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## A Historical Trace of Library and Information Science Education in Selected Countries of Africa- Nigeria, Ghana and South Africa

Peter Olubunmi Olubiyo

*Adeyemi College Education, Ondo*, olubiyopeter@gmail.com

Lydia Mercy Olubiyo

*Department of Library and Information Science Kogi State Polytechnic, Lokoja, Nigeria*,  
olubiyomercy@gmail.com

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# **A Historical Trace of Library and Information Science Education in Selected Countries of Africa- Nigeria, Ghana and South Africa**

by

**Peter Olubunmi OLUBIYO,**

College Library,

Adeyemi College of Education, Ondo, Nigeria.

+2348166392038, [olubiyopeter@gmail.com](mailto:olubiyopeter@gmail.com)

And

**Lydia Mercy OLUBIYO**

Department of Library and Information Science

Kogi State Polytechnic, Lokoja, Nigeria

+2349063762872, [olubiyomercy@gmail.com](mailto:olubiyomercy@gmail.com)

## **Abstract**

*LIS education is more concerned with training in librarianship. LIS education aimed at producing competent librarians to manage all types of libraries in the countries of the world for sustainability. Other information related disciplines such as documentation, archives and records management were relatively unknown when they started existing, thus, they were not accorded prominence. However, librarianship in Africa owes its origin to colonialism. Colonialism introduced reading and writing among the indigenous people. Until then, the two activities were alien. Colonial governments introduced Western education which entailed among others, reading and writing. In an attempt to boost the two activities, a need was felt to provide the new literates with information materials, basically books, to further their reading and writing skills which brought about the establishment of Library Schools in Africa. Thus, UNESCO played a leading role in the establishment of LIS education programmes in Africa and in particular Anglophone sub-Saharan Africa. The pressure emanated from public libraries. UNESCO was convinced that illiteracy in sub-Saharan Africa could only be eradicated with the support of libraries. A number of regional seminars were held between 1953 and 1963 on the African continent to sensitize colonial governments on the need to establish public libraries in their colonies to speed up socio-economic development, thus, library schools were established in Africa to sustain library practices. The history of Library Education was traced in Nigeria, Ghana and South Africa. The paper concluded that the existing ICT laboratories in all library schools in Africa should be well equipped, while the library schools without laboratories should be encouraged to establish one by training efficient manpower to manage and coordinate the established libraries in Africa and the yet-to-be established ones in order to sustain library practices. Adequate laboratories would enhance the provision of adequate and efficient practical and the acquisition of IT skills. Above all, the parent institutions in Africa (universities, polytechnics, monotechnics and colleges of education) running LIS programme should provide adequate funding for the procurement of facilities in the ICT laboratories.*

**Keywords: Library and Information Science Education, in Africa, Nigeria, Ghana,**

**South Africa**

## **Introduction**

Wood, (1997) in Thomas (1999) expressed that until the late nineteenth century, professionals, including lawyers, physicians, architects, and engineers, acquired the skills and techniques that vocation required primarily through apprenticeship, or “learning by doing.” A lawyer might learn his profession by training at one of the Inns of Court, an engineer through an apprenticeship at an engineering firm. Librarianship was no exception to this pattern. However, with the development of education, schooling was brought to view which also had its effect on library education globally.

The concept of library developed when people started reading and writing but the need of library education was felt in the late 19<sup>th</sup> century when concept of library changed from store house to service institution. Globalization of education, complex nature of demands of the users, explosion of knowledge and literature, and innovation of information technology also had a role to play in the establishment of library schools which bring about library education all over the world. As a result, a large number of Library and Information Science (LIS) schools were set up to produce competent professionals who could achieve the objectives of libraries and information centres effectively and efficiently for library sustainability (Khan, 2002).

LIS education in most African countries was more concerned with training in librarianship. LIS education aimed at producing competent librarians to manage all types of libraries in the countries for sustainability. Other information related disciplines such as documentation, archives and records management were relatively unknown when they started existing, thus, they were not accorded prominence. However, librarianship in Africa owes its

origin to colonialism. Colonialism introduced reading and writing among the indigenous people. Until then, the two activities were alien. Colonial governments introduced Western education which entailed among others, reading and writing. In an attempt to boost the two activities, a need was felt to provide the new literates with information materials, basically books, to further their reading and writing skills. The best institution to offer this service was no other than public libraries which brought about library education (Otiike, 2017).

In addition, Otiike (2017) explained that institutions of higher learning also sprang up to provide education and training essential in the development of the new colonies. Most of these institutions had libraries which needed to be adequately staffed. The majority of the librarians manning these libraries were expatriates who were also required in their mother country. Their tenure could therefore not be guaranteed. In an attempt to develop the colonies and effort to ensure their sustainability, the governments endeavoured to set up departments and organizations to exploit the information potential. As a result, research and other specialized organizations were established to realize these objectives. Most of these organizations set up libraries to provide the necessary back up. This development led to the proliferation of special libraries in the colonies that equally required trained library personnel which prompted the establishment of library schools in Africa by UNESCO.

Hence, UNESCO played a leading role in the establishment of LIS education programmes in Africa and in particular Anglophone sub-Saharan Africa. The pressure emanated from public libraries. UNESCO was convinced that illiteracy in sub-Saharan Africa could only be eradicated with the support of libraries. A number of regional seminars were held between 1953 and 1963 on the African continent to sensitize colonial governments on the need to

establish public libraries in their colonies to speed up socio-economic development, thus, library schools were established in Africa to sustain library practices (Otiike, 2017).

## **Library Education**

According to Peiris, (1993) in Thomas (1999), in the century that has passed, since Melvil Dewey established the world's first library school at Columbia University in January 1887, the education of librarians, not only in the United States, but also in Africa, has altered radically in a number of fundamental ways. The changing names of library schools are an excellent reflection of the evolution of the discipline. Dewey's original library school, for example, was known as the School of Library Economy. This gradually changed its name to the School of Library Service. More recently, library schools have become known as schools of library and information science. The terms library science seem increasingly obsolete and antiquated, as this discipline is merging to a greater degree than ever before with other disciplines, particularly computer science, communications, education, and the social sciences in the broad sense of the term (Thomas 1999).

Also, according to Abubakar (2021), it is no longer debatable that advancements in our society, technological or otherwise, have brought about significant and tremendous changes to the Library and Information Science (LIS) education globally. In other words, the LIS education has been experiencing a radical change especially in the last couple of decades which results to fundamental changes in all its structures. Such changes are pervasive, global and profound in nature. Additionally, with the recent trend in globalization and its seeping impact on LIS education, the LIS field is now seen as an interdisciplinary field of study that has integrated many new and related areas of such as information science, computer science, information

system, knowledge management, information architecture, digitization, content management archives and related areas. This fundamental revolution has implications on the profession and has led to the offering of joint degrees with other subject by LIS schools.

Okello-Obura and Kigongo-Bukenya, (2011) in Abubakar (2021) opined that it is critical to note that advancements in Information and Communication Technologies (ICTs) have been the driven force for all these developments. ICTs have transformed LIS education and libraries in general, and its introduction to the LIS field demands that LIS education must be technologically-based and market driven at the same time to sustain library practices. The above state of affairs requires LIS practitioners to develop and overhaul their curricular in order to meet the requirements of the new information age which circles around technology.

Furthermore, a ground-breaking study carried out by KALIPER (2000) in Abubakar (2021) has identified six key trends that have advanced LIS education. They are:

1. Addresses of broad array of information environments and information problems, even though the library settings which remain the heart of many LIS programmes;
2. Witnessing of the emergence of user-centered courses which has also continued to incorporate different perspectives from other fields of study i.e. multidisciplinary issues;
3. Increase in the infusion of IT into the LIS curricula i.e. information technology has underlined all aspects of the curriculum. As such, it was expected that the LIS programmes would bear the responsibility of keeping their students on the cutting edge of the existing and new technologies as they become available;
4. Experiment of flexible programming to provide specialization within the curriculum;

5. Instruction in diverse formats (e.g. course length, day and time of course offering, as well as distance education via the World Wide Web) to provide students with more flexibility; and

6. Expanding curricula by means of offering related degrees at the undergraduate, master's and doctorate levels.

## **Historical Development of Library Education in Africa: Nigeria, Ghana and South Africa**

### **Nigeria:**

The thirst for knowledge has always led humans to seek education, and as such many countries of the world, including Nigeria, place a high premium on the education of their citizens. Lawal, (2000) in Abubakar, (2021) explained that the history of LIS education dates back to the 1953 UNESCO-organized seminar on the “Development of Public Libraries in Africa” held at the University of Ibadan in Nigeria. The seminar recommended that a limited number of high caliber library schools be established in Africa to provide full-scale professional training at the leadership level. Before that time, education in librarianship was only offered abroad mainly in the U.K and U.S. and the certificates acquired were mostly non-graduate type like the British ALA Examinations. Moreover, most of the librarians working in libraries in the country during that period were expatriates.

The commencement of genuine education for LIS in Nigeria started with the establishment of the first Library School in 1959 at the University College Ibadan as it was then known, (now University of Ibadan). The LIS School was established with the financial assistance of the Carnegie Corporation of New York who took interest in the development of the profession, and accordingly sent Harold Lancour in 1957 to survey the library situation and give

advice on how the Corporation can assist in the area of library development. Following his two months survey, Lancour recommended that a postgraduate-level type LIS education be founded, which was eventually established at the Institute of Librarianship (now known as the Department of Library, Archival and Information Studies) in University of Ibadan. The school began with a Diploma in librarianship. The next school of librarianship in Nigeria was opened at the Ahmadu Bello University, Zaria which commenced with an undergraduate programme.

According to Abubakar (2015) in Abubakar (2021), the 1963 F.A. Sharr's report on library needs in Northern Nigeria led to the establishment of the second LIS School in Nigeria in 1965 at Ahmadu Bello University, Zaria with the aim of educating and training librarians at the undergraduate level against that of Ibadan's Diploma programme. Over a period of time, other LIS schools were subsequently established at different universities. Nigerian Association of Library and Information Science Educators, NALISE, (2020) in Abubakar (2021) analyzed that presently, there are 37 LIS schools in Nigerian universities comprising federal, state and private. Besides, a number of federal and state polytechnics as well as colleges are now offering LIS programmes at different levels.

(Abubakar, 2019; NALISE, 2020) in Abubakar (2021) corroborated that presently, any meaningful discussion on LIS education in Nigeria needs to consider the fact that LIS education has come a long way since the formation of the first university-based LIS School in the country at the University of Ibadan as previously reported. The most recent development is the proliferation of LIS schools in universities, polytechnics and colleges across the country. Hence, one can conveniently say that LIS education in Nigeria is at the moment witnessing a turning point. It is therefore significant to know that expansion in LIS education has become obvious in the country, mostly in recent years. Moreover, many new institutions are founded fueling the

need for more LIS schools that will train LIS professionals that will manage the libraries attached to these institutions.

Given the growing development, LIS education in Nigeria has reached its peak with many universities (both public and private) offering different programmes at bachelors, masters, and PhD levels in LIS, although operating under different faculties. At the moment, some LIS schools in Nigerian universities are housed under faculties of education, some in social sciences, some in management sciences, while few are under faculties of information and communication etc. Furthermore, (NUC, 2014; Abubakar & Auyo, 2019) in Abubakar (2021) expressed that the names and nomenclature of the programmes vary. In the beginning, most departments were simply named Departments of Library Science or Library Studies. Lately, however, many of the departments have changed their names to Department of Library and Information Science/Sciences.

At the moment, some of the prominent names for LIS departments in Nigerian universities include: Library and Information Science, Library and Information Sciences, Library, Archival and Information Studies, Library and information Studies, Information Resources Management etc. In terms of nomenclature, different bachelor's degree courses are provided by LIS departments in Nigerian universities which include among others: Bachelor of Library and Information Science (BLIS), Bachelor of Arts (Library and Information Science) (B.A. LIS), Bachelor of Science (Library and Information Science) (B.Sc. LIS) where LIS is offered together with other academic subjects in the Sciences, Social Sciences or Arts (commonly found at University of Nigeria Nsukka and Bayero University, Kano). Another one is B. Tech (Library and Information Science/Technology). While at the postgraduate level, LIS schools offer variety of Post-graduate programmes. For instance, the Bayero University, LIS

School has Post-Graduate Diploma in Information Management (PGDIM), Master of Library and Information Science (MLIS), Masters in Information Management (MIM) and PhD in Library and Information Science. In addition, according to Saka (2015), the University of Ibadan (UI) LIS School runs post-graduate programmes such as Masters in Library and Information Studies (MLIS), Masters in Archives, Records and Information Management (MARIM), Masters in Health Information Management (MHIM), Masters in Publishing and Copyright Studies and PhD with specialization in diverse areas. Other university-based LIS schools have post-graduate programmes in different areas.

(NUC, 2014; Abubakar & Auyo, 2019) in Abubakar (2021) asserted that as regards to the curriculum, for a student to earn a BLIS, B.Sc. or B.A LIS degree, they must pass at least 120 credit units in a four-year programme or at least 90 credit units in a three-year programme. It is worth stating that the system uses both external and internal examination patterns to finally grade the students. There are little variations in terms of curricula offerings, although the contents are more or less the same. However, this is normally dictated by the National Universities Commission (NUC) Benchmark for Minimum Academic Standards (BMAS). For the post-graduate programmes, there is also a difference in the curriculum of the LIS schools in Nigerian universities. Nonetheless, some of the LIS schools have updated the content of their post-graduate curricular to reflect the changing paradigm and societal needs and some are in the process of doing so. Masters and PhD degree programmes are offered on full-time or part-time in most of the universities.

The undergraduate course content from the NUC Benchmark for Minimum Academic Standards (2014) in Abubakar (2021) includes some of the following courses: Introduction to Library and Information Studies, Introduction to Information Science, Information in Libraries

and Society, Introduction to Library and Information Resources, History of Libraries and Information Centres, Library and Information Centre Visit, Introduction to Bibliography, Organization of Knowledge I, Library and Information Service to the Rural Community, Management of Library and Information Centre, Libraries and Information Services for Children and Adolescents, Serials Management, The Information User, Information Literacy, Indigenous Knowledge System etc.

In an effort to address squarely and decisively the curricular issues in Nigerian LIS education, the Librarians' Registration Council of Nigeria (LRCN) has made a gigantic effort by organizing a summit on Library School Curriculum Review and Development of Benchmarks which was held at Lokoja, Kogi State, from 14th-18th June, 2015 with the main aim of enriching the curriculum of library schools in Nigeria in line with the recent global best practices for library sustainability. In that summit, lingering matters concerning course contents for LIS schools in Nigeria, facilities, nomenclature, staffing, location of LIS programmes, process of implementation of benchmark, establishment of LIS programmes and accreditation were painstakingly deliberated upon by stakeholders. As a result of the summit, the LRCN is currently developing a unified curriculum for LIS schools in Nigeria which has passed through some stages.

A situational analysis of students' enrolment shows that LIS as a course of study is gradually becoming popular in Nigeria. However, PM News, (2019) in Abubakar (2021) noted that it is important to note that regardless of the increase in its popularity, some students are not interested or passionate about studying or choosing LIS as their first choice course. This situation raises serious concern about the need for attracting quality students into the various LIS programmes. Despite the negative trend, hundreds of students are yearly enrolled into LIS

departments in Nigerian universities, although no definitive statistics is available about the students' enrolment. This situation additionally means that hundreds of LIS professionals are being produced every year by universities.

According to PM News, (2019) in Abubakar (2021) job prospects for LIS graduates in the job market continues to be brighter. With the increasing demand for higher education, more tertiary institutions are being established, which means more potential jobs available for LIS graduates in Nigeria. Similarly, some LIS graduates are employed in other sectors of the economy since the modern day LIS training encourages the training of LIS professionals to think outside the box. That is why the acquisition of 'critical thinking' skills by LIS graduates is emphasized; others are on their own courtesy of the entrepreneurship education they received during their study years.

### **Ghana:**

In Africa, the first regional library school was established in Ghana in 1944 with reasonable contribution from Carnegie Corporation in collaboration with the British Government though the library school lasted for one year after which it was closed down (Saka, 2015). Later in the years, according to Narh, (2002) as cited in Saka, (2015) a library school in Ghana was established in 1961 as the Ghana Library School. It was located in Accra under the auspices of the Ghana Library Board. During the first four years of its existence, the School produced 48 qualified librarians at the Associateship level of the British Library Association. In 1965, the Library School moved to the University of Ghana, and was subsequently re-designated Department of Library Studies.

In 1976, a centre for archival education in English speaking Africa was established in partnership with the Department of Library Studies. That same year, the department was renamed the Department of Library and Archival Studies to reflect this new partnership. Programmes offered consisted of two sub-degree diploma programmes in Librarianship and Archives Administration, two graduate diploma programmes in Library Studies and Archival Studies, and a Master of Arts in Library Studies. In 2001, the library school changed its name again to the Department of Information Studies in response to the requirement of the new economy which expects graduates to be equipped with knowledge that will enable them follow careers in information management and its applications. Six years later, the department remains one of the preferred choices of students in the Humanities. This is reflected in the increasing yearly enrolment of students to its programmes. The range of programmes include the Diploma in Librarianship, Diploma in Archives Administration, Bachelors of Arts in Information Studies, Master of Arts in Library Studies, Master of Arts in Archival Studies, Master of Philosophy and Doctor of Philosophy.

One might ask why the department is currently being inundated with applications from prospective students. This was not the case a few years earlier (1995-1999) when the Department was under the name "Library and Archival Studies". Could the sudden change be attributed to the name change? What does the word "information" connote...(Dadzie, 2008). It notes that the curriculum has undergone many changes over the years. The present curriculum for the education and training of professional librarians, however, does not adequately reflect current national needs and challenges facing the profession in Ghana. Though the curriculum has accommodated new content over the years, there has been no comprehensive review for nearly two decades; and its development in relevant areas has been restricted and distorted in order to

conform to prevailing University regulations and course/examination structures in Ghana (Boye, 1996).

### **South Africa:**

In South Africa, LIS education programmes started as early as 1933. The South African Library Association (SALA) started a librarianship course on a correspondence basis modeled on the English system. The graduates of this programme were awarded an Associateship of the Library Association (ALA). In 1952, the course was taken over by the University of South Africa (UNISA) and formed part of UNISA's distance learning programmes. In 1938, the Department of Librarianship was started at the University of Pretoria. It initially offered a diploma programme in librarianship. In 1951, bachelor's and master's degrees were started in librarianship in the University of Pretoria. According to Hood (1962) in Otike (2017), in 1939, the University of Cape Town followed.

The need for LIS education programmes in South Africa emanated from university, college and public libraries. In addition to the above institutions, other universities sprang up to offer librarianship education. Among these were Potchefstroom, Stellenbosch, Witwatersrand and the University of Western Cape. Despite the big number of universities offering librarianship at this time, only a handful, including the University of South Africa, allowed black South Africans access to their programmes (Otike,2017).

Ocholla & Bothma (2007) in Otike (2017) stated that library schools in South Africa have had to review their programmes to include other related programmes such as archives and records management, information technology, publishing, knowledge management, etc. Among schools that have pioneered in this direction are Moi University School of Information Sciences,

University of Pretoria, University of KwaZulu-Natal and University of Zululand. Some schools in South Africa have moved away from library science to the area of knowledge management. The University of Cape Town had followed suit.

(Musiker 1986; Kerkham 1988) in Raju (2004) expressed that the University of South Africa began correspondence programmes in librarianship in 1955. There was a proliferation of university education and training programmes in librarianship in the years that followed. The university qualifications offered included a two-year Lower Diploma in Librarianship that provided training of a paraprofessional nature. Professional training was obtained via a one-year Post-graduate Diploma in Librarianship (taken after completion of a three-year bachelor's degree) or a four-year Bachelor of Library and Information Science, also known as the *Baccalaureus Bibliothecologiae* (B.Bibl.). There were also advanced qualifications at honours, Master's and doctoral levels. It was clearly a departure from international trends that both paraprofessional and professional training in librarianship were being offered at universities in South Africa. Rosenberg (1999) as cited in Raji (2005) indicates that this happened in other African countries as well, thus paraprofessional programmes had been passed on to non-university institutions.

According to (Kerkham 1988; Stieg 1992; Rochester 1997) in Raji (2005) the late 1970s saw an increasing focus on the need for the professionalization of librarianship and information science in South Africa and a clear distinction began to be drawn between professional librarians and information workers with a three-year degree plus Post-graduate Diploma or a four-year course in librarianship and paraprofessional library and information workers with a Lower Diploma, and clerical, administrative staff with a school leaving certificate. At this time

universities began phasing out all programmes of a sub-degree standard and this included the Lower Diploma in Librarianship. The gap in paraprofessional training left here was to be filled by technikon offerings in LIS education and training. Thus professional LIS education and training in South Africa became established in universities at the degree level as was the international trend to sustain library practices in South Africa.

Furthermore, (Van Brakel 1992; South African Institute for Librarianship and Information Science 1987; in Raju (2005) expressed that South Africa Library Association's Committee for Education and Research in 1979 developed the Standards for library and information service that guided universities for many years in their curriculum developing stages. The first set of standards was developed in 1948 and was subsequently replaced by another set developed in 1964. In its 1987 Standards for education for library and information science through its Committee for Education and Research which later became the Committee for Formal Education continued to assume responsibility for the advancement of education and training in library and information science and recognized a professional as well as a paraprofessional level in education and training in library and information science. Thus, the Standards also made it very clear that education and training in library and information science at the professional level must be offered at a university thus firmly establishing in South Africa the international trend of LIS education and training being located in universities.

## **Challenges to Library Education in Africa**

### **Professionalism Issue**

As Muddiman (1999) in Thomas (1999) observes, the discipline of library science is facing increased competition from other disciplines. The core claim of the information and library

sciences to professional legitimacy has been challenged by the development of new sciences of resource based on computing, management and systems theory. The close of the twentieth century, characterized as it is by considerable advances in information technology, is a particularly appropriate time for librarians to reassess their social relevance and for schools of library and information to consider their priorities and ask a number of questions about curriculum review as well as the role of library and information studies within the academy. It has been recognized, at least by most within the field, that library and information science students are preparing to enter a profession as valid as those of law or medicine, yet the professional status of librarians continues to be questioned by other professionals such as medical doctors and lawyers.

### **Low level of skills**

There are no adequate facilities provided for the acquisition of ICT skills in library schools in Africa. This is because of the inadequate computer laboratories, which has led to low level of ICT skills/practices. It is paramount to note that the traditional mode of teaching in library schools in Africa cannot withstand the modern trends as computers and other ICT facilities are needed in training the prospective LIS graduates. Regrettably, the number of computers in the ICT laboratories in library schools in Africa cannot cater for the teeming population of student (Saka, 2015).

### **Staffing Situation**

Ononogbo, (2014) in Saka (2015) opined that most library schools face the problem of staffing especially at the professorial cadre. As a result of this, library schools are compelled to look for visiting/part-time lecturers. The situation could partly be attributed to the searching of LIS

educators for greener pastures. For example, with the establishment of new universities in Nigeria, some LIS Educators have moved or transferred their services to the new universities; thus, the older library schools suffer acute shortage of lecturers. This has led to overloading the few available faculty members with many courses to teach. It is therefore noted that many countries plan to develop their domestic LIS education programmes but problems associated with inadequate resources and infrastructure, as well as qualified trainers, still affect the dispensation of modern syllabi (Ocholla, 2000).

### **Facilities Shortage**

(Diso, 2009; Saleh, 2011; Atsugh and Ukende, 2013) in Saka, Garba and Zarmai (2018) explained that the proliferation of library schools has caused the problem of meeting up with the adequate facilities and resources (building, lecture theatre, classrooms, staff offices) such that the new library schools use the facilities of other departments. Lecturers have to pair in the available offices; clashes in lecture time and over-crowding which are not conducive for the academic development of students. Facilities of other departments such as computers, computer laboratories, internet and institution libraries are being borrowed or loaned for use meaning that they are not available. Infrastructure/ facilities like classroom, lecture theatre, library, computer laboratory, cataloguing and classification workshops are grossly inadequate in library schools in Africa. When approval is given by the institutions' management to establish library schools, they usually make use of institutions' libraries thereby converting or partitioning some sections of the libraries to lecturers' offices, information communication technology (ICT) sections, etc. Some library schools established within a decade still use part of the university or polytechnic libraries for office accommodation, while library schools are domiciled/located as

units under a department or as consultancy services unit (Saka, Garba and Zarmai 2018). Where these facilities and resources are available, they are grossly inadequate.

### **Accreditation Issue**

Some universities are offering diploma programmes as diploma in library science and diploma in library and information management while some polytechnics are still running ordinary national diploma (OND) or diploma in library science which are not accredited (Saka, Garba and Zarmai 2018). And even some state and private universities are running degree programme in LIS that are not accredited.

### **Heads of library schools Issue**

The proposal for the establishment of library schools in Africa usually comes from heads of institutions' libraries. As their tenure in office is about to end, they usually take up a move to establish library schools by presenting the proposal before the institution's management. With the management approval, head of institutions' libraries (university, polytechnic, College of Education and monotechnic) now act as either the coordinator of LIS department while still the head of institution's library. The head can still be the coordinator of the newly established department on retirement and take-up contract appointment as the head of new library school. Some of them were practicing librarians throughout their career path and lacks adequate teaching experience. This situation affects the development of LIS programmes in Africa in the areas of curriculum design, development and implementation; staffing, physical resources development, etc (Saka, Garba and Zarmai 2018).

### **Changing Nature of LIS**

Abubakar (2021) explained that in the contemporary era, the LIS environment is being confronted with a number of challenges that emerge from the changing nature of the discipline. LIS education, being an important segment in the economy of knowledge is radically and unavoidably affected by this important development. The challenges presented by those forces demand that LIS schools curriculum in Africa should be reviewed and change the contents of the curricula with the aim of equipping their graduates with the knowledge and skills that would enable them succeed in the ever changing world of information.

### **Conclusion and Recommendations**

The existing ICT laboratories in all library schools in Africa should be well equipped, while the library schools without laboratories should be encouraged to establish one by training efficient manpower to manage and coordinate the established libraries in Africa and the yet-to-be established ones in order to sustain library practices. Adequate laboratories would enhance the provision of adequate and efficient practical and the acquisition of IT skills. Above all, the parent institutions in Africa (universities, polytechnics, monotechnics and colleges of education) running LIS programme should provide adequate funding for the procurement of facilities in the ICT laboratories. This will further facilitate not only the establishment of demonstration/workshops for cataloguing and classification, but it will put in place practical class in computer training (Saka,2015).

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