

**DISSERTATION SUBMITTED IN PARTIAL  
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LIBRARY AND INFORMATION SCIENCE**

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**PROVISION OF LIBRARY AND INFORMATION MANAGEMENT  
HIGHER EDUCATION AND TRAINING IN SWAZILAND: A  
FEASIBILITY STUDY**

**BY**

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## **DECLARATION**

I hereby declare that this dissertation, submitted for a Masters degree in Library and Information Studies at the University of Zululand, is my own work and has not been formally submitted to any other university for a degree. I also declare that all the sources that I have used or quoted in the dissertation have been acknowledged by means of complete references.

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Signature: *kcNdlangamandla*

Signature:

May 2011

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## **DEDICATION**

This dissertation is dedicated to all Library and Information Management personnel at all levels who tirelessly render their services, even in challenging and unrewarding environments, to make this profession worth it. It is especially dedicated to those who yearn for education and training and who see it as a means for enhancing service provision and tapping into new dimensions of professional practice.

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## **ACKNOWLEDGEMENTS**

I am greatly indebted to my supervisor and mentor, Professor Dennis N. Ocholla, whose patience, guidance and insight enabled me to complete this research. Prof. Ocholla's belief in and passion for the education and training of Library and Information Management professionals is characteristic of his professional disposition and commitment and contribution to this field. I consider it a great achievement to have been under his care in completing this research.

Many thanks go to my colleague in the profession, fellow trainer and senior information management consultant at the Institute of Development Management [IDM – Swaziland], Mr. Vusi Tsabedze, whose dedication and commitment to training inspired me greatly during training sessions at Mananga Centre and IDM. It has been inspiring to be a colleague of Mr. Tsabedze in the Masters programme as well.

I am also indebted to the Mananga Centre for Regional Integration and Management Development for their commitment to training and their flexibility, integrity, professionalism, and unique approach to training for development. This study was conceived while I was a part-time facilitator of Library and Information Management training at Mananga.

I am also grateful to the Institute of Development Management [IDM – Swaziland] where I continue to be an external consultant facilitating Library and Information Management training. IDM continues to provide an enabling environment and flexible yet quality-embedded approach to Library and Information Management training which contributes immensely to my passion for this profession.

Many thanks also go to all the colleagues who have contributed in various ways to see this study through to its completion.

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## ABSTRACT

This study investigated the feasibility of providing Library and Information Management higher education and training locally in Swaziland. It aimed to determine if it is possible and necessary for Swaziland to be involved in the education and training of its own Library and Information Management professionals within the country. The study was centered on two major concerns facing the country with respect to Library and Information Management practice. These were the dependence of the country on foreign schools to acquire higher education and training, and the required funding to import such education and training into the country. Also highlighted were issues of the relevance of the imported education and training and major concerns concerning funding for higher education and training in other countries.

The study had seven objectives as follows:

- To investigate the state of Library and Information Management higher education and training in Swaziland
- To determine if there is a need for the local higher education and training of candidates to the profession and existing professionals in Swaziland
- To investigate whether or not there is a market for Library and Information Management professionals to be educated and trained in Swaziland
- To investigate the availability of infrastructure that is required for providing higher education and training in Library and Information Management in Swaziland
- To establish the challenges and opportunities of providing Library and Information Management higher education and training in the country
- To determine the feasibility of providing Library and Information Management higher education and training in Swaziland with respect to cost, relevance and human resources
- To determine the role of major stakeholders, such as the government and the Library and Information Professional Association, in providing local higher education and training in Library and Information Management

The study targeted five population groups as follows:

- Prospective entrants to the Library and Information Management profession
- Existing and practicing Library and Information Management employees
- Job advertisements for Library and Information Management personnel
- Existing and potential employers of Library and Information Management employees
- Training institutions likely to host Library and Information Management higher education and training

In this study, both qualitative and quantitative data was obtained using survey questionnaires, interviews, content analysis, and observation. Questionnaires gathered data from prospective entrants to the profession of Library and Information Management and existing employees in the profession. Semi-structured interviews were conducted with current and potential employers in the government and major Library and Information Management service organizations. Content analysis of newspaper advertisements for the job market in Library and Information Management was performed on two

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local dailies spanning a period of four years (2005 - 2008). Observation was conducted in two higher education institutions to check whether or not they were capable of hosting Library and Information Management education.

Prospective entrants, employees, employers and the training institutions highly favoured higher education in Library and Information Management within the country. 155 (64 %) of the prospective entrants expressed their willingness to join the profession of Library and Information Management and pursue higher education, and this could increase to 196 (81 %) with effective marketing campaigns that would woo the 41 (17 %) who were undecided / flexible prospective entrants. Many employees also expressed their desire for local higher education in Library and Information Management. The employees – most with foreign-acquired qualifications – desired to further their higher education and training in the local environment. Employers also continuously emphasized the feasibility of hosting higher education in Library and Information Management in Swaziland. The employers suggested that Swaziland must first introduce diploma programs before proceeding to degree levels.

The government as a stakeholder ensured its financial support in sponsoring the pursuit of local higher education in Library and Information Management by local candidates. Both of the visited higher education institutions were suitable in terms of infrastructure. The University of Swaziland displayed more infrastructure and resources and is suitable for both graduate and postgraduate programs. Mananga's infrastructure and resources could host a diploma and certificate program in Library and Information Management.

Content analysis was performed on 98 newspaper advertisements obtained from 2084 papers. The percentage of the obtained advertisements against the total number of papers scanned was low at 9 %. This would suggest low feasibility, but only if the expectation is that job advertisements for a profession would run every day in a local newspaper. Employers in Library and Information Management, however, insisted on the availability of jobs in the local market and highlighted several positive indicators of a growing market in this profession.

It was recommended that in hosting programs, the duplication of hosting institutions should be avoided for a small country like Swaziland, and stakeholder participation and involvement should be maintained for the continued success of the education programs. Relevance should also be fairly addressed and balanced for the local, regional and international applicability of locally acquired qualifications. Tracer studies on the usefulness of the educational programs against changing needs of the market would be necessary, and within the first five years, assessments should be conducted in order to positively influence the programs.

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## **LIST OF ABBREVIATIONS AND ACRONYMS**

- **IDM** - Institute of Development Management
- **LIM** - Library and Information Management
- **MOET** - Ministry of Education and Training
- **MOPSI** - Ministry of Public Service and Information
- **MOPSSS** - Ministry of Public Service and Social Security
- **NERCHA** - National Emergency Response Council to HIV and AIDS
- **SCOT** - Swaziland College of Technology
- **SIMPA** - Swaziland Institute of Management and Public Administration
- **SNLS** - Swaziland National Library Service
- **SWALA** - Swaziland Library and Information Association
- **SWALICO** - Swaziland Library and Information Consortium
- **UNISWA** - University of Swaziland

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# **CHAPTER ONE: INTRODUCTION AND RESEARCH BACKGROUND**

## **1.1 INTRODUCTION**

This chapter introduces Library and Information Management professionals in Swaziland, their practice environment, and how they have acquired their education and training over the years in light of current developments in Library and Information Management and future prospects of the profession within the country. The chapter conceptualizes the research problem and outlines the objectives and questions that were used to guide the study. The chapter also justifies the need for the study from the researcher's point of view and describes the situation as it stands from the country's point of view, and concludes by explaining the study's limitations with respect to scope and focus. A list of the terms and their definitions is also provided at the end of the chapter.

## **1.2 BACKGROUND**

Swaziland has a notable number of Library and Information Management professionals trained at various levels in Librarianship, Library and Information Studies and/or Library and Information Science. Most professionals are employed within the country by university libraries, national and public libraries, college libraries, training institutions' libraries, special libraries and a few high schools. Ever since Library and Information Management became a recognized and required profession, Swaziland has been sending prospective professionals to schools in other countries to get higher education qualifications in the field. Scholarships for prospective students have been [mainly] available for schools situated in Botswana, Namibia, South Africa, Australia, the United States of America and the United Kingdom. The government, through the Ministry of Education (MOE) and the Ministry of Public Service and Information (MOPSI), has been the main sponsor behind incumbent professionals who have been trained at certificate, diploma, undergraduate and postgraduate degree levels.

The general norm for pre-training in this profession has been service or attachment with a functioning and recognized library in order to gain hands-on experience and improve the candidate's appreciation for the profession before formal tertiary education. This is largely still the case, with most training professionals having served in libraries and information centres first. The pre-training practice has ensured that a large number of professionals who complete their formal education in other countries have a secure job with their employer when they return to the country. However, some professionals search for better opportunities

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with other employers after formal tertiary education in Library and Information Management, and other professionals don't bother returning to the country.

### **1.3 CONCEPTUALIZATION**

Swaziland is faced with a lot of socio-economic challenges, ranging from illiteracy, to poverty, unemployment and the prevalence of diseases. Libraries and information centers are instrumental in the fight against these challenges because they provide access to a diversified pool of information and knowledge. Access to and the full utilization of these libraries and information centres is fully dependant on the educational and training skills of the personnel who manage them. Educated and trained professionals are better equipped to procure, organize, repackage, and disseminate relevant information to communities and thereby address the country's socio-economic challenges. The country is also affected by current developments in the information arena brought about by new developments in information and communication technology (ICT) and globalization. Competence in the use of relevant information management tools is very important in terms of assisting and ushering information users into this information age (Johnson, 2007).

Library and Information Management professionals in the country need to be empowered with relevant skills through higher education and training in order to keep up with these developments. Libraries and information centres also continue to compete for users, funding, and recognition from all the stakeholders in Swaziland. Managers of libraries and information centers therefore have to be educated and trained in marketing concepts of information resources and services in order to keep attracting new clientele and justifying their existence in the nation.

Lastly, changing expectations and redeployments in the job market have produced new designations, such as knowledge managers, information analysts, multimedia specialists, etc. This means that the market is no longer concerned with librarianship issues alone, and is less predictable. Therefore, education and training according to the current expectations of the market are more of a requirement for Library and Information Management professionals.

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## **1.4 STATEMENT OF THE PROBLEM**

The education and training of Library and Information Management professionals outside Swaziland has a number of benefits. For one, the country's citizenry has the opportunity to be educated in well established and reputable Library and Information Management schools while experiencing different social and cultural environments, which also contributes towards their personal development. Professionals may also establish out of country contacts and networks that are necessary for their sustainable professional development. However, there are also challenges. One challenge, as observed by Johnson (2007), is the relevance of the education and training received, which is often based on western programs and modelled on developed countries' library environments. Education and training 'abroad' may also increase dependence on the external environment and promote the notion that valuable training can only be obtained from outside. A further challenge is that of cost, as education and training outside the country requires a considerable amount of money, therefore limiting the number of professionals that may access education and training at a given time. The education and training of Library and Information Management personnel in other countries, according to the researcher, has contributed to at least two major problems.

### **1.4.1 First Problem**

Swaziland appears to be ignoring its own local higher education and training programmes in Library and Information Management. There is still a lot of dependence on schools abroad to supply the required professionals. Even though the country has a significant number of formally educated professionals, most are involved with Library and Information Management work. They have little to do with Library and Information Management teaching, which would produce or reproduce more educated professionals in the field. What seems to be most prevalent in certain sectors is the training of library users in information skills and the training of school teachers in basic library management skills in their respective schools. Short-term training through workshops, seminars and certain management centers is also available for working professionals who may be lacking certain skills in service provision. Longer, examinable educational programs that focus exclusively on Library and Information Management were not observed at the time of study, meaning that even with these short courses and basic skills, the personnel still cannot attain tertiary recognizable certification that would promote them to higher positions in their respective fields and/or contribute to a certain higher grade in remuneration. Swaziland has continued dragging its

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feet in this respect and is still largely dependent on schools outside for its own human resources in Library and Information Management higher education.

### **1.4.2 Second Problem**

A lot of money has been spent on the higher education and training of Library and Information Management personnel outside the country over the years and the government has been the main sponsor. However in recent years, the government announced a decrease in its scholarship funding and introduced a new criterion of awarding scholarship based on certain priority areas, acceptable institutions, and exceptional academic performance (Ministry of Education Press Statements, 2006 & 2007). This affects Library and Information Management professionals in the following ways:

- Library and Information Management and its related professions are not included as a priority area
- Some Library and Information Management schools are not included as approved and acceptable institutions to which the government would delegate funding
- Exceptional academic performance has not been a requirement to enter into this profession

All these are indicators that it is becoming more and more expensive for the government to fund foreign training. And with the relocation of other partners in higher education sponsorship, such as the German Embassy from Swaziland to Mozambique and the British Embassy to South Africa, it has become more difficult for prospective candidates to attract willing sponsorship for formal higher education in Library and Information Management. The remaining (albeit generous) Embassy of Taiwan in Swaziland focuses mostly on health, medicine and agricultural education scholarships to institutions in Taiwan.

### **1.4.3 Summary of the Problem**

Considering this current state of affairs, the need for properly educated and trained personnel in this profession is a challenge that needs to be addressed. Many libraries continue to be understaffed, while others are run by non-formally trained personnel. Today's changing times require newer, more relevant strategies in successful information services provision, and this

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can only be resolved through the continuous education and training of information management specialists.

## **1.5 MOTIVATION FOR THE RESEARCH**

Libraries and information centers are very important in the development of any country. These organizations house a variety of invaluable information resources that support the socio-economic development of any society. Access to these information resources and their utilization may be hampered by the lack of proper education and training on the part of the librarians and information managers who run them. This is even more worrying in times where libraries are facing stiff competition from other information service providers that have evolved with the technological age. Library and information managers are expected to ensure their information centers continue to attract and maintain their clientele and justify their existence to their financial stakeholders. The education and training of Library and Information Management personnel in a local and relevant environment that is cost effective is very crucial in attempting to address these problems.

The researcher has been facilitating Library and Information Management training since 2006 in Swaziland. The training provided mainly targets senior library assistants and library assistants, resource managers and information managers who have formal tertiary education at diploma level or have no formal training in Library and Information Management. These incumbents are faced with the challenge of running libraries on their own at branch level (in the case of public libraries) and in private sectors while often lacking skills such as strategic planning, key collection development protocols, and the ability to use information technology in their service provision.

The observation made by the researcher is that there is a need to continuously train and equip practicing personnel (whether they have attended formal education or not) with the relevant and expected applications of information management in the present climate of technological flux, diminishing resources, high expectations from financial stakeholders, and rising competition from similar service providers. However, this study did not mean to solely justify and subjectively support this observation only, but to also objectively investigate the overall possibility of providing training and education in the country and the role of all relevant stakeholders. It was this study's intention to showcase the state of affairs and feasibility of

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providing higher education and training in Library and Information Management in Swaziland from all angles.

## **1.6 AIM OF THE STUDY**

The aim of the study was to investigate the feasibility of providing local Library and Information Management higher education and training in Swaziland. The study intended to determine if there was a need by all stakeholders (prospective entrants, employees, employers, the professional association, the government, higher education institutions) for the country to host higher education and training in Library and Information Management.

## **1.7 SPECIFIC OBJECTIVES**

The main objectives of the study were:

1. To investigate the state of Library and Information Management education and training in Swaziland
2. To determine if there is a need for the local education and training of candidates to the profession and existing professionals in Swaziland
3. To investigate whether or not there is a market for Library and Information Management professionals to be educated and trained in Swaziland
4. To investigate the availability of the required infrastructure for providing education and training in Library and Information Management in Swaziland
5. To establish the challenges and opportunities of providing Library and Information Management education and training in the country
6. To determine the feasibility of providing Library and Information Management education and training in Swaziland with respect to cost, relevance and human resources
7. To determine the role of major stakeholders, such as the government and the Library and Information Professional Association, in providing local education and training

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## **1. 8 RESEARCH QUESTIONS**

The study sought to address the following key questions:

1. What is the state of affairs with respect to Library and Information Management education and training in Swaziland?
2. Is there a need for the local education and training of Library and Information Management professionals in Swaziland?
3. What are the existing educational and training needs in Library and Information Management in Swaziland?
4. At what level, if required, should Library and Information Management professionals in the country be educated or trained locally?
5. Is there demand, among employers and potential employers, for locally educated and trained Library and Information Management professionals in Swaziland?
6. Does the infrastructure exist for establishing and sustaining an educational or training programme in Library and Information Management in Swaziland?
7. Are there Library and Information Management professionals in the country who could be involved in education and training?
8. What are the main opportunities and challenges of providing education and training locally in Library and Information Management?
9. What could be the role of major stakeholders, such as the government and the Library and Information Professional Association, in providing local education and training?

## **1. 9 SIGNIFICANCE OF THE STUDY**

This study is expected to contribute positively to establishing a way forward for Library and Information Management higher education and training in Swaziland. It is believed that the study will help professionals who wish to be involved in the higher education and training of Library and Information Management personnel by highlighting the feasibility of such, the training needs of potential candidates, and the present and potential markets for trained

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Library and Information managers. In its current form, the study also acts as a guide to the state of Library and Information Management education and training in the country and offers ideas as to what could be done to change or improve the situation wherever the need arises. It is hoped that the study will help employers understand the profession better, and that the government and other employers will also benefit from the outcomes of the study in terms of addressing and meeting their personnel challenges without major financial implications. Candidates to the profession and employers will also be able to identify the different categories of skills already existing within the profession and those that are still lacking, and thus avoid duplication in their human resource planning.

Lastly, the study will also add to current studies on the provision or evolution of the Library and Information profession in developing countries, as these studies have not said anything specific about Swaziland. The researcher believes that research in this area will stimulate more studies and active participation from both the present researcher and other researchers.

## **1.10 SCOPE AND LIMITATIONS**

This study investigated the feasibility of providing Library and Information Management higher education and training in Swaziland. The study's scope and focus was Swaziland. As far as limitations go, the study's main constraint was that the researcher was not able to capture all the prospective entrants to the profession in high schools. Due to financial and time constraints, the researcher could only pick one high school per region. It was also not possible to obtain the views of all practicing Library and Information Management professionals in the country, and research was therefore limited to professionals deployed in the cities of Manzoni and Mbabane, which are the main Library and Information Management employment centers in the country. Data collection from employers and prospective employers also occurred within the two cities, and the observation of training centers and infrastructure was limited to two institutions in the country which are also located within the two cities. Only two local papers were scanned for data, i.e. The Times of Swaziland and the Swazi Observer (from 2005 to 2008 Monday to Friday). It was not possible for the researcher to scan papers for the period before 2005 or to use weekend newspapers. It was also not possible for the researcher to scan internal advertisements within the employment organizations which could reveal staff re-deployments, internal appointments, or secondments that created vacancies and thus translated to a market for Library and Information Management employees.

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## 1.11 DISSERTATION LAYOUT AND PRESENTATION

Chapter 1 introduces the background of the study and the study's problem, motivation, aim, objectives and questions. It presents the scope and limitations and defines consistently used terms as they applied in this study.

In order to clearly understand the problem at hand and its significance to the body of scientific knowledge, it is imperative that certain concepts are defined, reviewed and explored further using scholarly publications in the field of Library and Information Management education and training. Chapter 2 focuses on such in order to identify what constitutes Library and Information Management practice, education, training, professionalism and other related concepts to the study.

Chapter 3 presents the research methodology, specific design, target population samples and instruments used in this study. This chapter provides a framework that explains how the study was conducted.

Chapter 4 presents the data/findings as obtained from the survey groups and an analysis of such data in relation to the research problem.

Chapter 5 discusses and interprets the findings in order to address the initial research objectives and questions of the study.

Chapter 6 concludes the study, summarizes key findings, and provides recommendations and a way forward with respect to the research problem.

## 1.12 DEFINITION OF TERMS

In this study, there are terms that are used throughout that need to be explained or defined so that the reader and the researcher may attach the same meaning to them. Below follows an alphabetical list of these key terms and their applicable definitions.

**Demand** – refers to a pressing requirement or a desire for a particular service (Concise Oxford English Dictionary, 2004). Sometimes demand is expressed as a need. In this study, demand is not associated with force or aggressiveness, but with a clearly expressed and justified need for something.

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**Employee** – a person employed for wages or a salary. Employees are also sometimes referred to as workers or personnel. In this study, all these terms are used interchangeably and carry the same weight in meaning.

**Employer** – is a legal entity that controls and directs a worker under an implied contract of employment and is obligated to pay salaries or wages in compensation (Business dictionary, 2011). Employers in this study are mandated individuals who, as a result of their appointment, can represent these legal entities in employee related issues.

**Higher education** – refers to formal education obtained in higher education institutions such as universities and colleges that result in recognized qualifications like certificates, diplomas, degrees, etc., which could be used to seek employment in the formal/corporate sector.

**Host (*n*)** – refers to a person or organization (e.g. the University of Swaziland) that provides something, such as hospitality or a product or service (Wikipedia, 2011). Host (*v*) is also used to mean providing a service or product (which is Library and Information Management higher education and training) and is often used interchangeably with ‘offer’ and ‘provide’ in the sense that what is being offered may be moved, changed, upgraded or discontinued as the need arises.

**Infrastructure** – basic physical and organizational structures needed for the operation of a society or enterprise. In this study, infrastructure encompasses physical buildings, facilities, and resources essential to the provision of higher education and training.

**Library and Information Management** – is a profession of managing information and other resources (human, physical, financial and technological) in libraries, information centres and all organizations and enterprises contributing to an informed citizenry (see 2.2.1.5).

**Market** – an area or arena in which commercial dealings are conducted. It also refers to demand for a particular commodity or service. In this study, a market is specifically used to mean an opportunity for employment.

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**Training** – training in this study refers to the acquisition of specific skills and competencies through formal and less formal short courses, seminars, workshops, induction, pre-service and internship, without formal examinations and academic certificates (see 2.2.2.3).

### **1.13 SUMMARY**

This chapter conceptualized the research problem, which is the reliance on foreign Library and Information Management higher education and training by Swaziland and its consequences on relevance and cost to the country. The chapter laid the foundation for the rest of the dissertation by presenting the aim, objectives and specific research questions of the study. The parameters of the study were also discussed in terms of the study's scope, both geographically and through its subject coverage, followed by the limitations of the research. The chapter also defined and explained consistently used terms and their applicability in the study.

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## CHAPTER TWO: LITERATURE REVIEW

### 2.1 INTRODUCTION

A literature review is a body of text that aims to review the critical points of research and knowledge on a particular topic. According to Fouché and Delport (2002:127), a literature review contributes towards developing a clearer understanding of the nature and meaning of the problem that has been identified in a study. This is achieved by meaningfully studying what has been produced in the intended research area and/or reviewing similar studies by other researchers and scholars. In the context of a research paper or a thesis, the literature review provides the background to the proposed study. Hart (1998) lists the following general purposes of a literature review:

- Distinguishing what has been done from what needs to be done;
- Discovering important variables that are relevant to the topic;
- Identifying relationships between ideas and practice;
- Establishing the context of the topic or problem;
- Rationalising the significance of the problem;
- Enhancing and acquiring the subject vocabulary;
- Understanding the structure of the subject; and
- Relating ideas and theories to application.

It is therefore imperative, as emphasized by Mouton (2003), for all researchers to start with a review of existing research knowledge to find out how other scholars or researchers have investigated a similar or parallel research problem.

This chapter presents a discussion of the underlying concepts and components of Library and Information Management education and training and how they relate to professional practice. It aims to present definitions of the key concepts of the study, i.e. Library and Information Management, education and training, and professional and professionalism with the intention of conveying what definitions, knowledge and ideas have been founded on these key concepts, and the strengths and weaknesses of such definitions, knowledge and ideas.

The chapter also presents an overview of the major components of the study, such as the state of Library and Information Management education and training in Swaziland; the need for Library and Information Management education and training; levels of Library and

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Information Management education and training; demand for Library and Information Management employees; infrastructure and resources necessary for establishing and sustaining Library and Information Management education; opportunities and challenges of providing Library and Information Management education and training; and the role of major stakeholders in Library and Information Management education and training. The overall intention of the review is to provide a background for further investigation into the feasibility of providing Library and Information Management higher education and training locally in Swaziland.

## **2.2 CONCEPT OF LIBRARY AND INFORMATION MANAGEMENT EDUCATION AND TRAINING**

Library and Information Management as a profession has several concepts that define key practices, approaches, and expectations of professional practice. Concepts that will be discussed in this section include *Library and Information Management*, *Education and Training*, and *Profession & Professional*. A further breakdown of these concepts will be thoroughly discussed, compared and analyzed to present common definitions and usage from practitioners, researchers, educators and other relevant stakeholders, and also to identify links between education and practice (or vice-versa) and continuous education.

### **2. 2. 1 Library and Information Management**

#### ***2.2.1.1 Library***

A library is a collection of information resources and services and the structure in which these are housed. Traditionally, libraries were associated with book collections. However in modern times, libraries have been re-defined as places where one can get unrestricted access to information in many formats and from many sources. They are therefore now often called repositories, information centres and resource centres. More recently, libraries have extended their focus beyond the physical walls of a building by including material that can be accessed electronically and providing professional assistance in navigating and analyzing tremendous amounts of knowledge with a variety of digital tools (Wikipedia, 2009).

#### ***2.2.1.2 Information***

Information is loosely defined as facts, data or instruction in any medium or form. It is mostly associated with the meaning derived from data. Losee (1997:256) defines information as:

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“One or more statements or facts that are received by a human and that have some form of worth to the recipient.” In order for anything to be called information, it must mean something to the intended person; in other words it has to inform.

### ***2.2.1.3 Library Management***

Libraries and information are related in that libraries house and disseminate a lot of information resources. Information and its management is a function that defines the existence of libraries. In the past, Library Management and Information Management were treated as two different professions. Library Management has also been known as Librarianship, which, according to Line (2007:27), has been concerned with “making available and exploiting information for the benefit of people”. Library Management is also referred to as Library Science and encompasses a lot of activities including collection, storage, arrangement, management and the dissemination of information in all formats.

### ***2.2.1.4 Information Management***

Although it has been viewed as a different occupation from Library Management in some sectors, Information Management is part and parcel of Library Management. Laffan (2009:1) defines Information Management as: “The means by which an organization efficiently plans, collects, organizes, uses, controls, disseminates and disposes of its information and through which it ensures that the value of that information is identified and exploited to the fullest.” From this definition of Information Management, common activities that are also handled by library managers feature a lot. There is an undeniable overlap in practice that makes it unnecessary to separate the two in present times. Willpower Information Management Consultant’s (2009) definition of Information Management practice confirms this close relationship. Here Information Management is defined as:

An interdisciplinary field that draws on and combines skills and resources from Librarianship and Information Science, Information Technology, Records Management, Archives and general Management. Its focus is information as a resource, independently of the physical form in which it occurs  
(Willpower Information Management Consultants, 2009)

### ***2.2.1.5 Library and Information Management***

Libraries in the past were more concerned with recorded knowledge and its management. As the information age evolved with a ‘boom’ of information in all formats and new information technology, Information Management became associated with library work. As a result, in

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recent times Library Management and Information Management have been treated as a single occupation. Libraries and information units have been increasingly involved in management practices that, according to Jordan & Jones (1995:1), “Impel them to justify their services in relation to user needs as they adopt more systematic approaches to management.”

Management practices are part of Library and Information work because the profession is not immune to organizational culture, bureaucratic practices and resources that require the application of management principles. Stueart and Moran (2002:48) emphasize that from its inception, Library and Information Management showed “no identifiable characteristics that set it apart from other types of organizational management”. They argue that trends, theories and techniques introduced into organizations and discussed in management literature easily found their way into library practice and have over the years been adapted with varying degrees of success. However, the feeling that Library and Information Management has assumed a new dimension in present times is still evident. Karisiddappa (2004) notes that this is due to the adoption of different services that are intended to satisfy different kinds of information needs and different kinds of users. This, according to Karisiddappa, is the direct impact of economic development and the growing dependence on information by national economies. This attempt to link library work to management and information work outside traditional libraries is viewed by Haigh (2007) as quite new, and follows the model of western practices in Information Science. Dong (1997:6) agrees, noting that changes in the social, economic and technological environment have introduced new requirements in library and information work.

The use of management with library and information work, instead of science, has garnered a lot of acceptance in the present era and is seen to be responding to contemporary requirements of the modern environment. Scholars who support the change, according to Dong (1997:6), have argued that Information Management has broadened the original scope of Library Science into a:

Wider acceptable area related to information production, information collection, information sorting, information storage and information dissemination. The aim of information management is to provide services for consultants, businesses, enterprises, new agencies and government institutions. The area of information management should include scientific information management, business information management, government information management and cultural information management.

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The impact of management science has been seen as a significant achievement in the profession of Librarianship. According to Karisiddappa (2004), the principles and functions of management have been joined by aspects of human resource management, financial management, and information resource management in Library and Information Science in recent years.

Library and Information Management is about managing libraries, information, resources (financial, human, physical and technological), and contributing to an informed citizenry. Library and Information Management is not only concerned with libraries or the information housed ‘within walls’ as such, but extends beyond to corporate organizations and enterprises. Information is an important resource that influences decision-making at various levels and its management is very crucial to achieving developmental success. Library and Information Management work provides the required competencies for handling information and ensuring its full exploitation by users. All discussions in this paper will use Library and Information Management as a single phrase that encompasses all the activities of libraries, information centres, resource centres and other related services in the information industry.

## **2.2.2 Education and Training**

### ***2.2.2.1 Education***

Broadly defined, education refers to the process of giving “intellectual, moral and social instruction” to learners or recipients (Concise Oxford English Dictionary, 2004). In academia, education is “formal full-time instruction in an institution of higher learning” in a certain field (Grogan, 2007:5). It enables the recipient to be proficient in collecting knowledge, understanding its value, and processing information. Since it is associated with formal learning institutions, education can be tested and graded to certify competence through merit, award or a title equivalent to what the learner has achieved and the level of achievement.

Haile Selassie (1974) stated that: “Education develops the intellect; and the intellect distinguishes man from other creatures.” It is education that prepares a human being to harness nature and utilize resources for the well-being and improvement of human life. It is in this spirit that Jeffs and Smith (1999:1) observed that education is “future-oriented – it is about development and growth, even when we are studying the past”.

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### ***2.2.2.2 Education in Library and Information Management***

Education in this profession, as in other professions, is also associated with formal institutions of higher learning like universities, colleges and training centres. It is also full-time instruction that is designed to develop the recipients' intellects so that they can respond effectively to challenges in the information environment and offer solutions that benefit all stakeholders. Education in Library and Information Management teaches fundamentals in theory, history, future applications, problem-solving, and knowledge generating (research) skills in professional practice. As noted by Britz, Lor & Bothma (2007), it contributes to "socio-economic development" in the states or countries of recipients.

### ***2.2.2.3 Training***

Training is defined as a "learning process that involves the acquisition of knowledge, sharpening of skills, concepts, rules or changing of attitudes and behaviours to enhance the performance of employees" (Training and Development, 2009). It is an activity leading to skilled behavior at work and is related to professional development. Even though training is termed a 'skill-oriented activity', Salvi (2009:1) argues that it is still an 'educational process'. This is because people can always learn new information and re-learn and reinforce existing knowledge and skills. Training provides trainees with the opportunity to consider new options and develop skills that can help them improve their effectiveness at work.

Training can be narrowed down or tailor-made to teach a particular skill and prepares the trainee to be effective in a particular aspect of a job or task. It is specific and 'now-oriented', less formal and more practical in approach. It is centered on the trainee's needs and expectations. Even though the impact of training can be assessed through trainer evaluation and on-the-job monitoring, it is not usually tested and graded through an examination process. Certification in training is awarded based on attendance, completion, and competence because of the exposure to a training programme.

### ***2.2.2.4 Training in Library and Information Management***

In this profession, training is usually in the form of short courses, workshops, seminars, on-the-job training or induction, and practical placement. It is also skills-oriented and part of the professional development of staff members. Training is not a once-off activity but a continuous process that goes on throughout the professional lives of employees. This is necessitated by changes in approaches to work, development and growth, introduction of new services, new markets, and the need to continually excel in service provision.

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### *2.2.2.5 Education versus Training*

The difference between education and training is sometimes unclear as these terms tend to be used interchangeably. However while there are overlaps between the two, the differences are prevalent and well noted. Milano and Ullius (1998:4) summarized the distinction very well when they wrote that: “Education focuses on learning about, while training focuses on learning how.” Education has broader goals than training and the material covered is intended to fit many different contexts. Training helps an individual do something better and the skills that it develops are usually specific to a particular task. The objectives in training, as indicated in the *Manual for Media Trainers* (2009), are more specific than those in education. The distinction between the two, according to Moore (1998:135), is an important one.

Training means narrowly focused programs that lead to high proficiency in a specific skill. It prepares the participant for one particular job or activity but provides neither broad perspective nor flexibility of approach. Education, on the other hand, enables students to see the forest and the trees. It encourages general approaches to problem-solving and inculcates ways of thinking that are productive, effective and rewarding.

Education prepares learners to deal with and solve a broad range of problems and choose which problems are important and which are not. Blumenfeld (2000:1) expands on this distinction by noting that “education should come first and training later” because education is concerned with the development of the mind (intellect), while training deals with learning specific skills.

Education is a more personal activity in that its main purpose is the enhancement of an individual’s ability to use his mind for his own personal gain, while training means developing skills that will be used for social and economic reasons than for the self (Blumenfeld, 2000)

Education also has an impact on socio-economic development and should not be viewed only in terms of personal gains or pleasure. *Simply Speaking* (2008) sums the education versus training debate in these simple phrases:

- Education emphasizes first principles; training emphasizes application
- Education focuses on building the mind; training focuses on building skills
- Education is content-driven; training is mostly job-specific
- Education has to sell the content; training has to sell itself
- Education teaches one to fish; while training gives one the fish

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### ***2.2.2.6 Education versus Training in Library and Information Management***

In Library and Information Management, education and training are also different, although some overlap still exists. Grogan (2007:6) highlighted some of this overlap in his article on persistent issues in education for Librarianship. One such issue, which has been discussed without resolution in the profession, is ‘learning by doing’ (training) versus learning through formal instruction (education). Grogan reveals that since the profession came into being, scholars and practitioners were divided on the best approach to teach Library and Information Management practice. Some professionals felt learning is best achieved by doing (practice) in the profession, as is traditionally the case in other professions like medicine and law. This influenced the transfer of skills in the profession. Those who went along with this school of thought, as Grogan observes, made this “remain the normal method in Librarianship for decades”. It even influenced the admission requirements of some Library and Information Management schools in the not-so-distant past, which emphasized pre-education, on-the-job experience as a requirement for candidates to tertiary education.

Those who thought that Library and Information Management could be taught in the formal classroom had a tough time dealing with practitioners and professional bodies. As Grogan (2007) observes, professional bodies, especially in developed countries where the profession was beginning to be recognized, demanded much input and control of the curriculum and testing and grading methods. These bodies were also highly critical of the classroom-instruction atmosphere and felt it was totally uncalled for in this profession. However, despite these challenges and major division in professional opinions and approaches, Library and Information Management schools persisted and flourished in the tertiary institutions set-up in a lot of countries. They preserved their argument that would-be practitioners can be more effectively and economically educated in the classroom than on the job.

These arguments contributed to the overlap of education and training in Library and Information Management for a long time. This overlap has, however, been minimized in contemporary times. To a large extent, tertiary institutions continue to provide education in the profession. Training is still available on-the-job, through professional associations and training centres, and by design from other hosts who partner with Library and Information Management professionals. Such training is usually skills or deficiency (needs) based and is short term in nature.

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## **2.2.3 Profession and Professional**

### ***2.2.3.1 Profession***

A profession is generally used to refer to a certain area of expertise in one's field or discipline. Expertise in doing something may become somebody's profession and is not necessarily acquired through education or formal instruction, but by observing or habitually being engaged in some activity for a long time. In this scenario, other terms associated with profession are vocation, occupation or 'veteran'. Examples are housekeeping, gardening or painting as a profession. However, scholars feel that the emphasis in the word 'profession' lies with formal knowledge and (a form of) science. Lillard & Wales (2003:316) define a profession as a: "Systematically organized body of knowledge that is usually acquired through a significant amount of formal education." These scholars emphasize that "widely accepted degree requirements help define a profession". Others supporting this view of the term are Nassimbeni & Underwood (2007:5), who equate a profession to a career obtained through "vocationally directed qualification". Gorman (2004:99) adds that "professions are defined by their ability to control education for that profession and by agreement on the basic areas of study required for such an education". Davis (1976) maintains this view by highlighting the difference between a profession and non-profession (clerical); in his view, a profession is acquired through formal education. This latter definition of profession has certain elements that help define it or distinguish it from other professions. These normally include philosophy, body of knowledge, guidelines for behavior, and admission requirements.

### ***2.2.3.2 Professional***

Professional refers to relating to or belonging to a profession. The concise dictionary defines 'professional' as habitually engaging in a particular activity as a paid occupation rather than as an amateur. A professional is a person who has impressive competence in a particular activity (Concise Oxford English Dictionary, 2004). From Wikipedia, a professional is a member of a vocation founded upon specialized educational training. The emphasis in Wikipedia is 'educational training' and therefore reference is made to western traditions where the term is associated with "highly educated, mostly salaried, economically secure and people who are in creative and intellectually challenging work" (Wikipedia, 2009).

In a more technical definition, a professional is a specialist in a certain field of human knowledge whose skills and knowledge are above the generally qualified individual in that field. In this particular case, the term is pre-fixed to an occupation, such as a 'professional

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banker’, to denote extra, extensive or deep knowledge and proficiency in that profession. In narrow usage however, not all possession of expertise leads to a professional. In certain occupations such as construction work, carpentry or plumbing, expertise is obtained through apprenticeship and is more associated with skilled labour or trades. In certain areas of practice and designations, the professional status or professionalism is designated by a particular body (professional body, qualifications authority, standards and quality body, etc.).

Some organizations and enterprises include the term ‘professional’ in their name to signify the quality of their workmanship or service. An example could be a ‘professional recording studio’. In describing what it takes to be a professional, Wikipedia states that: “You do not have to have a degree to prove that you are a professional, but rather prove that you are a master of a trade set/skill, or act in what is looked to be a professional manner.” With this latter argument, impressive competence in a particular activity, a kind disposition and fruitful judgment are of greater concern than academic qualifications.

### ***2.2.3.3 Library and Information Management as a profession***

Library and Information Management, as discussed earlier, is an occupation concerned with planning, collecting, organizing, using, controlling, disseminating and disposing information and ensuring that the value of that information is identified and exploited to the fullest. The activities carried out in this profession are unique and distinct from other professional practices. Library and Information Management as a profession requires certain knowledge, exposure, specialty and proficiency. It is, according to Gosh (2001:8), a “service-oriented profession, the basic ingredient of which is content, information and users”. This profession is also ‘skills-oriented’ in that certain skills have to be extremely outstanding and well applied in professional practice. The diversity of skills within the profession accommodates the different activities performed and services offered.

The profession also has its own body of knowledge, professional ethics, admission requirements and commitments. There are also challenges experienced that are unique to the profession. These include the cost of services (free or fee-based services), intellectual freedom, the broadening gap between technological haves and have-nots, and outsourcing or privatization (Major elements of any profession, 2009). The profession also has national and international bodies that ‘keep an eye’ on the profession as a whole to ensure universality and quality in approach and service delivery.

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#### ***2.2.3.4 Library and Information Management Professionals***

This refers to the personnel responsible for all the activities mentioned above in the ‘service- and skills-oriented’ profession. They are the drivers behind planning, acquiring, organizing, disseminating and ensuring the full exploitation of information by the intended clientele. It is obvious that without the personnel (professionals), physical resources (structures), information resources and financial resources are simply meaningless. A professional gets things done and delivers the final product or service. Mohammed (2008:2) observes that Library and Information Management professionals are required:

Not only to gather, organize and coordinate access and use of the best and rich available information resources of organizations and the society, but also to package, repackage and market them to ensure their effective access and utilization by the target audience.

In less specific cases, a professional in Library and Information Management practice refers to all personnel at all levels, whether they have formal education or enough experience. These are the people who are often found in libraries and information centres habitually engaged in providing library and information resources and services to users. However, a different view is shared by Line (2007), who argues that the requirements are not the same at all levels of work. According to Line (2007:28): “At lower levels clerical skills may be most needed, at intermediate levels more special (professional) skills and knowledge, and at upper levels management abilities.”

A number of justifications define who is a professional and who is not in Library and Information Management practice. One such justification is tertiary qualifications, where those who support the ‘dividing-line’ state that a professional is one who possesses a degree (bachelors) qualification or a graduate (post-bachelors) qualification in the profession, while a diploma holder is a para-professional (suggesting semi-professional), and non-qualified personnel are clerical or non-professional (Mohammed, 2008; Gorman, 2004). This ‘definition’ is based on academic qualifications and does not take into consideration work experience, competence and service delivery.

The above sentiment is not shared by all in the profession, as other practitioners feel that the emphasis on academic qualifications alone is not what makes a professional in Library and Information Management practice. Academic qualifications in this instance are more into defining ‘status’ than defining a professional or professionalism in service delivery. As in the

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general definition of professional, the mastery of skills and outstanding performance can be the true reflection of professionalism in Library and Information Management work. This is argued in the Major elements of any profession (2009) tutorial where: “Standards of excellence benchmarked against others should be the ultimate measure for Library and Information Management professionals. True professionals often use the satisfaction of patrons to measure excellence in service provision.”

With respect to the ‘true professional’ argument, Line (2007:37) warns that “there should be no barrier to advancement, no requirement for advancement except proven ability and also no dividing lines between professional and non-professional work”. The obsession with professional status, which Line describes as the “worst features of the present system”, has contributed to the profession “becoming the prisoner of its own pretensions, and the sufferer thereby” (Line, 2007:37). An absence of these “professional pretensions”, Line argues, would mean that “the bright late developer would no longer be barred from upward mobility” while “the dull late decliner” would also not be “protected from downward mobility”. True professionalism in this case would encourage and recognize fruitful and productive service dispensation rather than cling to qualifications that contribute less or non-effectively to professional practice.

## **2.3 THE STATE OF LIBRARY AND INFORMATION MANAGEMENT HIGHER EDUCATION AND TRAINING IN SWAZILAND**

Formal higher education in the Library and Information profession can be traced back to the 1950s and 1960s in most developing countries. According to Johnson (2007), this formal education “was motivated by the need to raise the education level of the countries’ populations, particularly to eradicate poverty”. The era of the 1950s and 60s is when a number of developing countries gained their independence from colonial rule. Libraries under colonial rule, as observed by Ocholla (2000), were mainly used by the foreign settlers and were dominated by literature influenced by their tastes, traditions and culture. They were not meant for the natural or local citizenry of developing countries but for the elite groups of the colonial era.

Concern with developing libraries and improved education in the profession, as indicated by Johnson (2007), often went hand in hand with the attainment of independence. Independence meant countries had to rebuild their economies and be fully involved in national development

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issues. Therefore libraries and information centres began to receive recognition as role-players in national development initiatives. Ocholla (2000:35) observes that in most developing countries, training schools in library education were “established with government support within universities, colleges, national library services and through professional associations on the continent”. Countries like Ghana and Nigeria had formal library education courses up and running by 1960, while other countries joined later (up until the 1990s). Library and information education spread to the southern part of the continent, gaining popularity within countries like Botswana and South Africa in their tertiary education programs.

The availability of library education on the African continent reduced the dependence of African countries on foreign and overseas schools. However, some countries continue to depend on foreign schools for higher education in library and information services. Swaziland is an example of a country that still sends personnel across its borders for tertiary qualifications in Library and Information Management despite having an established local university and higher education colleges.

Swaziland has assumed and been recognized in a number of regional and global responsibilities and forums since independence. Some of these responsibilities and forums deal with human development, capacity building, social security and democratic governance. Of significance here is Swaziland’s chairmanship of the SADC Regional Training Council (RTC) which controlled the affairs of the Human Resources Development Sector in the early 90s. One of the projects of this sector was to create a Regional Human Resource Information System (RHRIS). This project provided guiding principles to those in the region whose responsibility was human resources planning and development (Thapisa, 1994). Even with this responsibility and other key responsibilities in global forums that relate to capacity building, the country still depends on foreign countries for its human resource development in Library and Information Management.

### **2.3.1 Local higher education in Library and Information Management**

At the time of study (i.e. 2009 - 2010), local higher education qualifications in Library and Information Management were not yet obtainable in Swaziland. However, basic library management and information seeking skills were being offered under education courses at the University of Swaziland to empower teachers and encourage them to take responsibility for starting and maintaining libraries in their respective schools. As mentioned earlier, most

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schools in Swaziland have no running libraries, and the government (through its civil service) has had no vacancies for school librarians. It has therefore become the responsibility of school teachers and principals to take the initiative and start, maintain and/or run libraries. It is because of this that basic courses are integrated into the education curricula of teacher qualifying programs, e.g. Bachelor of Education (primary and secondary) and Post-graduate Certificate in Education. However, these courses are a small initiative considering the diversity and extent of library and information work. Therefore graduates of these teaching qualifications cannot be in a position to use the courses to look for jobs that require Library and Information Management qualifications under normal circumstances.

Attempts to host certificate and diploma courses in Library and Information Management were observed through advertisements in the training calendar of the Institute for Development Management (IDM) for 2009. These attempts were confirmed by Mr. Vusie Tsabedze, IDM's senior information management consultant. IDM, according to Tsabedze (2009), wanted to fully venture into information management training in the areas of Library and Information Management, Records and Archives Management, and Information and Communication Technology (ICT) applications in library and information work. At that stage, it was observed, the attempts were mainly influenced by IDM's quest for business expansion and viability. Thorough groundwork required for the provision of local education in a profession, such as cost-benefit analysis / market surveys, stakeholder participation and collaboration, among others, was not done prior to these advertisements. Library and Information Management higher education did not take-off during the year of advertisement and further in 2010. It is also worth noting that the Institute of Development Management has sister institutions in Lesotho and Botswana, and their courses usually 'cross-pollinate'. However the two-year diploma courses were only reflected in the Swaziland campus calendar.

### **2.3.2 Local training in Library and Information Management**

Local training in the profession in Swaziland has taken on various forms. Training seminars and workshops as well as conferences have been organized in the past by: the local library association – Swaziland Library and Information Association (SWALA); the local consortium – Swaziland Library and Information Consortium (SWALICO); the American Embassy; the National Library, Documentation and Information Policy Board; and the Swaziland Chapter of the Association of Health Information and Libraries in Africa (SCAHILA). These training initiatives targeted certain areas of professional practice, such as

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library advocacy, information and communication technology, policy formulation, collective bargaining, and marketing health information resources in the era of HIV and AIDS. These training initiatives did not cost the participants anything and were sponsored by partners and library and information supporting organizations. Training needs were scanned prior to the training provided by the responsible committees within these bodies.

Another form of training that has been available in the country in Library and Information Management is short-term training courses offered by training and management centres. These are centres like Mananga Centre for Regional Integration and Management development, Birch Cooper Institute, Swaziland Institute of Management and Public Administration (SIMPA), and the Institute of Development Management (IDM). These institutions train the workforce and offer tailor-made courses to address the specific needs of organizations in the country and region.

At the initial stages of the study, Mananga was the most active training centre in Library and Information Management training. Mananga had successfully offered 4 week training courses themed “Strategic Management of Libraries and Information Resource Centres (SMLIRC)”. Mananga was also offering records management and electronic records management courses.

Birch Cooper was offering training in one-week, two-week, three-week and four-week courses in library administration, automation, research skills and information technology. Birch Cooper’s courses are provided through campuses in Swaziland and their other campuses in South Africa. SIMPA is a government owned training centre, and was offering single or separate courses in cataloguing and classification, Office Suite application and management principles to Library and Information Management employees, especially those in the civil service. IDM was also offering short-term courses in managing libraries, information and documentation centres, key records management practices, and information technology applications in library and information work.

The short courses in these training centres target people who are already working in service-providing organizations or those who have been recently recruited and still lack practical skills in service provision. Even though short-term training is available in the country through these centres and the government fully supports and funds this training at times, the knowledge gained by professionals through this training does not lead to a formally recognized and remunerated qualification. Certification may be awarded based on attendance

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and completion, but may not be used to attract higher positions in the job market that require certain qualifications.

## **2.4 NEED FOR LIBRARY AND INFORMATION MANAGEMENT HIGHER EDUCATION AND TRAINING**

To reiterate, Johnson (2007) and Ocholla (2000) observed that the recognition of libraries and the role of information in societal development in developing countries grew in the post-colonial period when libraries were no longer the prestige of colonial dwellers but the inheritance of the concerned countries. The need to educate and train the personnel to manage local libraries and centres was a significant challenge that continues to be faced today.

Well educated and trained Library and Information Management professionals are essential in any country, both in the developed and in the developing world (Ocholla and Bothma, 2007). Education and training lead to professionals who can demonstrate the desired approach, skills, attitude and relevance in service provision that lead to the full exploitation of information by the intended users. Such education and training, if acquired in a local or similar to local environment, translates to professionals that are well “versed with and grounded in African socio-economic, cultural and political challenges and are capable of designing suitable information services to meet those challenges” (Albright and Kawooya, 2007:115). Albright and Kawooya further emphasize that education and training in Library and Information Management in a local environment “should lead to professionals skilled in and attuned to solving unique local problems rather than those with general skills in information services delivery”.

Library and information management work is a service-oriented industry whose ultimate aim, according to Diso & Njoku (2007:130), is to: “Bring about positive transformation in societal value systems, attitude, and world outlook. To achieve this aim, education must close the gaps between theory and practice, i.e. between the intelligentsia and the larger society, between scholarship, abstract philosophy and concrete human reality.” In support of this view, Shiholo and Ocholla (2003) observe that “it is better to provide basic professional education at home”, meaning in a local environment where the current needs of the society will be reflected in the curricula and the final product will serve the local environment.

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Karisiddappa (2004) refers to the transitional shift from an agricultural economy to an industrial economy, which is characterized by manufacturing and production, entrepreneurship and distribution, and strong global interaction and communication. This has created a lot of awareness of information as a useful resource that can be used and manipulated in or by developing countries. According to Gosh (2001), the impact of information on all spheres of society coupled with the use of information and communication technology to access information has dramatically changed the face of libraries and information institutions. These changes, Gosh explains, have led to the current knowledge-based society, where information and knowledge are crucial to the development of a nation. Thus, expertise in the management and distribution of information and knowledge becomes extremely important. Locally educated and trained professional library and information managers have therefore become necessary to address these shifts and challenges and ensure the stable growth of the information market. Education is the primary and long-term solution to poverty and ensuring sustainable development. Thus investment in research and development and in higher education is the key to knowledge generation, innovation, and the wealth creation associated with the industrial society (Britz, Lor & Bothma, 2007).

The need for the local higher education and training of Library and Information Management professionals can also be justified by cost, as education and training locally is more affordable than foreign fees, which are often influenced by the economy, cost of living, inflation, and the foreign demands of the host country. Local education and training, as anticipated by Britz, Lor & Bothma (2007), could combat the current brain drain of professional labour that is experienced by developing countries. Their observation of the brain drain situation is based on recent statistics provided by Britz et al. (2006) which clearly indicate that “most African scholars who graduate from American and European institutions do not return to work in Africa”. There is a high possibility of being attracted to these foreign country markets after being exposed to their education and training, their way of life, and also their practice environment.

Lastly, libraries and information centres continue to experience stiff competition from other emerging information services that offer better technology (Ocholla & Bothma, 2007). This emphasizes the need for Library and Information Management professionals to constantly update their knowledge and skills in order to compete and stay afloat.

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## **2.5 LEVELS OF LIBRARY AND INFORMATION MANAGEMENT HIGHER EDUCATION AND TRAINING**

Library and Information Management higher education qualifications are obtained from higher education institutions such as universities, technikons and colleges. Qualifications are offered at undergraduate and postgraduate levels. Undergraduate qualifications include certificates, advanced certificates, diplomas, higher diplomas, associate bachelors and bachelors. Postgraduate qualifications include Honours, post-graduate diplomas, Masters and Doctorates. Specific names of programs, educational approaches (theory, practicum, combination of both), curriculum content and entrance requirements may vary across these higher education institutions. However, in all cases, the education obtained from the tertiary institutions is expected to relevantly equip the candidates for Library and Information Management work at all levels (semi-professional, professional, managerial, etc.).

Training in Library and Information Management, as stated earlier, is part of professional development and therefore has no specific levels and no entrance requirements. It is determined by service needs from time to time. Training can be conducted internally within an organization, or externally by training institutions or other resource persons. Most organizations, including Library and Information Management organizations, consider training to be an important aspect of professional development and continuous education.

## **2.6 THE DEMAND FOR LIBRARY AND INFORMATION MANAGEMENT EMPLOYEES**

In Ocholla's (2005) analysis of the job market for Library and Information Management professionals in South Africa, libraries ranked significantly higher as employers and potential employers of LIS graduates. Traditionally, the market for education and training products in the profession were mainly existing libraries. This, as already observed, may have been due to the status of libraries and the then evident need for local incumbents to take over their management. More focus was on library markets because libraries were also seen to be the sole custodians of information resources at the time. Libraries in fact sustained the market, but challenges began to surface as information took various formats, and the information arena was entered by other service providers that provided stiffer competition to libraries in terms of presenting and packaging information products. While this presented threatening challenges to the library service environment, it also expanded the market for library and

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information employees to be exposed to other types of information work that may not have been conceived in previous times.

In Swaziland, libraries also appear to be the main employers and potential employers of Library and Information Management professionals. Although no formal study has been conducted as yet to validate this claim, participative observation of practicing areas for Library and Information Management professionals suggests that this is the case. However in recent times, this once 'guaranteed' market for the absorption of professionals has seemingly become saturated and less guaranteed. Library and Information Management professionals who are from library employment sectors usually go for tertiary education on a study-leave basis and with full support from their employers. This therefore means that upon completion of their studies, they are guaranteed a job with their employer. The past and current job market guarantee is largely influenced by the pre-training scenario of having worked for libraries and information centres prior to formal education. The market has also been influenced by the requirements of training schools that made practical experience in library and information work a requirement prior to tertiary education in the profession. In light of the above, it is very difficult for the market to attract new candidates because it has to anticipate the return of its own candidates who have advanced their education in the field.

The employment market in Library and Information Management, although still dominated by libraries and traditional information resource centres, is now reflecting different types of information related activities. This emerging market, as noted by Ocholla (2005), offers professionals career opportunities in a broader environment that extends far beyond Library and Information Science. In this market, the new positions are not library positions; rather they require information management skills and professionals who have a combination of skills that meet the current expectations of new markets. Some of these new skills and experiences are summed up by Mohammed (2008:15):

Knowledge, skills and experience in information management, information resources management; information delivery for enhanced creativity and innovations; expertise in the exploration and exploitation of information communication technologies and multi-media applications; expertise in knowledge management; good knowledge of management theories and practices; and information brokerage and advocacy.

This kind of employment market is slowly surfacing in Swaziland where non-library markets are also beginning to require information managers to fill certain positions such as research

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officers, data and publications officers, corporate communication and information managers, information management consultants, resource managers, and records managers. In more technically-oriented (information technology-based) organizations, the professional must equally demonstrate more expertise in competitive information technology application and IT-based problem solving skills that reflect the digital age. The information technology skills required from the information manager can include hardware manipulation and programming or the development of systems to address certain functions within the organization. This market is very competitive and hard to join by Library and Information Management professionals who lack the knowledge and skills summed up by Mohammed (2008:15). This is because other professions, although not based on information management, have a high interest in the same market and work around the logistics to provide the set of requirements that the market looks for. Therefore it is possible to find positions in the market filled by people from other professions like journalism, communication and mass media, public relations, education and computer science. The requirements are not only about skills and expertise, but also about values, attitudes and the right mind-set. As Mohammed (2008:15) remarks, employers would naturally hire individuals who would add value to their organizations. Belief in and confession to adding value to an organization is reflected more in how professionals sell themselves to employers and how they see themselves as part of the organization than it is about a single profession.

An employment market that most professionals in Swaziland do not tap into is that of records management. Even though there are a lot of records centres, registries and information deposit centres within the government, the public sector, parastatals and private organizations that translate to a potential market for this cadre, very little is done by professionals and employers to have these markets explored. The area of pure records management is very unfortunate, unsupported and unpublicized in Swaziland. As indicated in a study by Tsabedze (2008), the important domain of records management is rendered valueless if not managed skillfully by professionals. This market belongs under the umbrella of the information market, and it is possible that with the right re-orientation of skills, attitudes and funds, new information management education and training products can and would be developed.

It is worth pointing out that a market does not necessarily have to be pre-existent all the time. Education and training can be a useful tool in realizing other seemingly dormant markets, reviving them, and addressing their needs. It is based on this that I agree with Ocholla and Bothma's (2007) assertion that: "Educating and training LIS graduates with more knowledge

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and skills in broader information disciplines is realistic, viable and rewarding. Graduates from broad LIS programmes can work in any information-related field.” It is this broad-based education and training that would enable professionals to search for and realize other dormant, non-existing and emerging markets in the present society and also be vigilant or on the lookout for new markets evolving in the new century.

From the above discussions, the indications are clear that there is a demand for Library and Information Management employees. The demand is created by markets that are existing, potential, dormant and undiscovered. Library and Information Management higher education and training must be provided and re-oriented to supply or create and develop products and services for these markets.

## **2.7 INFRASTRUCTURE AND RESOURCE REQUIREMENTS FOR ESTABLISHING AND SUSTAINING LIBRARY AND INFORMATION MANAGEMENT HIGHER EDUCATION**

Ocholla & Bothma (2007) observe that Library and Information Management education is offered through established higher education institutions such as universities, colleges and technikons. These higher education institutions usually have the infrastructure and resources in place to offer diverse academic programs. The infrastructure, resources and facilities found in higher education institutions (with or without Library and Information Management education) are as follows:

- Training resources
  - Physical infrastructure
    - Lecture rooms
    - Examination rooms
    - Demonstration rooms
  - Equipment and furniture
    - Lecture room furniture
    - Teaching equipment
- Information and research resources
  - Library and resource centres
  - Computer laboratories
  - Internet connection
  - Information databases

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- Administrative facilities
    - Administration offices
    - Academic offices
    - Student affairs and welfare services

Human resources

- Academic staff
- Administrative staff
- Support staff
- Extra-curricular and sporting facilities

Library and Information Management makes use of the same infrastructure, resources and facilities as above, in addition to suitably qualified educators and relevant practice measures.

## **2.8 OPPORTUNITIES AND CHALLENGES OF PROVIDING LIBRARY AND INFORMATION MANAGEMENT HIGHER EDUCATION AND TRAINING**

Providing Library and Information Management higher education and training can lead to a number of opportunities, especially if the education and training is provided in a local environment. The opportunities may be compiled as follows:

- Easily accessible and locally affordable education and training programs
- Cost-effectiveness, in that funding can be delegated to more candidates in local schools
- Fully relevant and applicable programs that meet the needs of host and neighbouring environments
- Boost in the internal development of the profession as a result of local educational activities, new explorations, collaboration between educators and practitioners, and on-going, accessible, in-country research and knowledge generation and utilization
- Greater impact and recognition of the profession in the host country
- The profession may attract more willing, ‘fresh-minded’, capable and motivated incumbents who will bring different expertise and diversity to the current practice

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- The profession will be easily sustained if education and training programs are available locally because a large number of entrants can be guaranteed
  - Opportunities for networking and partnering for sustainable development with other higher education and training schools, partners, experts, funders, stakeholders, etc., in the profession
  - Co-operation and co-ordination at national and regional levels
  - Continuous education/ professional growth/ exposure for faculty members or educators
  - Opportunities for (relevant) research also exist (Ocholla & Bothma, 2007). Ocholla (2007:10) maintains that “research and development form the backbone of any profession and also of any teaching programme” and emphasizes that “there are many opportunities for relevant research in information-related fields in Africa” that are unique to the African continent and to each local environment
  - Opportunities for students enrolling for diverse LIS programmes with either broader information orientation or specialized information qualification programmes in areas of records management, publishing, multimedia, knowledge management, information technology, etc. (Ocholla, 2007)

Despite the sound and attractive opportunities of local higher education and training in Library and Information Management, challenges still exist and have been noted by a number of scholars (Minishi-Majanja & Ocholla, 2004; Poon, 2006; Ocholla, 2007; Ocholla & Bothma, 2007; Singh, 2009). The challenges can be summed up as follows:

- A constantly expanding and developing curriculum as a result of market needs, which over-stretches human resources and the skills of Library and Information Management schools
- Increasing and ever-changing technology applications, presenting a continuous demand for newer and more relevant skills and infrastructure from providers and recipients of Library and Information Management education and training
- Constant pressure to keep up with employers’ expectations and maintain the quality standards of graduates in unpredictable environments
- Meeting pre-set and agreed enrolment targets to justify existence
- High enrolment interests can be a challenge in a world of limited resources

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- Inactive professional association bodies that could positively influence education, content and quality expectations of post-education candidates
  - Limited government (financial) support due to other priority areas. Tertiary education is largely funded by the government and most tertiary institutions depend on the government for subventions. The funding received might not meet all the requirements of Library and Information Management education institutions
  - Lack of cooperation and resource sharing among stakeholders
  - Extensive research and scholarship, which is a must for the provision of education and training. Not all educators may be keen or equipped for this task
  - Marketing of LIS programs in the midst of all the available and attractive programs, creating strong competition
  - Poor awareness and recognition of libraries and information organizations' importance by stakeholders in the development of Library and Information Management education and training
  - Incredible growth of the Internet, necessitating the constant upgrade of hardware and software. This is difficult when funding is not readily available to support these developments
  - Inadequate access to computers or unequal distribution in terms of student to computer ratios because of poor ICT resources
  - The financial and maintenance burden of infrastructure, equipment, facilities and resources
  - Swaziland is a developing country that does not have many libraries. To make a library school viable academically and financially, a critical mass of students needs to be available (Poon, 2006). Ocholla (2007) made a similar observation, noting that without student numbers, LIS schools cannot exist and thrive
  - Limited job opportunities in libraries as the expansion of libraries in Africa is very minimal or in some cases non-existent (Ocholla, 2007). This negatively influences the enrolment for LIS education programs by prospective entrants
  - Inadequate funding for libraries (especially national, public and community libraries) that are supposed to be the major market for Library and Information Management employees

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The challenges presented above are not exhaustive. However, even with the presence of so many challenges, the provision of Library and Information Management higher education and training is a necessary undertaking in addressing many of the countries socio-economic challenges. The opportunities suggest areas where more effort is necessary and where resources should be invested or directed.

## **2.9 THE ROLE OF MAJOR STAKEHOLDERS IN LIBRARY AND INFORMATION MANAGEMENT HIGHER EDUCATION AND TRAINING**

Partners and stakeholders play an active role in any profession that exists and aspires to grow and have a positive impact on society. Partners and stakeholders can provide much-needed support, direction, a collective voice, a bargaining forum, and recognition of status. They can also provide a way forward for a profession under different circumstances while facing different challenges. Sometimes these partners and stakeholders are organizations that offer support without being deeply involved and connected to the profession and its practices. In other cases they can be a strong force that is behind the activities, ethics and definition of a profession. They can be professional associations, councils, commissions or denominations that provide disciplinary measures, award certification, and facilitate the withdrawal of qualifications and practice rights of its members. This is all usually done in the healthy spirit of protecting the public and ensuring expected responsibility and dispensation by professionals as well as maintaining true professionalism and good conduct.

In Library and Information Management higher education and training, the major partners and stakeholders are professional associations known as library and information associations. These associations provide a voice and a forum for the profession in their respective countries and have a mandate to keep their members up-to-date with international developments, trends and expectations in the profession. Library and information associations can also provide the initial step of professional networking within countries, and therefore are the most important stakeholders in issues of education, training and professional development. It is not surprising that they sometimes offer educational courses in collaboration with other institutions, organize and provide short-term training through seminars and workshops, and also support professional development of any kind within the profession. They are the first contact with the major professional world for all practicing professionals.

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Library and Information Management associations are important in the development of LIS education since they have often been responsible for setting up short courses for people already working in libraries who had no formal library training (Johnson, 2007). According to Harvard-Williams and Atan (1987), a strong library association could positively influence government policy towards libraries and library education.

The Swaziland Library and Information Association (SWALA) is a local professional body that is involved in issues of the profession that include interaction (formal and informal), short-term training (seminars, workshops, tours and professional visits), promoting libraries and information to the society, and supporting the establishment of libraries, resource centres and reading initiatives. Some of its current objectives are:

- Promoting the establishment and development of library and information services
- Uniting all persons engaged or interested in library and other information work
- Safeguarding and promoting the professional interests of librarians and other information personnel
- Monitoring any legislation affecting libraries and information centres or whatever legislation is considered necessary for the regulation and management or extension of libraries and other information centres
- Promoting and encouraging bibliographical study, research and library co-operation through networking (SWALA, 2009).

SWALA has five (5) sub-committees, namely editorial, fundraising, legislation, member empowerment, and information and communication technology (ICT).

Even though SWALA has it in its objectives to initiate, promote and support the short-term training of professionals, it is not fully involved in the tertiary education of its members. It has no say or influence on the education received, the curricula involved, or the certification obtained. These are the prerogatives of the employer and the employee or individual who desires training. Through informal deliberations at SWALA gatherings, an interest has been communicated about the association offering some form of formal education to members, like a certificate in LIS. However, the idea has never been properly followed up and implemented. The association still has a lot of challenges to meet before it can fully address issues of professional development. Thapisa's (1994) study on human resource planning in Swaziland, challenges SWALA to develop a human resources database for the library

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profession through its sub-committee for human resources. The development of the human resources audit, according to Thapisa (1994), “will help to determine what skills, knowledge, and abilities are required for particular vacancies or jobs in Swaziland libraries”.

Apart from an active library and information association or professional body as a partner and stakeholder in the education and training of professionals, other partners and stakeholders tend to include the government as a financier and employer, and other employers outside the public service. These partners and stakeholders, although not actively involved in professional issues, play an influential role in the education and training of professionals. The government as a major financier of tertiary education and training determines the budget allocation, the key areas to be pursued, and also the institutions in which education and training can be acquired. The employment sector also influences the education and training of professionals because their needs must be reflected in the curricula and training so that professionals remain relevant in the field. These stakeholders have a say in what constitutes a true professional in the field of practice and can provide good feedback for training institutions. It is for this reason that tertiary and continuous education institutions often base their views on the current needs of the market and require stakeholders for assistance in the practical placement of tertiary learners.

In developed countries, professional associations and bodies are not only influential partners and stakeholders, but also serve as accrediting authorities whose set standards must be met by any training institutions that either already exist, or are yet to be established (Diso & Njoku, 2007). In the developing world, library and information management bodies are not fully active in this accreditation. Reasons put forward are a lack of manpower (Shiholo and Ocholla, 2003), lack of expertise (Younis cited in Johnson, 2007), and fragility and internal wrangling (Ocholla, 2000) in these local associations. Therefore, the education and training offered at tertiary institutions continues to be uninfluenced by these bodies which are supposed to be the main stakeholders.

## **2.10 SUMMARY**

This chapter clarified concepts that relate to Library and Information Management education and training and how these in turn relate to professional practice. Evidence from literature suggests that the practice of Librarianship has been replaced by Library and Information Management in order to accommodate the range of services and diversity of applications

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currently on offer by the Library and Information Services profession. The name change is reflected in the wider adoption of Library and Information Management instead of the former Librarianship, Library Science, and Library Service. The issue of relevance of imported higher education and training is widely covered in literature, although from the context of developed to developing countries' importation, and with seemingly collective agreement that education obtained from outside cannot be relevant to the needs of the African environment. There appears to be a general consensus on the financial implications of importing education and training from the western world and its negative impact on developing countries' economies.

Another concern is the change in the former predictable employment market of Library and Information Management professionals brought about by new and emerging information related services that compete with libraries. The general feeling is that Library and Information Management professionals need to be relevantly equipped in order to tap into this new market and compete effectively, more so because traditional library markets are stagnant. Professional associations and bodies in developing societies are also not effectively contributing towards the profession through active involvement in tertiary education, standards setting and accreditation, particularly when compared to their counterparts in the developed world. Throughout the literature, the concerns of the profession in the developing world remain consistently similar, although the degree or specifics may vary in certain contexts. There is a need to investigate the impact in developing countries that are still not offering their own education and training in Library and Information Management or those countries whose efforts are still very minimal and hardly noticeable. This research did that by focusing on a developing country that has yet to offer its own local higher education in Library and Information Management. A framework of investigation will be discussed in the next chapter.

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## **CHAPTER THREE: RESEARCH METHODOLOGY**

### **3.1 INTRODUCTION**

Research methodology can be defined as a plan for collecting, organizing and integrating data so that an outcome or end result can be reached (Merriam, 1998). This chapter provides an account of the methods, population and procedures used to obtain relevant data that matches the initial objectives of the study. The aim here is to describe the framework that was followed to arrive at the major findings of the research project.

### **3.2 METHODOLOGY**

There are two major paradigms involved in the research process that represent the methodology. These are quantitative and qualitative research methods. A quantitative research method, according to Creswell (1994) and Locke, Silverman & Spirduso (1998), “measures a phenomenon using numbers in conjunction with statistical procedures to process data and summarize results”. In this study, the quantitative method was used to obtain quantifiable data to address the following objectives:

- Determine if there is a need for the local education and training of candidates to the profession and existing professionals in Swaziland
- Investigate whether or not there is a market for Library and Information Management professionals to be educated and trained in Swaziland
- Determine the feasibility of providing Library and Information Management education and training in Swaziland with respect to cost and human resources

Quantitative data consisted of the number of job offers advertised in local newspapers, number of employers who advertised jobs from 2005 to 2008, number of individuals who were interested in the profession, number of professionals who were interested in educating and training other professionals, and the cost of education and training locally in Library and Information Management.

Qualitative research is conducted in a natural setting and is concerned with viewing experiences from the perspective of those involved, the aim being to attempt to understand why individuals act or behave as they do (Cresswell, 1994; Locke, Silverman & Spirduso, 1998). The qualitative method was used here to address the following objectives:

- Investigate the state of Library and Information Management higher education and training in Swaziland
- Investigate the availability of the infrastructure required to provide higher education and training in Library and Information Management in Swaziland

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- Establish the challenges and opportunities of providing Library and Information Management higher education and training in the country
  - Determine the role of major stakeholders, such as the government and the Library and Information Professional Association, in providing local higher education and training

Qualitative data was obtained from interviews conducted with the representatives of employers in Library and Information Management organizations, who are also potential employers; training officers or human resource planning and development officers from two government ministries directly involved with higher education and training; and a representative from the professional association. Observations in selected training centers also yielded qualitative data.

Both approaches were selected to complement each other and capture enough relevant data to arrive at justifiable conclusions.

### **3.3 POPULATION AND SAMPLING**

In a study, a researcher focuses on an object of interest, distinct from other objects, that is intended for use (observing, scanning, questioning, experimenting) in order to answer particular questions emanating from the research idea. That object or entity delineates the study's focus and boundaries in order to obtain specific and consistent answers. The object may be large or small depending on the research question. In research, the study object is known as the population. A population, as defined by Powers (1985:235), is "a set of entities in which all the measurements of interest to the practitioner or researcher are represented". Neuman (2000:200) defines a population as "a large pool of cases or elements" in research. However, Neuman also states that this 'large pool' is specified and has a geographical location and boundaries. Thus a researcher can have a single population or various populations in a single study which would provide different categories of data to satisfy a research quest.

A smaller portion of the researcher's object under study is called a sample. Sampling is the process that is used to select, define and justify that portion. Sampling, according to Strydom & Venter (2002:198), means "taking any portion of a population or universe as representative of that (complete) population or universe". The sample is considered to be representative of the whole population from which it is drawn, and therefore what applies to the sample would apply to the whole population. Research findings can be generalized based on the assumption

that what was observed in the sample group would also be observed in any other group within the population.

In this study, there are five categories of respondents that formed five different population groups. Each population group had a representative sample that matched each category of respondents. To make it easier to follow up, the researcher tabulated the relationships between the respondents, populations and samples in Table 1.

**Table 1: Relationships between respondents, populations and samples of the study**

<b>Respondents</b>	<b>Population</b>	<b>Sample</b>
Prospective entrants to the Library and Information Management profession	Four high (senior secondary) schools in Swaziland, namely St. Mark's in the Hhohho region; Manzini Nazarene in the Manzini Region; Lusoti in the Lubombo region; and Evelyn Baring in the Shiselweni region	A randomized sample was used to select 50 percent of the completing pupils per school
Existing Library and Information Management professionals	Professionals working in libraries and information centres within the cities of Manzini and Mbabane	All professionals found on duty
Job advertisements for Library and Information Management professionals	Two daily newspapers, namely the Times of Swaziland and the Swazi Observer	Content analysis of job advertisements for Library and Information managers from 2005 to 2008. Only daily newspapers (Monday to Friday) were used
Existing and potential employers of Library and Information Management professionals	Heads of departments, directors of services and training officers of Library and Information Management organizations or training officers in the ministries who work directly with libraries. Existing employers could also be potential employers in this population because recruitment is not a once off function in Library and Information Management organizations	The University Librarian or deputy; the Director of Swaziland National Library Services or deputy; and training officers or heads of human resource departments in the Ministry of Education and Training and the Ministry of Public Service and Information
Training institutions likely to host Library and Information Management education and training	Two higher education and training institutions within the cities of Manzini and Mbabane	University of Swaziland, Kwaluseni campus in the Manzini proximity, and the Mananga Centre for Regional Integration and Management Development, Ezulwini campus in the Mbabane proximity

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### **3. 4 DATA COLLECTION TOOLS AND PROCEDURES**

Data collection tools or instruments are the various methods and applications used to collect evidence in the field of research. These tools help the researcher obtain primary or secondary data.

The data collection tools for this study were varied because of the different sampled populations. Below is an explanation of the tools used and why they were the most appropriate for the selected population.

#### **3.4.1 Surveys**

Surveys are methods of data collection in which information is gathered through interviews or questionnaires. Surveys allow researchers to gain information quickly and require relatively little effort in gaining large amounts of data (Edwards and Talbot, 1994:29). This study used both questionnaires and interviews.

##### **3.4.1.1 Questionnaires**

A survey questionnaire was used to collect data from prospective entrants to the profession of Library and Information Management. A simply designed, self-administered questionnaire of mainly guided and a few open-ended questions was distributed to the sample group of completing high school students in selected schools. The questionnaire was designed to obtain data about the students' understanding of Library and Information Management as a profession and their immediate or future interest in it, if any. The researcher believes that students in completing classes are in a better position to articulate their desired careers due to exposure to different career prospects and their own anticipation or ambition of progressing to the next level after obtaining a general certificate of secondary education. The questionnaires were distributed and collected on the same day from this population sample. This was done to improve the response rate and minimize costs.

Data from existing and practicing Library and Information Management professionals at all levels within the sample group was also obtained using a survey questionnaire. These questionnaires were designed differently from the questionnaires distributed to prospective entrants to cater for the different experiences of this target group and amount of data to be collected from them. The questionnaires were distributed and collected by the researcher after permission had been obtained from the employers, supervisors, and heads of departments.

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The survey questionnaire was intended to obtain the respondents' views regarding local education and training, their educational and training needs, and their professional expectations. Questionnaires for this sample group were left under the care of selected colleagues and collected at a later date after 5 working days. This was done to give the respondents enough time to answer the questionnaire at their leisure.

#### **3.4.1.2 Interviews**

Interviews were the second survey method used to collect data for this study. Semi-structured interviews were conducted with the two representatives of employers from the main Library and Information Management service centres (university libraries and national library services) and also representatives in two government ministries (Ministry of Education and Training and Ministry of Public Service). The interview participants were chosen using the purposive sampling technique. The reason for using a purposive sample was to ensure that all stakeholders in education and training were properly represented. The semi-structured interviews consisted of a series of open-ended questions based on topic areas that were applicable to this study. Interviews were formal and recorded, but also fairly flexible. Respondents in this population group represented authority figures in the profession with respect to employment, planning for the education and training of human resources, and custodians of professional interest and any form of professional development.

#### **3.4.2 Content Analysis**

Content analysis was used in this study to obtain data pertaining to the Library and Information Management job market. Job advertisements seeking Library and Information Management personnel were sought to ascertain the demand and market for professionals in Swaziland. Two daily newspapers, namely the Times of Swaziland (Monday – Friday) and the Swazi Observer (Monday – Friday), were scanned for job advertisements for the period from January 2005 to December 2008. The analysis of content was done to establish the name and location of the potential employer, the level of education in Library and Information Management required from the prospective incumbent, as well as key responsibility areas or key functions that had to be performed by the incumbent. The skills that were required for Library and Information Management jobs were also analyzed in order to identify key areas of education and training that are necessary to match current markets.

#### **3.4.3 Observation**

The observation of the infrastructure for Library and Information Management education and training took place within two institutions, namely the University of Swaziland at Kwaluseni

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campus, Manzini region, and the Mananga Centre for Regional Integration and Development Management at Ezulwini campus, about 7 kilometres from Mbabane, the capital city of Swaziland. The University of Swaziland was selected because it was the only university in Swaziland at the time of data collection, has a long history of formal higher education, and is committed to leadership through education and research (University Calendar, 2008). It is also easily accessible within Manzini, the central region. Mananga, on the other hand, is also a well established management development center that has over two decades of existence and an excellent history in management development in all key sectors of the economy. It is also easily reachable and conveniently located along the old Manzini–Mbabane road in the Hhohho region. Mananga caters for both in-service training and full-time tertiary education programs.

The observation of education and training resources at these two institutions was participative and done on site. The observation was done against a prepared list of required resources and infrastructure for higher education and training in this profession. Permission to carry out observations within the training institutions was sought from the relevant authorities prior to the actual observation.

### **3. 5 DATA PRESENTATION AND ANALYSIS**

The purpose of data presentation and analysis is to organize, structure, and elicit meaning from research data (Polit & Beck, 2008). The data collected was presented under various themes and sub-headings extracted from the research objectives and questions. Responses were also presented and discussed in relation to the respondent type under each research question. This was done to specifically highlight the different or related responses to each research question by the different sampled populations.

The job advertisements for Library and Information Management personnel were also perused for job titles, required qualifications and knowledge, job descriptions, employers, and the date of the advertisement. This analysis was done to establish the local market for Library and Information Management employees in the sample period of four years.

Data from the observation of higher education institutions was matched against a prepared list of higher education teaching, learning and research infrastructure and resources. The prepared list was extracted from the literature review (see 2.7) and consisted of infrastructure, resources, and facilities for hosting higher education in any academic discipline, and which

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Library and Information Management could use in addition to suitably qualified human resources and appropriate practice environments.

The presentation and discussion of the findings were largely dependent on the objectives of the study and the prominent issues that emerged in comparison to other studies. Data was presented in tables and bar graphs using frequencies, percentiles and descriptive statistics, and comparisons and generalisations were made where necessary. After the data had been presented and analysed, it was interpreted and discussed. The researcher thereafter made deductive observations, drew inferences and conclusions, and made recommendations.

### **3.6 ETHICAL CONSIDERATIONS**

The researcher observed universal ethical considerations when conducting this study. Ethical considerations were also observed in accordance with the research and ethics board of Swaziland's Ministry of Education. In this study, respondents were assured of their rights of consent, protection from disclosure of information, and respect for their privacy. Scholarly consent was obtained from each participant to ensure a clear understanding and willingness to participate in the study. Participants were not coerced into participating and were assured of their right to withdraw at anytime without being penalized. An informed consent letter (letter of request) to the managers (heads of schools, employers, supervisors, directors) of the participants who were willing to participate in the study was sent prior to data collection. Anonymity and confidentiality of participants was observed and maintained. Complete anonymity existed as participants' identities could not be linked to their responses. Anonymity was also maintained by referring to the population using the category name, e.g. employers and employees, throughout the study.

Another ethical issue that was considered was the integrity of the researcher. The researcher attempted, to the best of her knowledge and capability, to do faithful and thorough work and adhere to accuracy in data collection and processing, use appropriate research methodology, correctly interpret the data, report the results accurately and not fabricate data, and to avoid any form of criminal conduct.

### **3.7 VALIDITY AND RELIABILITY**

Validity refers to the degree to which a researcher's test or other measuring device is truly measuring what he or she intended it to measure (Heffner, 2004). In science and statistics, validity has no universal definition but generally refers to the extent to which a concept,

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conclusion or measurement is well-founded and corresponds accurately to the real world. The validity of a measurement tool is therefore considered to be the degree to which the tool measures what it claims to measure (Wikipedia, 2010). Validity is often assessed along with reliability - the extent to which a measurement gives consistent results. Reliability is synonymous with the consistency of a test, survey, observation, or other measuring device (Heffner, 2004). It is often expected that high reliability can only be obtained where there is high validity.

This study ensured validity and reliability by using different research instruments to collect data from the different population groups of the study. The study was successful in achieving its objectives and obtained responses to all its research questions. In some research questions of the study, for example, “What is the state of Library and Information Management higher education and training in Swaziland?” responses were obtained from more than one category of respondents in order to strengthen the validity of the findings. The success of the study can also be attributed to its comprehensive nature in that it targeted different population groups, meaning that feasibility was not sought from one angle, say of prospective entrants or the market only, but from the wider scope of different players using different techniques. Furthermore, it also strengthened the reliability of the findings that the employer population – especially employers from main Library and Information Management organizations – were able to respond to all the research questions. Even though the study did not intend to give these employers preference over other respondents, somehow their role, experience and insights rendered them key informants on issues of the profession. It is no wonder that they are often referred to as ‘custodians of the cadre’ in the country.

### **3.8 LIMITATIONS AND CHALLENGES OF THE STUDY**

Even the most successful studies encounter some challenges along the way, and this study was no exception. The challenges are minor and did not affect the findings in any noticeable way. They are only highlighted for the benefit of future studies in a similar research area. The challenges will be presented under the following headings:

- Professional association representative
- Cost of local higher education in Library and Information Management
- Relevance of local higher education in Library and Information Management

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### ***3.8.1 Professional association representative***

The chairperson of the professional association was targeted in the study to give the perspective of the association's leadership in higher education matters. Unfortunately, the scheduled interview did not take place as the office of the chairperson was vacant due to the resignation of the elected candidate during the course of research. However, from the researcher's perspective, the absence of this representative did not obscure the findings in any way. The responses obtained from the employers and the employees concerning the major role of the professional association sufficed and were applicable. This is because some of the employers and employees in these population groups had served in the professional association at different times, and even in leadership positions. They were therefore aware of the professional association's take on, and limitations and challenges with respect to higher education and training matters. It was also in the interest of the study that employees and employers presented their own perspectives regarding their perceived role of the professional association.

### ***3.8.2 Cost of local higher education in Library and Information Management***

The study could not obtain exact figures on the expenditure on foreign higher education in Library and Information Management. Such information is not usually made available, except for parliamentary debates, commissions of enquiry, public accounts committees or portfolio committees – none of which the researcher belonged to during the course of the study. It is also worth noting that the exact costs for foreign schools varied; some qualifications were obtained in Southern Africa, some in Eastern Africa, and others in westernized countries like the United States of America, England and Australia. The researcher therefore made general observations based on local costs for local higher education institutions. Local higher education institution's costs are not the same, meaning that an average estimate had to be used here as well. However, the absence of the exact costs did not affect the findings much, as employers and employees also confirmed that local higher education is more affordable than foreign higher education in this profession.

### ***3.8.3 Relevance of local higher education in Library and Information Management***

The study observed that the relevance of higher education is not easily measurable because it can be highly subjective and influenced by personal tastes, preferences and expectations. Furthermore, to pronounce something irrelevant can be seen to be derogatory, highly critical and insensitive in a cultural and African society like Swaziland. Therefore it is highly likely that many respondents had opted to down-play or dress-up the relevance issue in order to

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avoid expressing perceived derogatory and insensitive sentiments, even if their identities were not revealed.

The other challenge stems from the assumption that local is relevant and foreign is not, which is often the perceived case when assessing relevance. This assumption can at times be misleading, damaging, and far from the truth. While in certain instances local can be more relevant, too much of it may sometimes only be good for and work in the local environment, creating problems for Library and Information Management professionals who wish to work on the global stage.

### **3.9 SUMMARY**

This chapter presented and discussed the research methodology that was used in the study. To obtain enough data for this research, both quantitative and qualitative approaches were used to obtain data from five different population groups. Data was collected using three different tools, namely surveys, content analysis and observation. The surveys used both questionnaires and semi-structured interviews. The data that was gathered during the investigation is presented and discussed accordingly in the chapters that follow.

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## CHAPTER FOUR: PRESENTATION OF THE FINDINGS

### 4.1 INTRODUCTION

This chapter presents the research findings. Qualitative and quantitative approaches were used in the study's attempt to answer the following research questions:

- What is the state of affairs with respect to Library and Information Management higher education and training in Swaziland?
- Is there a need for the local higher education and training of Library and Information Management professionals in Swaziland?
- What are the existing higher education and training needs in Library and Information Management in Swaziland?
- At what level, if required, should Library and Information Management professionals in the country be educated or trained locally?
- Is there demand, among employers and potential employers, for locally educated and trained Library and Information Management professionals in Swaziland?
- Does the infrastructure exist for establishing and sustaining higher education and training in Library and Information Management in Swaziland?
- Are there Library and Information Management professionals in the country who could be involved in higher education and training?
- What are the main opportunities and challenges of providing higher education and training locally in Library and Information Management?
- What is the role of major stakeholders, such as the government and the Library and Information Professional Association, in providing local higher education and training?

The findings were obtained from the following population categories:

- Prospective entrants to the Library and Information Management profession
- Existing Library and Information Management personnel
- Existing and potential employers of Library and Information Management professionals
- Job advertisements for Library and Information Management personnel
- Higher education and training institutions likely to host Library and Information Management education and training

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Data from the above was obtained using survey questionnaires, semi-structured interviews, content analysis (in the case of job advertisements), and observation in higher education institutions.

The chapter therefore reveals whether it is feasible to provide Library and Information Management higher education and training locally in Swaziland in the foreseeable future. Feasibility was calculated in terms of prospective entrants' desire to be part of the profession, existing Library and Information Management employees' desire for more education and training, availability of education and training institutions, availability of markets, and the availability of human resources to provide local education and training.

## **4.2 STATE OF LIBRARY AND INFORMATION MANAGEMENT HIGHER EDUCATION AND TRAINING**

### **4.2.1 Education**

Higher education qualifications in Library and Information Management were non-existent at the time of study. This was confirmed by both the working Library and Information Management personnel and their employers.

#### ***4.2.1.1 Existing Library and Information Management personnel***

A total of 42 survey questionnaires were administered to all working Library and Information Management personnel who were found at their work places during data collection. The questionnaires, which took five minutes (at most) to fill, were left with the personnel to answer during their spare time. They were collected after approximately one week (5 working days). 35 questionnaires (N=35) were returned, resulting in an 83 % return rate. The fact that the questionnaires were self administered and personally collected by the researcher probably contributed to this high return rate.

The Library and Information Management workstations visited were: the University of Swaziland libraries - Kwaluseni campus and Faculty of Health Sciences, Mbabane campus; Swaziland National Library Services - Mbabane (headquarters), Manzini Public Library, Nhlangano branch, Simunye branch and Siteki branch; Institute of Development Management (IDM - Swaziland); Swaziland Institute of Management and Public Administration (SIMPA); Fundza Centre; UNESCO Library; and Nazarene - Manzini Nazarene High School, Nazarene College of Education and Nazarene College of Nursing.

The workstations visited, with the exception of Nhlangano, Simunye and Siteki, were within the Manzini–Mbabane proximity of Library and Information Management employment centers. The distribution of responses from the above workstations is illustrated in Table 2.

**Table 2: Responses from Library and Information Management employees according to their duty stations**

<b>Institution / duty station</b>	<b>No. of respondents N = 35</b>	<b>Percentage</b>
University of Swaziland (Kwaluseni Campus)	9	25.7
University of Swaziland (Mbabane Campus)	2	5.7
Swaziland National Library Services (Mbabane)	7	20
Swaziland National Library Services (Manzini)	6	17
Swaziland National Library Services (Nhlangano)	2	5.7
Swaziland National Library Services (Simunye)	1	2.9
Swaziland National Library Services (Siteki)	1	2.9
Manzini Nazarene High School	1	2.9
Nazarene College of Education	1	2.9
Nazarene College of Nursing	1	2.9
Institute of Development Management (IDM - Swaziland)	1	2.9
Swaziland Institute of Management and Public Administration (SIMPA)	1	2.9
School Libraries development and empowerment Centre – Fundza	1	2.9
UNESCO	1	2.9

Of the 35 respondents, 33 (94 %) stated that local higher education in Library and Information Management was still not available in the country. Only 2 respondents (6 %) felt

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that local higher education in Library and Information Management was available. The latter, in the researcher's view, might have confused short-term courses in Library and Information Management with formal higher education. For example, short-term courses as provided by Mananga Centre in 2007-8 were structured in modules and ran over a period of four or more weeks, with employees attending lessons daily from 8:00am to 4:30pm. As with long-term formal higher education, the courses were also assessed and concluded with certificates and a graduation. However, even with all these attributes, the training and certification received from Mananga Centre is not equivalent to academic qualifications received by those who attend higher education institutions in Library and Information Management. Despite this, some employees had successfully attained promotions at work, enjoyed greater recognition and increased responsibility, and showcased excellent productivity levels as a result of such training. The responses, however, still point to the fact that Library and Information Management was still not available in local higher education institutions in Swaziland at the time of study.

#### ***4.2.1.2 Existing and potential employers***

Four semi-structured interviews were conducted with the employers. Two employers were heads of major library and information services divisions, namely the University of Swaziland (UNISWA) Librarian and the Director of Swaziland National Library Services (SNLS). The other two employers were government representatives from the Ministry of Education and Training and the Ministry of Public Service. All the employers were aware that Library and Information Management education in Swaziland was not yet provided locally.

Three of the employers (75 % of this population) viewed the current state as 'not normal' and 'wanting', while one employer (25 %) felt the situation was normal.

Employers identified a combination of factors that have contributed to the state of Library and Information Management higher education and training as follows:

- Lack of trained staff (trainers and educators)
- Lack of a consented effort from the profession and professional association to address the issue of local education
- Complacency about funding for outside education, which has always been available in the past

- Small market offered by the country in terms of absorbing locally educated human capital
- Initial regional agreements with neighbouring universities (especially Botswana) to complement each other in education programs. This was part of the UBS's (University of Botswana and Swaziland's) initial arrangement. It was indicated that the foreign university (of Botswana) was expected to offer programs not offered in the country as a regional partner. However, such agreements may not have been binding, as both countries offer similar higher education programs in other professions like Law, Science, Agriculture and the Humanities, among others.

#### 4. 2. 2 Training

Local training in Library and Information Management exists and was being offered through on-the-job training, workshops and seminars, and through recognized training centres. Both population groups below confirmed the existence of short-term training.

##### 4.2.2.1 Existing Library and Information Management personnel

The majority of employees – 25 out of 28 (80 %) – also confirmed attendance of training whenever funds were available or whenever the training fell under their portfolio. Table 3 lists the institutions that provided training according to the employees.

**Table 3: Institutions providing training and employees who have benefitted**

<b>Institution providing training</b>	<b>Number of employees who attended training N=25</b>	<b>Percentage of the contribution by the institution</b>
SWALA	16	46%
Government of Swaziland	10	29%
Training Centres: • Mananga, SIMPA, IDM	9	26%
Employers • UNISWA, SNLS [mainly] and other employers	5	14%
Colleagues in the profession • Through seminars, workshops, induction, consultation, etc.	4	11%

The professional association, Swaziland Library and Information Association (SWALA), was cited by most employees as the leading provider of professional training in Library and Information Management in Swaziland. The government came second and training centres took third place. Employers were also said to provide some form of training, as indicated above, as did colleagues in the profession.

Employees also confirmed that training in Library and Information Management had been funded as illustrated in Table 4.

**Table 4: Funding of employee training in Library and Information Management**

<b>Funder of training</b>	<b>Number of employees who benefitted N=25</b>	<b>Percentage</b>
Government of Swaziland	17	49%
Employers	10	29%
Partners and friends of the profession, like <ul style="list-style-type: none"> <li>• American Embassy, Macmillan, NERCHA</li> </ul>	6	17%
Professional Associations <ul style="list-style-type: none"> <li>• SWALA and SWALICO</li> </ul>	5	14%
Business partners and suppliers	2	6%
Self-funded (by the employees themselves)	2	6%

From the above, it is clear that the Swaziland government has been the main sponsor of training in Library and Information Management in Swaziland, mostly through the Ministry of Public Service and Social Security (MOPSSS) which, prior to 2008, was known as the Ministry of Public Service and Information (MOPSI). Employers were also said to contribute to the funding of training in Library and Information Management in order to improve professional development and the productivity levels of employees in their service life. Generous friends and partners of the profession, like the American Embassy in Swaziland,

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Macmillan and NERCHA, have also contributed to the professional development of Library and Information Management employees in the country by sponsoring workshops and seminars; paying training, travelling and accommodation fees for international speakers; and also providing suitable venues, training materials and refreshments for participants and/or trainees. In certain cases, companies that were in business with Library and Information Centres contributed to the training of employees by sponsoring or partly sponsoring certain individuals, trainers, venues and/or meals. In some situations, employees themselves funded their own professional development when such development was very crucial to their work and no other funder was available.

#### ***4.2.2.2 Existing and potential employers***

All the employers indicated their awareness of local training in Library and Information Management. Employers expressed their support for the continuous training of employees in their employment lifespan and recognized the various ways in which employees receive training. The employers indicated that in their yearly departmental plans, training featured all the time. Employers who were representatives of government ministries also indicated that the profession of Library and Information Management had been very active in utilizing the funding availed for training, especially in the civil service over the years, compared to other professions.

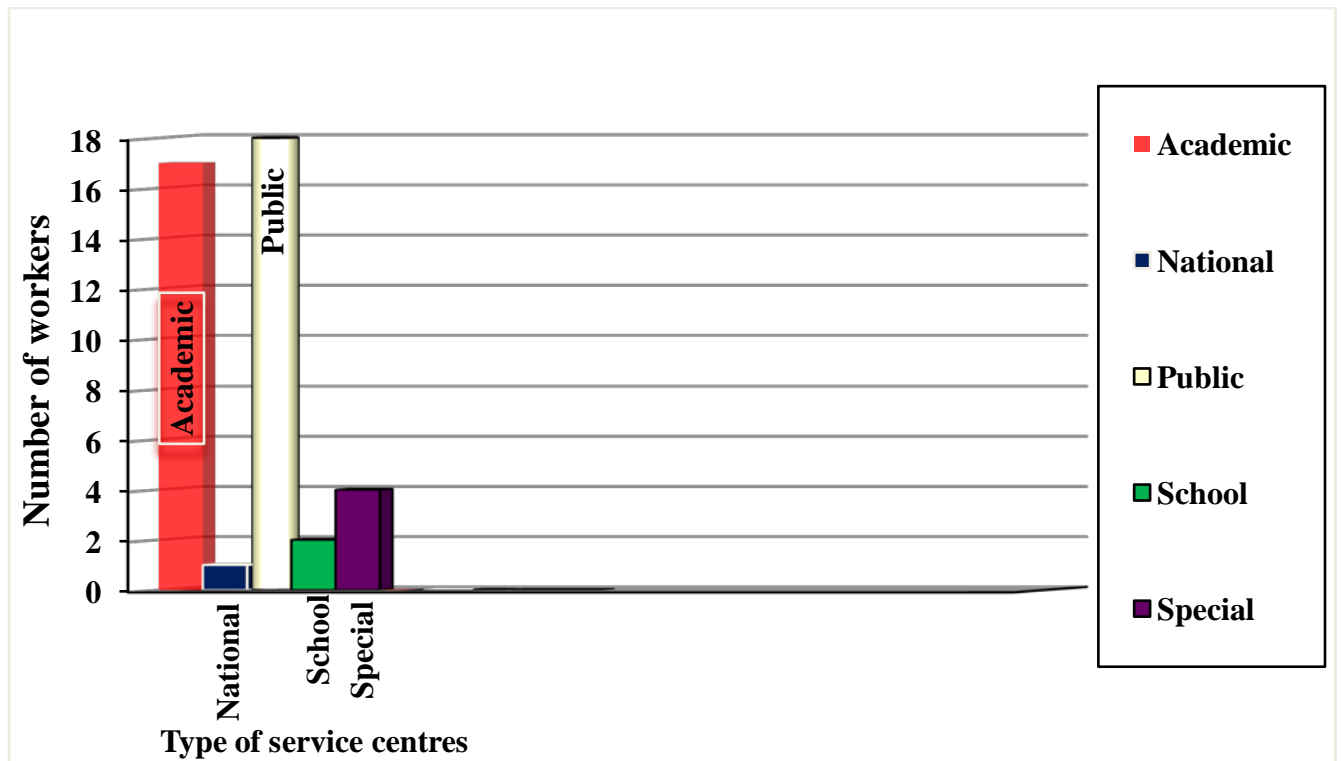
### **4.3 NEED FOR LOCAL HIGHER EDUCATION AND TRAINING IN LIBRARY AND INFORMATION MANAGEMENT**

The findings of the study indicate that Library and Information Management employees in Swaziland need local higher education in this profession. Prospective entrants who expressed a desire to willingly join the profession would also need to be educated to the highest possible levels in this profession. Employers, both in government ministries and service centres, expressed the need for local education and felt that local education in this profession would minimize expenditure on foreign education, widen access, and promote stakeholder participation. The responses have been categorized according to the respondent categories in the sections that follow.

### 4. 3.1 Existing educational needs and levels in library and information management

#### 4.3.1.1 Higher education needs of existing Library and Information Management employees

Existing employees who expressed the need for local higher education in Library and Information Management were found to be working in different types of library and information service centres (see Figure 1).



*Figure 1: Employees who need higher education according to type of service centre*

The employees' experience or years of service in their organizations or institutions are indicated in Figure 2.



**Figure 2: Employees' service experience in years at their current organizations**

The employees' various job positions are shown in Table 5.

**Table 5: Employees' designations**

Designation	Number of employees
Director	1
Deputy Director	1
Librarian	5
Senior Assistant Librarian	2
Assistant Librarian	8
Information Management Consultant	1
Information Manager	1
Library Assistant	7
Senior Library Assistant	4
Junior Library Assistant	3
Principal Library Assistant	1
Trainee Assistant Librarian	1

The employees in the above positions performed a combination of activities. Some employees performed all or a number of the activities in their work places, while others specialized in a few. Table 6 shows how many employees performed a certain activity in their areas of work.

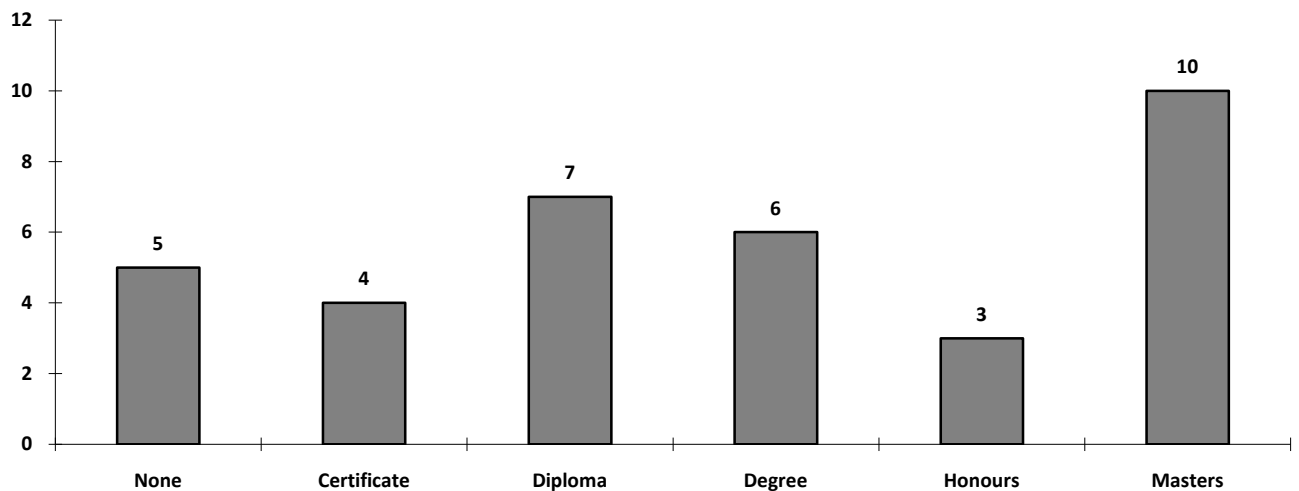
**Table 6: Activities performed by Library and Information Management employees**

<b>Job activities performed by employees</b>	<b>Number of employees who performed this activity</b>
Management of people	16
Collection development and management	16
Acquisition, purchasing, supplies	12
Cataloguing and classification	21
Reference information services	18
Current awareness services	19
Selective dissemination of information services	12
Reader services	25
Information searching services	24
Consultancy services	5
Library and information skills training	13
Library and Information Management education	6
Library and Information Management training	5
Database administration	5
Management of the training function	1
Database training	1

Of note in the above duties of employees is the reference to Library and Information Management education as part of the duties that some employees perform. Because there was no higher education in Library and Information Management at the time of study, what some

employees referred to here could be short-term structured training in Library and Information Management provided by training centres and/or Library and Information skills training provided as part of other diploma and degree-qualifying courses in higher education institutions. The confusion between short-term structured training and higher education manifests itself here again and continues to exist.

With respect to Library and Information Management and its related qualifications, the employees' qualifications are illustrated in Figure 3 below.



**Figure 3: Employees' qualifications in Library and Information Management**

Table 7 that follows lists the responses to the question on how the employees intended to contribute to local higher education in Library and Information Management if it could be fully developed.

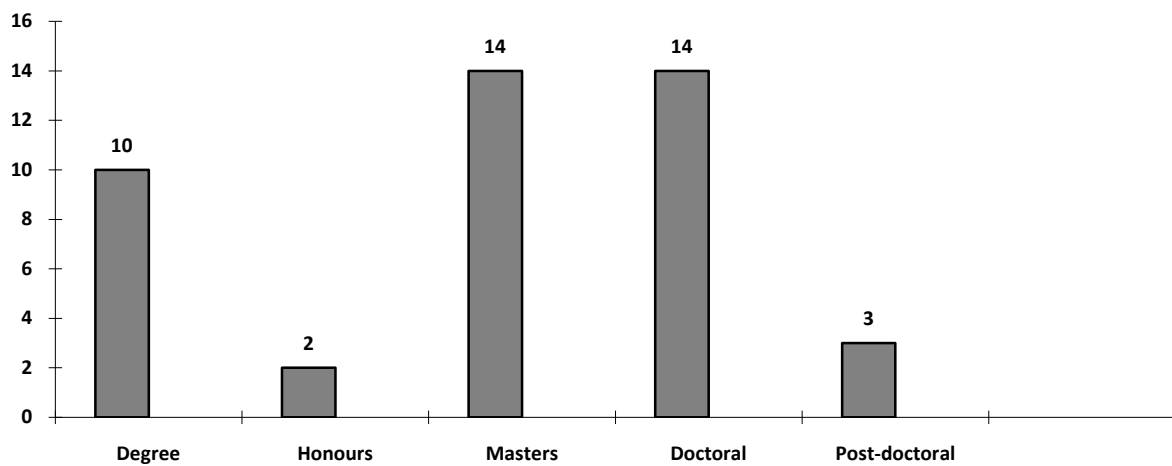
**Table 7: Employees intention to contribute to local higher education**

<b>Employees' intended contribution</b>	<b>Number of employees</b>
By teaching in order to produce more educated professionals	16
By conducting research to contribute to usable knowledge creation in the profession	16
By being a student	13
By developing courses that match employer needs	9

The employees articulated their higher education needs in Library and Information Management as follows:

- Two employees required no further education in this profession
- Thirty nine (39) respondents expressed the need for higher education

Those who needed higher education wished to reach the different levels illustrated in Figure 4.



**Figure 4: Desired higher education levels**

Existing Library and Information Management employees who expressed a desire for higher education indicated that they would appreciate the inclusion of the courses or modules in Table 8. In the case of some courses or modules, the desire for their inclusion was expressed by a larger number of employees than others.

**Table 8: Employees' higher education content needs**

Desired content – module or courses	Number of employees desiring content
Information literacy	4
Information and communication technologies	10
Knowledge management	5
Children and youth literature	1
Research methods	2

Reference information services	3
Information storage and retrieval	2
Records management	5
Marketing	5
Information management	2
Children information services	2
Cataloguing and classification	8
Customer care	1
Management <ul style="list-style-type: none"> <li>• Human resource management</li> <li>• Strategic planning and management</li> <li>• Conflict management</li> <li>• Leadership</li> </ul>	3 2 5 5
Digitization	1
Indigenous knowledge management	1
Information processing and retrieval	3
Data mining	1
Electronic information management	2
Bibliometrics	1
User education	3
Information access	1
User information needs	1
Collection development	3
Academic librarianship	1
School librarianship	1
Quality management and benchmarking of information services	1
Budgeting	1
Information auditing	1

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The responses from the existing Library and Information Management employees strongly favoured local higher education in this profession. Of the 35 responses obtained from employees, 33 (94 %) indicated that they would wish to pursue higher education in Library and Information Management in the country at different levels. The responses confirm the feasibility of local higher education with respect to the needs and levels of education of employees in the profession.

#### ***4.3.1.2 Education needs by prospective entrants to the profession of Library and Information Management***

The views of 242 completing high school students in the four regions of the country were sought concerning the Library and Information Management profession and whether they would like to pursue higher education in the profession in the near future.

- Most of the respondents (228 or 94 %) were familiar with libraries and information centres and appreciated the role they play in contributing to an informed citizenry.
- 144 (59 %) of the respondents appreciated an information facility such as a library that has all types of books, computers, CDs, the Internet, games and television. They also valued the information they obtained (from such facilities), the quietness and strict rules, and the quality of the services that they received from the people that work there. They felt that information helped them make better decisions and expressed the need for information that is easier to find, read, understand and use.
- 122 respondents (50 %) wished to work in a place where people find information (information centre, resource centre, documentation centre, research centre) when they finished school.
- 95 respondents (39 %) would only work in a library if they could get paid a lot of money.
- 204 (84 %) and 217 (90 %) respondents respectively agreed that a person who works in a library and a person who helps people find information easily should be educated as their work requires unique knowledge and skills.
- However, only 99 (41 %) of them said that they would love to pursue a career in Library and Information Management, and only if it was a well paying career.
- 64 (26 %) said that they would definitely pursue a career in this profession.
- 41 (17 %) had not thought about it or were undecided.

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- Only 2 respondents said that they would pursue this career provided it was an easy one.
  - 63 (26 %) stated that they would never pursue a career in this profession, whatever the prospects.
  - 149 (62 %) respondents said that if they chose this profession, they would require the highest possible tertiary education in the field.
  - 49 (20 %) respondents would be content with a degree.
  - 21 (9 %) would want to achieve education up to diploma level.
  - 108 (44 %) of the respondents said their choice of a career was influenced by the love of that profession.
  - 62 (25 %) felt that money, in terms of how much they would earn in the career, would influence their choice.
  - The rest, 26 (10 %) and 20 (8 %) respectively, felt prior knowledge and the status accorded to the career would influence their choice.

The above data shows that it is feasible to provide local education in terms of prospective entrants. The total number of prospective entrants who indicated interest was 155 (64 %). However, with marketing and effective campaigns designed to target undecided prospective entrants about their careers, the feasibility percentage would likely rise to 81 % (196 entrants).

#### ***4.3.1.3 Need for local higher education as observed by current and prospective employers***

Four current and prospective employers were interviewed and asked for their views on local higher education in Library and Information Management. Two of the employers were the heads of the main Library and Information Management service centres, also known as ‘heads of the cadre’ in the country – the Head of the University of Swaziland Libraries and the Director of the National Library Services. The other two employers were government representatives from two ministries that are concerned with higher education and training in the profession of Library and Information Management and other professions, namely the Ministry of Education and Training (MOET) and the Ministry of Public Service and Social Security (MOPSSS).

All four employers expressed the urgent need for local higher education in Library and Information Management. Employers from the government ministries expressed concern

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about the issue of imported higher education in this profession and why this practice has been going on for so long when the government has invested so much in capacitating professionals in Library and Information Management throughout the country. These employers also pointed out that Library and Information Management is among the very few professions in the country where there is still a lot of dependence on foreign schools and qualifications. They emphasized the government's willingness to support the profession of Library and Information Management and its professional body with relevant resources in the pursuit of establishing local higher education.

Employers who were the heads of the cadre also echoed the government employers' concerns and stated that the absence of local higher education in Library and Information Management affected the performance of their organizations because only a few employees got the opportunity to obtain higher education in the profession at a given time. This therefore meant that at times, the employers simply had to make do with under qualified employees, while at other times certain positions or promotions had to be given to candidates who were under qualified so that the posts allocated to the organizations could be retained.

These employers were positive that if higher education in Library and Information Management was to be provided locally, the number of adequately qualified employees would rise and in turn significantly improve the productivity levels of Library and Information Management organizations.

The employers collectively felt that local higher education in Library and Information Management would decrease the brain drain or migration of foreign-educated professionals. They noted that some candidates of higher education do not come back to the country after being exposed to foreign higher education. These qualified candidates often get attracted to the better employment prospects and social environments of the countries in which they obtain the education. This continues to aggravate the need for more educated candidates in the profession.

#### **4.3.2 Training needs in Library and Information Management**

Local training in Library and Information Management is provided in Swaziland through employers, the professional association, training institutions, and partners of the profession. However, even though local training exists, a majority of the employees expressed the desire for more or continuous training in their professional or service lives. A total of 28 employees (80 %) expressed the desire for training, while 2 employees (6 %) indicated that they no

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longer required training in this profession in their service life. 3 employees (9 %) indicated that they had no training needs as yet and 1 (3 %) was not sure whether they required training or not.

Employees who expressed the need for continuous training in Library and Information Management mentioned, in no particular order, the following service areas where training in the form of short courses or specific skills could be directed:

- Preservation of information and library materials
- Information searching and retrieval
- Information technology skills, including
  - Databases
  - Web design
  - Desktop publishing
  - Application of new technologies in information services delivery (e.g. e-learning, e-resources, e-commerce)
- Library and Information Management, including
  - Records management
  - Knowledge management
- Electronic information management
- Organizational management and leadership
  - Human resource management
  - Advanced human resource management
  - Strategic planning
  - Advanced leadership and management for information service organizations
- Information services
  - User needs assessment
  - Information literacy
  - Information services for clientele with special needs (e.g. disabled people, children)
- Communication, including
  - Business communication
  - Academic communication
  - Sign language and interpretation
- Information processing and organization
  - Cataloguing and classification
  - Marc 21
  - Filing
- Project management
- Productivity
- Modern data collection skills

The service areas that a number of employees (above three, up to ten) expressed similar training needs for were:

- Information technology skills
- Project management
- Cataloguing and classification
- Information services for children
- Organizational management
- Electronic information management

Employees acknowledged that a number of factors had contributed to their continuous training needs in Library and Information Management. The employees affected by the mentioned factors are illustrated in Table 9.

**Table 9: Factors contributing to the need for continuous training in Library and Information Management**

<b>Contributing factor</b>	<b>Employees affected</b>
Changes in client expectations of service provision	19
Technology changes	24
Changes in employer expectations	11
Changes in the employment market	11
Current labour requirements	9
Introduction of new services to the current job	20
Competition from similar service providers	9
Promotion to a new position	5
Continuous need to remain competitive in service provision	3

Employers were in support of the continuous training of employees and emphasized its importance in staff development initiatives. They also appreciated all the support given by all the stakeholders in Library and Information Management training in Swaziland.

The above all points to the fact that the continuous training of Library and Information Management employees is necessary, important, and plays a vital role in ensuring increased standards of performance among employees. Training also appears to close the gap left by higher education (which is mostly theoretical) and created by advances in technology and service delivery approaches. Based on this, the researcher would suggest that as long as higher education exists in this (and any other) profession, so should continuous training,

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sometimes also called staff development or professional development. This would ensure the continuous supply of skills and expertise to the workforce for enhanced service provision.

#### **4.4 LOCAL PROFESSIONALS WHO COULD BE INVOLVED IN HIGHER EDUCATION AND TRAINING**

The findings of the study established that there are professionals in Library and Information Management in Swaziland who possess the required qualifications, skills, expertise, experience and willingness to participate in the provision of higher education and training of Library and Information Management employees. Some of these professionals were already involved in Library and Information Management skills training in higher education institutions; some were working on a consultancy basis with training institutions and management centres that offered Library and Information Management training while others worked with organizations and the professional association to provide greater insight, induction and skills-transfer in certain areas of the profession.

In this section, responses pertaining to education are discussed separately from those of training, as has been the norm throughout this study. Responses are also categorized according to the respondents' type (employees or employers).

##### **4.4.1 Education**

###### ***4.4.1.1 Existing Library and Information Management employees***

The issue of who should or could be involved in Library and Information Management higher education attracted a lot of emotional and varied responses from respondents in this category. It seems there is still a lot of disagreement and dissatisfaction in this area of professional practice among employees and members of the profession. Grogan (2007:6) articulates this in his article on issues in education for Librarianship concerning the battle of who is better placed to provide education in this profession. In this study, the opinion was divided on whether there could be professionals locally who could be involved in higher education in Library and Information Management. About 50 % of the employees felt that there were professionals who could be involved locally in higher education in this profession. These employees stated that the sizeable number of qualified professionals who were available in Swaziland could be used to provide higher education, although they should preferably start at semi-professional level (diploma level).

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The remaining 50 % felt that in terms of local human resources for providing higher education in Library and Information Management, Swaziland was not yet ready, and they justified this response by stating that there were not enough highly trained professionals at Masters and PhD levels to be involved in higher education. They also felt that some of the professionals educated up to Masters level were not adequately skilled or qualified for higher education, but rather for technical aspects of the profession, office work and administration. These employees observed that professionals who should be involved in higher education should demonstrate the required qualifications in Library and Information Management and exhibit high levels of expertise.

The group of respondents who felt that there are insufficient human resources for local higher education were also of the opinion that if local education can be introduced, it would be necessary for the government and higher education institutions to outsource relevantly qualified and skilled educators.

While the employees disagreed with each other on the availability of local professionals who could be involved in the higher education of Library and Information Management employees, they also voiced other issues that have an impact on the provision of local higher education by local professionals as follows:

- Lack of commitment and motivation from professionals to have local education in place
- Internal disputes and showing-off among professionals instead of focusing on real issues of professional practice, service delivery, and growth of the profession at large through higher education
- Niche areas in Library and Information Management higher education have not been fully explored and exploited by professionals and the professional association

#### ***4.4.1.2 Employers***

Employers in the government ministries expressed concern about the lack of local higher education in Library and Information Management and directed most of their frustrations at professionally educated and qualified Library and Information Management employees, who according to them, could be at the forefront of changing the situation. The employers felt that the government had invested a lot in capacity building in the profession, and therefore the profession and cadre should have long sorted the lack of locally available higher education.

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The two employers from the service centres felt that there are professionals who could be involved in Library and Information Management higher education in Swaziland. They cited the number of professionals qualified at Masters level in Library and Information Management, and noted that some of these professionals were already involved in skills training and other training initiatives and had therefore acquired enough experience. However, these employers felt that higher education in Library and Information Management is not for every professional – even if they are adequately qualified – as it requires zeal, commitment, skills and a lot of hard work. They also noted that professional staff may need to be re-oriented in higher education or have their qualifications beefed up with higher education qualifications in order to fit this purpose.

#### **4. 4. 2 Training**

##### ***4.4.2.1 Existing Library and Information Management employees***

The findings indicate that there are local professionals in the country who could be involved in the professional training of employees. Some of these professionals provided training at their places of work on a consultancy basis and through the professional association. Of the 34 responses obtained from employees, 15 (44 %) indicated that they had provided training in Library and Information Management. The employees stated that they had provided training skills as follows:

- Cataloguing and classification
- Collection development and management
- Development and management of school libraries
- Marketing of library and information services
- Library services to children
- Customer care
- Automation
- Electronic information processing
- Information literacy, access and search strategies
- Resource centre usage
- Internet and databases searching
- Records management
- Project management
- Web page design

- Strategic management of libraries and information centres
- Planning
- Budgeting
- Information technology applications

In addition to the above, employees who wanted to be involved in Library and Information Management training cited the following as training skills they could provide:

- Knowledge management
- Reference information services
- Management of the training function in Library and Information Management
- Information repackaging
- Training modules development
- Organizing
- Information needs assessment, user studies and services
- Total quality management and benchmarking of information services
- Leadership and management issues

Employees stated that if training opportunities continued to be available, they would participate as shown in Table 10.

**Table 10: How employees would participate in training**

<b>Employees' intended participation</b>	<b>Number of employees</b>
Facilitating	12
Research and presentations to contribute to usable knowledge creation in the profession	18
Being a trainee	10
Developing training modules that match employer needs	13
Scanning the market to establish niche training areas	1

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#### ***4.4.2 Employers***

All the employers were aware that there were some professionals in Library and Information Management who could be involved in training locally. Employers from the service centres indicated that from their own institutions, some professionals had provided training in different forums and therefore had the necessary expertise and exposure. They also confirmed that they used some of the professionals within their institutions and within the profession of Library and Information Management for induction and specific skills training. Employers from government ministries further indicated that when the government funds the training of employees, trust is usually placed in the judgement of heads of departments who are expected to ensure that trainees are sent to the right places for training. These employers therefore maintained that the government (as the funder) usually did not dictate terms on who should be involved in training (and higher education generally) as there are bodies that monitor that. Training centres were expected by all the employers (the government included) to use the right calibre of professionals in providing training.

### **4.5 OPPORTUNITIES AND CHALLENGES OF PROVIDING LOCAL HIGHER EDUCATION AND TRAINING**

Both existing employees and employers in Library and Information Management agreed that a number of opportunities can be gained by providing higher education in this profession locally. They also cited challenges that would have to be addressed in order for local higher education in Library and Information Management to succeed and grow.

#### **4.5.1 Opportunities**

##### ***4.5.1.1 Existing Library and Information Management employees***

The employees noted the following opportunities in providing Library and Information Management higher education in the local environment:

- It would attract more entrants to the profession from high schools
- Prospective candidates would find it easily accessible
- Funders and sponsors would find it more affordable
- It might contribute to better infrastructure in the institutions providing the education, and also Library and Information Management centres providing internship
- It would stimulate more recognition of the profession of Library and Information Management in the country

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- Enough candidates could potentially be produced to supply the potential market anticipated from:
    - Changing the schooling system of education, requiring more use of libraries in schools for independent learning and research
    - The country moving towards decentralization and local government at community level, requiring more community libraries and information centres

#### ***4.5.1.2 Employers***

Employers in Library and Information Management service centres collectively agreed that the provision of local higher education in Library and Information Management would result in the following opportunities:

- More relevant and locally applicable education
- Increased access to higher education in this profession
- Better recognition and greater impact of Library and Information Management on the country
- Access to funding for higher education in this profession would not be a struggle
- Increased research output and usable knowledge generation in the profession
- Stakeholder participation in developing education and the curriculum
- The profession of Library and Information Management would attract more entrants and ‘fresher’ perspectives that would boost it

The employers emphasized that even with these opportunities, local higher education in Library and Information Management [when it is finally hosted] should start at a lower level, e.g. diploma level, and then gradually grow from there. This would also enable all the stakeholders to fully realize and maintain these opportunities while adding more.

Both employers and employees highlighted that the realization of these opportunities would not be automatic, but would come with a lot of hard work, advocacy, collaboration, participation and support from all stakeholders in Library and Information Management higher education.

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## **4.5.2 Challenges**

### ***4.5.2.1 Existing Library and Information Management employees***

Alongside the opportunities, employees also expressed challenges that local higher education in the profession would present. Employees felt that some of these challenges are justified/relevant from the start and would eventually be overcome at the different development stages of higher education. The challenges cited were as follows:

- Proper planning in terms of the number of candidates to be educated or produced in a year. Employees emphasized that Swaziland should avoid producing Library and Information Management personnel en-masse, as is the case with other professions like teaching.
- Adequately and continuously capacitating educators so that they remain competent for higher education in the profession.
- Lack of an existing policy on Library and Information Management education and training. Employees felt that the policy might have to be worked on prior to the implementation of higher education and might take longer to put in place as it requires massive consultation.
- Sustaining higher education provision when prospective entrant numbers decline.

### ***4.5.2.2 Employers***

Employers in service centres noted that local higher education in Library and Information Management would result in the following challenges:

- Inadequate human resources to provide education, especially at the early stages, leading to dependence on foreign educators.
- Recognition of locally acquired qualifications outside the country might require a lot to be done by the country and higher education institutions.
- Sustaining a reasonable number of prospective candidates for higher education in the present climate with the economic challenges experienced by the main funder of higher education (the government).
- Surviving competition for funding and recognition against other professions with seemingly more prospects.

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- Local political issues that tend to interrupt higher education and thus affect the overall quality of the education would also affect the services and products of this profession.
  - Inadequate physical infrastructure for higher education in higher education institutions and libraries would affect the quality of education.
  - Infrastructure and resources would also need to be improved at places where higher education candidates would go for practical placement or internship.

Some of the challenges expressed by the employers echo those expressed by employees. However, employers were more optimistic that these challenges can be addressed and overcome with the commitment of all stakeholders and investment in the necessary resources and infrastructure.

## **4.6 ROLE OF MAJOR STAKEHOLDERS IN LOCAL HIGHER EDUCATION AND TRAINING**

Stakeholders play an important role in the establishment, growth and sustainability of higher education and training in any profession. The role of stakeholders is mostly appreciated when the stakeholders themselves are actively involved and very supportive. This section will present the findings of the study pertaining to the two major stakeholders in the profession of Library and Information Management, which are the government and the professional association (SWALA). The study aimed to determine what role the above stakeholders play, have played and will continue to play in the local higher education and training of Library and Information Management candidates.

### **4.6.1 Government**

By the government, the study refers to the relevant ministries that are involved in the affairs of the profession of Library and Information Management in Swaziland. In this instance, these ministries were the Ministry of Education and Training and the Ministry of Public Service. The involvement of these ministries was manifest in employment or absorption (especially for government employees) and the funding of higher education and training. Through the service of these ministries, the government is referred to as an employer, both current and potential. The government has also been referred to as the main funder of higher education in the country. Apart from being an employer and a funder, the government, through its other arms (executive and legislative), is also expected to recognize, involve and

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support the profession of Library and Information Management. The role played by the government is therefore a very important one, confirmed in the findings of this study.

The funding role of the government in the higher education and training of Library and Information Management professionals was confirmed by both employees and employers in the service centres. In the survey findings, employees indicated that the government has been the main funder of their higher education and training. While the government still plays this role, changes have been highlighted with respect to funding higher education that is obtained out of the country. The funding provided for higher education through universities and colleges is not a full bursary (beneficiaries are expected to pay back half of the money used), but employees nevertheless observed that the availability of this funding ensured access to higher education in this profession.

During the interviews, employers from the government ministries stated that funding for local higher education by the government in all professions would continue because the government prioritized knowledge acquisition.

Employees and employers also confirmed the role of the government as a current and potential employer of Library and Information Management candidates. Employees stated that the government is currently the largest employer of Library and Information Management employees because the majority of libraries and information centres in Swaziland are within government institutions. The employees also stated that they expected the government as an employer to play an effective role in developing human resources, providing working resources, improving infrastructure, and providing due remuneration.

#### **4. 6. 2 Professional Association**

The role of the professional association in the affairs of the profession has been widely highlighted and discussed. Scholars such as Harvard-Williams and Atan (1987), Thapisa (1994), Ocholla (2000), Shiholo and Ocholla (2003), Diso and Njoku (2007), Johnson (2007), and Younis (in Johnson, 2007) have all noted the important role of a Library and Information Management professional association in the development and sustenance of the profession.

In Swaziland, the professional association is known as SWALA. At the time of data collection, SWALA had no chairperson to articulate the association's perceived role in the local higher education of Library and Information Management candidates. The absence of

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the chairperson was due to the resignation of the elected candidate. This predicament robbed the study of a scheduled interview with the head of the association.

Library and Information Management employees were asked for their observations regarding the role and involvement of the professional association, and 30 (86 %) obliged. Of these 30 employees, 20 (67 %) felt that the association was involved and played a satisfactory role. Their responses were as follows:

- The association's involvement had led to improvements and more Library and Information Management short courses in training centres.
- The association conducted needs assessments in government funded libraries and more personnel had been sent for short courses as a result of the assessments.
- The association's involvement mainly targeted and benefitted government employed Library and Information Management personnel. Other members of the profession from special and school libraries also need to benefit.
- More involvement could be appreciated to cover all areas of Library and Information Management work.
- The association was trying its best in difficult times.
- While the professional association is trying, it faces many challenges in terms of financial resources, weak membership, weak bargaining power, and weak partnership links.

10 employees (33 %) were not happy with the role and involvement of the professional association. They felt that SWALA had done very little for the profession, lacked focus, and was politicized and personalized. These employees felt that the association had actually contributed to the plight of the profession of Library and Information Management in Swaziland, and therefore it is a waste of time to be part of this professional association. These employees noted the following:

- Some said that the professional association should be at the fore-front in Library and Information Management. However (and unfortunately), highly qualified professionals in Library and Information Management shun the professional association.
- Others said that there was very minimal involvement with no visible impact on the individual and profession nationally.

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- Still others stated that there was no involvement because there was a lot of division and demarcation within the profession in Swaziland. According to them, highly educated professionals were selfcentred and looked down on semi-qualified and unqualified employees instead of pushing them forward. Higher cadre enjoyed basking in their glory instead of taking the lead in developing the profession further.
  - The lack of a full-time programme in Library and Information Management education was also seen to show lack of involvement on the part of the professional association.

Employers from Library and Information Management centres felt that the professional association should play a stronger role and be more involved in education and training matters of the profession. They noted that the association needs a consented effort and more commitment to realize a strong presence among its members and the society. The employers also shared similar sentiments with some employees regarding the association's challenges, such as weak membership resulting in poor management, and ineffective leadership.

Government employers also felt that the professional association should be at the fore-front of local higher education in Library and Information Management. These employers referred to the professional association as a very important stakeholder and said its involvement is beneficial to the government as well. The employers stated that the government anticipates and appreciates the active role of the association at all times.

#### **4.7 DEMAND FOR LOCALLY EDUCATED AND TRAINED LIBRARY AND INFORMATION MANAGEMENT PROFESSIONALS**

One of the objectives of the study was to find out if there is a demand or an employment market in Swaziland for locally educated and trained Library and Information Management professionals. Data for the demand of professionals was obtained from job advertisements in two daily newspapers spanning a period of four years using content analysis. In order to balance these findings, employers' perspectives regarding the market were also sought. Feasibility in terms of the job market obtained from the advertisements was low, but employers insisted that the market exists and that there are new opportunities for new markets.

#### 4.7.1 Newspaper advertisements

Two local daily newspapers, namely The Times of Swaziland (Monday – Friday) and Swazi Observer (Monday – Friday), were scanned for a period spanning four years (January 2005 to December 2008) to determine the local market for Library and Information Management employees. Job advertisements were skimmed for prospective employers, the required qualifications, and skills, attitudes and job descriptions. 1042 Times of Swaziland and 1042 Swazi Observer newspapers were scanned, resulting in 2084 papers altogether. The newspaper scanning produced 98 job advertisements (9 %) from both papers for Library and Information Management personnel. 58 advertisements were from the Times of Swaziland, while 40 came from the Swazi Observer. A majority of these advertisements (46) appeared in the year 2005. 17 appeared in 2006, 19 in 2007 and 17 in 2008. Employers who advertised job offers and the number of advertisements they ran are shown in Table 11.

*Table 11: Employers who advertised jobs and the number of times they advertised*

Employer	Number of advertisements ran n=98
University of Swaziland	27
World Health Organization (WHO)	14
Population Services International (PSI – Swaziland)	9
Government through the Civil Service Board	5
South African Development Community Secretariat	4
United Nations World Food Programme (WFP)	4
Baylor College of Medicine Children's Foundation	4
SADC Parliamentary Forum	4
United Nations Development Program (UNDP Country Office)	4
International Baby Food Action Network (IBFAN Africa)	3
Swaziland Nazarene Health Institutions	3
PAN – African Parliament	3
Swaziland Sugar Association	3
The Media Institute of Southern Africa (MISA)	3

Swaziland Tourism Authority / Swaziland Standards Authority	2
Coordinating Assembly of Non-Governmental Organizations (CANGO)	2
Food and Agriculture Organization (FAO Country Office)	1
Mananga College	1
European Union	1
South African Customs Union	1

Advertised posts ran under varied designations which all required information management skills. This qualified them to be associated with Library and Information Management work. The following posts were advertised:

- Documentalist
- Conservator
- Documentation Officer
- Records Management Officer
- Archives Assistant
- Information Officer
- Resource Centre Officer
- Information Programme Officer
- Information Assistant
- Librarian
- Research & Communications Officer
- Data & Information Clerk
- National Information Officer
- Publications and Networking Officer
- Public Information Officer
- Assistant Librarian
- Records and Registry Officer
- Communications Officer
- Trainee Assistant Librarian
- Senior Library Assistant

The job advertisements stated the required qualifications for each post. Most job advertisements required a bachelor's degree qualification in Library and Information Management or related qualifications. While some job advertisements stated the highest qualification only, others stated two – a higher and an immediate lower qualification, such as a degree and diploma for the same job. There were instances where the exact qualification levels were not stated, but the job required expertise and professionalism that can only be acquired through higher education in the field. Such omission could have been an error in publication by the newspaper, a genuine error or omission by the organization running the advert, or a deliberate posting to attract different candidates from different professions who could prove capable of doing the specified tasks with the required expertise. Table 12 shows the qualifications required and the number of posts that required that qualification.

**Table 12: Qualifications needed in the job market**

<b>Qualification needed</b>	<b>Number of posts requiring the qualification</b>
Masters degree	6
Postgraduate Diploma	1
Bachelors degree	25
Diploma	8
Certificate	1
High School completion certificate and three years experience	1
Not stated in the advert	2

In almost all these advertisements, three years experience, computer skills, and the ability to work under minimum supervision were a requirement. In special instances, there were age restrictions for the applicants, such as no candidates over the age of 35. There were also advertisements where female candidates were preferred and encouraged to apply more than males.

#### **4.7.2 Employers in Library and Information Management**

Employers from major Library and Information Management service centres (50 % of the employer population) collectively agreed that there is a market for Library and Information Management educated and trained professionals in Swaziland. The employers attributed the

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market to the continuing demand for information as a resource for organizational and personal development and decision-making. Employers also stated that the Library and Information Management field would experience growth with the new approach to high school education, which places more emphasis on independent learning and research for pupils, and requires more use of school libraries, resource centres and media centres. This, according to the employers, would increase job opportunities for school library managers and thus impact positively on the demand for Library and Information Management professionals.

The employers also stated that the demand for educated and trained Library and Information Management employees in the past had been created by vacant posts left by employees who left for greener pastures, joined the private sector, or diversified / moved away from the profession. Such vacancies, the employers stated, were not easy to fill because foreign education only supplied a few candidates. One employer noted that in their organization, the on-going demand led to vacancies being filled by less qualified candidates in order to retain the posts, which would otherwise be given to other government ministries and departments. However, with local higher education, employers were optimistic that such demand would be met with the adequate supply of qualified Library and Information Management candidates.

The other 50 % of the employers representing the government also agreed collectively that there is a market for Library and Information Management employees in Swaziland and that it can be sustainable. They stated that the government as an employer recognizes the importance of Library and Information Management professionals and will continue investing in them.

#### **4.8 INFRASTRUCTURE FOR LOCAL EDUCATION AND TRAINING IN LIBRARY AND INFORMATION MANAGEMENT**

Two higher education institutions were observed with respect to education and training infrastructure, namely the University of Swaziland's (UNISWA) main campus in Kwaluseni, Matsapha, and the Mananga Centre for Regional Integration and Development Management situated in Ezulwini, along Manzini–Mbabane road. These institutions were selected because they provide full-time, part-time and on-the-job training through diverse academic programs. Both institutions also admit local and international students who qualify to enter into their programs. At the time of study, UNISWA had three campuses, with the main campus housing the Faculties of Humanities, Education, Commerce, Science and also the Institute of Distance Education (IDE). Mananga's main campus was in Ezulwini, with a sister college named

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Boston that had campuses in Ezulwini and Mbabane. Most of the full-time programs were being offered by Boston through diplomas in business studies, information technology and hospitality management, among others.

#### **4.8.1 University of Swaziland (UNISWA)**

The University of Swaziland was observed to have all the relevant infrastructure, equipment and resources for higher education. UNISWA is Swaziland's only university and the largest higher education institution in the country. It is a parastatal that gets subventions from the government through the Ministry of Education and Training. It was noted that almost all the higher education colleges in the country were affiliated to UNISWA through the board of affiliated institutions (BAI) and had good working relationships with the university. UNISWA was also equipped with academic staff in Library and Information Management who taught a module of library development and management in teacher-qualifying courses, such as the Bachelor of Education. They were full-time employees of the university on permanent and pensionable basis (mainly locals) or on contractual basis (mainly expatriates). The staff possessed postgraduate qualifications and had various specialization areas within the profession and the necessary experience in teaching at a higher education level.

#### **4.8.2 Mananga Centre for Regional Integration and Management Development**

Mananga was also found to have the physical infrastructure, equipment and furniture necessary for higher education and training. Five lecture rooms with a sitting capacity of 40 - 80 people, which also serve as examination rooms, were identified during observation. These were well furnished and contained audio-visual teaching equipment. Excellent dining and catering and sport and entertainment facilities were also noted. A medium-sized resource centre that could sit 40 people contained a collection of print resources, and 14 Internet connected computers were available for use by students and staff. Subscription to information databases was dependant on the courses offered, with a strong bias for management and related sciences. Student affairs and issues pertaining to welfare services were addressed weekly in Mananga through meetings between course representatives and staff. Since there were no full-time education programs in Library and Information Management in this institution, Mananga engaged external consultants for short-courses or training programs in the profession. This explains why Mananga's personnel were mainly full-time and part-time or externally outsourced facilitators.

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In its description, Mananga boasts a unique approach to learning and development for regional integration that emphasizes the integration of academic and social interaction. This forms part of what the institution refers to as "the Mananga experience". The Mananga experience is meant to leave a long lasting impression on those who attend the institution.

#### **4.9 SUMMARY**

This chapter presented the findings according to the objectives of the study. The objectives were:

- To investigate the state of Library and Information Management higher education and training in Swaziland
- To determine if there is a need for the local higher education and training of candidates to the profession and existing professionals in Swaziland
- To investigate whether or not there is a market for Library and Information Management professionals to be educated and trained in Swaziland
- To investigate the availability of the required infrastructure for providing higher education and training in Library and Information Management in Swaziland
- To establish the challenges and opportunities of providing Library and Information Management higher education and training in the country
- To determine the feasibility of providing Library and Information Management higher education and training in Swaziland in terms of cost, relevance and human resources
- To determine the role of major stakeholders, such as the government and the Library and Information Professional Association, in providing local higher education and training

According to the employees and employers, Library and Information Management higher education did not exist in Swaziland, while training in the form of short courses and skills was available. Higher education needs at undergraduate and postgraduate levels were articulated by Library and Information Management employees, including specific courses and modules to be included in the curriculum. Training needs and specific skills were also expressed by employees, while employers emphasized the importance of training in the professional development of staff in Library and Information Management. Prospective entrants from high schools also expressed the need for higher education in Library and Information Management up to the highest possible levels.

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The findings also established that there are local professionals who could be involved in Library and Information Management higher education, and that other professionals from outside the country could be used if their expertise and experience was required at initial stages of the education programs.

While the findings highlighted both the opportunities and challenges of providing higher education locally in Library and Information Management, more opportunities were evident than challenges.

Two stakeholders were identified as playing a major role in local higher education and training of Library and Information Management. These were the government and the professional association, SWALA. These stakeholders have to work together in addressing the higher education matters of the profession.

Demand for locally educated and trained Library and Information Management professionals was determined through the content analysis of newspaper advertisements. The analysis showcased a low demand of 9 % from the jobs that were advertised in two local daily newspapers over a period of four years. Employers insisted on the presence of a market and its sustainability in Swaziland.

The findings also established the infrastructure that is required for higher education and training in Library and Information Management. Adequate infrastructure was available at the University of Swaziland and Mananga Centre.

Throughout the findings, employees and employers remained optimistic that local higher education in Library and Information Management is necessary, feasible and sustainable in Swaziland. The next chapter discusses the findings.

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## **CHAPTER FIVE: DISCUSSION OF FINDINGS**

### **5.1 INTRODUCTION**

The presentation of the findings in the previous chapter only partly addresses the research problem and mainly indicates the data that was retrieved from the different research populations. In order to determine if the objectives of the study were met and satisfied, this chapter discusses prominent issues emerging from the findings on the feasibility of providing local higher education and training in Library and Information Management in Swaziland as they relate to the following:

- The state of Library and Information Management higher education and training
- The need for Library and Information Management higher education and training
- Education and training needs and levels
- The demand for Library and Information Management higher education and training professionals
- Infrastructure and resource needs for local higher education in Library and Information Management
- Opportunities and challenges of providing local higher education in Library and Information Management in Swaziland
- The role of major stakeholders in Library and Information Management higher education and training
- The relevance of local higher education and training in Library and Information Management
- The cost of local higher education and training in Library and Information Management

### **5.2 STATE OF LIBRARY AND INFORMATION MANAGEMENT HIGHER EDUCATION AND TRAINING IN SWAZILAND**

The study intended to determine the knowledge of existing employees and employers in Library and Information Management with respect to the state of Library and Information Management higher education and training in Swaziland. The employers and employees indicated that local higher education in Library and Information Management was non-existent, which confirms that Swaziland has been dependant on foreign schools and qualifications in Library and Information Management.

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The move to develop libraries and improve education in the profession, as indicated by Johnson (2007), often coincided with the end of colonial rule in the countries of Africa. Swaziland obtained independence from British colonial rule on the 6<sup>th</sup> of September 1968. Library and Information Management development in post-colonial Swaziland subsequently became the responsibility of the country. However, this development has not been fully realized with respect to local higher education in Library and Information Management. Although the respondents unequivocally stated that Library and Information Management did not exist in local higher education, the researcher is aware of previous attempts by the country to host certificate programs in Librarianship and Library Science in the 1980s. These certificate programs were hosted by the Swaziland College of Technology (SCOT) and may have been facilitated by the government of Swaziland in partnership with foreign governments. Since none of the employers and employees ever made reference to this in their responses, it is not known why this could not be sustained and developed further. The contribution made by these previous attempts may have been very minimal, and was perhaps not seen by the respondents as having changed the state of Library and Information Management in Swaziland.

From the findings of the study, training in Library and Information Management exists and was confirmed by all the stakeholders, i.e. employees, employers and the main funder (the government). The findings here concur with the literature review in that employers, training institutions, individuals and the professional association provide training in Library and Information Management in Swaziland. The findings also concur with other studies by Thapisa (1994), Ocholla (2000) and Johnson (2007), in that the government and the professional association should develop training in Library and Information Management.

While most respondents stated that local higher education in Library and Information Management did not exist, some employees – a small percentage of six – were not able to separate higher education from training in Library and Information Management, therefore responding in favour of the existence of local higher education. This response confirmed the unclear distinction between the two concepts (education and training) which literature highlights in studies by Milano & Ullius (1998:4), Moore (1998:135), Blumenfeld (2000:1), and Grogan (2007:6). However, while Blumenfeld observes that “education should come first and training later”, the findings of this study make an exception of this in the profession of Library and Information Management where pre-education service (some form of training),

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induction, orientation and skills-transfer is acquired before formal higher education by employees in order for them to be competent at work.

During data collection in November 2009, employers and employees insisted that Library and Information Management higher education was non-existent in Swaziland. When employers were quizzed on IDM's advertisements, they expressed shock and lack of knowledge about any attempts to host higher education in Library and Information Management in Swaziland. Furthermore, employers in major Library and Information Management service centres, attributed the lack of knowledge about IDM's development to lack of collaboration and consultation between higher education and training institutions and employers on issues of higher education and training. This lack of consultation and collaboration confirmed the lack of involvement of other stakeholders in higher education as documented in studies by Shiholo and Ocholla (2003) and Younis (cited in Johnson, 2007). Employers stated it was an anomaly for training institutions not to involve them in any attempts to establish local higher education in Library and Information Management because they are an important stakeholder. It was observed that the lack of involvement of all stakeholders is not healthy and could delay progress in changing the state of Library and Information Management higher education in the country and need urgent attention.

### **5.3 NEED FOR LIBRARY AND INFORMATION MANAGEMENT HIGHER EDUCATION AND TRAINING**

The findings of the study confirm studies by Gosh (2001), Karisiddapa (2004), Albright & Kawooya (2007), Britz, Lor & Bothma (2007), Diso & Njoku (2007) and Ocholla & Bothma (2007), in that well educated and trained Library and Information Management professionals are essential in any country because education and training lead to professionals who can demonstrate the desired approach, skills, attitude and relevance in service provision. Albright & Kawooya (2007:115) emphasized the acquisition of higher education in a local or similar to local environment, while Britz, Lor & Bothma (2007) were concerned with both the non-affordability of foreign education and training, and also the brain drain as a result of some beneficiaries (of foreign higher education) not returning to their home countries.

The need for Library and Information Management education and training in this study was expressed by prospective entrants to the profession, who concurred with Gosh (2001) and Diso & Njoku's (2007:130) assertion that Library and Information Management is "a service-oriented industry" that requires "expertise in the management and distribution of information

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and knowledge”. The prospective entrants viewed somebody who worked in a Library and Information Management service area as a specialist performing services that require unique knowledge and skills. They also expressed the need for such unique knowledge and skills for them to perform the required services of this industry. A large percentage (64 %) indicated that they would willingly join the profession, while an additional 17 % were flexible and would join upon further persuasion.

Existing employees in Library and Information Management also confirmed the need for local higher education and training. Employees ranged from those without any formal higher education qualifications to those qualified at Masters level in Library and Information Management. They all expressed the need for local higher education in support of Ocholla & Bothma’s (2007) assertion that the Library and Information Management service industry is growing and faces stiff competition from other emerging service providers. This emphasizes the need for Library and Information Management professionals to constantly update/upgrade their knowledge and skills. The employees also highlighted factors that contributed to their need for Library and Information Management education and training, similar to those highlighted by Karisiddappa (2004) and Gosh (2001) - a transitional shift creating a greater awareness of information, global interaction and communication, and a strong information technology presence, among others - prompting the continuous need for higher education and training in the sector.

Employers also reiterated the views of the employees, but with more emphasis on education and training on a continuous basis to improve relevance and excellence in service provision.

#### **5. 4 HIGHER EDUCATION AND TRAINING NEEDS AND LEVELS**

Employees who desired higher education in Library and Information Management were interested in acquiring qualifications under the different levels stipulated in section 2. 5, with a greater preference for diplomas, masters and doctoral qualifications. Employers, however, advised that pursuit or provision of higher education in Library and Information Management locally - if it becomes available - should ideally start at diploma level and progress over time to higher qualifications.

In contrast, training in Library and Information Management is needs-based and part of professional development. The findings again confirmed observations made by Gosh (2001) and Karisiddappa (2004), whereby employees identified the specific training areas in Library

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and Information Management that they required. Employers supported local training in Library and Information Management, further confirming the need for continuous training and development in the workplace.

Education and training needs in this study were further confirmed by the specific courses and skill areas needed by employees to be part of local Library and Information Management higher education and training. While Millano & Ullius (1998:4) maintained that education focuses on ‘learning about’, has broader goals and is intended to fit many contexts, employees and employers felt the inclusion of the specific courses would make them more relevant and productive in Library and Information Management. In training, employees in these findings agreed with Moore (1998:135) that “training means narrowly focused programs leading to high proficiency in a specific skill”, and their articulation of preferred training short courses was geared towards the acquisition or revival of certain skills currently necessary in their work environments in the performance of certain tasks.

## **5.5 DEMAND FOR LIBRARY AND INFORMATION MANAGEMENT HIGHER EDUCATION AND TRAINING PROFESSIONALS**

Findings of this study pertaining to the market for Library and Information Management professionals confirmed both Ocholla’s (2005) analysis of the job market for Library and Information Management professionals in South Africa, and also initial observations made in this study that traditional Library and Information Management service centres dominated the market in Swaziland. The findings established that the job advertisements largely came from organizations that wanted candidates to fill library and information service positions ranging from librarians to information assistants, documentalists, publications officers, archives assistants, resource centre officers, and records and registry management officers. Employers that ran the highest number of advertisements in the four year period were the University of Swaziland Libraries (28 %) and the WHO Documentation Centre (14 %).

There was also a correlation between the findings in Ochollas’ study and the issue of an emerging market that seems to compete unfairly with libraries when in actual sense it expands and enhances the current market. Even though the market is slowly emerging in Swaziland, there was evidence of the opportunities it brings forth in the findings, where positions like information programme officer, national information officer, research and communications officer, and data and information clerk, among others, require skills and competencies similar to those of Library and Information Management professionals. Their

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qualification needs were also flexible, from any relevant degree to degrees in Information, Journalism, Arts, Human Sciences or the Social Sciences.

If one were to judge the market based solely on the results of the newspaper advertisements, which were sparse in the four year period, one could be led to believe that the market for Library and Information Management in Swaziland is poor. This would be true if one assumes that job advertisements for a profession would run daily in the newspaper. However, if we adopt a broader view and examine the market in terms of not only advertised and existing positions in Library and Information Management centres, but also other positions in other organizations that can employ information professionals, clearly the market is growing. Organizations that are outside major Library and Information Management centres in Swaziland that may require information management skills include banks, insurance companies, non-governmental organizations (NGOs) and telecommunications corporations. Some of these companies may not advertise or even realize that they can benefit from such skills until candidates 'sell' themselves to them. The market for Library and Information Management employees may also not be as low as the newspapers reflect because not all positions are advertised in newspapers. Some positions are advertised internally in organizations and the government, while others are filled by candidates on secondment. Lastly, the market for records managers and knowledge managers is still being realized in Swaziland and therefore may still absorb more candidates.

The study also sought to obtain findings from employers regarding the market for Library and Information Management professionals in order to balance the results of the newspaper adverts. Responses of the employers were purely qualitative, based on trends, phenomena and experience, and therefore complement the quantitative aspect of the newspaper analyses. Both current and potential employers from major Library and Information Management service centres and the government insisted that a market exists and will continue to exist for Library and Information Management employees in Swaziland. They based this on a number of factors, including the following:

- Growing acceptance of the role of information in personal and societal development
- Realization of the need and importance of information management by organizations
- Urgent need of school libraries and school library managers brought about by the new approach to high school education
- Establishment of community centres and resource centres

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The factors cited by employers in support of the market provided a much clearer picture of the demand for Library and Information Management employees and is in agreement with the initial observation in chapter two that a market does not necessarily have to ‘pre-exist in order to exist’. The results of the newspaper scanning alone would have missed this important aspect and rendered the market very low and less promising for Library and Information Management professionals.

## **5.6 INFRASTRUCTURE AND RESOURCE NEEDS FOR LOCAL HIGHER EDUCATION IN LIBRARY AND INFORMATION MANAGEMENT**

Library and Information Management education, as observed by Ocholla & Bothma (2007), is offered through established higher education institutions, specifically universities, colleges and technikons. The researcher therefore conducted observations in two higher education institutions in Swaziland, namely the University of Swaziland and the Mananga Centre for Regional Integration and Management Development, to check for infrastructure and resources suitable for hosting local higher education in Library and Information Management. It was observed that Library and Information Management education can make use of the same or similar infrastructure, facilities and resources as other academic programs, with the addition of adequately qualified human resources and practice environments. Both institutions were well equipped and provide different academic programs and Library and Information Management can benefit in terms of similar resources and skills.

The findings also established that the human resource potential for providing local higher education in Library and Information Management is there. Employers supported the notion that highly educated professionals in Library and Information Management could be involved in higher education and training. Some of these professionals had the relevant experience. 50 % of the employees were also convinced that human resources exist and can facilitate higher education in Library and Information Management. The researcher agrees with the employers that not every highly qualified professional in Library and Information Management is a candidate for higher education, noting that providing higher education and training requires a lot of work and extra commitment without much difference in remuneration compared to other service areas of the profession. Therefore those involved would have to be willing to go the extra mile without gaining much financially.

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A further observation is that the respondents seemed to view the human resource issue for higher education in Library and Information Management only from the angle of the profession. There are other modules or courses which higher education in Library and Information Management could offer that are from other disciplines like the Humanities, Management, Information Technology, etc., where human resource potential is already in abundance in the country's higher education institutions. This therefore means that higher education in Library and Information Management should not solely depend on people who are adequately qualified in Library and Information Management.

## **5.7 OPPORTUNITIES AND CHALLENGES OF PROVIDING LOCAL HIGHER EDUCATION AND TRAINING IN LIBRARY AND INFORMATION MANAGEMENT**

The findings of the study concur with findings made by Lor, Britz & Bothma (2007), Ocholla (2007) and Ocholla & Bothma (2007) and further extend that there are a lot of opportunities in providing local higher education in Swaziland. The opportunities noted in this study relate to wider access to higher education in terms of cost and affordability; more entrants attracted to a locally provided profession; development and upgrade of infrastructure, facilities and human resources for higher education; and meaningful collaboration and partnerships with other stakeholders in higher education and training. While some opportunities were general and could apply to any host of higher education in Library and Information Management, other opportunities were specifically for Swaziland. The specific opportunities established by the study include higher recognition of the profession locally, opportunities to respond to the current approach in the education system, and also decentralization initiatives. It was noted that the specific opportunities carried more weight and were continuously echoed throughout the findings.

Challenges in providing local education and training in Library and Information Management as noted in studies by Minishi-Majanja & Ocholla (2004), Poon (2006), Ocholla (2007), Ocholla & Bothma (2007) and Singh (2009), include over-expanding the curriculum to meet market needs, the increasing and ever-changing number of technology applications, high enrolment interests, inactive professional association bodies that could positively influence education, and generally limited funding for higher education, among other priority areas. The study found that local higher education in Library and Information Management in Swaziland may experience similar challenges and more. One of the challenges echoed

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throughout the findings was the lack of a specific Library and Information Management higher education policy, inducing fear that higher education in this profession may be provided anyhow, without quality controls, monitoring and standardization. Another challenge that was consistently voiced pertained to the sustainability of entrants. Sustainability of entrants has been a major problem for larger countries and resulted in the decline in the number of prospective entrants to the Library and Information Management profession, a situation that could have a more devastating impact on a smaller country like Swaziland. The study established that even with these challenges, it is feasible to provide higher education in Library and Information Management. The challenges have to be addressed adequately by relevant stakeholders in Library and Information Management education and training

## **5.8 ROLE OF MAJOR STAKEHOLDERS IN LIBRARY AND INFORMATION MANAGEMENT HIGHER EDUCATION AND TRAINING**

Ocholla (2000:35) observed that in most developing countries, training schools in library education were “established with government support within universities, colleges, national library services and through professional associations on the continent”. This observation highlights the basic role of stakeholders in Library and Information Management higher education and training. The study established the two major stakeholders as the government and the professional association, SWALA. It also established that employers are important stakeholders; however they are either part of the professional association or the government, and therefore need not be singled out here. The roles of these stakeholders were identified by the respondents but were not necessarily performed to the satisfaction of all concerned. The government proved to be supportive in its role as a sponsor of higher education and training in Library and Information Management, even though not everyone has benefited from government funding. The role of the government as a major employer was also recognized and appreciated in the responses of employees and in the advertisements, with recommendations from employees for more effective human resource development, infrastructure improvement, and better recognition and remuneration.

The professional association was highlighted by the study as playing a satisfactory role amid its challenges of weak membership, poor leadership and weak partnership links, among others. The study established that some of the challenges of the professional association are

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similar with the challenges highlighted in studies by Ocholla (2000), Shiholo and Ocholla (2003), Diso & Njoku (2007) and Johnson (2007), that professional bodies in developing countries are not fully active, lack manpower and expertise, and are fragile.

## **5.9 RELEVANCE OF LOCAL HIGHER EDUCATION AND TRAINING IN LIBRARY AND INFORMATION MANAGEMENT**

The issue of relevance of higher education to the local environment has been highlighted by Shiholo & Ocholla (2003), Albright & Kawooya (2007), Britz, Lor & Bothma (2007) and Johnson (2007). It would seem that such relevance makes higher education obtained from the local environment more favourable and feasible. The relevance of higher education in Library and Information Management to the Swaziland environment was addressed in this study. The employees and employers were asked about the relevance of the higher education the employees had obtained in Library and Information Management, and also the relevance of local higher education if it were to be offered. Both employees and employers agreed that to a large extent, the higher education Library and Information Management employees obtained in foreign countries had been relevant to the work that they do. However, they lamented that it fell short in terms of variety of skills and diversity, leading to employees who were all skilled in one direction. They also stated that in this present era of information and communication technology (ICT) proliferation on the job market, higher education in Library and Information Management has to strengthen its provision of ICT training.

Employers noted, however, that the issue of relevance itself is a complex one in higher education because in its pursuit, the core focus of the profession of Library and Information Management may get sidetracked to the point that employees may have a qualification bearing a designation they know very little about. They emphasized that higher education has to strike a good balance and maintain contact with the market in order to remain relevant. However with foreign higher education, this is not easy to do as the local market has no influence on the curricula of foreign higher education institutions.

Responses of employees and employers on whether local education in Library and Information Management would be fully relevant to the needs of the country were as follows:

- 30 employees (86 %) felt that local education in Library and Information Management would best address the needs of the country because:

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- Swazis are in a better position to know what their country needs
  - Local education would contribute to an informed nation
  - It would better equip library and information personnel to face local challenges
  - Libraries are still the best places to get information, and local education would strengthen this role of libraries
  - The course syllabus would be applicable to the needs of the country and would boost information dissemination practices
  - It would produce Library and Information Management personnel who fully know and understand the expectations of society in terms of information service delivery
  - It would develop modules that are relevant to the profession in Swaziland
  - It would address the pending and important issue of indigenous knowledge management in the country
  - It would be built on the foundations of the localized system of high school education and recognize that products of local education should serve the needs of the local market (schools in particular)
  - Local education and training would better address local needs that have been identified and articulated clearly by local institutions, employers and management
  - It would contribute to local research generation in the field
  - Local education and training would be conducted by locals who have local experience and exposure in information service provision
  - It would develop better strategies of disseminating information and attaining the Millennium Development Goals (MDGs)
  - It would allow easy access to education courses
  - It would be more affordable
  - Societal and economic development of the country is very dependent on the management of information as a resource.

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Local education and training would tap into this and emphasize the role of information in the development of Swaziland

- It would be influenced by the local market
- It would cut the costs of importing education and support the belt-tightening initiative of the country
- It would attract and encourage more young people to enter the profession
- It would introduce fresh perspectives and new ideas to make the profession more interesting and appealing
- It would address the concerns of the country
- Research generated locally would be fully relevant and applicable to the country
- Local education would recognize what employers and the market currently needs and will be shaped by that from time to time

Some employees felt that even though local education would be relevant, the quality would be compromised as this is a developing country and there would be nothing much to expose the students to compared to developed or other countries. 5 employees (14 %) were not sure if local education in Library and Information Management would be relevant to the needs of the country.

Overall, a large number of employees and all the employers strongly felt that local higher education in Library and Information Management would be feasible in terms of relevance not only to its beneficiaries, but to local Library and Information Management service centres, the professional association, the government, and the country at large.

## **5.10 COST AND FUNDING OF LOCAL HIGHER EDUCATION AND TRAINING IN LIBRARY AND INFORMATION MANAGEMENT**

The cost of education in local higher education institutions was found to be lower than that of foreign institutions. On average, it costs the government E20 000 to E30 000 tuition fees for candidates in local higher education institutions. Lilangeni, denoted by the E, is equivalent to the South African Rand (7.8 to the US dollar, at the time of writing). All employers agreed

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that in terms of cost, local higher education in this profession would be more feasible than foreign education. Employees shared these sentiments and noted the following:

- No cost of travelling to and from the home country within the academic year in local education
- No medical insurance is required in local higher education
- No costly study permits, applications, renewals, hassles and other related fees

Employers from the two ministries responsible for education and training emphasized that the government is willing to delegate funding for the pursuit of higher education in this profession within the country.

## **5.11 SUMMARY**

This chapter showed that it is feasible to provide Library and Information Management higher education in Swaziland. However, other issues pertaining to hosting higher education in a profession would have to be sorted out so that locally obtained qualifications may be acceptable and satisfactory to all stakeholders, whether nationally, regionally or internationally. The next chapter highlights some of these issues in the conclusion and recommendations of the study.

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## **CHAPTER SIX: SUMMARY, CONCLUSION AND RECOMMENDATIONS**

### **6.1 INTRODUCTION**

The major concerns of the study were Swaziland's dependence on foreign qualifications and schools in Library and Information Management higher education and training, the amount of money the country spends on higher education and training obtained from other countries, and the government's stance on this as a sponsor of higher education. This chapter summarizes the findings and discussions and concludes by highlighting major observations of the study. It ends with recommendations on how to achieve successful and sustainable locally hosted higher education and training in Library and Information Management in Swaziland.

### **6.2 SUMMARY**

This section summarizes major observations made in the study in relation to the following:

- The state of Library and Information Management higher education and training
- The need for Library and Information Management higher education and training
- Education and training needs and levels
- The demand for Library and Information Management higher education and training professionals
- Infrastructure and resource requirements for local higher education in Library and Information Management
- The opportunities and challenges of providing local higher education in Library and Information Management in Swaziland
- The role of major stakeholders in Library and Information Management higher education and training
- The relevance of local higher education and training in Library and Information Management
- Cost of local higher education and training in Library and Information Management

#### **6.2.1 State of Library and Information Management higher education and training**

During the course of the study, the respondents clearly stipulated that higher education in Library and Information Management did not exist in Swaziland whereas training in the form of short courses and skills was available. It was also observed that very few respondents in the existing Library and Information Management employees category confused higher education with training, thereby highlighting the overlap in delivery and structure between

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the two concepts – education and training. This confusion affected how they viewed the status of Library and Information Management higher education.

### **6.2.2 Need for Library and Information Management higher education and training**

The study established that there is a need for local higher education and training. The need for higher education and training in Library and Information Management was strongly expressed by employees, employers and prospective entrants, albeit for different reasons. Even those who already possessed higher education qualifications in Library and Information Management expressed the need for more education, skills and diversified curricula. This confirmed both the initial observations made in this study and other studies by Diso & Njoku (2007), Gosh (2001) and Ocholla & Bothma (2007), in that in a service-oriented profession like Library and Information Management, education is important and necessary to sharpen and re-orient skills and competently prepare its beneficiaries for successful participation in the information arena.

### **6.2.3 Education and training needs and levels**

The findings successfully obtained specific content needs for both higher education and training in Library and Information Management from employees. Different levels for local higher education in Library and Information Management were also obtained from both existing employees and prospective entrants. While employees were conversant and more specific with respect to the higher education qualifications that they desired in Library and Information Management at various levels, prospective entrants mostly opted for higher education at the highest possible level in the profession. The disparity in the expression of level attainment could seemingly not be avoided by the researcher as the two categories of respondents did not have the same level of understanding, exposure, and general experience regarding careers and ambition. The observation made concerning specific content needs, especially from employees already possessing certain qualifications in Library and Information Management, was that locally hosted education - if it becomes available at the different levels desired - would inherit the initial challenge of closing the existing knowledge gaps between what employees have obtained in their previous qualifications and current market demands with respect to expertise and skills. This challenge may be too much for a new host of Library and Information Management education.

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#### **6.2.4 Demand for Library and Information Management education and training professionals**

Market demand was determined by scanning newspapers (two local dailies) that had been published over a period of four years (2005-2008). 98 advertisements were obtained from the 2084 papers, resulting in 9 % demand, dominated by Library and Information Management service centres. It was observed that while the advertisements were useful in indicating the market, advertising costs could have contributed to the total number of advertisements obtained. It is a known fact that advertising costs can be a deterrent to some employers and in order to avoid the costs, they may prefer not to advertise but use other means like head-hunting or even being approached by an aspiring employee. This is a common trend in present times. As a result, not all the available vacancies would appear in newspapers. This was also evident in the number of times the advertisements were run. Seemingly, well-established employers could afford to run an advert for more than three days in both papers, while smaller and emerging employers would run an advertisement only once in one newspaper (most likely with cheaper advertising rates). Therefore, it goes without saying that the lower the frequency of the advertisements run, the lower the output of the total results.

It was also observed that while the content analysis of newspaper advertisements for the job market is a useful approach for determining the demand for market products, it is limited in that it often showcases a market that is obvious, when in fact the job market is not always obvious and predictable. Therefore the use of this approach alone would be insufficient and provide an incomplete picture. Employers are also useful in indicating how a market is or would behave and is sustained in a profession. Both approaches used together provided an adequate analysis of the demand for educated and trained professionals of Library and Information Management.

#### **6.2.5 Infrastructure and resource needs for local higher education in Library and Information Management**

The study observed that the infrastructure and facilities necessary for higher education and training in Library and Information Management are generally not different from those of other higher education programs. Therefore, the general infrastructure and facilities that can be used for higher education in Library and Information Management exist. However, additional facilities and resources, such as ICT infrastructure, qualified educators, and

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practice, research and demonstration facilities, would also be necessary to facilitate the profession.

Another observation was that human resources for providing local higher education and training in Library and Information Management can be taken from the already available qualified personnel in the profession. However, human resources for higher education need to be multi-skilled, highly competent, driven, passionate about education and training, and willing to go the extra mile, attributes that are rare among educators in all professions. Library and Information Management is a profession that draws from other professions as well, and therefore candidates from other professions with the desired skills could facilitate certain modules and courses that are part of Library and Information Management.

#### **6.2.6 Opportunities and challenges of providing local higher education in Library and Information Management in Swaziland**

The findings of the study highlighted both opportunities and challenges of providing higher education locally in Library and Information Management. More opportunities were evident than challenges. While some opportunities and challenges were similar to those already highlighted in other studies and seemingly experienced by other hosting institutions, there were specific opportunities and challenges that are unique to Swaziland. It was observed that opportunities and challenges require both an internal and external approach, and therefore call for more collaboration, resource-sharing and partnership links in Library and Information Management higher education and training. The generally held notion by some people that the challenges spell doom and are insurmountable obstacles to success is highly discouraged by the findings.

#### **6.2.7 Role of major stakeholders in Library and Information Management education and training**

Although there could be many stakeholders in Library and Information Management education and training, the study concerned itself with two major stakeholders and the role that they play in the education and training matters of this profession. The two stakeholders identified were the government and the professional association, SWALA. It was observed that the government as a stakeholder plays two major roles as the main funder of higher education and training, and as an employer of Library and Information Management employees. It was evident that the role played by the government is an important one and is well recognized and appreciable in the profession of Library and Information Management.

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Therefore, the government's role and input is fundamental to hosting higher education in Library and Information Management in Swaziland.

The findings also established that the role of the professional association is an important one. Even though the professional association was engulfed by so many challenges, it has an important role to play in higher education and training matters of the profession. The study observed that both stakeholders (the government and SWALA) are needed, cannot be easily replaced, and should not duplicate each other's efforts, but rather recognize and support each other for the growth and development of the profession.

### **6.2.8 Relevance of local higher education and training in Library and Information Management**

The relevance of higher education is echoed in other studies, particularly by Albright & Kawooya (2007), Britz, Lor & Bothma (2007) and Johnson (2007). The general feeling in these studies is that imported education may not be fully relevant to the local environment where it is applied because it is often based on different models and environments. The study dealt with the relevance issue in two ways. It first sought to determine if existing employers and employees, especially those who had already acquired some higher education qualification/s in Library and Information Management, were happy with the relevance of the education with respect to their work. Both populations indicated that the education received was partly relevant; however, more was needed to make it relevant. Employers had indicated that the job market needed a diversity of skills, and seemingly the higher education approach thus far has channelled its candidates to obtain similar skills, knowledge and expertise.

Secondly, the study sought to find out if local higher education in Library and Information Management would be fully relevant to the needs of the country. Again both populations indicated that they were optimistic that local education would be more relevant. Overall, the study observed that the issue of relevance also has more to do with changing times and the demands of the market or clients of Library and Information Management services than with the environment alone. Therefore, relevance based on the local environment without cognisance of the changing expectations of clientele, markets, and global expectations in information services, can again have a negative impact on quality and applicability. The issue of relevance, the study observed, can be quite sensitive and therefore has to be handled with much objectivity and in a broader and more balanced way in order to prevent a situation that can be likened to a 'dog biting its owner'.

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### **6.2.9 Cost of local higher education and training in Library and Information Management**

The cost of acquiring higher education in Library and Information Management was one of the problems investigated in this study. Funding for higher education is largely borne by the Swaziland government, and therefore the government has prioritized how it should fund higher education obtained in other countries. This prioritization was not in favour of Library and Information Management qualifications, which were mainly obtained in foreign countries. The findings agreed, to a certain extent, with the observation made by Britz, Lor & Bothma (2007), that foreign higher education can be costly because it is influenced by the economy, cost of living, inflation and foreign demands of the host country. Local higher education, the study suggests, is more affordable to obtain. The average expenditure was below that of foreign education, especially given other expenses that may be incurred in pursuing higher education outside the home country, such as travel, subsistence, medical insurance and study permits, among others.

### **6.3 CONCLUSION**

This study investigated the feasibility of providing local higher education and training in Library and Information Management from five population categories, namely:

- Prospective entrants to the Library and Information Management profession
- Existing Library and Information Management employees
- Current and prospective employers of Library and Information Management professionals
- Job advertisements for Library and Information Management employees
- Higher education and training institutions likely to host Library and Information Management education and training

Data from the above was obtained using survey questionnaires, semi-structured interviews, the content analysis of job advertisements, and observation of higher education institutions.

The findings of the study were obtained to meet the following objectives:

- To investigate the state of Library and Information Management higher education and training in Swaziland

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- To determine if there is a need for the local higher education and training of candidates to the profession and existing professionals in Swaziland
  - To investigate whether or not there is a market for Library and Information Management professionals to be educated and trained in Swaziland
  - To investigate whether Swaziland had the infrastructure necessary to provide higher education and training in Library and Information Management
  - To establish the challenges and opportunities of offering Library and Information Management higher education and training in the country
  - To determine the feasibility of providing Library and Information Management higher education and training in Swaziland with respect to cost, relevance and human resources
  - To determine the role of major stakeholders, such as the government and the Library and Information Professional Association, in providing local higher education and training

From the findings, it can be concluded that Swaziland is ready to host her own local education and training programmes in Library and Information Management. Existing and working Library and Information Management professionals in the country are in support of local higher education as they feel that it would not only be relevant, but also affordable and accessible. Local education also has the potential to attract more candidates to the profession.

The issue of Swaziland hosting her own higher education programmes in this profession has begun to attract a lot of interest among stakeholders (the government, employers, higher education institutions, and employees through professional associations). It presently features in the University of Swaziland's five-year strategic plan. At the time of writing, some higher education institutions like Mananga and IDM Swaziland had already indicated their interest in hosting Library and Information Management higher education, and IDM had gone to the extent of advertising programmes in its training calendar. The government has also expressed support through funding. All this indicates that the feasibility is there and that local Library and Information Management higher education may eventually be available in Swaziland.

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## 6.4 RECOMMENDATIONS

Recommendations are offered in the following areas:

- The hosting of higher education
- Prospective entrants
- Collaboration and partnerships
- Relevance
- Other studies

### *6.4.1 Hosting of higher education*

Full-time education programs in Library and Information Management can be implemented at the University of Swaziland as per its strategic plan. The assumption is that by including the intention to host higher education in this profession, the university has planned for implementation, resources, targets and sustainability with respect to Library and Information Management education in its 5 year plan. With adequate infrastructure, resources, and experience in handling graduate and postgraduate courses and research, the university is also better placed to host full-time degree and postgraduate courses in Library and Information Management.

Swaziland is a small country, meaning that in offering higher education in Library and Information Management, unnecessary duplication of hosts should be avoided in order to efficiently sustain enrolment of entrants to hosting institutions. Therefore, either Mananga Centre for Regional Integration and Management Development or the Institute of Development Management [IDM - Swaziland] could also host education programs in Library and Information Management, especially at semi-professional level (diploma and certificate), as they both have experience in offering short courses and training in the profession.

### *6.4.2 Prospective entrants*

In order to effectively attract more willing prospective entrants to the profession of Library and Information Management and local higher education, a lot of marketing campaigns need to be run by the professional association and the hosts of higher education. This should start before higher education is offered at the host institutions, and must be vigorously done. Career fairs, participation in public and youth related activities, relevant community service, school visits, and motivational talks are some of the approaches that can be used to sell the right image of the profession.

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### ***6.4.3 Collaboration and partnerships***

Even when the country is already offering its own higher education, the internal collaboration of all stakeholders should be maintained to ensure the continued success of education programs. Regional partnerships, collaboration and networks also need to be formed and maintained to tap into the experiences of those who have been hosting the programs for a long time and also to ensure the maintenance of proper standards and quality.

### ***6.4.4 Relevance***

The issue of relevance for local higher education in Library and Information Management should not be mis-directed at the expense of robbing the field and its participants of regional and international exposure, participation, and applicability in other societies. It would not be wise for the country to produce human capital that could only work in Swaziland in this dynamic profession.

### ***6.4.5 Other studies***

When Swaziland finally offers higher education in Library and Information Management, tracer studies on the usefulness of the educational programs against the changing needs of the market would need to be conducted. Within the first five years, studies should be done in order to positively influence the programs.

A complete study investigating the interest of prospective entrants to the profession with a much bigger sample would also be relevant in ascertaining how this population views the profession of Library and Information Management and what could be done to continue to attract them to the profession.

For a balanced view, it is also necessary to investigate the impact of Library and Information Management professionals on the country to shed light on whether it is worth investing resources and developing this sector of human knowledge.

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## APPENDICES

### Appendix A: Letter of request to schools

C/O Nazarene College of Nursing Library

P. O. Box 14

Manzini

September 2009

The Principal

..... High School

P. O. Box -----

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**RE: Request for permission to obtain data from pupils in the completing class**

I am kindly requesting for permission to administer a short survey questionnaire to pupils in your completing class. I am doing a postgraduate feasibility study on the “Provision of Library and Information Management Education and Training in Swaziland”, which aims to identify if there are interested candidates from high schools who are willing to join the profession of Library and Information Management. The questionnaire will seek views of half the group of completing students (50%), pertaining to what they understand by this mentioned profession and if they will be willing to make it their chosen career. The questionnaire will be short and will be self-administered by the researcher. Responses obtained will be treated with confidentiality and solely used for the indicated objective (to find out if there are prospective candidates to the profession in high schools).

When permission has been granted by your office, the survey questionnaire will be administered at a date to be confirmed between September and November 2009. The whole process (distribution of questionnaires, filling and collecting) will take 60 minutes or less.

Please find attached the synopsis of the study for further clarity.

Your approval for this study to take place in your school will be greatly appreciated and seen as a contribution to the success of knowledge generation through research.

Very sincerely yours,

Khosie C. Ndlangamandla (Miss)

LIBRARIAN

Nazarene College of Nursing

Tel: 5052211 ext.2251 / Cell: 6687204

Email: [khosie@yahoo.com](mailto:khosie@yahoo.com)

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## Appendix B: Letter of request to Library and Information Management employers

C/O Nazarene College of Nursing Library

P. O. Box 14

Manzini

September 2009

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**RE: Request for permission to obtain data from Library and Information Management personnel for a postgraduate study**

I am kindly requesting for permission to administer a survey questionnaire to personnel in your main library and its branches. I am doing a feasibility study on the “Provision of Library and Information Management Education and Training in Swaziland”. The main goal of the study is to investigate the feasibility of providing local education and training in Library and Information Management in the country. The questionnaire will seek to obtain responses of all Library and Information Management personnel working in your institutions who will be willing to participate in the research. Responses obtained will be treated with confidentiality and solely used for the indicated objectives in the accompanying synopsis.

When permission has been granted by your office, the survey questionnaire will be administered at a date to be confirmed between September and November 2009. The questionnaires (which will take 5 or less minutes to fill) will be left in your institution for personnel to fill when it is convenient and later collected by the researcher.

Your approval for this study to take place in your institution(s) will be greatly appreciated and seen as a contribution to the success of knowledge generation through research.

Very sincerely yours,

Khosie C. Ndlangamandla (Miss)

LIBRARIAN

Nazarene College of Nursing

Tel: 5052211 ext.2251 / Cell: 6687204

Email: [khosie@yahoo.com](mailto:khosie@yahoo.com)

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## Appendix C: Letter of request to the employer representative(s)

C/O Nazarene College of Nursing Library

P. O. Box 14

Manzini

September 2009

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**RE: Request for permission to obtain data through an interview with your office**

I am kindly requesting for permission to conduct a semi-structured interview with your office in your capacity as the employer representative. I am doing a feasibility study on the “Provision of Library and Information Management Education and Training in Swaziland”. The main goal of the study is to investigate the feasibility of providing local education and training in Library and Information Management in the country in terms of human resources, training resources, the employment market, and the cost of local education and training. The interview will seek to obtain your professional views as the employer representative regarding the local education and training of personnel in Library and Information Management.

When permission has been granted by your office, the interview will be carried out at a date to be confirmed between September and November 2009. Data obtained from the interview will be treated with confidentiality and solely used for the indicated objectives in the accompanying synopsis.

Your approval for this interview to go ahead will be greatly appreciated and seen as a contribution to the success of knowledge generation through research.

Very sincerely yours,

Khosie C. Ndlangamandla (Miss)

LIBRARIAN

Nazarene College of Nursing

Tel: 5052211 ext.2251 / Cell: 6687204

Email: [khosie@yahoo.com](mailto:khosie@yahoo.com)

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## Appendix D: Letter of request to training centres

C/O Nazarene College of Nursing Library

P. O. Box 14

Manzini

September 2009

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**RE: Request for permission to conduct research through observation in your institution**

I am kindly requesting for permission to conduct research in your institution. I am doing a feasibility study on the “Provision of Library and Information Management Education and Training in Swaziland”. The main goal of the study is to investigate the feasibility of providing local education and training in Library and Information Management in the country in terms of human resources, training resources, the employment market, and the cost of local education and training. Investigation of training resources requires the researcher to observe a tertiary training institution’s facilities and their appropriateness or (lack thereof) for the mentioned profession. Your institution is targeted because of its contribution as a fully established, registered, and reputable higher education and training service provider in different fields of socio-economic development.

When permission has been granted by your institution, the observation will be carried at a date to be confirmed between September and November 2009. Data obtained from the field visits will be treated with confidentiality and solely used for the indicated objectives in the accompanying synopsis.

Your approval for this observation to take place in your institution will be greatly appreciated and seen as a contribution to the success of knowledge generation through research.

Very sincerely yours,

Khosie C. Ndlangamandla (Miss)

LIBRARIAN

Nazarene College of Nursing

Tel: 5052211 ext.2251 / Cell: 6687204

Email: [khosie@yahoo.com](mailto:khosie@yahoo.com)

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## Appendix E: Letter of request to professional association representative(s)

C/O Nazarene College of Nursing Library

P. O. Box 14

Manzini

September 2009

The Professional Association Representative(s)

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**RE: Request for permission to obtain data through an interview with your office**

I am kindly requesting for permission to conduct a semi-structured interview with your office in your capacity as a professional body representative. I am doing a feasibility study on the “Provision of Library and Information Management Education and Training in Swaziland”. The main goal of the study is to investigate the feasibility of providing local education and training in Library and Information Management in the country in terms of human resources, training resources, the employment market, and the cost of local education and training. The interview will seek to obtain views of the professional association regarding the local education and training of personnel in Library and Information Management.

When permission has been granted by your office, the interview will be carried out at a date to be confirmed between September and November 2009. Data obtained from the interview will be treated with confidentiality and solely used for the indicated objectives in the accompanying synopsis.

Please find attached the synopsis of the study for further clarity.

Your approval for this interview to go ahead will be greatly appreciated and seen as a contribution to the success of knowledge generation through research.

Very sincerely yours,

Khosie C. Ndlangamandla (Miss)

LIBRARIAN

Nazarene College of Nursing

Tel: 5052211 ext.2251 / Cell: 6687204

Email: [khosie@yahoo.com](mailto:khosie@yahoo.com)

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## Appendix F: Research Synopsis

### RESEARCH SYNOPSIS

TITLE: PROVISION OF LIBRARY AND INFORMATION  
MANAGEMENT HIGHER EDUCATION AND TRAINING IN  
SWAZILAND: A FEASIBILITY STUDY

STUDENT: Khosie C. Ndlangamandla

DEGREE: Master of Library and Information Science (MLIS)

SUPERVISOR: Prof. Dennis N. Ocholla, University of Zululand

#### RESEARCH PROBLEM(S):

- Swaziland appears to be ignoring its own local education and training programmes in Library and Information Management. There is still a lot of dependence on schools outside the country to supply the required professionals. Even though the country has a significant number of formally educated professionals, they have little to do with Library and Information Management teaching, which would produce or re-produce more educated professionals in the field.
- A lot of money has been spent on the education and training of Library and Information Management personnel outside the country over the years and the government has been the main sponsor. However in recent years, the government announced a decrease in its scholarship funding and introduced a new criterion of awarding scholarships based on certain priority areas, acceptable institutions, and exceptional academic performance.

#### RESEARCH OBJECTIVES:

1. To investigate the state of Library and Information Management education and training in Swaziland
2. To determine if there is a need for the local education and training of candidates to the profession and existing professionals in Swaziland

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3. To investigate whether or not there is a market for Library and Information Management professionals to be educated and trained in Swaziland
  4. To investigate whether Swaziland has the infrastructure necessary to provide education and training in Library and Information Management
  5. To establish the challenges and opportunities of providing Library and Information Management education and training in the country
  6. To determine the feasibility of providing Library and Information Management education and training in Swaziland in terms of cost, relevance and human resources
  7. To determine the role of major stakeholders, such as the government and the Library and Information Professional Association, in providing local education and training

**RESEARCH POPULATION:**

- Prospective entrants to the Library and Information Management profession
- Existing Library and Information Management professionals
- Job advertisements for Library and Information Management professionals
- Existing and potential employers of Library and Information Management professionals
- Higher education and training institutions likely to host Library and Information Management education and training

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## Appendix G: Questionnaire for prospective entrants to the profession of Library and Information Management

### INSTRUCTIONS:

- Please answer all questions.
- Multiple-choice questions should be answered with a tick (✓) in the provided box.
- Data obtained will be regarded as strictly confidential. Therefore, no names are required in this study.

### PART 1: LIBRARY

1. What does a library mean to you?
  - Place to go when there is nothing to do
  - A storeroom of books
  - Reading, finding information and gaining knowledge
  - A must-go-to place in order to complete high school
  - Nothing
2. Is there a library in your school?
  - Yes
  - No
  - Don't know
3. Are you required in your schoolwork to use a library?
  - Yes, very much
  - Yes, sometimes
  - No
4. What kind of library do you like?
  - A library that has storybooks only
  - A library that has all types of books (storybooks, magazines, subject books, dictionaries & encyclopedias)
  - A library that has all types of books, computers, CDs, Internet, games & television
  - I do not like a library
5. In a library, what do you value most?
  - The information I get from it
  - The quietness and strict rules
  - The good service from the person who works there
  - All of the above
  - None of the above

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## **PART 2: INFORMATION**

6. What does information mean to you?
- Stories, gossip and news
  - Liberation from ignorance
  - Nothing
  - Anything people say
7. What type of information do you like?
- Stories, gossip and news
  - Information that helps me to make better decisions
  - Information that is easy to find, read, understand and use
  - Anything people say
8. Is it necessary to have somebody to help you find information?
- Yes, all the time
  - Yes, sometimes
  - Yes, when I cannot locate the information
  - No
  - Depends on what kind of information I need
9. In searching and finding information, what do you value most?
- The information itself
  - The source of information (book, computer, storyteller)
  - The good service from the person who helped you to locate and access the information
  - All of the above
  - None of the above

## **PART 3: LIBRARY AND INFORMATION MANAGEMENT WORK**

10. Would you love working in a library when you finish school?
- Yes
  - No
  - If I can get paid a lot of money
  - If it is an easy job
11. Would you like to work in a place where people find information (Information Centre, Resource Centre, Documentation Centre, Research Centre) when you finish school?
- Yes
  - No
  - If I can get paid a lot of money
  - If it is an easy job
12. From these categories of Library and Information Management work, which one is more appealing to you?
- Working in a library
  - Working in any organization that uses information

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- Teaching in a Library and Information Management school
  - Working with computers
  - Teaching people how to use the library
  - Teaching people how to use information
  - Managing people who work in a library or information centre

#### **PART 4: EDUCATION & TRAINING**

13. What is the highest level of education you want to achieve when you finish school?

- High school education
- Degree
- Diploma
- Certificate
- Highest possible
- Have not thought about it

14. Do you think a person who works in a library should be educated in a tertiary institution (college, university, technikon)?

- No, anybody can work in a library
- Yes, library work requires some unique knowledge
- No, as long as someone knows current events, they can work in the library
- Library work is for English teachers
- Library work is for those who love to read

15. Do you think a person who helps people get information should be educated in a tertiary institution (college, university, technikon)?

- No, anybody can do that work
- Yes, information work requires some unique knowledge
- No, as long as someone knows current events, they can help people find information
- Teachers have all the information
- Parents have all the information

16. Would you love to pursue a career in Library and Information Management work?

- Yes
- No
- Only if it is a well paying career
- Only if it is an easy career
- Have not thought of it

17. If you were to choose Library and Information Management as your career, what level of education would you want to achieve in it?

- Remain with high school education
- Degree
- Diploma
- Certificate
- Highest possible

- 
- