A PROPOSAL FOR A FRAMEWORK FOR LIBRARY AND INFORMATION SCIENCE EDUCATION AND TRAINING: THE CASE OF THE GAMBIA

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A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER OF LIBRARY AND INFORMATION SCIENCE, DEPARTMENT OF LIBRARY AND INFORMATUION SCIENCE, UNIVERSITY OF NAIROBI

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DECLARATION

This research project is my original work and no part of it has been submitted for examination, or the award of a degree in this or any other university. All references to authors cited herein have been made using the appropriate style of referencing.

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DEDICATION

This work is dedicated to my late father who could not live to witness this milestone and personal achievement in my professional career. It is also dedicated to my mother, who has been in and out of hospital from the commencement of this course to completion. May *Allah* continue to give her the fortitude, good health, and longevity; to enjoy the fruits of this labour, *Ameen*.

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ABSTRACT

A Proposal for a Framework for Library and Information Science Education and Training: The Case of The Gambia

The purpose of the study was to propose a framework for Library and Information Science Education and Training (LISET) in The Gambia. The objectives were to establish the current status of LISET in The Gambia; identify the key stakeholders and their responsibilities in the development of LISET; propose a training framework for all levels of LISET; and suggest sustainability initiatives for LISET programmes. The research design was a case study because it deals with a phenomenon called LISET. Data collection and analysis was largely qualitative in nature. The qualitative data was analysed using the Nvivo analytical software and thematically presented in descriptions and narrations. Quantitative data was also analysed using the Statistical Package for Social Sciences (SPSS) Software Version 23 and reported in frequency tables, bar and pie charts. The two data sets were therefore triangulated where appropriate because they complemented each other. The findings revealed the current state of LISET in The Gambia, and identified stakeholders in LISET development and their responsibilities. It also identified existing challenges in the development of LISET and informed the suggestion for a sustainable framework for LISET in The Gambia. The findings also suggested critical information that will address challenges in the development of LISET and improve the quality of librarianship in the country. Practical implications are that librarians are very important in supporting education and research. In the face of recent advances in technology and the transitions in the information landscape, improvements to LISET have become imperative. The social implications are that libraries are critical to supporting sustainable development through information provision. The development of a sustainable framework for LISET in The Gambia will accelerate the attainment of development objectives through timely information provision as The Gambia transitions to a knowledge-based economy. The originality or value of the study is that librarian training in The Gambia has been largely informal, and limited investigations have been carried out to explore the development of a framework for LISET. In the context of current advances in the information environment, access to information has become critical and relies on the quality of information service providers and their ability to support information users with relevant information needs and services.

Key Words: Library, Information, Information Science, Education, Training, The Gambia, Stakeholders.

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LIST OF ABBREVIATIONS AND ACRONYMS

AfLIA - African Library and Information Associations and Institutions

ALA - American Library Association

ALIA - Australian Library and Information Association

CPD - Continuous Professional Development

CUE - Commission for University Education

GAMLISA - Gambia Library and Information Services Association

GNLSA - Gambia National Library Service Authority

IE - Information Ethics

IFLA - International Federation of Library Associations and Institutions

LA (UK) - Library Association UK

LIS - Library and Information Science

LISET - Library and Information Science Education and Training

MIL - Media and Information Literacy

MoBSE - Ministry of Basic and Secondary Education

MoFEA - Ministry of Finance and Economic Affairs

MoHERST - Ministry of Higher Education, Research, Science, and Technology

MPhil - Master of Philosophy

NAQAA - National Accreditation and Quality Assurance Authority

NUC - National Universities Commission

PhD - Doctor of Philosophy

UDHR - Universal Declaration on Human Rights

UGC - University Grants Commission

UK - United Kingdom

UNESCO - United Nations Educational, Scientific and Cultural Organization

US - United States

UTG - University of The Gambia

CHAPTER ONE

INTRODUCTION

1.0 Introduction

The library is a treasure trove for knowledge acquisition and dissemination. The rapid adoption of Information and Communication Technology (ICT) in information service provision has made information management complex and dynamic, thus necessitating continuous professional development for information management custodians. Librarians are constantly engaged in the acquisition of new skill sets and in continuous professional education and training to address the ever-evolving needs of information users. This section of the study provides a general background to the study and describes the context of the enquiry. It also discusses the research problem of the study and outlines the research aim, and presents the objectives and research questions of the study. The assumptions made in the study are also stated, as well as scope and limitations of the study.

1.1 Background of the Study

The rationale for Library and Information Science Education and Training (LISET) is usually based on the growth of students' admission and programmes, mode of study and curriculum diversification in line with changes and developments in the global information environment. Library and Information Science Education and Training (LISET) is also intended to provide manpower base for information provision and knowledge management. It is meant to explore new opportunities, and deal with challenges. It is geared to provide capacity for manning libraries for sustaining effective information provision and delivery. This is important for stakeholders to collaborate and network through provision of lasting solutions for Library and Information Science (LIS) schools. It also deals with education and training of information science professionals according to research and professional practice. Education and training must be a continuous and lifelong process to adjust to the changing needs and times to remain relevant in their professional practice. Library associations are critical in promoting and safeguarding the interest of its members to ensure quality control. The role of government in demonstrating its political will through the provision of financial support and assistance for sustaining LISET is crucial. In light of the foregoing, focus should be on the core and other skills needed for specific work environment.

In its bid to promote LISET, the United Nations Educational, Scientific and Cultural Organization (UNESCO), spearheaded efforts in establishing LISET programmes, especially in Anglophone Africa (Otike, 2017:68). This was against the background that illiteracy can only be eliminated with the help of libraries in sub-Saharan Africa. This ultimately led to regional seminars in Africa between 1953 and 1963 on the significance of establishing public libraries in Africa to accelerate socio-economic development (Otike, 2017:68). The pursuit to develop public libraries in Africa gave birth to the establishment of library schools to gain sufficient manpower to staff and manage libraries. Consequently, library schools were established in Uganda, Egypt, Senegal, Ghana, Algeria and Nigeria (Otike, 2017:68). Since the financial feasibility of setting up library schools in each state was limited, UNESCO recommended the establishment of regional library schools. This spurred UNESCO to "support the development of library schools which culminated in the establishment of a Regional Centre for the Training of African Librarians in 1963 for French-speaking African librarians in Dakar", through UNESCO assistance and support from the Government of Senegal (UBL, 1964:101-102). A similar initiative was undertaken for the East African region, in Uganda, for the English-speaking countries.

The IFLA LISET framework provides a guide for the development of LISET by suggesting that education and training of librarians should seek librarians' attainment of competency in providing information access, supporting information use and assisting in information production (IFLA, 2003). In addition, it should enable librarians to collaborate with stakeholders at both national and international levels in the pursuit of sustainable development. Based on this, LISET programmes cannot be isolated from the broader political, economic and technological context and must be considered as vehicles for attaining local and global development agenda (IFLA, 2003).

Access to information is a critical precondition for improving human potential, culture and the continuation of any form of government (Mangla, 2003). The Universal Declaration on Human Rights (UDHR) Article 26, emphasised the need for education as a right for all among others. Article 19 of the UDHR, also affirmed that, "everyone has the right to freedom of opinion and expression which includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media regardless of frontiers" (UDHR, 1948:40). Librarians, and other information professionals and libraries in LISET are pivotal in ensuring access to information. They also protect the intellectual property of

knowledge creators, provide skills and tools for our community, as well as enable people to have the skills to access various media among others.

LISET is important in helping librarians remain abreast of the changing information milieu and trends in the field of librarianship (Aman & Sharma, 2005:86). The role of LISET is important in producing high quality professionals to occupy unique roles and positions in national development because LISET professionals are custodians and brokers of information. This is critical for the acquisition of knowledge, decision and policy making in the pursuit of national development (Abioye, 2014:116). Korsah (1996), stated that, trained personnel are crucial in library and information work. Although early information professionals, especially "librarians did not undergo any formal training, the challenges of modern day library work requires that personnel should be well-trained and educated to be more responsive and effective" (as cited by Abioye, 2014:116).

In terms of LISET and development, information is an essential tool for national development, and the capacity to exploit information resources is considered a strategic resource (Bordbar, n.d). It is the responsibility of government to know the significance for leveraging information use and literacy to support development (Noruzi, 2006). Bordbar (n.d.), argued that, librarians and information professionals are essential and crucial players in national development. This calls for the necessary changes required in LISET and the essence of basic changes in the curricula (Malekabadizadeh et al., 2009:1). For librarians to partake in these roles, they need to acquire the requisite professional development and education through collective changes in higher and tertiary education structure with the objectives of national development and increased social change (Malekabadizadeh et al., 2009:3).

Development of Library and Information Science Education and Training (LISET)
Globally, there is innumerable literature on the different forms of LISET. In the Scandinavia, with particular reference to Norway and Finland, the Norwegian School of Librarians was established as the country's first educational agency for librarians in 1940. It was a nine-month programme involving practice before admission and basically focusing on public libraries (Aundunson & Gjestrum, 2012:1). In the 1960s and 1970s, the programme gradually extended, and from 1972 to date, the programme has been aligned to a three-year period involving a research-based vocational study (Aundunson & Gjestrum, 2012:1-2). In Finland,

LISET started in 1971. The Finnish model was based on the dominant Anglo-American tradition since the 1970s. At present, LIS schools in Finland offers LISET from bachelors through masters to Doctor of Philosophy (PhD) (Aundunson, 2005). Without doubt, the Finnish LIS schools have undergone further transformation in developing a pure information science profile and detaching themselves from libraries and librarianship. Thus, LISET has transformed from a vocational enterprise to a research-based academic undertaking.

In the United States, the earliest LISET programme can be traced to 1870 when the Columbia School of Library and Economics pioneered LISET by becoming the first university to dedicate programmes to LISET (Martinez-Arellano, 2016:1). It was largely due to Melvin Dewey through the Colombia College by offering certificate training. Currently, LISET is offered from undergraduate through masters to doctorate, focusing on research-based interdisciplinary studies. In the United Kingdom (UK), the first formal LISET programme was a certificate programme offered at the University College London in 1919 (Gitler, 1970:282). The image of LISET courses in the UK has ultimately changed as it focuses more on postgraduate and advanced degree programmes. There are more research students as faculty mainly focuses on research and publications (Elkin, 1994:20).

In the Middle East, despite the demand for information professionals in the labour market, most librarians only have bachelor's degrees. However, LISET programmes are offered at graduate level by some LIS schools even though master's degrees are seen as research degrees. There is no accreditation for LISET programmes (Tammaro, 2009:26). The mode of evaluation is self-evaluation and external reviewers' evaluation. Faculty members are scarce, technological infrastructure is lacking and learning materials are often in Arabic for LISET programmes (Tammaro, 2009:26). In Asia, especially India, Yadav and Gohain (2015:404), noted that, "the first evidence of any type of library training in modern India dates back to 1903 when library staff at the Central Hindu College in Benaras (now Varanasi) were sent to the Imperial Library (National Library), Calcutta, for in-house training". Currently, LISET is offered from certificate to doctorate through physical contact and distance mode. Bangladesh commenced LISET between 1947 and 1957 when it was still under Pakistan and Indian subjugation, with a three-month programme for library staff at the Dhaka University Library (Ahmed, 1994). A six-month certificate programme in librarianship was introduced in 1958 by the East Pakistan Library Association in Dhaka. This was followed by a one-year diploma

course in 1959 based on the approach of the University of London. It was elevated to a master's level in 1962 (Aman & Sharma, 2005:83).

In Africa, there is substantial literature on LISET education from an African perspective. In East Africa, LISET started in Kenya as follows: Kenyatta University (KU) in (1984), Moi University (MU) in (1988) and Egerton University (2003). It is offered from certificate to doctorate (Rukwaro & Bii, 2016:15). In Uganda, LISET started in 1963 at the East African School of Librarianship (EASL), which later became the East African School of Library and Information Science (EASLIS) and began with a certificate, diploma and postgraduate diploma in librarianship. Currently, LISET ranges from certificate to doctorate at the EASLIS (Okello-Obura & Kigongo-Bukenya, 2011:2).

In West Africa, LISET commenced at the Achimota College in Ghana as a regional centre for a two-year Associateship of Library Association (ALA) equivalent to diploma offered by other universities at the time. The students were from Ghana, Nigeria, and Sierra Leone (Otike, 2017:69). The establishment of the Ibadan Library School, in Nigeria, commenced with a postgraduate diploma in 1960 and was supported by the New York-based Carnegie Corporation. The requirement for the programme was a bachelor's degree from any higher education institution. Students were mostly from Nigeria and other African countries (Otike, 2017:69). Currently, both Ghana and Nigeria offers LISET from diploma to doctorate. In South Africa, LISET dates back to 1933, with a correspondence certificate in librarianship based on the English model, by the South African Library Association (SALA). An Associateship of Library Association (ALA) was awarded to graduates. Currently, LISET now includes diploma, undergraduate, masters, master of philosophy (MPhil), and doctorate (Otike, 2017:67).

Globally, based on the foregoing, it is critical to underscore that the common and traditional LISET curriculum and /or courses mostly taught includes the following: Information management, organization and retrieval including cataloguing and classification; marketing; information literacy; and research methods among others. It is also important to note that, continuous professional development (CPD) cuts across the above programmes as an important element in the mix. Given all the above issues, it denotes that there are formalized and retrenched structures as the concerned ministries and library associations and other relevant stakeholders are in charge of the needed formalities in the implementation of LISET

programmes. However, there is no formalized national public LISET system for LISET professionals in The Gambia as it lacked behind, which ultimately laid bare the widening gap in the country. This is against the background that the issues discussed above are largely not in the country, and it is in this connection, that the study is, proposing a framework for library and information science education and training in The Gambia.

1.1.1 Context of the Study

This study focuses on The Gambia because it is my country. And based on the existing gaps above, most of the issues highlighted are absent in The Gambia. There is no entrenched formal and structured LISET system in the country as the key stakeholders are either working in silos or not involving other relevant stakeholders. While the library association is an important stakeholder in LISET, however, it is sidelined. Globally, while LISET stakeholders like ministries, departments, universities, and library associations are playing critical roles in LISET in their countries, some library associations accredit and offer lower level LISET programmes. For instance, in Norway, India, US, UK, Nigeria, Kenya, and South Africa; all have entrenched formal and structured LISET programmes in their educational system. However, this is particularly absent in The Gambia. The current stakeholders in The Gambia include the Ministry of Basic and Secondary Education (MoBSE), Ministry of Higher Education, Research, Science and Technology (MoHERST), Gambia National Library Service Authority (GNLSA), and the National Accreditation and Quality Assurance Authority (NAQAA). The stakeholders that should come on board include the Ministry of Finance and Economic Affairs (MoFEA), Gambia Library and Information Services Association (GAMLISA), the University of The Gambia (UTG), and other private universities and colleges.

1.2 Statement of the Research Problem

There is only one national public university in The Gambia; however, it does not offer LISET. The Legacy University, a private university had commenced an undergraduate LISET programme in 2020. However, the university was closed in 2021 due to accreditation issues, and inadequate faculty. The implication for this is that there is no adequate human resource for LISET in the country.

In the Scandinavia, LISET had a humble beginning at a diploma level, but it is now offered from undergraduate through masters and doctorate from a vocational to research-based studies (Aundunson & Gjestrum, 2012; Aundunson, 2005). In India, Yadav and Gohain (2015) noted, LISET is offered from certificate through diploma, undergraduate, masters to doctorate, and doctor of letters through physical contact and distance mode. In the US, LISET started as a certificate course, and now offers diploma through bachelors, masters, and doctorate; with some schools specialising in research-based interdisciplinary programmes (Martinez-Arellano, 2016). In the UK, LISET commenced as a certificate programme. Currently, it mainly offers undergraduate, masters, and doctorate, focusing on research-based studies at postgraduate level (Elkin, 1994:20). In the midst of all these, the African continent has not been left behind in LISET. In Kenya and Nigeria, it is offered from certificate to doctorate (Rukwaro & Bii, 2016:15; Otike, 2017). In South Africa, it started as an ALA certificate programme. And today, it is offered from diploma through undergraduate, masters, and doctorate (Otike, 2017:67).

Library associations in the above countries have been active in promoting LISET through funding, CPD, accreditation, as well as offering fellowships as the case may be in the UK. The role of other library associations in India like the Madras Library Association among others cannot be overemphasised in promoting LISET (Velmurugan & Kannan, 2011:2). In the US, the role of ALA and its subsidiaries have been and still continue to be critical in promoting LISET (Role of Professional Association, n.d.:27).

Although library and information services in The Gambia dates back to 1944 through British Council support, it later donated the library to the Government of The Gambia in 1976 after the enactment of the National Library Act, 1976. In 2009, the Gambia National Library Service Authority Act 2009, superseded the National Library Act 1976, which established the GNLSA as a body corporate, "to promote, establish, equip, maintain and develop libraries in The Gambia, and for connected matters'' (Gambia National Library Service Authority [GNLSA] Annual Report, 2016:2). Since then, there was no formal, structured and entrenched LISET educational system in the country until after 75 years.

