to serve, you know, not, not to have prejudice. Just to, just to consider everybody to be the same. When I was enumerating groups who we serve, I omitted the prisoners, the detainees. This is also one group that we serve.
- 01:56 We’ve put a small collection at UNDF, the detention facility but they often complain that, you know, it has to be renewed and there are some who are really involved in the preparation of their case, or i-, in addition to the fact that they have a counsel so they will conduct research themselves.

- 02:21 We receive request and they always complain that, you know, they're not being looked at or they're not being served as they should have been. But (_), as I al-, also re-, reminded earlier, we tried to do the best that we can even if it is not perfect.
- 02:43 So the challenge is to serve everybody equally. And the challenge is also not to have a prejudice because there is a very popular saying that everybody is innocent until proven guilty.
- 03:04 So there's this prejudice that we have – or that I had – that when you are at UNDF, you are a killer, which should not be the case. I remember when I also came here, I went to UNDF because I needed some context so I went to UNDF to meet with those people. And it is with difficulty that I even greeted them. And that should not be the case, you know.
- 03:39 But I've learned. I've learned over the years to not be as, to be l-, r-, less rigid and, and also what I've learned is that there is not one category of killer, and there's not one category of innocent; that everybody can kill. It can happen.
- 04:06 And one of things that shook me also is that we have some acquitted people who, while they were waiting to, to have countries that will receive them, the only place they could come to was the library.
- 04:29 And I remember when it was, the decision was made that they will be using the library, one staff of the Court Management Section who was actually in charge of, you know, catering for them, came to the library and said, "You know, these acquitted people will be using the library. I would like you to receive them, to welcome them." And I said, "No."
- 04:54 "They, if they use the library, they will be treated as any other library user. I don't want to give them any specific status in the library." So I refused to receive them. So they were using the library and over the years – because this went on for years – over the years, it's amazing. We just became used to them and we (_), we became friends.
- 05:21 And even when we wouldn't see them, we inquire, "Are they sick?" You know. So you develop some sense of understanding. They are acquitted for many reasons. You know, they may be acquitted for many reasons and maybe because they're innocent. It maybe because the Prosecutor did not really make his case, but they dis-, they are acquitted people.
- 05:47 So, they were there and then we, we built this relationship and, which in the end I, I knew from that relationship that I've come a long way, yeah.

Part 5

- 00:00 LPN: I'm going to ask you about a specific challenge that I have read about, about working at the ICTR and it has to do with gender issues, so as a woman who has a, a job as a Chief here, do you have any reflections, thoughts or experiences of that particular

challenge of working with colleagues who, because of perhaps cultural reasons, have different ways of dealing with men and with women?

00:36 Yes, I – first of all, I must say that there's a rule. I believe I benefited from the rule that in the recruitment process, if you have equal competencies, priority goes to women.

01:00 LPN: How, do you know how long that rule has been in place? Do you know anything about . . .

01:06 I don't know how long but that, that's a rule in that is really in use. I, I can't say how long . .

.

01:13 LPN: Okay.

01:13 . . . it's been around, that priority, priority go, goes to women when there is equal qualification between a man and a woman in the recruitment.

01:28 But you, yeah, true. There is this cultural, we are always charged with our cultural (____), cultural backgrounds and I've had colleagues, yes. I've had colleagues who, I've had fights here just because I've, I'm, I was a woman and there were situations where it wasn't said, it wasn't explicit, but I just felt that there was no other explanation to some people's reaction other than the fact that I was a woman.

02:08 And there's this challenge and i-, in spite of this rule, if you count people in managerial positions, women still have a very small percentage of manage-, women holding managerial positions are still a very small percentage compared to men.

02:36 But I wouldn't really say that this is because it is intended. It also be because, be- of our cultural background, women feel that they should not be applying to managerial positions but when you go down the ladder, secretaries, you know, clerk, you'll see a lot of women. Maybe we were trained just to be in those positions compared to men.

03:11 LPN: Do you have any ideas on how to change or do you think that should be something that's worked on in the future? Perhaps if you had a, a female colleague who you thought might be interested or might be qualified, would you encourage her to apply for one of the managerial positions?

03:33 Of course. I myself am in a managerial position and it is not because women are not, not qualified. If you see, if you see the literacy rates in various African countries, you'll see that men and women are sensibly equal so women are as qualified as men. So I, I would en-, encourage women to – I really believe that there is also, it is also due to women's attitudes.

04:13 I really believe that. And it is not our culture for a woman to, for a, a lady to be outspoken. If you are outspoken or if you simply express yourself then you are put in another category,

but I don't think that should stop us from, you know, from getting what we deserve. I'm not, I'm not even saying ambitious, just getting what we deserve.

04:40 LPN: Would you have any tips for this colleague?

04:47 I ac-, actually don't know what you mean by tip. When I, I look at a job, a job vacancy, my attitude would be, wouldn't be, "Am I a man or a woman?" My attitude would be, "Do my qualifications match the exp-, the requirements of the post?" That's my attitude and I will advise other people to do so.

05:16 I remember last year, we were celebrating, or this year, in March this year, we're celebrating the International Women's Day. And if you see this in my, in my office, there's actually a calendar that was done for the occasion and really talking about women who made a change in ICTR.

05:43 In the preparation of this day, we had a discussion among wo-, women friends and said, "I think that day, we should really be talking about, you know, comparing the number of men versus women employed at ICTR, the number of men versus women in certain positions so that from there we can note if there are corrective actions to be made." But that was not done, but it was voiced and that's how we feel.

Part 6

00:00 Ronald Slye: Okay, I am, I'm Ron Slye. I'm a Law Professor at Seattle University and just continuing the interview. I just wanted to ask a couple of follow up questions on the, on the library. What materials were the most useful in the collection?

00:22 The materials that are most useful? Any material on international criminal law is useful. In the beginning we used a lot of case law; Nuremberg. But I think over the time there has been quite an amount of case law built by ICTR and ICTY, so the Nuremberg is being less and less used and the jurisprudence from ICTR and ICTY are being used plus just books on, on genocide, less on genocide but on in-, international criminal law, yes.

01:01 RS: And do you find that different judges want different types of materials, or different prosecutors or defense counsel?

01:10 There are some materials that the judges, they all want a copy. For instance this one called Archbold. Judges all want their own copy of the Archbold by their desk and they don't want to be loaning or returning. And so . . .

01:31 RS: And Archbold is, what is that?

01:33 (____), Archbold you have – Archbold is the, a reference material in international, you have actually, it's a reference material in international criminal law. You have one that deals with international criminal tribunal and one that deals with criminal pleading. So judges, they

- want their own copy and we had a, a major problem with that in the beginning because it's a very expensive material and we cannot have one copy for each judge.
- 02:05 So what we did, fortunately there is a CD ROM version of the Archbold. We purchased the CD ROM and installed it on judges' computers. But also, you have judges who really like books. They don't want to use the CD ROM so for those, we al-, we've, we, we've tried to see who are those and we tried to give them a copy of the Archbold.
- 02:33 When we have an urgent request from somebody, we will loan that from the judge to attend another person's request, then we will return it to them. But others more increasingly are getting more familiar with the CD ROM version.
- 02:50 Then we have also dictionaries that they all use, and other than these very specific publications they will actually just use the library as normally as possible.
- 03:07 RS: Is there anything that you didn't have or don't have that you think you should have had or would have liked to have had earlier?**
- 03:22 Nothing that I think of, really. Nothing that I think of because we had a very strong collection from the beginning so I can't think of anything that I should have had because our aim was also to, to be strong and to monitor what's happening in this field and buy. And as I mentioned before, we have a reasonable budget so it's not a problem.
- 04:01 So, what we try to adjust when we are short of budget is on the periodicals. We have access to online legal databases for instance, so we will cut down on periodicals to eliminate those periodicals that are covered by the online legal databases so that we can put the resources to buy what's really important, w-, th-, the other resources that, that are really important for our judges and parties to the trial.
- 04:38 So as of today, to be honest I, I don't think of any legal resources that we should have had and that we don't have. And when, whenever somebody comes to us with a request that we don't have, we will buy – even if it is by DHL, we will buy. And it has happened. We do it by credit card.
- 05:00 We've applied for a credit card and I think the library is the only section in ICTR with a credit card because the UN pro-, UN procurement rules are very complicated. What happens is that when you want to buy something, a book or an equipment, you have to submit three quotations. Then you have to subm-, to select one and justifying why you selected.
- 05:29 Then, you place the order and it takes, it can take three months. Three months for the order to arrive. Sometimes we have somebody, a party to a trial who said, "This, there is a book that has been cited in court. I need it." And you cannot wait for three months to have,

so these are the sort of arguments that we put forward to New York to justify that we need a book.

05:54 When a party to a trial needs a book, if we should order it by DHL, we have to order it by DHL. So I think we've been very fortunate in that regard.

Part 7

00:00 **RS: What's your hope for the future of the library?**

00:07 That is very interesting. When I started training in, in Rwanda, I really thought that the, the library should, the li-, the collection should go to Rwanda. One of the reasons was that this is, these are the people for which we are here in the f-, in the first place. There is a lot of interest also in Rwanda for the collection. There, there is a lot of co-, interest, be it from the universities, from the government, they want the collection.

00:48 So I would say still they deserve the collections. And there is a center, a research center being built now within the Rwandan judicial sector and it is called The Center for Access to Legal Information in Rwanda.

01:12 It is a very impressive building that can (_), that can host 50,000 books and it's also been built to accommodate archives and (_), start, how do you call, state of the art equipments, scanners, and everything.

01:37 So, I think they are preparing themselves to receive the collection. My only regret with the Rwandans is that I happen to know about this Center because I visit Rwanda a lot, but they've really not put that argument forth when they expressed their interest. Because what the UN is looking into when they look for a recipient for the collection is that, "Is there capacity?"

02:16 "Is there human resources?" "Is there, would the collection be looked well after when we hand it over?" And I've not seen that, and I can't make the case for that. They have to make the case for that. So that's my only regret. But I still feel that there's a lot of interest.

02:39 I've seen, I've seen Rwandan legal professionals progress. In the beginning, they had very little – I won't say this is (____), maybe, relatively, you had people who just came from the university and even the education system there, in my opinion was not, espe-, especially in private universities, was not really up to standard according to me.

03:14 But these are people who once in a job are challenged and they developed themselves so much that you don't recognize them two years down the road. So, I think there is, they're doing research. They are developing themselves. They are very dynamic but, but also they should promote that. They should sell that and I'm not seeing that.

- 03:41 **RS: So given – I mean it sounds like there's some strong reasons to want to have it in Rwanda but there's also some concerns given capacity. If you were making that decision, how would you, what sort of criteria would you use to make the decision about where the collection should go?**
- 03:58 I mentioned that in the beginning I felt it should go there, and I still feel that for some reason it should go there. But resources, human resources. First of all, there are not a lot of trained librarians in Rwanda. We've trained some but this is just casual training.
- 04:25 The school – there's a library school in Rwanda that trains to the level of not even a degree; I think a certificate. I've trained, I lecture in that University and to me, the level is not also up to trained people who would, who will be managing such an impressive collection. So that is also one of my concerns.
- 04:56 But, if you put the se-, the, the collection in the University of Butare for instance, the National University of Rwanda, I think it will be looked at. This is a very old library and that has partnership with people from Belgium, from Canada and they have on the job training for professional librarians who work in the library.
- 05:22 My concern with the judicial sector will be that there is lack of human resource and the turnover in the judicial sector is very high. For instance, people who we trained three years ago have left so we need to train another set and another set and another set.
- 05:43 So, because of the turnover I'm pretty much concerned about the judicial sector. But if you put it in an inst-, institution like the university, I think the collection will be better off.

Part 8

- 00:00 **RS: If somebody was starting a tribunal like this today, would you recommend that they focus on this issue early and do something different from what the ICTR did?**
- 00:15 Yes, at the beginning there should be a, a library. Something different? Yes, something different in terms of having a vision. Knowing what type of library y-, what type of library you want. Here, in the beginning the, the library was just an office or an office like this, then it was given another office. Then it was moved sometime and then we landed where we are now.
- 00:52 So in terms of vision, we should really think this out and know what kind of library do we want. And I will also recommend that there be not a library separate and not an archives separate so we should have sort of an integrated information management service that will have the library, the archives and everything because these are related services and you can save a lot of resources and you can be more efficient.
- 01:33 But I think if I had to recommend something is that we really have a vision from the beginning of what type of information service we want to be.

- 01:44 RS: Well and then, and actually and I was also trying to ask about, given the argument about why a library like this when it's done should be in a place like Rwanda, do you think for a tribunal in the future doing something like this, they should focus on that sort of capacity building earlier so that when the process ends, there is a place that meets the criteria for the collection?
- 02:09 Oh you mean in Rwanda?
- 02:11 RS: Yeah.
- 02:15 I think you can't do, it depends on your mandate because this is, was to respond to our capacity building or outreach mandate. I really think that it depends on your mandate because in Rwanda, the, the library training was really accidental. We don't do that in other tribunals for instance. We don't do that in, in Sierra Leone.
- 02:56 They do a lot of outreach to promote the work of, of Sierr-, the Special Tribunal for, for Sierra Leone. And by the way, the tr-, outreach of the Special Tribunal for Rwand-, of, for the Special Tri-, Special Court for Sierra Leone is said to be very successful and yet they don't do library trainings, so it really (_), depends on the needs of the people that you are catering for.
- 03:25 So this was accidental because we happened to have a library in Rwanda. We happened to have a population that came to the library and we happened to anticipate their needs.
- 03:38 So I don't think there is a very straightforward response to this and I don't think a training for a lib-, (_), for library promotion is necessary ev-, is not necessarily linked to the genocide, because there's a need for such training everywhere especially in Africa.
- 04:02 So I think that the question should be o-, or, or the, the case that we, we, we should put forward should be, "How do we do? What do we do to promote the use of libraries in Africa so that this can contribute to alleviating genocide, you know, to empower people in terms of information?" So it's, it's not – we shouldn't wait for a genocide to train people for libraries.
- 04:29 We should think about promoting libraries, promoting infor-, information for literacy and hope that this would not, not, not only alleviate genocide, educate people in terms of human rights and eve-, even also use libraries for development.

Part 9

- 00:00 RS: Let me ask something a little more specific about the library here that you raised before which concerns defense counsel. You mentioned how the prosecutors and the judges many times do their research in their offices but defense counsel do it in the library. Have there been concerns about privacy and confidentiality that that's raised by defense counsel?

- 00:25 In terms of library services?
- 00:26 **RS: In terms of their, if they're in the library sort of in the public doing their research, is there a concern that – or have they raised a concern about their own privacy and the confidentiality of the work they're doing on behalf of their clients?**
- 00:42 No, they've not, they've not done that. But when, for instance we, we subscribe to online databases, we alwa-, al-, we always make sure that we have a password that only defense counsel use for instance so that if – because if you share one password, you can see the search history – so we always make sure that if the defense is using one password that no other group is using it, yes.
- 01:17 But them, they've not come forward to raise questions about confidentiality but those access to legal databases, they, they, they have passwords. Yes, they usually have passwords. They had password. Now they don't, because we noticed also that these passwords were being used out of ICTR and we're not really sure that it is used in relation to a work connected with the work of ICTR.
- 01:53 And this is also an issue because you may end up being very unfair to the defense but that's due to the fact – and they've raised this question of being treated, treated unfairly in terms of access to information. Because – it is simply due to the f-, to, due to the fact that due to the structure of the ICTR they are treated a bit separately and others follow, other services follow, yeah.
- 02:27 **RS: When you mentioned before also how they – because they're many times in court all day – the fact that the library is only open from eight to five Monday to Friday may mean that it's very difficult for them to get access to the library's materials. How would you recommend in the future libraries like this structure themselves to address that sort of problem?**
- 02:52 If the, if the tribunal was structured the same way as ICTR, I will recommend that libraries be given more resources to open maybe one extra day for the defense. But my recommendation will go, would, would concern the structure of the organization itself for the defense to be treated as the prosecution and be given the same services and the same privileges.
- 03:22 For instance here, the defense counsel, they come and they go. No-, nobody knows when they come. Nobody knows when they're gone. And the library services are based on a check-in and check-out process. When for instance the prosecution or any other staff comes in the li-, in ICTR, they check-in in different services just to indicate that they are now part of ICTR and that, and that they can be provided with specific services.
- 03:59 When their assign-, assignment with the ICTR ends, they also go, go through different services and check-out so that in the library, I'll make sure that they have returned the

- books. The IT will make sure that they've returned the computer and so on. So, on this basis, they are given the services because there's this process.
- 04:25 The defense does not check-in and does not check-out. So if I give them books on loan, I don't know when they are leaving, and yet I have to account for these books. So that's the only reason why they're not given the same services as, as the other staff of the ICTR. So I will recommend that the organization be structured differently to treat them as members of the organization.
- 04:55 RS: You mentioned before when you first started to work for the ICTR, somebody gave you three books to read. What were those books?**
- 05:05 I don't remember the books. I, there was one books on the creation of the ICTR, the panel of expert-, of experts that came, that did the qualification of the facts as genocide and th-, that recommended that the ICTR be established. I remember that there was one book actually on the history of Rwanda, and there was one book – I, but I don't remember the title – and there was one books on the genocide itself, on the killings.
- 05:38 RS: And that was something that it sounded like not everyone was given, that that was (__). Do you think that everybody should have been given something like that?**
- 05:46 Definitely, definitely because I'm, I'm convinced that my attitude towards ICTR is influenced by the fact that I read those books and that I went to the field. Some judges have not been to the field.
- 06:04 RS: Did that make you a better librarian?**
- 06:09 It makes me a better librarian that I'm more – I have a sense of service, much more than when I came here, and not service to the immediate people that I serve. (__), to me, promoting libraries is a major concern. I, I definitely did not have, I wanted a job as a librarian before, but now I actually want to be a part of the promotion of information services where in, in the communities where I live or where I can be helpful.
- 06:50 So it has made me a better librarian, I can say that. Yes.

Part 10

- 00:00 RS: How, how has this experience changed you?**
- 00:05 I think I stated it before. This capacity building, the capacity building work, the outreach work has become – it is, it is not in the library's mandate as a matter of fact but it has become a very important part of our work.
- 00:40 It really helps me, it really tells me that I am on the right track when I go to Rwanda and somebody sees me and says, (__) I don't even recognize them all, "Oh, Mrs. Djampou thank

you, you trained me two years ago on research skills. Thank you very much. This is really useful."

01:04 Y-, just yesterday the judges who were h-, the, the, who were there, the Commonwealth judges, they came to me and they said, "Oh, you are Mrs. Djampou. You trained me." I did not recognize them. I recognized one, the Vice President of the Supreme Court because I go to see him every time I'm in Rwanda. But the other judges I d-, I don't recognize them but they always come to me and say "Oh you trained us. It was really helpful."

01:32 And it h-, also helps me that, tells me that I'm, I'm on the right track when people write to me and they're really not looking for information but they're looking for sources of information. They're, they're not expecting me anymore to carry out research for them but they will tell me, "Oh I've tried. I'm looking for this. I've tried here. I didn't see. Could you advise me where else to find?"

01:57 So, yes it feels good that you've really contributed to, you know, training people, to building their capacity and to giving them some autonomy in your field. So, this now tells me that maybe I should continue. Maybe I should do that, maybe continue in Rwanda, ma-, b- but also elsewhere. And it tells me that it is very important.

02:27 We've been, we've been so told that library was, you know, not a good job. I remember my daughter telling me that, "Mom, why are you a librarian? Why couldn't you be a lawyer or, or a doctor? Why are you just a librarian?" Because when she said her Mom was a librarian, her friends made fun of her, you see.

02:54 But now, this has given even myself another dimension of the work that I'm doing and that I should do it even better and even more.

03:07 RS: If somebody, if there was a new tribunal established today and there was somebody who was being asked to be the chief librarian but they weren't sure if they wanted to do it, what would you say to them?

03:19 Sorry, I didn't understand the question.

03:21 RS: So a, a new tribunal like the ICTR is created . . .

03:24 Yeah.

03:25 RS: . . . and there is a library that's being created . . .

03:27 Yeah.

03:27 RS: . . . and they, there is, somebody has come to you . . .

03:30 Yeah.

- 03:31 RS: . . . who has been asked to be the librarian of that new tribunal but that person isn't sure if they want to take the job.
- 03:37 Oh, okay.
- 03:38 RS: What would you say to them?
- 03:42 That they should not consider the role as just sitting in an office and catalogue books and order books. They should actually see the role as ag-, agents of change also and that actually being a librarian of an International Criminal Court is also, is, is also being contributing to the peace process in the world.
- 04:16 So to me it is a very big challenge and I'm honored that I'm doing it. And the-, and they should see a more – they should, they should look at the bigger picture because if you give a wrong information, even if you sit in your office and you give the wrong information to a people who needs information to s-, to make their case, you could screw it for them.
- 04:40 And if you give the right information, the success of the case is your success also, so they should see their role not as a librarian but as a part of, a part, a major part of the process. It, it, it takes some good decision-making and some judgment to contribute to a process like this.
- 05:04 RS: Is there anything else that you, we haven't touched upon that you think would be important for people to know?
- 05:12 I think it is the same thing, the same realization that I did myself – that being a librarian is a big, is a big job. So I think if you want to promote peace and promote reconciliation, you should start with the prevention. And I think that the prevention starts with empowering people, giving them the information they need to know in order to make some decisions.
- 05:43 In Rwanda for instance, the literacy rate is very low. There are no libraries. People were sent to kill and people – most of the people who were killing were killing because they couldn't judge themselves that this is g-, wrong or right, but because they were receiving orders from people who they consider role models.
- 06:13 If they had access to information, they could be role models to themselves and know that this is right or this is wrong. So the message that I'm sending is that – empower people with information, promote libraries wherever there is a need and I think we start there. Peace starts there.