A preliminary study in The Gambia established that LISET was still at its formative stage of about two years after 75 years of public library services and 43 years of national library

services in the country, that an undergraduate private-led LISET initiative was introduced in 2020, at the Legacy University. However, the programme seems like a liberal arts degree course with so many unrelated courses including English, history, management, public policy among others. Further, out of 51 core courses, 13 of the courses specifically focuses on Nigeria, with only six IT/ICT or computer related courses in this day and age (Abdulsalami, n.d.). A major challenge in LISET is inadequate expertise of faculty in IT related courses and their lack of capacity to deliver practical lessons to students, thus compounding the challenges of IT in LISET (Kavulya, 2007; Aman & Sharma, 2005:87). The inadequacy of faculty and their method of appointment constitute major challenges in LISET (Kaur, 2015:18). As such, LISET courses at the Legacy University were taught by only one lecturer who left the institution for another lucrative job in Nigeria. While the university was searching for replacement, the former lecturer and coordinator of the programme continued to remotely manage it from Nigeria (Abdulsalami, n.d.). To make matters worse, the course has already stalled because the university has been closed due to accreditation and lack of faculty. It is without doubt that sustainability is core in sustaining any course of study as no programme can be sustained with part-time lecturers.

While LISET system and other library associations like ALA, LA (UK), among others have been holistically developed for decades in the above countries; it is still grappling in The Gambia. In this connection, GAMLISA, which is the library association in The Gambia, is dormant and weak, as its perfunctory nature makes it non-existent in advocating for and promoting LISET. In light of the above gaps, The Gambia is lacking in LISET programmes. The need for government and other key stakeholders to develop LISET programmes in The Gambia is more pressing and urgent now than ever before given the rapid and changing dynamics of the LISET discipline. Since libraries exist, the need for a LISET framework is essentially critical for sustaining these libraries through training and capacity building to improve illiteracy, poverty eradication and promote sustainable national development. Based on the foregoing, it can be deduced that LISET is far behind in The Gambia, and this forms the general justification for the proposed study, as it proposes to develop a LISET framework for The Gambia.

1.3 Aim of the Study

The purpose of the study was to propose a framework for LISET programmes in The Gambia.

1.3.1 Objectives of the Study

The objectives of the study were to:

1.   Document the current status of LISET in The Gambia.

2.   Identify key stakeholders and their responsibilities in the development of LISET.

3.   Propose a training framework for all levels of LISET.

4.   Suggest sustainability initiatives for LISET programmes.

1.4 Research Questions

This study sought to answer the following LISET research questions in The Gambia:

1. What is the current status of LISET?

2. Who are the current LISET stakeholders?

3. Which LISET stakeholder needs to come on board?

4. What are the responsibilities of the primary LISET stakeholders?

5. What are the areas for improvement to ensure quality LISET programmes?

6. How can the LISET programmes be sustained?

7. What is the most appropriate framework for LISET programmes?

1.5 Significance of the Study

The findings would be particularly significant in the following ways: It is the first study on The Gambia as far as the researcher knows. It would also contribute to the growing body of Gambian literature in particular and LISET scholarship in general. The findings of this study would be important for government in promoting a paradigm shift in policy for a national and public framework for LISET in The Gambia. The programme would holistically impact on the education sector in particular and society in general. It would also be critical for a general overhaul of the GNLSA training programme for school librarians.

The findings revealed impediments to the development of LISET programmes, and highlighted the relevance of such an undertaking in The Gambia, which provided a basis for

the formulation of the objectives for a sustainable framework for LISET in The Gambia, and a measure of the potential cost-benefit analysis of the programme. In addition, the study provides a guide for curriculum development in LISET programmes, and also informs the designing of both short and long-term training courses for capacity building and human resource development for LISET professionals. The study is also likely to increase awareness among policy makers, and also improve the level of prioritisation attached by policy makers for the provision of information services in nation-building. The findings would also enhance the attainment of the nation's broad development objectives and its rapid transformation into a knowledge-based society for meaningful and sustainable national development.

1.6 Assumptions of the Study

This study was premised on the following assumptions:

1. Higher education institutions in The Gambia are responsible for the development of the human resource capacity of Gambian institutions.
2. As the library is continuously evolving as an institution, the functions and responsibilities of librarians are evolving in tandem.
3. Library and information services are critical in the pursuit of sustainable national development in particular and sustainable development in general.

1.7 Scope of the Study

The study covered issues of curriculum development and programme implementation for a LISET framework in The Gambia. The country has several public and private higher education institutions, and by 2020, only one institution, Legacy University, had commenced an undergraduate LISET programme that was short-lived because it has stalled due to accreditation and inadequate faculty. In fact, the university as an institution has been closed. This study therefore covered all higher education institutions and explored the needs and prospects of a sustainable framework for LISET in The Gambia.

1.8 Study Limitations

The researcher encountered some of the following challenges in the execution of the study: First, due to the scarcity of literature in relation to the prospects of LISET in The Gambia, it

was challenging to evaluate the outcome of the study against previous outcomes. Second, the nature of the study made data administration challenging as respondents responsible for curriculum and programme development were unwilling to divulge information in relation to their weakness, hence the inability to include all targeted participants, especially at MoBSE, MoHERST, and NAQAA. Lastly, due to public health restrictions imposed to tackle the ongoing coronavirus pandemic, the researcher encountered delays in receiving the completed questionnaires on time from some participants which delayed the finalisation of the study.

1.9 Operational Terms and Concepts

Library Science - Library Science is the systematic body of knowledge related to books and the library, including diverse aspects dealing with books as autonomous entities, but also those related to the entity of which they are part of (Martinez-Arelleno, 2013).

Library and Information Science (LIS) - Library and Information Science describes the integration of two disciplines: information science and librarianship. Therefore, LIS education consists of the transmission of knowledge and skill of production, organisation, storage, maintenance, access, and distribution, as well as make use of recorded knowledge for its user communities (Martinez-Arellano, 2016:2).

Education and Training - It is a lifelong process aimed at keeping professionals in tune with their industry. It compels professionals to have the requisite expertise and capacity for their specific roles and responsibilities as professional knowledge is largely becoming complex and specialised (Watkins J. et al., 1993:59).

Framework – A framework is also a guide or model that ensures consistency and standardisation of an academic programme.

1.10 Study Summary

The chapter provides a comprehensive introduction to the study, examines the role of LISET, as well as the contribution of LISET professionals in national development. It explores among other things the need and justification for a LISET framework in The Gambia. It also explains the precondition of the research in the context of highlighting the possibility of establishing a framework for LISET programmes. It discusses the research problem by

identifying gaps in existing studies. It also establishes the aim and objectives, research questions and relevance of the study. It outlines the assumptions on which the study is based. The study explores the scope and dearth of literature, government political will and issues of curriculum and programme implementation.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The chapter presents an in-depth review of available literature of the themes in this study, with a view of providing foreknowledge about the concepts in the study, and to serve as a guide for its conduct. The literature review systematically explores the available literature in a thematic order for a logical discussion of the various concepts under broad themes. By so doing, the theoretical and conceptual framework that underpins the study are also discussed.

2.1 Current Status of LISET in The Gambia

Library and Information Science Education and Training (LISET) in The Gambia was in its infancy at the Legacy University before it was closed down, as discussed in *Chapter One, Introduction*. This was against the background that it was about two years old unlike the countries discussed in *Chapter One, Introduction*. For instance, in the Scandinavia, with reference to Norway and Finland, the training of librarians is centred on providing students with theoretical knowledge to think scientifically, and educate candidates to function in a practical vocation (Aundunson & Gjestrum, 2012:5). From a vocational education, LISET has established itself over time as a research-based enterprise (Aundunson, 2005).

In the US, efforts in promoting librarianship resulted in creating PhD programmes (Pedersen, 2016:32). Martinez-Arellano (2013:5), stated that, schools of librarianship began to add the term "Information Science" to their names in the latter part of the 1960s starting with the University of Pittsburgh. Other institutions did the same in the 1970s and 1980s. Eventually, almost all LISET institutions in the US used the term 'Information Science' in their course nomenclature by the 1990s (Martinez-Arellano, 2013:5). In the UK, there are 14 universities offering general purpose bachelors and masters programmes. The bachelor's is for those school leavers, and those without degrees usually pursue a direct entrance for vocational

employment (Lowe, 2006:3). The master's is for those with first degree in any subject, and for those who need a vocational degree to attain higher level pay grades. Various information related programmes exist and degree titles varies at the master's level such as MA/MSC, determined by faculty. Research level programmes include MPhil and PhD, both offered in full and part-time (Lowe, 2006:4).

For India, LISET can be traced as far back as 1926, to a collaboration between the Madras University and the Madras Library Association under the guidance of Dr. Shiyali Ramamrita Ranganathan which lasted until 1931 (Velmurugan & Kannan, 2011:2). At present, LISET is offered in more than 118 universities and institutions (Dabbarma & Praven, 2019:42). Since independence, LISET has undergone serious changes for the improvement of the discipline. Courses are now offered in both regular and distance mode at all levels. The emergence and application of ICT-based technologies is steadily gaining momentum as LISET research degrees are also offered in distance mode (Yadav & Gohain, 2015:407).

In East Africa, focus would be on Kenya and Uganda. The establishment of LISET in Kenya was meant to gradually lay the foundation for replacing expatriates librarians in addition to efforts of the East African School of Librarianship at the Makerere University, in Uganda, as the first LISET School in the East African region (Otike, 2004). Since most LISET schools fall within higher education institutions, there has been enormous growth and development from 7 in 2011 to 22 universities by 2014 (Rukwaro & Otike, 2014). Similarly, LISET in public colleges have increased, with 13 institutions offering diplomas. Rukwaro and Bii (2016:12), emphasized that, in Kenya, LISET has undergone gradual and steady expansion because by 2007, it was only Moi and Kenyatta universities offering degree and postgraduate programmes as public universities. Currently, four private and nine public universities offer bachelor's degree programmes in LIS. In Uganda, while there are several institutions providing LISET, it was only EASLIS and Makerere University offering LISET at bachelor's level since 1989 (Okello-Obura & Kigongo-Bukenya, 2011:2). All mode of instruction is based on physical contact from certificate to doctorate. Plans are underway to introduce distance mode LISET. Field attachment programmes were added to LISET which lasts for two months during the second year under supervision of the schools department and host institution (Okello-Obura & Kigongo-Bukenya, 2011:3).

Ojo-Igbinoba (1995:218) noted, in West Africa, LISET began with formal short courses for practicing librarians with the objective of preparing them for the British Library Association Examination which was the only accredited tertiary LISET qualification at the time. These programmes took place at the Achimota College, Gold Coast (now Ghana) in 1944. The West African Library Association (WALA) was instrumental in establishing the first LISET school in Nigeria through support of the Carnegie Corporation of New York in 1956 (Abioye, 2014:116). Eventually, Harold Lancour was tasked to examine the state of libraries and LISET in West Africa and advised on intervention strategy for the development of information services. The Lancour Report identified the training needs of West African librarians and recommended the establishment of a LISET programme at the University College, Ibadan (Ojo-Igbinoba, 1995:218). In line with the recommendations, the Ibadan LIS School was established in October 1959 with a seed grant from the Carnegie Corporation in New York (Abioye, 2014:117). The school's objective was to provide training for much needed personnel for academic and public libraries in the region. The school progressed to integrate undergraduate and postgraduate programmes (Otike, 2017:69).

In South Africa, Ocholla and Bothma (2007), highlighted that, the mode of study in South Africa mainly focuses on undergraduate and post-graduate diploma, with the undergraduate duration for three or four years. Students may go for an extra year if they want honours degrees in LISET. The post-graduate level is followed by a master's degree. Gitler (1970:284), stated that, in South Africa, the onus for examination and certification of librarians was done by the professional library associations in each county. Similarly, they also pursue the American system in which completion of formal programmes in universities and other educational centres formed the basis for entrance and professional standing. However, in South Africa, the professional association no longer examined candidates but basically focuses on approval or disapproval of university programmes (Gitler, 1970:284).

Upon independence, most countries including The Gambia, did not consider setting up LISET institutions. Alemna (1989), discussed that, the major reasons for this were due to low prioritisation of information management in the development of government agenda, an overall under appreciation in the relationship between information provision and other development objectives. The Gambia, however, continues and still continues to rely on neighbouring West African nations for LISET. The UTG is the sole public university in The Gambia. Currently, at the UTG, there is no LISET department or programme in place. There

is also no evidence of a framework for the development of LISET in the university despite the recognition of LISET as critical to education in several successive national education policies. However, UTG has an academic library with few professionally trained librarians, all of whom acquired degrees in library and archival studies, and LIS respectively from higher education institutions abroad (Touray, 2020). In private higher education, Legacy University, introduced a bachelor's level LISET in 2020, and it had two GNLSA staff among its enrolled students before the programme stalled and the closure of the institution, as discussed above.

By 2019, after 75 years of public library services and 43 years of national library services in The Gambia, no public higher education institution had a LISET programme, and the libraries in The Gambia including the GNLSA had and still continue to rely on internal training and retraining as well as other short-term professional programmes by the African Library and Information Associations and Institutions (AfLIA), for capacity building and human resource development including the researcher. In view of the importance of librarianship, UNESCO affirms that librarianship is a powerful instrument for socio-economic development, suggesting the development of holistic framework for LISET (Sabor, 1969). In the development of LISET programmes, Sabor (1969), states that, two preliminary requirements are needed including the development of close proximity between LISET and various categories of libraries, and the development of close relationships with established higher education institutions and professional associations. However, in The Gambia, despite the existence of GAMLISA, consisting of various types of libraries, information and resource centres, as well as institutions of higher education; LISET is lacking because the association has been ineffective and weak. Furthermore, the role of library associations like ALA, LA (UK), Australian Library and Information Association (ALIA), as well as the Finnish Library and Information Association; has been instrumental in the development and promotion of LISET.

While GNLSA holds periodic four weeks basic training sessions in library and information management for teachers' librarians and prospective librarians, this is not comprehensive enough to cover all the aspects of the LISET field of practice. Given the history and traditions associated with modern education in The Gambia, this study is imperative for the establishment of a framework for LISET in The Gambia. Several other studies have examined the development of LISET programmes in higher education. Thus, most of these

have focused on the impediments of the growth in already existing programmes and placed emphasis on issues such as curriculum revision rather than new curriculum development. Literature on this issue is particularly sparse in the context of The Gambia, which makes it imperative for a study to address this critical contextual literature gap.

Therefore, and in The Gambia, based on the above discussion, it is evident that there are innumerable gaps in LISET hence the proposition for a framework for LISET in this study. This is against the backdrop that the stalled undergraduate level in LISET has ultimately collapsed and failed at its tender stage, and as such, all the other indicators for a holistic framework and curriculum for LISET are lacking. The formative programme therefore lacked the ability and experience thus far. There is no structured, entrenched and formal national public LISET system in the country. The library association is on its own just like the case of the right hand does not know what the left hand is doing, and the other stakeholders are also working in silos. There is need for a shift in national policy to advocate and promote a structured, formal and entrenched LISET system, with active participation and involvement of all the key stakeholders including the library association, and other private universities and colleges.

2.2 Stakeholders in LISET

In the development of LISET, while individual contributions of Dewey and Ranganathan cannot be overemphasised because of their immense contribution to the field, the role of government is critical, especially in the area of accreditation. Accreditation is important in ensuring quality assurance in any sector including LISET. The adoption of standards and criteria for evaluation is essential for enhancing and optimising resource utilization (Kaur, 2015:11). According to Ocholla (2000:41), accreditation is a process involving the "recognition of a tertiary education curricula and programmes". This is essential for quality control and standardization, and involves both internally and externally developed methods. Most accreditation bodies are set up by the state and they coordinate and regulate standards through state's institutions (Ocholla, 2000:41). For instance, these include; the University Grants Commission (UGC) in India, Commission for University Education (CUE) in Kenya, National Universities Commission (NUC) in Nigeria, South African Qualifications Authority (SAQA) in South Africa, as well as the National Accreditation and Quality Assurance

Authority (NAQAA) in The Gambia. In this connection, these institutions have been instrumental in the holistic administration of higher education institutions in these countries.

The UGC in India was established through the UGC Act 1956, as a statutory body of Parliament for the development and maintenance of standards of higher education in India (UGC-Genesis, n.d.). The UGC's mandate include: "promoting and coordinating university education; determining and maintaining standards of teaching, examination and research in universities; framing regulations on minimum standards of education; monitoring developments in the field of collegiate and university education; disbursing grants to universities and colleges; serving as a vital link between the Union and state governments and institutions of higher learning; and advising the Central and State governments on the measures necessary for improvement of university education" (UGC-Genesis, n.d.).

The Commission for University Education (CUE) was established in 2012 as an independent organisation for the oversight of higher education in Kenya (Universities Act 2012, 2012: 5). Some of the functions of CUE are to:

> "Promote the objectives of university education, namely the development, processing, storage and dissemination of knowledge for the benefit of mankind; advise the Minister on the establishment of public universities; accredit universities; co-ordinate the long-term planning, staff development, scholarship and physical development of university education; promote national unity and identity in universities; liaise with Government departments and the public and private sectors of the economy in matters relating to overall national manpower development and requirements; co-operate with the Government in the planned development of university education; examine and approve proposals for courses of study and course regulations submitted to it by private universities; receive and consider applications from persons seeking to establish private universities in Kenya and make recommendations thereon to the Minister; ensure the maintenance of standards for courses of study and examinations in the universities; advise and make recommendations to the Government on matters relating to university education and research requiring the consideration of the

Government; perform and exercise all other functions and powers conferred on it by this Act among others" (Universities Act 2012, 2012: 7-8).

In Nigeria, the National Universities Commission (NUC) was created in 1962 and became a statutory institution and an advisory agency to the Cabinet on higher education issues in 1974, under the Federal Ministry of Education (FME) (National Universities Commission, n.d.). After its creation, NUC evolved and expanded to become an important arm of government responsible for oversight on the development and management of higher education in Nigeria (National Universities Commission, n.d.). The main duties of NUC are as follows: "granting approval for all academic programmes run in Nigerian universities; granting approval for the establishment of all higher educational institutions offering degree programmes in Nigerian universities; ensure quality assurance of all academic programmes offered in Nigerian universities; and channel for all external support to the Nigerian universities" (National Universities Commission, n.d.). In South Africa, the government agency is called the South African Qualifications Authority (SAQA). It is mandated to "bring about transformation through equity, redress and improve on the quality of education and training in the country" (Ocholla, 2000:41).

In The Gambia, the reform agenda in Tertiary Education led to the establishment of NAQAA in April 2015, which repealed the National Training Authority (NTA) Act 2002 (NAQAA Overview & Mandate, n.d.). Some of the functions of NAQAA are as follows:

"Issuing licences to awarding bodies, tertiary and higher education institutions; revocation of licences of awarding bodies, tertiary and higher education institutions; issuing licences to Trainers, Assessors and Verifiers in tertiary education institutions; revocation of Licences of Trainers, Assessors and Verifiers; monitoring and overseeing the quality assurance practices of tertiary and higher education institutions for continuous quality improvement; collaborating with other quality assurance bodies within and outside The Gambia on matters of mutual interest; providing technical advice to the Minister; providing an evaluation and advisory services to employers with regards to foreign qualifications; harmonizing and streamline all professional, tertiary and higher education programmes to reflect human resource development and needs; overseeing

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the development and implementation of the National Qualifications Framework and ensure its objectives are met; endorsing all certificates awarded by registered and accredited tertiary education institutions" (NAQAA Overview & Mandate, n.d.).

Based on the foregoing, the Government of The Gambia is doing well through its reform agenda which eventually resulted in the creation of NAQAA. Similarly, the researcher's pursuit of this course of study is also another demonstration of government effort in training LIS professionals. However, the country should be concerned in providing capacity for the implementation and sustainability of a national LISET programme to increase capacity so that future professionals would not be lost in their places of studies by pursuing what exists there. While this is not enough, the researcher's passion for the profession and personal sacrifice to pursue this kind of topic demonstrates the need for such a national undertaking in advocating and promoting LISET in the country. Otherwise, the researcher would have chosen any other research topic in which things would remain the same.

While library associations in the developed world like ALA and LA (UK) have always championed accreditation issues in their countries, the picture is completely different in Africa (Ocholla, 2000:42). Tertiary institutions either establish LISET programmes by not involving associations which often lead to internal friction and thus losing respect and directions. At worst, universities that have greater independence in most countries tend to develop curricula or new courses in isolation without considering the potential input of professional associations (Ocholla, 2000:42). However, the potential of scientific and professional associations to support the development of teaching methods and curricula development and revision at all levels of education is often unexploited despite their common objective of providing professionals with opportunities for continuous professional development and training through symposia, conferences and international seminars on contemporary issues in the profession (Dayani, 2005).

Petersen (n.d.:531), noted that, in UNESCO's bid to promote LISET, it spearheaded activities in close cooperation with governments, library associations, and individual librarians through organized conferences and seminars to bring together LISET professionals across the world. With governments' assistance, these activities led to the emergence of a new class of elites on whom the ultimate onus of developing public libraries rests. Moreover, UNESCO reports that

the impact of these activities largely impacted on library movements and associations throughout the world (Petersen, n.d.:531).

Library associations are learned societies that promote library development by advocating for better provision of information services and facilities for the advancement of the profession and its professionals in a community, region, nationally or internationally. Professional associations consist of people in the same profession (Role of Professional Association, n.d.:18). Library associations are formed based on the following aims and objectives but it is not limited to these:

> "Enable the library movement to spread knowledge and information in a country; assist in human resource development; promote the enactment of library legislation through drafting of bills along progressive and sound principles as well as mobilize social pressure for the efficient development of library services; advocate for the development of integrated national library and information system based on a national policy by calling the attention of the authorities on the shortcomings, defects, deficiencies among others in the available library infrastructure; provision of common forum for library and information professionals for professional exchange of information ideas, experiences and expertise, as well as advocate for the improvement of salaries, grades, service condition, status, inter alia of library professionals; preserve the image of the library profession in high esteem in the society, as well as encourage cooperation among libraries and library professionals; share resources in order to avoid duplication of efforts; promote the development of human resource (manpower) for library and information work including education and training, research, incentives, awards and rewards among others" (Role of Professional Association, n.d.:19-20).

Professional associations and institutions offer the profession a more reliable avenue for knowledge acquisition, networking and an opportunity to keep industry players abreast with current issues in the sector. Membership to such a group demonstrates commitment to your profession (Ossai-Ngbah, 2013:263). The International Federation of Library Associations and Institutions (IFLA) is a non-governmental professional organization created in 1929 with

the objective of promoting librarianship and providing an avenue for contact and networking between various national library associations. The broad objective is "to promote international understanding, cooperation, discussion, research and development in all fields of library activities including bibliography, information service and education of personnel as well as to provide a professional body through which librarianship can be represented in matters of international interest" (Role of Professional Association, n.d.:33).

Some of the library associations that have been critical in promoting LISET in their countries are as follows: Library Association (UK), Australian Library and Information Association (ALIA), Finnish Library Association, Library Associations in India and the American Library Association (ALA). The Finnish Library Association was established in 1910. It is a non-profit professional body promoting and supporting public libraries in Finland to develop future skills for librarians at both national and international level (Finnish Library Association, n.d.; Finnish Organisations, n.d.). The functions include but not limited to these: organises campaigns; acts as a lobby for Finnish public libraries; supports decision makers with expert information on libraries; ensures active participation in topical debates; promoting discussions to highlight the libraries' role in society, developing LISET programmes, enhancing the status and image of librarianship, organising biannual industry meetings nationwide and partnering with government institutions such as the Ministry of Education to develop and execute information provision projects (Finnish Library Association, n.d.). Just like the Finnish Library Association, the Library Associations in India also perform similar roles. Although there are many library associations in India, the Indian Library Association (ILA) is the leading umbrella association for LIS professionals in the country. The evolution dates back to the All India Library Conference in Calcutta in September 1933 (Role of Professional Association, n.d.:21). In addition to conferences and meetings, ILA produces a quarterly journal known as ILA Bulletin; provides annual report and account statement, library directories, and seminar papers inter alia; offers regular refresher trainings and key training modules on computer application in library and information activities; collaborate with government to provide sound and meaningful library and information services legislation; and perform representation for members in other forums as well as promote relations with other professional bodies (Role of Professional Association, n.d.:23-24).

The Australian Library and Information Association (ALIA), just like the Finnish Library Association and the Indian Library Association, is the national professional organisation for the Australian Library and Information Services sector. It started as the Australian Institute of Librarians from 1937 to 1949, then became the Library Association of Australia from 1950 to 1988 (Australian Library and Information Association, n.d.). From 1989 to date, it has been ALIA. The mandate of ALIA is to enhance librarianship through the development, promotion and delivery of relevant and quality information services through advocacy, leadership, and mutual professional support (Australian Library and Information Association, n.d.). Accordingly, the services and activities of ALIA include: "accreditation of education and practice standards; professional development through training, conferences and formal professional development scheme; advocacy for issues of professional concern at local, national and international levels; career advice; public campaigns to promote the value of libraries and library professionals; a unified voice to governments and other organisations"; to name a few (Australian Library and Information Association, n.d.).

Similarly, like the above library associations, ALA was established in 1876 in the US, "to provide leadership for the development, promotion, and improvement of library and information services and the profession of librarianship in order to enhance learning and ensure access to information for all" (Ossai-Ngbah, 2013:264). It also provides professional services and makes information available to both members and non-members like online publications from member libraries and discussions on critical issues (Ossai-Ngbah, 2013:264). Its activities include conferences, workshops, seminars; standardization of library procedures, techniques, forums among others; accreditation and ensuring that the right standards are in place in education and training for librarianship. As part of its CPD, ALA has a good track record of encouraging and supporting research innovation, and invention among others (Role of Professional Association, n.d:27). International activities include collaboration with UNESCO and IFLA. It also supports other countries in providing technical support, advisory services, fellowships, grant support and the provision of learning materials inter alia (Role of Professional Association, n.d.:28). The Library Association (LA-UK) like the above associations was founded in 1877. It focuses on library promotion, establishment and improvement of libraries. It also support appropriate legislation, promote research, qualification of libraries, promote professional standards and general services conditions (Role of Professional Association, n.d.: 28-29). It activities like ALA include: "organizing conferences annually; organizes training courses for librarians; planning syllabus; conduct

examinations and maintaining professional register; promotes the formation of library schools in the country; supports short training courses on important issues affecting LISET; continuing dialogue with library institutions in promoting and maintaining standards for library education; assists in the establishment of regional library system and encourage inter-library cooperation on library standard; advocated and developed code of ethics for the profession; improvement on pay, service conditions and status of library professionals; as well as publishes various serials, magazines and journal" (Role of Professional Association, n.d.:29).

2.3 Training Framework for LISET

The International Federation for Library Associations and Institutions (IFLA) (2003) provides a guide for the development of LISET programmes by suggesting that the education and training of librarians should seek librarians' attainment of aptitude in the provision information access, supporting information use and assisting in information production. In addition, it should enable librarians to collaborate with stakeholders at national and international level in the pursuit of sustainable development. Besides, in 2012, IFLA provided a framework for LISET curricula which has been widely adopted globally. The framework provides a guideline on the fundamental elements of LISET programme, and stipulates that they must consist of these core aspects: "Information environment, information society, information policy and information ethics; information creation, dissemination and use; information needs and user services; information transfer process; organisation and retrieval of information; preservation and conservation; knowledge management; ICT in information products and services; research analysis and interpretation of information; management of information centres and systems; indigenous knowledge; quantitative and qualitative outcomes of information and library use" (IFLA, 2012).

According to Rugambwa (2001), "the common core competencies in LISET can be broadly identified as follows: information resources and services (sources and users), resources (quantitative) methods, information systems analysis, design and evaluation; information systems and services in individual sectors like health, agriculture to name a few in information technology modules; information retrieval systems and management of information systems and services" (as cited by Hundu & Anaele, 2014:189). While scholars are unanimous in calling for librarians to have different skills set for customers in the digital

age, Gorman and Corbott (2002), recommended a set of competencies and learning results for LISET professionals in the digital era. These include organization of knowledge and knowledge resources; technology utilisation; management; and client needs and services. Auduson et al., (2003), corroborated these competencies by noting that the librarian in the digital era must be knowledgeable and be a master of all in library and documentation practice, as well as qualified to understand the handling of materials in whatever format, and also enable them to collaborate with peers and other stakeholders in addressing the needs of library users and other information centres. Due to the growing concern of low research productivity among Kenyan librarians, Kwanya et al., (2012), created a competency index for Kenyan academic librarians by analysing their skilfulness, attitudes and personality traits that are critical for research librarians. They emphasised the importance of the following skills as essential and critical conduit for research. These include interpersonal, management, and ICT, as well as research skills. It is crucial for such skills to be enhanced through LISET, re-training and CPD.

The LISET framework in Norway and Finland, the US and the UK, mainly focuses on undergraduate, masters, and doctorate (Aundunson, 2005; Martinez-Arellano, 2016; Elkin, 1994:20). In India, the framework includes certificate, diploma, bachelors, masters, doctorate, and doctor of letters; with heavy reliance on the use of ICT (Yadav & Gohain, 2015). In Kenya, the LISET framework covers from certificate to diploma through undergraduate, masters and doctorate (Rukwaro & Bii, 2016:15). In Nigeria, the framework also consists of diploma, bachelors, masters, and doctorate; whereas in Ghana, the framework consists of diploma, bachelors, masters, and doctorate (Otike, 2017; Abioye, 2014:117-118). In South Africa, it is offered from diploma through undergraduate, masters, and doctorate (Otike, 2017:67). Just like in the UK, and other places across the world, the core modules include: Information Society, Management, School Librarianship, Communication and research methods; Information Technology, Information Sources; Organisation and Retrieval, Business Information Management and Public Librarianship (Elkin, 1994). The changing roles of librarians and emerging issues in LISET calls for new forms of re-skilling and re-training. While LISET faculty have varied training and skills, their capabilities may suffice to equip graduates with the skills to meet the current needs of society. Many librarians or information professionals who finished LISET programme do not regard LIS as an advanced and critical field, rather, they see librarianship as a simple duty or just any form of routine (Malekabadizadeh et al., 2009:2). Thus, faculty with inadequate expertise, and the limited

interaction between the colleges of computer and communicative sciences and LISET programmes has also delayed reforms in LISET programmes (Ghardirian & Asili, 2005; Fattahi, 2006). Another challenging issue was the admission of students into LISET programmes without any form of screening or interviews (Malekabadizadeh et al., 2009:2).

The rapid growth of information technologies have compelled LISET schools to adopt and chart new ways for the emerging technological landscape, and the objective now for LISET professionals is to promote librarianship and educate librarians to meet the needs of customers to increase efficiency and productivity (Dabbarma & Praven, 2019:42). Therefore, since curricula are central to educational reform, most LISET institutions and departments have embarked on revising or re-designing their curricula, and incorporating computer-related courses. These include: Introduction to Computers; Computerized Information Networks; Database Management; Systems Analysis and Design; Programming of Computer Application Systems; and Automated Information Retrieval (Dabbarma & Praven, 2019:42).

Demise (2007), enumerated the many skills that are lacking (not practised) by LIS professionals in Ethiopia, and these include "leadership, human resource management, evaluating and reporting skills, communication skills, professional ethics, marketing of library services, and teaching skills". This is compounded by the essential lack of information technology skills like database management, web design, and also gateway and portal development. Kavulya (2007), assessed the education of LIS professionals in Kenya, and concluded that, current LISET system in Kenya did not meet the demands of the labour market due to several reasons including insufficient teaching resources for LISET, inadequate ICT content in courses; inadequate coverage or scope of courses; redundant courses that do not meet prevailing needs of the labour market and inadequate experience in the form of industrial attachments for LISET students. He concluded that, there is need for LISET institutions, "to review and redesign their courses in line with market requirements", as there is also need "for a system of accrediting LISET courses at the national level for purposes of quality assurance" (as cited by Burnett, 2013:5).

Ramiah and Moorthy (2002), in observing the impact of constant ICT innovations on library operations, concluded that, it has changed customer expectations that new employees cannot meet but it requires libraries to constantly engage in CPD for their members. Edegbo (2011), in a review of the Abia State University LIS School, identified the emphasis on ICT-related

courses at the bachelor's degree level. However, they were lacking at the masters level, and possibly due to the misconception that library school entrants should have acquired prior knowledge and skills in ICT from undergraduate studies. As a result, upon completion of graduate school several students may still be lacking in very critical ICT skills and knowledge required for their job performance. Another review of the LIS School at Delta State University, concluded that, although there were relevant LIS courses on offer such as Reference Services, the course contents were limited in scope and lacked electronic sources of information or the application of digital technologies in these courses (Edegbo, 2011).

Amunga and Kayesi (2012), also noted some of the challenges of LISET in Kenya, and these include: "A shortage of LISET schools and the resulting problems of hiring part-time staff from other institutions - travel of staff from main campus to Nairobi campus. Also, lack of practical library experience and /or pedagogy by some lecturers; lack of computer labs in some institutions, no software applications for specific LISET practicals as labs are often shared; as well as low funding". A consistent and periodic review of curricula to keep them abreast with the changing needs of information users was recommended as well as the proposal of a regional approach through annual conclave for LISET in the East African bloc. In the new information environment, access to information has become an essential determinant of national development. As custodians of information, the importance of libraries in the pursuit of development cannot be over emphasized (Malekabadizadeh, 2009). For librarians to adequately support libraries as vehicle for development, librarians must receive relevant and sufficient education and training. With the introduction of computing technology and its associated phenomena such as automation, digitization, networking and cloud computing, the discipline of library and information science has undergone vast changes in recent years (Phuritsabam, 2013:2).

Other global and emerging issues in LISET include Media and Information Literacy (MIL), Information Ethics (IE), Industry 4.0 Technology or 4th Industrial Revolution (4IR), and Marketing. Media and Information Literacy consists of the capability to search for, evaluate, meaningfully use, and create information effectively. These competencies constitute the broader umbrella term MIL (IFLA, 2019). It starts with content creation in line with a collection of raw data, as it is crucial for empowering people with critical knowledge about information systems, the media and its content (Moeller, et al., 2011:5). According to Adam (2005), IE "is the field that investigates ethical issues arising from the development and

application of information technologies". For Babik (2006:4), IE is concerned with all human endeavours that are related to information. The 4th Industrial revolution or Industry 4.0 Technology are terms coined by Klaus Schwab in Davos, in 2016 during the World Economic Forum (Ocholla, 2019:1). It was in reference to building on "the Third, the digital revolution" and it would be characterized by a "fusion of technologies that is blurring the lines between the physical, digital and biological" (Schwab, 2016). The 'smart' technologies will lead the revolution as the impact of 4IR affects everything and everywhere, including research and libraries (Ocholla, 2019:1). It is changing how we study, live, work and communicate. For instance, the use of robots in libraries, 3D technology, and drone delivery services among others is because the 4IR mainly focuses on artificial intelligence (AI) (Hussain, 2019). The American Marketing Association (2013), defines marketing, as "the activity, set of institutions and processes for creating, communicating, delivering, and exchanging offerings that have value for customers, clients, partners and society at large". It is essential for libraries and information centres to understand and satisfy their customers; management of libraries; need for libraries to grow; service with smile; as well as improve the image of libraries (Chaubey & Lal, 2016:335). On libraries need to grow, this is very relevant to Ranganathan's 5th Law of Library Science, on the 'library as a growing organism'. With rapid and increased information explosion at breakneck speed, today's information is old for tomorrow. Good marketing initiatives address all resources issues and how it can be done efficiently (Chaubey & Lal, 2016:335). These initiatives can only be learnt effectively in LIS schools if the curriculum responds to market needs. Thus, while the emerging issues of LISET are many and critical, these include resource limitations (Al-Suqri, Al-Saleem & Gharieb, 2012), inadequate funding (Ocholla, 2008), technological change and lack of adequate LISET educators. The constant and changing information landscape and the challenge of globalization are crucial for strengthening LISET curricula and courses, and in ensuring that students are prepared to meet the needs of the labour market (Malhan, 2011). In this connection, LISET programmes cannot be isolated from the broader political, economic and technological context and must be considered as vehicles for attaining both local and global development agenda.

2.4 Sustainability Initiatives for LISET Programmes

Sustainability is the careful management, long-term planning and access to resources (Edwards, 2005:23). Sustainability and funding are critical elements for sustaining any

educational endeavour, and funding is the lifeblood of any educational enterprise especially a technical programme like LISET. For instance, in the US, LISET is sustained with the support and assistance of ALA, its subsidiaries and other stakeholders. However, in Kenya, LISET has not got there yet as every university struggles on its own (Amunga, 2021). Sustainability is key and largely based on resources and funding to do other things like regular revision, CPD, collaboration and accreditation.

In terms of funding, financial support of government is an essential stimulus for the success of any educational system. Educational success is largely dependent on the existence of fully equipped and adequately funded libraries (Kaur, 2015:6). This therefore calls for regular and constant updating of LISET curriculum to meet the emerging needs of LISET practitioners. Globally, and in India, LISET professionals are faced with many challenges due to the changing information landscape, including evolving information technology and management practices (Kaur, 2015:6). In the US, ALA and its other stakeholders have been instrumental in undertaking sustainable funding initiatives for LISET. Although there are various LISET programmes in Kenya, there are wide variations across universities with respect to nomenclature. This variation in course or programme nomenclature is worrying. As Amunga and Khayesi (2012) emphasised, this is a "source of concern to students doing these courses as a source of confusion and challenge when they present their certificates to prospective employers". To make matters worse, the content and relevance of the curriculum and how it should be taught to produce employable graduates in the absence of institutionalized and organized quality assurance process for LISET programmes. Missingham (2006), underscored that, for modern day librarians to effectively carry out the functions of informing, educating, enlightening and entertaining users, LISET professionals should attain new skills to meet the challenging innovations in ICT. In East Africa, Minishi-Majanja and Ocholla (2003), noted that, the adoption and application of ICT in learning, teaching, research and academic administration in Kenyan LIS schools was low and challenges such as inadequate equipment, expertise and funding were major impediments. While in West Africa, Essien et al., (2020), argue that, challenges of underfunding, lack of standardization and stakeholder support have adversely affected LISET. They described a general change in approach in LISET in relation to a framework competency aimed at ensuring that librarians have key competencies and skills to support information services.

It is important to state that LISET cannot be sustained with part-time faculty or teaching staff. And in The Gambia, the collapsed and failed undergraduate LISET programme was grappling with severe lack of faculty as the coordinator of the programme, who was the sole faculty or lecturer in the department left the Legacy University for greener pastures in Nigeria for a gainful employment. In the absence of any lecturer, he has been remotely managing the programme from Nigeria until the university can find a suitable replacement. Moreover, it is important to state that the university has been closed due to accreditation and other issues. In terms of CPD, this is also crucial as a lifelong process because it cuts across every level of LISET. For instance, in some countries, the local library association is so strong that it offers and accredits certificate programmes like the LA (UK). Continuous Professional Development (CPD) closes the gap between knowledge, skills and attitudes a trainee has already got and the ones needed for the job (Ocholla, 2000:43). Elkin (1994:22), in its framework for CPD, noted that, the LA (UK) assists members to know about ongoing development, help to charter and seek fellowship. It also provides short courses for groups and branches among others, as in-house training courses are held regularly (Elkin, 1994:21-22). It ensures flexibility in designing courses and modules, as well as the recruitment of trainees and trainers (Ocholla, 2000:43). From the experiences of LISET departmental leaders, CPD is often done through national professional associations or groups and the extramural programme at the University of Cape Town (UCT) (Ocholla, 2000:43). In Kenya, the Faculty of Information Sciences, Moi University, has been proactive in this endeavour (Ocholla, 1995 & Ojiambo, 1991). The East African School of Library and Information Science at Makerere University, has also been active and diligent in promoting CPD as part of community service and income generation for resource sustainability (Ocholla, 2000:44).

Collaboration (local and international) is used interchangeably as other terms such as partnership, networking, cooperation among others (Omotosho & Igiamoh 2012; Osuigwe, Jiabogu & Osuchukwu 2012). It is defined as "active partnerships with resources being shared or work being done by multiple partners in coordinated effort for the common good" (Lin, 2007:2). From a regional perspective, Ocholla and Bothma (2007), fronted collaboration as a viable strategy for addressing specific problems and issues facing LISET. The benefits accrued from such collaboration include the ability to pool knowledge and expertise, optimal utilization of resources, cost minimization and reduction of duplication (Kigongo-Bukenya & Muske, 2011). Any collaborative efforts would therefore mean good for the LISET profession by providing a forum where emergent issues and demand can be

collectively addressed. Collaboration, whether local or global is also critical because no institution is unto itself. It is a form of partnership, networking, cooperation and consortium. For instance, in the US, ALA collaborates largely with its subsidiaries and other local stakeholders in sustaining its programmes. International collaboration can be formed with UNESCO, IFLA, AfLIA, and other regional and international universities and organisations. Collaboration among LIS schools is essentially meant to address common LISET problems and challenges to attain mutually beneficial outcomes (Abioye, 2014:121). Some of the difficulties were "shortcomings in resources, expertise and facilities (Al-Suqri, 2010), changes in LIS environment" (Okello-Obura & Kigongo-Bukenya, 2011; Al-Suqri, Al-Saleem & Gharieb, 2012), "funding which is short of the modern-day requirements of LIS schools (Ocholla 2008) and shortage of manpower with requisite skills and competencies" (Malhan, 2011). Therefore, the University of Ghana, in Ghana, and the University of Ibadan, in Nigeria, are two classic examples of collaboration in West Africa (Abioye, 2014:115). Collaboration among LIS schools in LISET also include curricula, teaching, supervising and conducting research, sharing and reviewing publications (Ocholla, 2008) as well as exchange programmes, meetings, sharing accessible information, ensuring effective regulations (Al-Suqri, Al-Saleem & Gharieb 2012), and scholarly functions (Fan, 2006). This can impact greatly on LISET programmes for both developing and developed regions. Within Europe, the European Association for Library and Information Education and Research (EUCLID), has been on a mission to promote collaboration between LIS schools in curriculum development and research (Lin, 2007). In the United States, the Association of Library and Information Science Education (ALISE), organised several activities to support professional development of librarians and enables knowledge sharing forums such as conferences and Special Interest Groups (Lin, 2007). This is geared to promote excellence in LISET teaching, research and services. Another African collaborative initiative was a workshop of Library and Information Schools Network of Eastern, Central and Southern Africa (LISNET-ECSA), aimed at forging cooperation/ collaboration among LIS schools in the region (Ocholla, 2008).

Accreditation involves the process of approving, certifying and standardization of programmes like ALA and CILIP in the US and the UK respectively. Globally, in the area of accreditation, a common system of accreditation was introduced by the IFLA Education and Training Section (Miwa et al., 2011:66). The initiative focuses on the understanding and capability of LISET professionals rather than the programmes. However, the competencies needed for LISET professionals largely differ between and among countries. Presently, a

common accreditation system is being implemented in North America, England, and Australia (Miwa et al., 2011:65). The Bologna process framework championed and promoted a mutual accreditation system in Europe. Similar framework was also introduced in Asian and pacific countries (Miwa et al., 2011:65). In The Gambia, accreditation is the purview of NAQAA. The Gambia Library and Information Services Association (GAMLISA) has no say in this activity as it is not even part of any of the accreditation related committees, in spite of the critical role it can play.

2.5 Theoretical Framework

Theories are propounded to describe, envisage, and understand phenomena, and usually, to critique and expand existing knowledge within the limits of assumptions that are critically bounding (Tavallaei, & Mansor, 2010). A theoretical framework is therefore the structure that holds and provides support to a research problem in a study. The framework provides an introduction and description of the theory that underpins the research problem and justifies the study (Ravitch & Mathew, 2017). For Abend (2008), a good theory helps to "explain the meaning, nature, and challenges associated with a phenomenon, often experienced but unexplained in the world in which we live, to enable us to use that knowledge and understanding to act in more informed and effective ways".

After a careful and critical review of various theories, the following were seen as closely related to the phenomena under study. These include Knowledge to Practice Process framework in Communities of Practice by Jean Lave and Etienne Wenger (1998); Institutional Theories of Organisation by Lynne G. Zuker (1987); and Logic Model of the Programme Theory by Joseph S. Wholey (1983). Based on this, and in the wise judgement of the supervisors and researcher's view, the study will be guided by the Logic Model of the Programme Theory by Joseph S. Wholey (1983), as the most responsive theory of the investigation. In this regard, it would contribute to the formulation and understanding of the concepts and constructs in guiding the execution of the study.

2.5.1 Logic Model of the Programme Theory

The Logic models were first described by Wholey (1983), and McLaughlin and Jordan (1999), who surmised its initial evolution and application. The Logic Model Approach can

also be referred to as the logical framework model, chains of reasoning model, performance framework or theory of action (McLaughlin & Jordan, 1999 as cited by Roth, 2021). The WK. Kellogg Foundation (1998, 2004), suggested the logic model approach as appropriate for evaluating programmes. The programme logic model is defined as a picture of how your organization does its work by focusing on theory and assumptions underlying the programme. It is basically a "visual representation of a theory of action or a programme logic guiding the design and implementation of a programme" (Shakman & Rodriguez, 2015). Logic models provide a vivid image of the objectives of a programme, the resources currently available and the existing regulatory framework to guide programme implementation. Kekahio et al., (2014), states that, logic models are effective tools to guide the planning and implementation of programmes. The approach links both short and long-term outcomes with programme activities/processes and the theoretical assumptions/principles of the programme (III, 2004 as cited by Roth, 2021). The development of LISET programmes like any other programmes in education usually requires proactive stakeholder participation, effort and collaboration to ensure that the requirements of the industry for LISET graduates are met, however, within the confines of the formal structures of higher education. Using this model, the resources, activities, outputs, outcomes and impact of LISET programme can be determined based on the illustration below.

Figure 2.1: The Basic Logic Model (Kellogg, 2004:1)
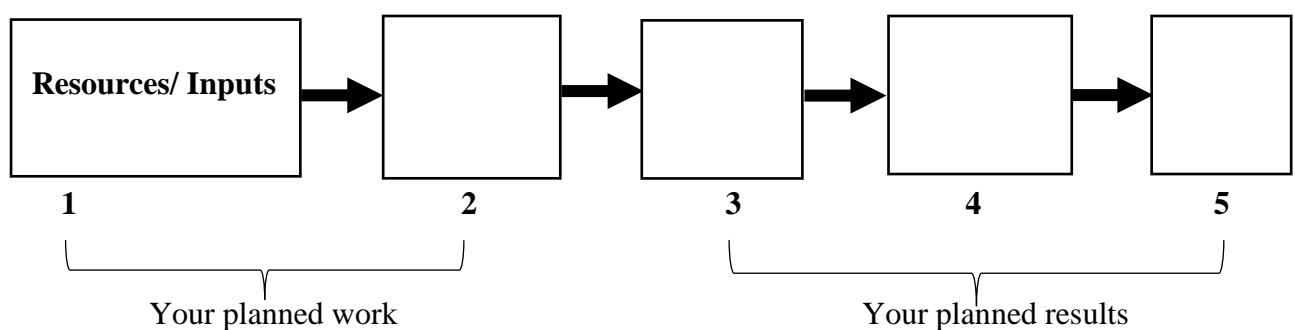
Figure 2.2: Modified Version of the Basic Logic Model for pictorial clarity - (Researcher, 2021)

The resources refer to the materials required to develop programmes and ensure their implementation such as curricula, technological infrastructure, facilities, instruction materials, skills and expertise. While the activities refer to the processes and efforts through which resources can be used to support programme implementation and the realisation of outcomes such as the development of curriculum, teaching and training, research and collaboration, student performance evaluation among others (Kekahio et al., 2014). The outputs refer to the tangible process-oriented results of the implementation of LISET programme such as the number of research publication by LIS faculty or students, or the number of graduates from the programme. Outcomes refer to the intangible process-oriented results. They could be short, medium or long-term. Short and medium-term outcomes refer to changes in attitude, beliefs or knowledge of beneficiaries of the programme due to their involvement (Kekahio et al., 2014). These outcomes are usually observable upon participation such as technology adaptation of graduates, new skills and technology proficiency, increased professionalism to name a few. Further, long-term outcomes are usually observed after a longer period of observation, and are referred to as the impact of the programme (Kekahio et al., 2014). In this case, long-term outcomes could include the role of graduates in enabling the creation of a knowledge-based society or an information society, information literacy, the appreciation of librarianship as a profession and good information ethics and culture among users.

In terms of resources, government provides all the legal and institutional framework that ensure provision for human and material resources, funding, infrastructure and computer labs for LISET, capacity building and employing personnel for training through its agencies or departments in providing materials, develop programme and implement curriculum, to name a few. In the area of activities, government, through its agency called NAQAA, accredits and license institutions, and also revokes programme among others. As such, GNLSA is a key member of the NAQAA team in executing its activities through judicious use of resources to assist in programme implementation to achieve the outcomes in curriculum development, teaching and training students, evaluation, teaching and research as well as collaboration. Outputs deals with tangible results of the processes as the UTG can facilitate the programme, provide training modules, employ faculty for teaching, funding for capacity, employ, as well

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as build the capacity of the right people. The GNLSA also partake in training school librarians. It could be short, medium and long-term like changes in attitude, belief and knowledge of graduates. For outcomes, the library association also ensures quality assurance and promote the welfare of its members. The impact are long-term observable outcomes over a period of time by exhibiting the knowledge gained. It is a demonstration of the knowledge, skills and competences gained and displayed over time on the roles and responsibilities of graduates.

2.6 Conceptual Framework

The conceptual framework is informed by the Logic Model of the Programme Theory based on a visual representation of the design and implementation of a programme activity. By so doing, it demonstrates the interrelations among various variables, because variables are simply the characteristics or properties that you want to study (Swaen, 2021). For this study, the framework consists of all the key stakeholders for LISET programmes in The Gambia, as it explores the interrelations among them as illustrated in Figure 2.3. The dependent variable is LISET, which is the key phenomenon of the study as the main stakeholder. It is critical for the effective functioning of the whole interaction as they complement each other. In view of this, the universities and colleges, as well as the library association needs LISET for training, teaching and research in order to work for both government and the private sector thereby contributing to the economy. Similarly, another key stakeholder for this study is government, which is the independent variable consisting of ministries like MoBSE, MoHERST, and MoFEA, and other agencies or departments like GNLSA, NAQAA and UTG; as the machinery of operations. The role of government is also crucial as it lays the legal, institutional and policy framework for the ministries and its agencies, and these ministries, in turn, are responsible for various aspects of LISET. In addition, government is also the economy and polity which needs LISET for people to be trained and work for government and the private sector as LISET skills are crucial for information handling and management.

In this study, the other stakeholders constitute the intervening variables, and are as follows: the private universities and colleges, as well as the library association – GAMLISA. The universities and colleges' management and faculty support the provision of resources and necessary trainings including teaching and research among others. The library association is fed by LISET, and its main role is CPD and welfare of library staff and its members. As an

association, they can regulate their members in addition to accreditation. Their members can work for both government and private universities thereby contributing to LISET as a whole because they complement each other.

Government

- **Ministry of Higher Education, Research, Science and Technology (MoHERST)**

- *National Accreditation and Quality Assurance Authority (NAQAA)*
- *University of The Gambia (UTG)*

- **Ministry of Basic and Secondary Education (MoBSE)**
- *Gambia National Library Service Authority (GNLSA)*

- **Ministry of Finance and Economic Affairs (MoFEA)**

Independent

Intervening variables

Other stakeholders

- Gambia Library and Information Services Association (GAMLISA)

- Private Universities and Colleges

Library and Information Science Education and Training (LISET)

- Certificate level

- Diploma level

- Degree level

Dependent variab

Figure 2.3: Conceptual Framework for LISET Stakeholders in The Gambia - (Researcher, 2021)

The conceptual framework provides an illustration of the interrelations among key stakeholders as presented in Figure 2.3 above. The interplay of roles among the stakeholders denotes the complimentarity of their functions. This is evidently shown in the role of LISET, government ministries consisting of MoHERST, MoBSE, and MoFEA, as well as its agencies including NAQAA, UTG, and GNLSA; and other stakeholders consisting of private universities and colleges, as well as GAMLISA.

2.7 Chapter Summary

The chapter provides a comprehensive and critical review of existing literature and theory under various themes. It provides a background to LISET and its evolution, including the role of UNESCO and IFLA in its development. It also examines the development of LISET across the world in general, and The Gambia in particular. The literature review then offers analyses from the perspective of existing literature on the global and emerging issues in LISET programmes, education and training at large. The logic model is therefore suggested as the most suitable approach to guide the study, and the likely implications on librarianship and LISET is also discussed.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter discusses the methods employed in the study, including research design, sampling techniques, data collection tools and techniques, analysis, as well as ethical considerations made before, during and after the study to ensure the integrity of the findings.

3.1 Research Design

It is a conceptual framework through which a research is done (Kothari, 2004). Kombo and Tromp (2006), underscored that, research design focuses on collection of data and analysis to fulfil its purpose. For this study, the research design was a case study which made it qualitative. However, some quantitative components were integrated to include the distribution of respondents per institution, gender, education, age, and duration in service. According to Yin (2014:16), a case study is "an empirical inquiry that investigates a contemporary phenomenon (the 'case') in depth and within its real-world context". Since the study was a case study, LISET was the key phenomenon.

3.2 Area of Study

This involves how the nature, context, environment, and logistics of the research area can influence the way investigation is conducted (Majid, 2018:3). The study area covered the Greater Banjul Area and environment, where all institutions in the education sector and LISET stakeholders are located.

3.3 Target Population

The target audience involved 52 informants purposefully sampled. Purposive sampling is the technique that allowed the researcher to select the sample elements on the basis of their knowledge and professional judgment (Yaya, 2014:7). In this study, the purposefully sampled informants were key stakeholders regarding LISET in The Gambia.

Table 3.1: Target Population

No.	Institution	No. of People
1.	Ministry of Higher Education, Research, Science and Technology (MoHERST)	5
2.	Ministry of Basic and Secondary Education (MoBSE)	5
3.	National Accreditation and Quality Assurance Authority (NAQAA)	4
4.	Gambia National Library Service Authority (GNLSA)	5
5.	University of The Gambia (UTG)	5
6.	Gambia Library and Information Services Association (GAMLISA)	10
7.	Other Librarians	10
8.	Private Universities and Colleges	8
		Total 52

3.4 Sample and Sampling Techniques

A sample is a convenient constituent of a population with similar features. It is any part of the population identified for the study to generate data for investigation (Yaya, 2014:1). In this study, purposive sampling technique was used. It is also called judgmental or subjective sampling method. It is often based on the knowledge, experience and understanding of the researcher in identifying the sample needed for the population of study (Etikan & Babatope, 2019:52). For this study, the 52 key informants identified are experts based on their knowledge and experience for university faculty and professionals, as well as official duties and responsibilities of government officials, like the accreditation body called NAQAA, which can accredit, promote CPD and contribute to the development and sustainability of LISET in The Gambia.

3.4.1 Sample size

Sample size consists of the number of elements identified for the study as it varies from one study to another. Statistically, it is represented with "n" (Yaya, 2014:1). The sample size was 52, and consisted of people who are knowledgeable and experienced in the enquiry. The number of informants were as follows: MoBSE 5, MoHERST 5, NAQAA 4, GNLSA 5, UTG 5, GAMLISA 10, other librarians 10, and private universities and colleges 8.

3.5 Data Collections Methods

The study largely utilised questionnaire for data collection. The questionnaire was structured to include both quantitative and qualitative aspects. Telephone calls and discussions were done to seek clarification on issues regarding respondents' questionnaire. This is against the backdrop that they complement each other. Quantitative data analysis employed the Statistical Package for Social Sciences (SPSS) Software Version 23, and reported in frequency tables, bar and pie charts. The qualitative data analysis utilised the Nvivo analytical package and the findings presented in descriptions and narrations.

3.5.1 Questionnaire

A questionnaires is a tool used to elicit responses on questions using a form which the respondent fills (Dwivedi, 2001). It often includes a mix of questions designed with precise

themes to produce acceptable and appreciated facts that meet the objectives of a study (Sileyew, 2019:6). In this study, the questionnaire contained both opened and close-ended questions. All 52 informants received questionnaires as follows: MoHERST 5, MoBSE 5, NAQAA 4, GNLSA 5, UTG 5, GAMLISA 10, other librarians 10, and private universities and colleges 8. This is due to the fact that all key informants cannot be interviewed due to logistical constraints including finance since the researcher could not travel to The Gambia, and the sample size. The data collected was analysed using SPSS Software Version 23, and the Nvivo analytical package.

3.6 Management of Research Instruments

These are tools used for data collection in specific areas of research. It ensures that the tools are appropriate and steady because the reliability and validity of the study would depend on the relevance of the tools used (Annum, 2017:1). In this study, the following management strategies and instruments were used: pilot study, validity, and reliability.

3.6.1 Pilot Study

Prior to the main data collection exercise, a set of draft questionnaire was piloted to selected members in Brikama, in the West Coast Region (WCR), and were not part of the main study. The purpose was to help in strengthening gaps in the questionnaire before adopting a final set of approved questionnaire due to logistical challenges in funding and travelling.

3.6.2 Validity

Mohajan (2017:13), underscored that, it is "the methodological accuracy or relevance of the instruments used". It also ensures how well the data is collected and how the analysed data captures the exactness being investigated (Mohajan, 2017:13). This study involved a wide range of respondents who were subjected to uniform testing procedures, in addition to peer review by colleagues and friends, as well as supervisors' guidance.

3.6.3 Reliability

It is a measuring instrument capable of yielding consistent results when the characteristics being measured have not changed (Leddy & JEO, 2001). Reliability focuses on stability,

reliability and replicability of research findings. It is very useful in minimizing error margins. The data collected was properly checked to ensure that the instrument answer the research questions.

3.7 Data Collection Procedures

Data collection procedure ensures that the data collection tools are accurate and effective. It usually begins instantly when a problem is identified (Kothari, 2014). This is because the major problem with LISET in The Gambia was identified through a preliminary study as discussed in *Chapter Two, Literature Review*. For this study, data collection procedure involved the following: An introductory letter for ethical clearance was obtained from the Department of Library and Information Science (DLIS). A letter of permission was sent to the informants to carry out the study in their institutions. Furthermore, before administering the data collection tool, the informed consent of the respondents was sought, with assurances that their anonymity, confidentiality, and privacy would be ensured before, during, and after the dissemination of the study. The purpose of the study was explained to the informants. Telephone contacts in The Gambia and Kenya were also provided, and email contacts for any enquiry.

3.8 Data Analysis and Presentation

Data analysis is the way of ensuring order, form and importance of data collected. It forms an important constituent in conducting a study (Kapur, 2018:52). Data analysis responds to the basics raised in the statement of the problem (Sileyew, 2019:8). In this study, the SPSS Software Version 23 was deployed to analyse quantitative data. The quantitative aspects of the analysed data were illustrated using frequency tables, bar and pie charts for illustration and to enhance interpretation. Qualitative data was analysed on Nvivo analytical package and thematically reported. The two data sets were triangulated where appropriate to complement each other. Triangulation refers to the use of multiple methods or data sources in qualitative research to develop a comprehensive understanding of phenomena. It is employed in qualitative research as strategy to test validity through the convergence of information from different sources (Nancy Carter et al., 2014).

The findings would be presented to the participating institutions including MoBSE, MoHERST, GNLSA, NAQAA, UTG, GAMLISA, among others. It is also hoped that the findings would be published online and made available in the form of article(s) and /or book, report; for dissemination and sharing for the world of knowledge and scholarship.

3.9 Ethical Consideration

This study is the original work of the researcher adhering to all ethical considerations before, during and after fieldwork and dissemination of the study. Moreover, an informed consent of the respondents was sought for anonymity, confidentiality, and privacy. The study duly acknowledged all sources of information to avoid plagiarism.

3.10 Chapter Summary

This chapter provides a systematic and detailed discussion of the step by step processes that were adopted to design and execute the study. It provides justifications for the methods adopted, as well as examines and defines these methods where possible. The chapter also explores the ethical considerations made by the researcher to ensure integrity of the findings.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter provides an in-depth and extensive analysis of the data collected from the target population as outlined in *Chapter Three, Research Methodology*. The chapter presents a demographic profile of the sample respondents and provides answers to the research questions in view of the objectives of the study. Similarly, the analysis of the findings is also done in tandem with the objectives of the study.

4.1 Demographic Profile of Respondents

It shows the diverse institutional distribution of respondents who voluntarily participated in the study. By so doing, it indicates their gender, educational background, age group, and years of work experience.

4.1.1 Institutional Distribution of Respondents

The study established the background information of respondents to help present a description of the sample's demographic profile. These included gender, education, age group, as well as years of work experience. Further, the finding involved forty three (43) participants, out of a targeted sample of 52, representing a response rate of 82.69%. However, the reduction in response rate was because NAQAA only submitted one official questionnaire instead of the four questionnaires issued to the institution. For MoHERST, with the exception of the only questionnaire received, every effort to get the other four questionnaires proved futile as the researcher constantly called and sent text messages to the respondents but to no avail in spite of their promises to complete the questionnaires. In the case of MoBSE, efforts to get the two remaining questionnaires also became impossible. This is against the background that after a series of follow-ups, one of the respondents continuously failed to receive nor return my calls and text messages. In addition, the other respondent later told me that he was too busy to complete the questionnaire. The breakdown of respondents per institution is presented in Table 4.1.

Table 4.1 Distribution of Respondents per Institution

Institution	Frequency	Percentage (%)
Ministry of Higher Education, Research, Science and Technology (MoHERST)	1	2.32
Ministry of Basic and Secondary Education (MoBSE)	3	6.97
National Accreditation and Quality Assurance Authority (NAQAA)	1	2.32
Gambia National Library Service Authority (GNLSA)	5	11.62
Public Universities (University of The Gambia)	5	11.62
Gambia Library and Information Services Association (GAMLISA)	10	23.25
Other Librarians	10	23.25
Private Universities and Colleges	8	18.60
TOTAL	**43**	**100.0**

The findings above indicated that members of the Gambia Library and Information Services Association (GAMLISA) and respondents in the other librarians category were the most responsive and represented with 10 respondents each, which constituted 23.50% of the sample. This was followed by private universities and colleges with 8 respondents representing 18.60% of the sample, and the Gambia National Library Service Authority (GNLSA) (5) which constituted 11.62% of the sample. Public universities (University of The Gambia) equally had 5 respondents and represented 11.62% of the sample. The least represented institutions in the sample were the Ministry of Basic and Secondary Education (MoBSE) with 3 respondents representing 6.97%, and the National Accreditation and Quality Assurance Authority (NAQAA) and the Ministry of Higher Education, Research, Science and Technology (MoHERST) whose participants constituted 2.32% each. With the exception of NAQAA and MoHERST, all other institutions or sub-groups in the sample constituted 5% or more, thus demonstrating the representativeness of the sample as shown above in Table 4.1. In addition, the study reveals that respondents from these institutions included both senior and mid-level staff who are relevant in decision making with respect to the provision of education and training of library service providers. These included a director general, directors, principal assistant secretary, university librarian and senior librarians in public and private higher education institutions, university and college registrars, librarians and heads of non-university institutions.

4.1.2 Gender Profile of Respondents

On the issue of establishing the gender distinction of respondents, the study revealed that there were 17 females representing 39.53%, and 26 males representing 60.46% of the population. This finding indicated that men held a slim majority over women in the study, as presented in Figure 4.1 below.
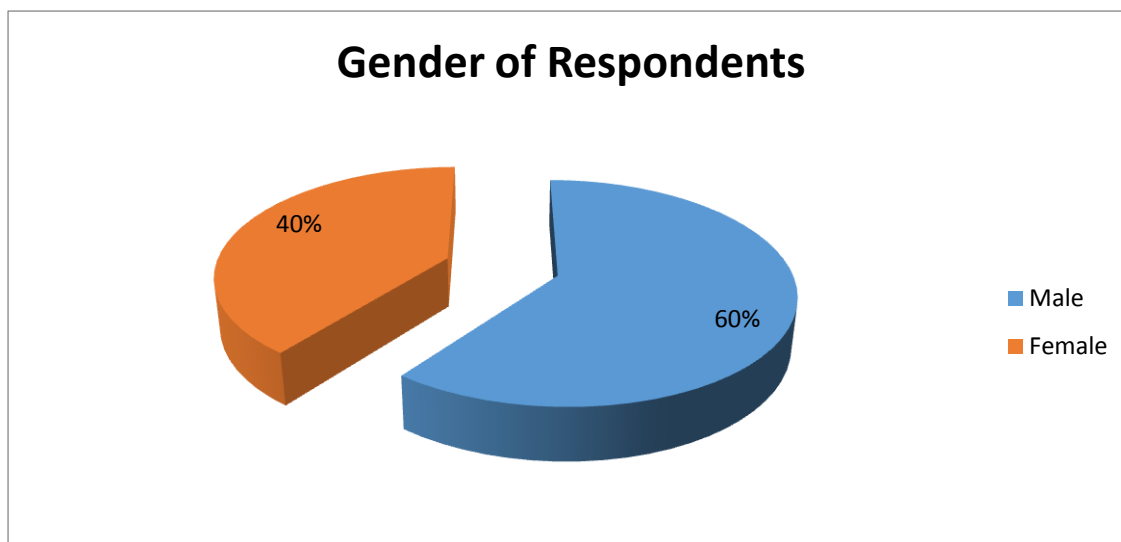
Figure 4.1: Gender Profile of Respondents

In light of the graphic representation above, the study indicates that librarianship is not a woman's preserve. This is against the background that there were more participating men in the study than women. The implication is that the study also revealed that there were more men in LISET decision making than women. Moreover, effort should be made to bridge this widening gap between men and women. This initiative can be amplified by collective and concerted efforts, especially through GAMLISA.

4.1.3 Educational Profile of Respondents

The study sought to establish the educational profile of respondents, and by so doing, it also established that master's degree holders were the largest educational subset within the sample, and constituted 30.23%. This was closely followed by 23.25% for certificate holders, and 20.93% for diploma holders. In addition, bachelor's degree holders constituted 18.6% of the sample. The lowest educational subset were doctorate degree holders (3) who constituted 6.97% of the sample.

Table 4.2 Educational Background of Respondents

Level of Education	Frequency	Percentage (%)
Certificate	10	23.25
Diploma	9	20.93
Bachelor's Degree	8	18.60

Master's Degree	13	30.23
Doctorate Degree	3	6.97
Total	**43**	**100.0**

The findings demonstrated that, most senior level institutional positions under study were occupied by people with post-graduate qualifications, while library assistants and other mid-level positions were occupied by persons with sub-degree positions, often with a significant amount of duration in service. Furthermore, respondents also indicated several other professional qualifications that they had acquired to complement their education. Among these, the most often cited by respondents were: Certificate in Library Management/ School Library Management, Higher Teacher's Certificate, and Advanced Diploma in Human Resource Management among others. Based on the table above, the findings indicated that in spite of master's holders comprising eight (8) respondents, there were three (3) respondents with master's degree in LIS. It also revealed that out of the three (3) doctorate holders, only two are trained LIS professionals. As such, the study also established that there were only five (5) professionally trained librarians in the study, consisting of three Gambians, and two Nigerians. In addition, these trained Gambian librarians studied overseas, thus making the initiative very expensive. This is why such opportunities are rare and hard to come-by. The implication is that there are serious capacity gaps for LISET in the country, which shows that, the need for a framework for LISET programmes in The Gambia is more urgent now than ever before. This would create more opportunities to train en masse a critical crop of LIS professionals at a minimal cost.

4.1.4 Age Distribution of Respondents

The study sought to establish the age distribution of respondents by categorizing them into five age groups. These are: 18 – 35 years, 36 - 40 years, 41 - 49 years, 50 – 59 years and lastly, 60 years and above. The findings established that there were 13 respondents in the 18 – 35 years age group, representing 30.23% which constituted the largest proportion of the population under study. This was closely followed by 50 - 59 years age group which had 11 respondents, representing 25.58%, and 41 - 49 years age group which also had 11 respondents constituting 25.58% of the sample. The least represented age groups were 36 – 40 years group constituting 5 respondents representing 11.62% of the sample and the over 60 years age group had 3 respondents constituting 6.97% of the sample.
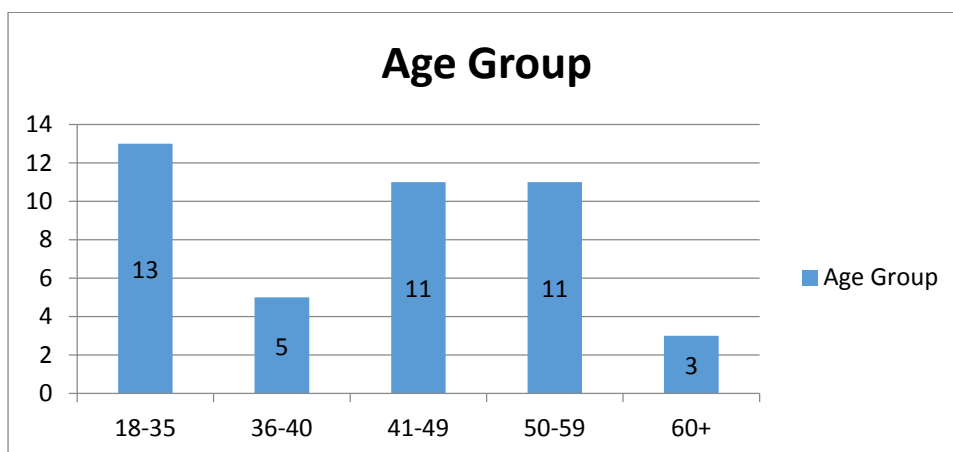
Figure 4.2 Age Distribution of Respondents

This findings in Figure 4.2 above indicated that the age distribution in the study reveals an imperfect distribution, with concentrations in the 18 - 35, 41 - 49, and 50 - 59 years age groups respectively as compared to the 36 - 40 years and the over 60 years age categories each representing less than 12.0% of the sample. The study indicates that the implication for the age category 18 – 35 with the largest number of respondents shows that the prospects for LISET is promising because of the youthfulness of respondents. In this connection, more opportunities should be created for the youth to undertake more formal education and training to meet the changing demands of the library and information landscape.

4.1.5 Years in Service

The study also sought to establish the duration in service of participants in their various institutions so as to establish their depth of appreciation of the issues under investigation and their ability to grasp the questions and provide relevant information. To this end, the finding shows the representation of respondents in the five categories used according to their length of service. These included the less than one year category, 1 – 2 years, 3 – 5 years, 6 – 9 years as well as the 10 years and above category. From the finding, there was no respondent (0.0%) who had been in service for less than a year while majority of respondents had been in service for over five years (83.02%). The most frequent category was the over 10 years with 23 respondents representing 53.48% of the sample. This was followed by 6 – 9 years category with 11 respondents representing 25.58% of the sample, the 3 - 5 years category

with 6 respondents representing 13.95% of the sample, and the 1 - 2 years category with 3 respondents accounting for 6.97% of the sample.

Table 4.3 Respondent's Duration in Service

Years in Service	Frequency	Percentage (%)
Under 1 year	0	0.00
1 – 2 years	3	6.97
3 – 5 years	6	13.95
6 – 9 years	11	25.58
10 years and above	23	53.48
Total	**43**	**100.00**

This study also established that most respondents in the study were capable of grasping the relevant issues of the study on the basis of their years of experience, and could therefore respond adequately to the data instrument as presented in Table 4.3 above. The findings established that in spite of the long years of work experience consisting of 10 years and above, most of the respondents did not have any formal LISET background. This is against the background that in the absence of a LISET programme in The Gambia, they have not had the opportunity to study overseas which is hard to come-by. This imply that there is urgent need for home-based and localised LISET programmes in the country.

4.2 Analysis of Findings

4.2.1 Current Status of LISET in The Gambia

The study sought to establish the current status of LISET in The Gambia through a series of questions. The findings indicated that there was general perception about the state of LIS in The Gambia because most respondents attested in the negative to show that LISET was in a deplorable state. The study also established that the absence of opportunities for education and training in LIS had resulted in a situation where under-qualified persons had to occupy library jobs, even in the most technical roles. From the analyses of the findings obtained, respondents indicated that the state of LISET in The Gambia was below standard, and that most LIS jobs were being held by people without any formal and structured LISET

background. The only available in-country and unstructured certificate programme was inadequate and sub-standard to meet the library and information management needs of the Gambian society. There are no local opportunities for training in LIS, and as such, institutions had to rely on foreign experts or services or send their staff abroad for education and training. This finding is in agreement with the conclusions of Touray (2020), who noted that the few trained librarians in The Gambia were trained abroad due to lack of domestic training opportunities.

According to officials at MoHERST, NAQAA, and UTG respectively, they stated as follows:

> *"The only programme to train people in library science in the country is offered at the GNLSA. This situation is sad and deplorable given the need for information services in education". "There is more to be done in the aspect of library science and the training of librarians. Currently, most library positions are manned by personnel without any training in Library and Information Science, and this is not encouraging". "There were no standards or requirements for employment of librarians or other information management jobs. As such, unqualified persons without any LIS background have taken up jobs in the profession".*

The study established that the only available related programme in The Gambia under the auspices of the GNLSA, which runs an in-house training for its staff and a four-week training programme for school and community librarians to acquire basic librarianship skills. The respondents indicated the inadequacy of this programme to address the current information management needs of the country and its education sector in particular, and society in general. The responses also revealed notable effort to establish a degree programme by a private university (Legacy University), which was short-lived due to human resource and accreditation challenges. This programme was forced to close down before the end of 2020. According to an official at the GNLSA,

> *"the general state of training for librarians in the country is worrying. The only training programme we have runs for four weeks and this is not enough. Legacy University tried with a degree programme, but could not sustain it".*

In the absence of adequate avenues for domestic training of personnel in LIS, the country had to rely on foreign training. Respondents attested that this was expensive and not accessible to all, and therefore called for the need for a domestic LISET programme to meet the growing needs of the profession and information management at large in The Gambia. According to a respondent,

> *"despite the demand for library science education, there are no local opportunities for studies. Most people go abroad for training, and this is not affordable to all librarians…what we need is a home grown programme for LISET".*

In the same vein, another official at the GNLSA, indicated that,

> *"institutions such as MDI and GTTI have seen the need for LISET and have sent their staff abroad for training. There would have been no need for this if we had a local training programme. Also, UTG has gone for a Nigerian to manage their library, which would not have happened if we had these programmes to train librarians here".*

The study also sought to establish the perception of respondents on the various levels of LISET for The Gambia and to justify their reasons for the inclusion of each level. Generally, respondents indicated the need for LISET programmes from certificate, diploma, degree, and up to post-graduate level including masters and doctorate. With regard to certificate programmes, the finding indicated that certificate programmes were important for providing foundational skills and basic functional knowledge in librarianship to junior level employees, and were easily accessible to prospective professionals due to their less stringent entry requirements. In this connection, a respondent indicated that,

> *"not everyone can get into a degree programme. You can have Grade 12 certificate holders who wants to work in junior librarianship roles,… all they need is to have a foundation in library science and some basic skills to be functional".*

Another respondent emphasised that,

> "*certificate programmes will be very good for community and school librarians who may not want to go through a full degree course but just require some fundamental skills and basic theoretical knowledge to be able to run their libraries efficiently*".

The study established that the justifications for the inclusion of certificate level training and education programmes in LIS were much similar with the findings for the diploma programmes since they were necessary for strengthening the foundational skills acquired by certificate holders, and to consolidate their functional knowledge and provide them with skills for career development. Further, for the bachelor's degree, the finding established that this was necessary for mid-level professionals and was therefore important in helping them acquire theoretical and practical knowledge in the broad areas of librarianship and other information science disciplines. A respondent attested that,

> "*a degree programme will broaden the theoretical and conceptual depth of library staff in librarianship and ensure a critical understanding of the principles and theories in the discipline*".

The main justification for the inclusion of the degree programme was to concretise the functional knowledge of library and information science professionals and to support and promote their career progression. With regard to the master's degree level, the findings shows the need for this level of LISET, as an entry requirement for senior positions and to provide librarians with leadership skills for managing library and information management related institutions. Some respondents indicated that this level of education enables specialisation in a unique LIS field and the acquisition of research skills. Other respondents also attested that this level could also be an entry level for persons into the profession who had acquired training in other fields and may wish to make a switch to LIS.

The findings also indicated the need for LISET at doctorate level. The justifications for this inclusion were to support capacity for research in LIS issues, to increase human resource capacity for LISET programmes and to equip librarians with leadership skills to manage their institutions and progress in their careers. Overall, the level of inclusion of various fields of

study varied from level to level with diploma and masters level of LISET being the most recognised for inclusion. Out of 43 respondents, 60.46% (26) indicated the inclusion of certificate level programmes, while 88.37% (38) justified the inclusion of diploma level programmes, 95.34% (41) justified the inclusion of bachelor's degree programmes, 90.69% (39) justified the inclusion of master's degree programmes, and 44.18% (19) indicated that LISET at doctorate level was a priority. The respondents could not explain the reason for a low prioritisation of doctorate courses among respondents. Nonetheless, with regard to certificate courses, a possible reason for the relatively low prioritisation as compared to other levels of education was the current state of the profession in The Gambia. According to the University Librarian at the UTG,

> *"certificate programmes are not really a priority because we have always had those, even if not very structured and our current needs go beyond what a certificate will provide"*.

Meanwhile, the findings lastly indicated the need for both foundational programmes at certificate and diploma level, degree programmes at intermediate level, masters and doctorate programmes at advanced levels of LISET. Diploma and certificate programmes were considered necessary to equip school, community, and junior institutional librarians with basic functional knowledge and fundamental skills, while advanced programmes were required to support management and capacity for research. This finding is similar to Audunson and Gjestrum (2015), who explained that the objective of LISET is to enable functionality in a vocational position in information management. The study also established LISET as the responsibility of both private and public institutions, with few reservations on the involvement of private institutions mainly due to cost-related access limitations.

4.2.1.1 Responsibility for Offering LISET

The study sought to establish opinions on which sector of education carried the burden of responsibility for training LIS professionals. The finding revealed that most respondents believe that the responsibility to train LIS professionals was a shared responsibility of both private and public institutions. Only 2.32% (1) of respondents considered private institutions to have an exclusive responsibility of training LIS professionals, while 27.90% (12) considered it an exclusive responsibility of public institutions, and 69.76% (30) considered it a shared responsibility between public and private institutions. Several reasons were given by respondents for their choice of response. Moreover, in support of exclusive training by public

institutions, the finding also revealed that public institutions were more accessible and easily affordable to the average Gambian. Some respondents cited the possibility of state subvention and scholarships if LISET was the responsibility of public institutions. According to the Head of Libraries at the Gambia College,

> "*public institutions are funded by government and are cheaper for ordinary citizens. We need librarians,… if you take the training to private institutions, due to cost related access limitations, you are shutting many potential people out*".

On the other hand, one respondent indicated that private institutions take charge of LISET. The lone respondent who revealed that LISET should be the preserve of private institutions, failed to provide justification for the assertion. Further, according to most respondents, the finding also revealed that, responsibility for offering LISET was between public and private institutions. The indications were that it broadens opportunities for training, and creates room for healthier competition among institutions which ensures higher standards and leads to innovation. Other respondents asserted that this will avoid monopoly in training and would allow any competent stakeholder to contribute their quota to the profession. One respondent emphasised that,

> "*any institution capable of offering it, and which satisfies NAQAA's requirements should offer it. It should be the choice of the would-be librarian to make*".

Another respondent also indicated that,

> "*public institutions should be the main focus in training, but if there are enough employment opportunities in the profession, private institutions must share the responsibility. The challenge here may be higher fees for private schools*".

4.2.1.2 Duration of LISET Training at Each Level

The study sought to establish the ideal duration of each level of LISET by asking about the proposed duration of training and reasons for their responses. Findings revealed that, for certificate programmes, majority indicated a duration of 6 months, with a few noting as high as 9 months and others as low as 3 months. However, the 6 months duration was both the median and mode of the responses provided. The justification was that the 6 months duration was the standard practice for certificate programmes in most education programmes and that it was enough to equip students with foundational knowledge and skills in the profession. In addition, for diploma programmes, there was wide discrepancy, with some respondents indicating a 12-month programme, while others indicated 6 months, 8 months, 18 months and 24 months respectively. Nonetheless, 17 respondents out of 43 suggested a 12-month programme, representing 39.53% of respondents as opposed to 23.25% (10) for 18 months, 18.60% (8) for 24 months, 11.62% (5) for 6 months and 6.97% (3) for 8 months.

With regard to the duration for the bachelor's degree programme, most respondents indicated a 4-year duration for the programme, with a few noting 3 years. Out of 43 respondents, 83.72% (36) indicated a four year period as the ideal duration for a bachelor's degree in LIS, as opposed to 16.27% (7) who expected the programme to run over a three-year period. The major reason for their choice was that it was standard practice in other educational disciplines and jurisdictions, and it was adequate time to acquire sufficient theoretical knowledge and practical experience on a wide range of LIS disciplines. For post-graduate qualifications, there was wide discrepancy again with respect to the desired duration of a master's degree. This is against the background that 12 respondents indicated 12 months representing 27.90%, 14 respondents noted 18 months representing 32.25%, and 17 respondents highlighted 24 months representing 39.53% of the sample, with none emerging as a majority. Similarly, for doctorate degrees, findings established various durations from two to five years. Out of 43 respondents, 18.60% (8) indicated 2 years, while 41.86% (18) revealed 3 years and 34.88% (15) revealed 4 years as the ideal duration of a doctorate programme. The lowest frequency was recorded by those who indicated a 5 year doctorate programme constituting 4.65% (2) of respondents. Despite this wide variation, the finding shows it was standard practice in other disciplines and in other countries, and that this period was adequate to enable specialisation in a unique field of the profession and to develop the capacity to carry out independent research.

4.2.2 Stakeholders and their Responsibilities in the development of LISET

The study also sought to elicit information in order to determine the mandate of their institutions in setting up and managing LISET programmes. The finding established that, MoBSE, NAQAA, MoHERST, MoFEA, GNLSA, GAMLISA and other higher education institutions as the most relevant LISET stakeholders in The Gambia. These were categorised into three groups for easy analysis: policy makers, professional bodies and higher education institutions.

4.2.2.1 Policy Makers

Based on the foregoing, several policy making institutions were established as the most relevant to the development and implementation of LISET in The Gambia. The finding indicated five relevant principal policy making institutions in LISET, and these included the following: MoBSE, MoHERST, MoFEA, NAQAA, and GNLSA. The finding also shows the roles and responsibilities of each of these institutions as discussed below.

For MoHERST, it had a critical role in providing policy focus for the development and implementation of such an education and training programme, and since MoHERST are responsible for the management of tertiary and higher education, the training of information management professionals is its natural responsibility, including funding. The University Librarian at the UTG, asserted that,

> *"MoHERST should provide adequate resources, create a conducive environment for the introduction of library science and information management courses, and ensure the sustainability of such programmes in tertiary institutions".*

Another relevant stakeholder established was MoBSE. The finding affirmed MoBSE as the line ministry for the GNLSA which currently offers the only available training programme for LISET in The Gambia. As such, it has a critical role to play in policy formulation, and in funding the training of schools' librarians in basic and secondary schools under its management. Most respondents agreed that the training of schools' librarians must involve the input and participation of MoBSE. According to a respondent,

> *"MoBSE has a responsibility to mobilize resources for training librarians, especially schools' librarians. The ministry should even assume a leadership role in the development of programmes since it is the line ministry of the GNLSA".*

The third policy making institution established was MoFEA. The finding indicated that MoFEA would be very critical to the success of LISET programmes by providing adequate financial provisions. This was mostly in the case of public institutions which are funded by government. However, the findings revealed that this is heavily depended on the extent to which LISET was appreciated by experts and their understanding of the wider role of information management in society, and how broader development objectives are rooted in information management. The finding also established the critical role MoFEA could play in soliciting international financial support from organisations such as the World Bank to support LISET programmes.

The fourth established policy making stakeholder was NAQAA. The findings also indicated that NAQAA was critical for quality assurance, accreditation, monitoring and supervision of LISET programmes, and to ensure their sustainability and viability. This finding affirms the position of Ocholla (2000:41), who explained that accreditation is a necessary step in LIS education and is important for quality control and standardisation. The findings considered higher education institutions as being responsible for curriculum development and teaching, and the pursuit of research in emerging issues in LIS. Thus, professional bodies were shown to be responsible for professional licensing and the enforcement of LISET as an employment requirement for LIS roles. In addition, by establishing a set of requirements for the delivery of taught education programmes in higher education institutions, NAQAA already has an existing framework for ensuring quality assurance and the realisation of education and training objectives. The University Librarian at the UTG, indicated that,

> *"NAQAA is very relevant to any future LISET programmes because they would ensure continuous quality improvement and the sustainability of the programmes".*

Furthermore, the GNLSA was established as the last policy making institution. The study established the existence of a National Library Service Act which mandates the GNLSA to act as the supreme body for matters of library services and management in the country. The

finding also indicated that GNLSA has a critical role to play in ensuring the consideration of LISET in any possible review of the current GNLSA Act 2009. As such, any process of setting up LISET programmes requires their input. Officials at the GNLSA, indicated that,

"GNLSA can collaborate with NAQAA to set national training standards, and offer short-term training for school and community librarians on librarianship until a programme is established, and collaborate with them once a structured programme is put in place". "Currently, we are the only institution offering programmes in the discipline. The GNLSA… help librarians with basic skills for running public, private and institutional libraries. It is our place to see that training meets industry trends and standards if such a programme is put in place".

4.2.2.2 Higher Education Institutions

The study sought to establish the role of several higher educational institutions in the development and implementation of LISET programmes in The Gambia. The finding indicated that public and private higher education institutions has a critical role in developing a curriculum for the various levels of LISET, and to put in place adequate measures to ensure the delivery of content to students. Moreover, public and private institutions were shown to have a role in transferring practical experience to trainees by liaising with industry partners and professional bodies to provide student internships. According to the University Librarian at the UTG,

"plans were underway for the development of a degree programme. As the nation's highest learning institution, it is our responsibility to provide higher education to all to meet The Gambia's labour needs. So it is mandatory for the university to develop and provide library and information science programmes in its curriculum, and plans are underway to introduce a degree in LIS at the UTG".

Moreover, the finding established that, like any other discipline, research is important in inspiring innovation, and with LISET, private and public universities also have a critical role of steering research to address current information management challenges in The Gambia, and to ensure that LISET is abreast with industry trends.

4.2.2.3 Professional Bodies

The study also established that professional bodies are also relevant stakeholders in the development and implementation of LISET programmes in The Gambia. The study established GAMLISA as the principal professional body for library and information management professionals in the country. Respondents suggested that GAMLISA could encourage members to take up formal LISET programmes, and subsequently make educational qualifications a pre-requisite for membership. Besides, some respondents indicated the imposition of standardised educational requirements for the employment of persons into information management jobs as a factor that could encourage people to take up education and training to ensure the sustainability of programmes. Similarly, some respondents suggested professional licensing of librarians upon completion of formal LISET programmes, and the imposition of the possession of a license as a requirement for employment in information management jobs.

4.2.2.4 Curriculum for LISET

The study sought respondents to indicate subject areas that they considered to be of priority in any curriculum and across the various levels of higher education and training. The findings indicated how the respondents used the various levels of education from certificate, diploma, bachelor's degree, master's degree to a doctorate degree. Several LIS courses were proposed for consideration into a curriculum. At the certificate level, several courses were indicated in which six where most recurring. These were: Introduction to Librarianship, School Librarianship, Rural Information Services or Community Librarianship, Reference Services, Introduction to Classification, and History of Librarianship. From the outline of these courses by respondents, the study established that the objective of a certificate programme was to provide foundational and introductory knowledge to help school and community librarians, or institutional librarians to acquire basic functionality in the execution of their functions. Therefore, the emphasis is on School Librarianship, Community Librarianship and Reference Services as core course components.

Meanwhile, at the diploma level, the findings revealed an even greater number of courses for inclusion. Out of these, the eight most recurring courses included: Information Management,

Information Technology, Records Management, Archives Management, Information User Studies, Preservation and Disaster Management, Library Classification, Organisation and Retrieval, and the Theory and Practice of Classification. From these line up of courses, the study established that diploma courses should be terminal programmes capable of providing library professionals with both theoretical depth on the basics of librarianship, and the functionality required to occupy junior librarianship roles.

At the bachelor's degree level, the findings revealed an even greater number of proposed courses. The most often cited courses included the following: Information Sources, Reference Services, Information Literacy, Preservation and Disaster Management, Theory and Practice of Classification, Information Organization and Retrieval, Records Management and Archives Administration, Research Methods, Marketing and Public Relations in Information Services, Information Technology, Automation of Library Services, Collection Development, and Information User Studies. In addition to these, some respondents also cited the need for the inclusion of more technologically inclined aspects of librarianship and information management as a whole such as Telecommunication, Database Management, Web Design and Management, Information Systems and Digital Librarianship. This was against the background that the objective of the programme was to increase the depth of students in theory and practice of various aspects of librarianship, and other correlates of librarianship like Records Management, Archives Management and Information Technology.

For the master's level curriculum, the study established the following as areas of priority: Theories and Principles of Library Science, Research Methods in Library and Information Science, Information Organisation and Retrieval, Information Literacy and User Studies, Preservation, Disaster Management and Vital Records Protection, Digital Librarianship, Public Relations and Marketing in Information Services, Records Management and Collection Development. Other courses cited were Digital Humanities, Publishing Studies and Knowledge Management. Further, the finding also indicated the need for students to conduct an independent research and write a thesis. The divergence of the various areas of specialisation included for selection into a curriculum indicated the intensity of such a programme leading to specialisation in one or several aspects of the library and information management profession.

With regard to the doctorate level of LISET, the findings indicated various courses considered to be of importance in the development of a curriculum. These included: Theories and Principles in Library Science, Advanced Research Methods in Library and Information Science, Knowledge Management, Emerging Issues and Trends in Library and Information Science, Automated Information Organisation and Retrieval, as well as an independent research project leading to the writing of a thesis. The selection of these courses established the research focus of doctorate programmes, and presumes that doctorate students already have adequate theoretical foreknowledge of the discipline.

4.2.3 A Proposed Training Framework for all levels of LISET

The study sought to establish a training framework for all levels of LISET, and the findings revealed a discrepancy in the expected duration of LISET programmes and also indicated the requirements for a comprehensive LISET curriculum at various levels of education. At certificate level, the finding revealed a six-month duration for certificate programmes. Besides, the content of the curriculum at this level should focus on providing introductory knowledge, with emphasis on the provision of functional ability to provide reference services in school, community and institutional libraries. At diploma level, the study established a duration between 12 and 18 months during which trainees are to acquire much broader knowledge, greater functionality in library roles, basic theoretical knowledge in the core aspects of library and information science. The inclusion of certificate and diploma courses in the proposed LISET framework is similar to the LISET framework in India which had both certificate and diploma courses, in addition to a degree, masters and doctorate programmes (Yadav & Gohain, 2015); whereas in Kenya, Rukwaro and Bii (2016), and in Ghana, Otike (2017), the programmes are offered from certificate to doctorate. However, it is different from the framework adopted in Norway, Finland, USA and UK where certificate and diploma programmes are not offered because LISET begins from bachelor's to doctorate programmes (Audunson, 2005; Martinez-Arellano, 2016; Elkin, 1994).

The duration of degree programmes was established between 3 and 4 years, and its objective was to provide professionals with a broad-based knowledge in LIS and its related disciplines, with emphasis on theory and practice, and the emerging role of information technology in library. The bachelor's programme is aimed at preparing professionals to serve in mid-level librarianship roles, to support information access and use, and to facilitate career

advancement. A good framework for LISET must seek the attainment of competency in the provision of access to information and in supporting efficient information use (IFLA, 2003). The recognition of the role of IT in libraries by including IT oriented programmes such as automation, system analysis and design and information technology affirms the position of Gormans and Corbott (2002), who opined that the inclusion of IT related courses is a reflection of the implications of the digital age on the information environment.

Furthermore, masters and doctorate programmes in LISET were proposed in the framework with master's programmes running from 1 to 2 years and doctorate programmes from 3 to 5 years respectively. The findings indicated that the objectives of these programmes were to equip professionals with in-depth theoretical and conceptual knowledge of the core principles of library and information science, research methods and the standards of industry practice. It would also allow specialisation of professionals in one or several unique areas of specialisation in the wider information management field, and accords them the capacity to support research in LIS issues. Kwanya et al., (2012), explained that, research competency is a critical outcome of a comprehensive LISET framework. This level also includes courses that provide knowledge in the correlates of library science and emerging disciplines. Rugambwa (2001), explained that, correlates of library science are core competencies for information professionals that must be reflected in a framework for LISET.

4.2.4 Sustainability Initiatives for LISET programmes in The Gambia

The study sought to establish sustainability initiatives for LISET programmes in The Gambia, and the findings established several sustainability initiatives to ensure the survival of LISET programmes upon implementation. These included sustained multi-stakeholder collaboration and the adoption of a consultative approach to policy development and implementation, adherence to policy and enforcement of standards, policy focus at all stages of implementation and the provision of human, financial and technological resources required for a programme. The provision of technological resources as an effort to ensure LISET sustainability affirms the position of Manjanja and Ochola (2003), who opined that, the changing information environment is critical to the success of LISET through the provision of resources for training librarians in digital librarianship. In addition to this also, the findings also established the introduction of professional licensing for trained librarians in a bid to improve sustainability. Meanwhile, the curriculum development process must be

comprehensive and periodically reviewed to ensure that content delivered in LISET matches prevailing information needs in society, and current trends and standards of practice. Amunga and Khayesi (2010), indicated that, the content and relevance of LISET curriculum was critical for enhancing employment prospects of graduates.

4.2.5 Challenges to the Development of LISET programmes in The Gambia

The study also sought to establish the challenges that impede the development and implementation of LISET programmes in The Gambia, and the findings indicated several factors which in their opinions constituted challenges, with the most often cited challenge being funding. Respondents largely agreed that inadequate financial resources was to blame for the inability of most public and private higher education institutions to develop a programme. This is corroborated by Essien et al., (2020), who stated that, challenges of underfunding remains a major hurdle for LISET. According to an official at MoHERST,

> "*any new higher education programme needs a lot of money to provide staffing, accommodation and equipment for the programme*".

Further, the finding revealed that there were limited avenues for resource mobilisation to sponsor the training and education of information professionals and a general abdication of interest from potential donors to resource mobilisation effort in setting up and managing LISET programmes. Closely related to the challenge of funding, was the challenge of staffing. The finding established that currently, there was an acute shortage of competent LIS experts in the country to set up and run LISET programmes. In the absence of domestic experts, previous attempts to set up and manage LISET programmes have relied on foreign experts from other countries within the West African sub-region, and this often requires substantial commitment of financial resources, which is not often sustainable given the already established funding challenges. This is also reinforced by Malhan (2011), on the lack of competent expertise. A respondent attested that,

> "*skilled personnel who are qualified are required to kick start a programme. For accreditation purposes, it is often required that a new degree programme has a PhD holder, and if there is none locally, we have to look beyond The Gambia,... and this requires a lot of money that we do not have*".

Another challenge was lack of support from government and a general failure of policy makers to appreciate the critical role of library and information management in the attainment of national development objectives. The low prioritisation of information management by government is indicated by a lack of commitment to library and information related issues, and this is also evidenced by the absence of a written national policy on training LIS professionals. The limited appreciation of training and education in LIS as a prerequisite for the occupation of information management jobs has resulted in government's recruitment of several under-qualified or unqualified staff to man information management positions, which has made mockery out of efforts to develop and implement a structured education programme. According to a member of GAMLISA,

> "*government is recruiting anyone into libraries around the country, even without qualifications. This is the reason why people will not be enthusiastic about library training*".

In addition, some respondents cited the lack of labour market opportunities for potential graduates of LISET programmes as a challenge. Respondents suggested that, the information management profession was relatively underdeveloped in The Gambia and did not offer many job openings compared to graduates in other fields. Another challenge was adhering to NAQAA's stringent accreditation rules. Respondent's suggested that the requirement for at least a PhD holder within faculty before accreditation was not realistic in the case of the LIS discipline and suggested for more pragmatism in the implementation of accreditation requirements and regulations.

There was also the challenge of limited infrastructure for LISET programmes. By infrastructure, respondents were referring to both the needed physical and technological infrastructure needed to ensure effective curriculum content delivery and the transfer of technological skills to enable the provision of information access to support information use for information users. The finding indicated that most of the ICT facilities were not state of the art and that they would find the acquisition of critical software to support librarians' training challenging, despite their importance.

4.2.6 Mitigating measures for the Development of LISET programmes in The Gambia

The study sought to establish several measures to address these challenges. From the findings, it was indicated that the pursuit of efficient financial resource mobilisation and the pursuit of alternative sources of funding could reduce challenges associated with funding. Also, the pursuit of outreach activities, sensitisation and awareness drives and continuous engagement of policy makers could influence a change in political will and an improvement of government's commitment to LISET and LIS issues. The involvement of stakeholders to encourage higher education institutions to roll out LISET programmes will address challenges due to limited domestic opportunities for training.

Other measures include increased collaboration and coordination in policy development and implementation. Abioye (2014), affirms this finding by proposing that collaboration creates avenues for networking and identification of mutually beneficial outcomes in confronting problems and challenges in LISET. Collaboration and coordination in the development of a standardised and approved curriculum for LISET programmes at all levels will also ensure policy compliance and monitoring. The findings also intimated that, CPD for librarians already in service through periodic training programmes to address prevailing challenges. The involvement of domestic and international professional bodies such as GAMLISA, AfLIA and IFLA, to support CPD activities and provide competency ratings and certification for various skills was also affirmed as a solution to some prevailing challenges. Ocholla (2000), suggested that, CPD is an important and sustainable strategy to address challenges in LISET.

The review of existing accreditation procedure and consideration of a more pragmatic approach which involves considerations for concerns of professional bodies in LIS and stakeholders in LISET will enhance programme sustainability. Miwa et al., (2011), states that, in North America, UK and Australia, the accreditation of LISET programmes involves industry consultations and sustained mutual relationship between accrediting authorities and professional bodies in LIS. Lastly, the findings suggest the review of the current GNLSA Act 2009, as a solution to the prevailing challenges in LISET, if a new act is much broader to encompass aspects of LISET as compulsory requirement for government recruitment into LIS roles in libraries and other information management related institutions.

4.3 Chapter Summary

The chapter begins with an introduction which outlined what the chapter entails and how it sought to provide answers to the research questions. A demographic profile of respondents was provided, including a gender profile indicating a male dominated population, and other background characteristics such as age distribution, position, duration in service and institutional distribution of respondents. In The Gambia, the key stakeholders identified in LISET includes MoBSE, MoHERST, MoFEA, NAQAA, and GNLSA; professional bodies like GAMLISA; public universities like the UTG; as well as private universities and colleges. The chapter then discussed the current status of LISET in The Gambia which was established as being poor and in need of much work, and the responsibilities of several relevant stakeholders to the development of LISET programmes. A framework for LISET programmes in The Gambia was proposed which specified the duration and content for LISET programmes at all levels. Sustainability initiatives for the survival of LISET programmes were then discussed, and the prevailing challenges that impede the realisation of LISET programmes in The Gambia identified. For each of these challenges, proposed measures were suggested to address and mitigate them.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter provides a summary of the study findings in themes as they relate to the objectives and research questions of the study. It also examines the conclusion of the study, thematically explores the recommendations derived from the findings, as well as suggest areas for further research. The aim of the study was to propose a framework for LISET programmes in The Gambia.

Objectives of the study were to:

- Document the current status of LISET in The Gambia.
- Identify key stakeholders and their responsibilities in the development of LISET.
- Propose a training framework for all levels of LISET.
- Suggest sustainability initiatives for LISET programmes.

5.1 Summary of the Findings

The findings are thematically discussed in line with the objectives of the study.

5.1.1 Documenting the Current Status of LISET in The Gambia

It reveals that the state of LISET in the country is dire because the only form of LISET being offered in The Gambia is an unstructured and unstandardised certificate training programme that is inadequate for the requisite skills needed for LIS professionals. The impact is that people are either left without any formal qualification, and only the lucky few go overseas to study. In this connection, there is an urgent need for LISET programmes in The Gambia.

5.1.2 Identifying Key Stakeholders and their Responsibilities in the Development of LISET

The following are the ministries and institutions that are critical to the development of LISET, and these are MoHERST, MoBSE, MoFEA, GNLSA, NAQAA, UTG, GAMLISA, and other private universities and colleges in the country. This is against the background that the functions of these policy making LISET stakeholders are crucial as discussed in *Chapter Four, Data Presentation, Analysis and Interpretation*.

5.1.3 Proposing a Training Framework for all levels of LISET

As suggested in *Chapter Four, Data Presentation, Analysis and Interpretation*, respondents highlighted various distinctions on the duration of LISET programmes at each level. It also discusses the main courses or modules that are critical for each LISET level, and the necessary foundational, functional and theoretical grounding that underpins them. Furthermore, the rationale is to develop a competent crop of LIS professionals that would steer the affairs of library and information management industry in The Gambia, to address the changing information landscape. The suggestions were also based on best practices in the West African sub-region in particular, and the African continent in general.

5.1.4 Sustainability Initiatives for LISET Programmes

Respondents proposed a multi-stakeholder collaboration and consultation in policy development, adherence, and implementation of standards. They also called for the provision of both human and material resources including finance, and technological infrastructure. Respondents also suggested for the introduction of professional licensing scheme for professional librarians and information managers. There is also need for regular review of the curriculum to meet industry practice and standard. Lastly, several challenges impeding the development of LISET were highlighted, and going forward, solutions to these challenges were proffered as indicated in *Chapter Four, Data Presentation, Analysis and Interpretation*.

5.1.5 Challenges impeding the Development of LISET in The Gambia

There was general unanimity by the respondents that although there are several challenges impeding the development of LISET in the country, but the most spectacular factor was lack of funding. This was against the background that the running cost for any programme is expensive, more so initiating a new programme from scratch. This is compounded by the lack of infrastructure, ICT and/ lab facilities, software, among others. Another challenge that was identified was the absence of the requisite expertise in The Gambia to initiate and undertake such a technical programme. The implication is that the country had to, and still continue to rely on foreign expertise for the lucky few to go abroad and study, which is very expensive. Accreditation is another challenge hindering the development of LISET in The Gambia because the lack of competent expertise is compounded by the fact that for any degree programme to be offered, there must be a PhD holder in LIS in the programme department,

which is cumbersome and far-fetched for LISET for now. The above situation is also compounded by the lack of government support and the under appreciation and failure of policy makers to recognise the fundamental role of LISET skills in the attainment of sustainable national development in our development programmes, hence the absence of a national policy for LISET in The Gambia. In this connection, this therefore explains the underutilisation of education and training of LIS professionals. The perfunctory nature of GAMLISA in championing the course and welfare of LIS professionals is another challenge.

5.1.6 Mitigating measures for the Development of LISET in The Gambia

Respondents generally called for the mobilisation of resources through sound adoption of judicious funding strategies for the introduction and sustainability of LISET programmes. This could be through government's bilateral cooperation with stakeholders in education, public/private partnership, and other industry professionals, as discussed in *Chapter Four, Data Presentation, Analysis and Interpretation*. It was also suggested that government should demonstrate the political will by engaging all the relevant stakeholders through a multi-stakeholder forum to demonstrate the value and relevance of the discipline. There should be more outreach and sensitization campaigns in promoting the discipline. Others also called for the acquisition of expertise to develop programmes and curriculum for all levels of LISET in the country for eventual implementation. Respondents also identified the GNLSA and GAMLISA, to take the lead in championing and promoting a pilot programme for an enhanced and sustainable programme by engaging the relevant and interested public and private higher education institutions with a formal and structured national policy. Some respondents also argued that the local library association should be proactive in collaborating with both regional and international library organisations in promoting the course and welfare of LIS professionals. Furthermore, it was demonstrated that the GNLSA should partake in setting up, manage, and accredit any LISET related programme in The Gambia.

5.2 Conclusion

In conclusion, the study revealed the deplorable state of LISET in The Gambia. This is because it is non-existent and the four weeks basic training in library operations and management offered by the GNLSA is inadequate and below standard. The few trained

LISET professionals were trained overseas at exorbitant costs. As such, efforts should be made to introduce LISET programmes nationally.

The study also found that while MoBSE, MoHERST, GNLSA, and GAMLISA are critical stakeholders for LISET programmes in The Gambia, it also underscores the fundamental role of NAQAA, MoFEA, and UTG, as well as private universities and colleges in any LISET framework. The combination of all these through collaboration and partnership would certainly help in improving the status of LISET in The Gambia.

The study also indicate that there is general and obvious optimism about the need for introducing LISET programmes at various levels from certificate to doctorate. This would be anchored from laying the groundwork at the introductory level for skill functionality, consolidation of skills that are equipped with in-depth theoretical and conceptual knowledge of core LISET principles, to the provision of senior management skills and advanced capacity for research in LIS issues and trends, as well as train librarians for the present and future.

It also revealed that in order to sustain programmes, it is important to ensure viable and sustainable multi-stakeholder collaboration, and adopt consultative approaches to policy development and implementation, adherence to enforcement of policies and programmes, as well as the provision of the requisite and needed human, material including infrastructure, financial and technological resources for any programme.

5.3 Recommendations

These are presented in view of the objectives and research questions of the study, and they include the following:

5.3.1 Improving the Current Status of LISET in The Gambia

Efforts should be intensified to introduce a LISET framework from certificate to degree level for LIS professionals in the short-term, and graduate level programme like master's degree in the medium-term, as well as doctorate degree in the long-term. The UTG and other private universities can offer diploma and degree programmes in LISET, while Gambia College, GTTI, MDI, and other private colleges can also offer a certificate programme. Through the GNLSA and other LIS professionals, Gambia College can also incorporate LISET modules in its teacher training programmes to boost the capacity of schools' librarians in our lower,

upper basic and senior secondary schools. In addition, the GNLSA should be involved in all stages of policy formulation and implementation in the introduction of any LISET programme. The GNLSA, in collaboration with NAQAA, should set up a formalised and standardised short-term national LISET programme for LIS professionals in school and community libraries, as well as information/resource centres. In view of this, the GNLSA Act 2009, should be revised to include elements of a structured and formalised short-term education and training, and certification of LIS professionals in its mandate among others.

5.3.2 Responsibility for Offering LISET

It is also recommended that the responsibility to offer LISET programmes should be shouldered by both public and private institutions. This will enhance accessibility and improve standards through competition, and also prevent any single institution from monopolising LISET programmes in The Gambia.

5.3.3 Duration of Training for LISET Programmes

On the basis of the findings made in the study, it was recommended that the duration of LISET programmes in The Gambia at various level of education should be as follows: 6 months for certificate programmes, 1 year for diploma programmes including internship, 4 years for bachelor's degree programmes including practical attachment/internship, 2 years for masters programmes and 3 years for doctorate programmes. The courses at each level should include both theoretical and practical components including ICT in libraries.

5.3.4 Stakeholders and their Responsibilities in the Development of LISET Programmes in The Gambia

The Ministry of Higher Education, Research, Science and Technology (MoHERST), MoBSE, and MoFEA; should collectively collaborate in promoting the commencement and development of LISET programmes, especially at the UTG and Gambia College. The Ministry of Basic and Secondary Education (MoBSE) should increase it financial assistance to the GNLSA to partake and integrate LISET courses or units in the teacher training programme for schools' librarians at the Gambia College. This can be done by taking lead

role in constant training, re-training, and capacity building of schools' librarians in conjunction with the GNLSA.

5.3.4.1 Higher Education Institutions

On the basis of the findings made in this study, it was recommended that higher education institutions should be responsible for the development of the content and structure of the various levels of LISET they seek to offer in consultation with the GNLSA, and in line with the proposed framework for LISET programmes in The Gambia. It should also be accredited by NAQAA.

5.3.4.2 Professional Bodies

The Gambia Library and Information Services Association (GAMLISA) should lead in setting up a standardized requirement for entry and career progression in LISET work. In addition to this, the introduction of an accredited licensing programme for professional librarians by GAMLISA, should be considered, and this should be a requirement to enable professional practice after meeting all the necessary requirements that would in place.

5.4 Sustainability Initiatives for LISET Programmes

In line with sustainability initiatives, respondents suggested the adoption of sustainability initiatives for LISET stakeholders. The Ministry of Finance and Economic Affairs (MoFEA) should play lead role in undertaking massive resource mobilisation to provide the needed financial support, and infrastructural assistance among others in ensuring programme sustainability. While MoHERST and MoBSE must ensure the sustainability of LISET through financial support, policy guidance and implementation, as well as monitoring and ensuring compliance; similarly, NAQAA should ensure policy compliance and enforcement of standards in curriculum content development and delivery. There is need to increase the staffing of information management institutions through training. The GNLSA should constantly adopt CPD as a sustainable strategy for capacity development and training, and also liaise with GAMLISA to encourage its wide adoption in other institutions. It is also important for GAMLISA to develop and implement an industry recruitment policy to limit the entry of new professionals to only individuals with requisite qualifications. This would

require inclusive multi-stakeholder collaboration with both public and private universities, colleges, and other policy making institutions.

5.5 Proposed Framework for LISET Programmes in The Gambia

The study proposes the following framework for adoption to ensure the sustainable implementation of LISET framework in The Gambia. The stakeholders identified for LISET in the study such as MoBSE and MoHERST, will provide policy support for LISET while MoFEA will ensure funding and financial sustainability. The library association - GAMLISA and other professional bodies will serve as liaison institutions and communities of practice for the integration of LIS professionals upon receiving LIS education or training. The proposed framework adopts a Bologna educational model and suggests the implementation of LISET education at foundational (certificate and diploma), intermediate (bachelor's) and advanced levels (master's and doctorate). The duration for programmes should be as follows: 6 months for certificate, 1 year for diploma, 4 years for bachelor's degree, 2 years for a master's degree and 3 years for doctorate programmes. The content of courses should be approved by NAQAA, and also ensure that comprehensive monitoring and quality assurance measures are outlined to enforce standards in curriculum development and effective collaboration between public and private universities tasked with providing opportunities for teaching and learning in LISET. This framework is illustrated in Figure 5.1.

MoFEA

-Funding

NAQAA

-Accreditation and Standards

-Quality Assurance

Certificate

MoBSE

-Policy Support

(School Libraries)

72

Diploma

Public and
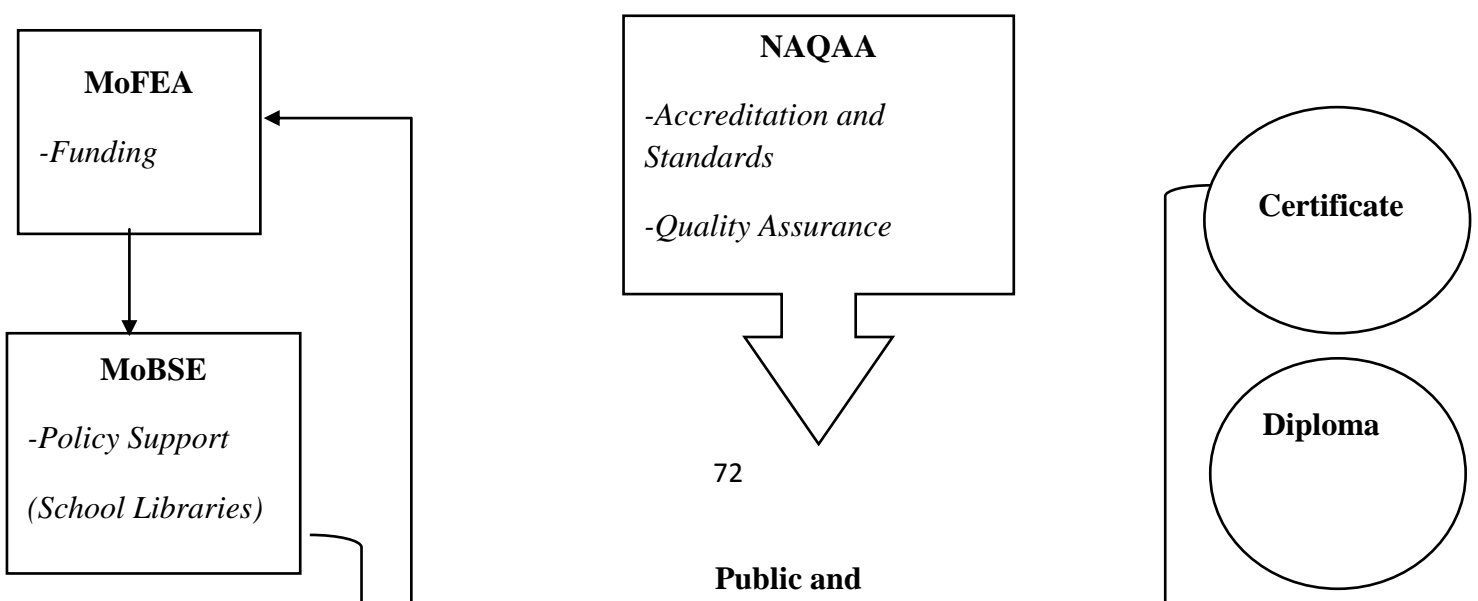
**Figure 5.1: Proposed Framework for LISET Programmes in The Gambia –
(Researcher, 2021)**

5.6 Areas for Further Research

A longitudinal study of LISET framework at the master's and doctorate levels should be carried out. Further research will also be required to undertake a holistic needs assessment study for the introduction of LISET and Archival Management programmes in The Gambia. In addition, there is also need for a systemic review and analysis of the Records and Archival Management situation in The Gambia.

Lastly, using data exclusively from librarians, the findings revealed the deplorable state of LISET in The Gambia. In this connection, there is need for a study to examine existing systems and infrastructure employed in knowledge management in the country, with specific focus on preserving memory and written heritage institutions to determine whether practice meet the requirements for heritage preservation, and establish gaps in training custodians of our heritage.

5.7 Chapter Summary

The chapter systematically highlighted in detail the main findings of the study as it derived from the objectives and research questions of the enquiry. It also proffers a thematic conclusion, as well as offer recommendations for the development, promotion and consolidation of a viable and sustainable framework for LISET programmes in The Gambia. Other areas for further research were also suggested.

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APPENDICES

APPENDIX 1

Letter of Introduction

UNIVERSITY OF NAIROBI

FACULTY OF ARTS

Department of Library and Information Science

Telephone: 020318262 / 020318305

Website: www.dlis.uonbi.ac.ke

P.O. Box 30197, NAIROBI

Email: dept-lisl@uonbi.ac.ke

Ref: C54/20022/2019

August 23, 2021

To Whom it may concern,

RE: BAKARY SANYANG C54/20022/2019

This is to confirm that the above-named person is a bona fide student at the University of Nairobi in the Department of Library and Information Science undertaking a degree in Master of Library and Information Science.

He is currently in the process of collecting data on his project titled **"A Proposal for a Framework for Library and Information Science Education and Training: The Case of the Gambia,"** as part of the requirements for the course.

Any assistance accorded to him will be highly appreciated.
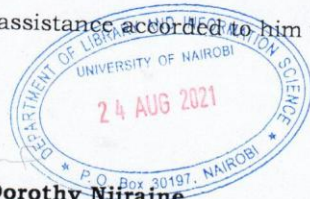
Dr. Dorothy Njiraine
Chairperson,
Department of Library and Information Science

Letter of Consent and Permission to Conduct Research

Bakary Sanyang
C/o Department of Library and Information Science (DLIS)
University of Nairobi
P. O. Box 30197 – 00100
Nairobi – Kenya
Email: sanyang@students.uonbi.ac.ke or sanyangb9@gmail.com
30th August 2021

Dear Sir/ Madam,
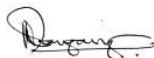
REQUEST FOR PERMISSION TO CONDUCT RESEARCH AT YOUR INSTITUTION

I am Bakary Sanyang, Director of Bibliographic Services at the Gambia National Library Service Authority (GNLSA), and a postgraduate student at the Department of Library and Information Science (DLIS), University of Nairobi, Nairobi, Kenya. My research topic is titled *A Proposal for a Framework for Library and Information Science Education and Training: The Case of The Gambia.* The participants in the study will mainly be librarians and information managers, as well as policy makers in Library and Information Science Education and Training (LISET) in The Gambia. This data collection will form part of the requirements to complete my degree programme.

The purpose of this letter is to seek permission from your office to conduct the research, and also assist in completing the questionnaire, as well as access your staff in interested departments or units to voluntarily share their knowledge, experience and professional judgement regarding LISET in The Gambia. Additionally, the information received will be treated with utmost anonymity, confidentiality, and privacy. As such, it will be used for only academic purposes.

Thank you in advance and I look forward to your usual assistance.

Yours Sincerely,

Bakary Sanyang.
Reg. No.: C54/20022/2019
Tel.: (+254) 7 4234 7593

Questionnaire

Dear Respondent,
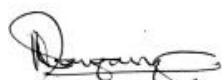
I am Bakary Sanyang, Director of Bibliographic Services at the Gambia National Library Service Authority (GNLSA), and a postgraduate student in Library and Information Science at the University of Nairobi. I am carrying out research for my master's thesis entitled *A Proposal for a Framework for Library and Information Science Education and Training: The Case of The Gambia*. I am requesting you to voluntarily participate in the research by assisting in completing this questionnaire. The information provided will be used for academic purposes only; and it will be treated with utmost anonymity, confidentiality and privacy. In case of any enquiry on this research, you can contact me through the following:

Telephone number: (+220) 995 26 99 or **(+254)** 74234 7593

Email: sanyang@students.uonbi.ac.ke or sanyangb9@gmail.com

Thank you.

Yours Sincerely,

Bakary Sanyang.

Instruction: Fill the questionnaire by either ticking in the bracket or writing the answers in the blank spaces as appropriate.

Note: LISET means Library and Information Science Education and Training

Section A: Demographic Information

1. Name of institution: …………………………………………………………………………

2. Position: …………………………………………………………………………………

3. Gender:

i. Male ( )

ii. Female ( )

4. Highest level of academic qualification:

i. Certificate ( )

ii. Diploma ( )

iii. Degree ( )

iv. Masters ( )

v. PhD ( )

5. Professional Training

i. ………………………………………………………………………………………..

ii. ………………………………………………………………………………………

iii. ………………………………………………………………………………………

iv. ………………………………………………………………………………………

6. Age group:

i. 18 - 35 ( )

ii. 36 - 40 ( )

iii. 41 - 49 ( )

iv. 50 - 59 ( )

v. 60 and above ( )

7. Years in service or work experience:

i. Less than 1 ( )

ii. 1 - 2 years ( )

iii. 3 - 5 years ( )

iv. 6 – 9 years ( )

v. 10 years and above ( )

Section B: Current Status of LISET in The Gambia

8. What is your perception of the current status of LISET in The Gambia?

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9. What are your justifications for the following levels of LISET programmes in The Gambia?

S/N.	Level	Justifications
i.	Certificate	
ii.	Diploma	
iii.	Degree	
iv.	Masters	
v.	PhD	

10. Which of the following should offer LISET programmes in The Gambia?

i. a. Public institutions ( )

b. Explain your answer above

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ii. a. Private institutions ( )

b. Explain your answer above

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iii. a. Both public and private institutions ( )

b. Explain your answer above

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11. What should be the duration (months /years) for each level of LISET programmes below, and why?

S/N.	Level	Duration	Reasons
i.	**Certificate**		
ii.	**Diploma**		
iii.	**Degree**		
iv.	**Masters**		
v.	**PhD**		

Section C: Stakeholders and their Responsibilities for LISET in The Gambia

12. What is the mandate of your institution in setting up and managing LISET in The Gambia?

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13. Which other stakeholders do you think are necessary in setting up and sustaining LISET in The Gambia? What would be their roles?

S/N.	Stakeholders	Roles
i.		
ii.		
iii.		
iv.		
v.		

Section D: Sustainability Initiatives for LISET programmes in The Gambia

14. Suggest any subject areas you would wish to be taught in the following proposed LISET programmes in The Gambia.

S/N.	Level	Suggested Subject areas	Reasons
i.	Certificate		
ii.	Diploma		
iii.	Degree		
iv.	Masters		
v.	PhD		

15. What is your institution's role(s) in sustaining LISET in The Gambia?

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16. What are the challenges that may hinder the development of LISET programmes in The Gambia?

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17. How can the identified challenges be mitigated?

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18. What else would you suggest that needs to be done about LISET programmes in The Gambia?

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Thank you for your participation.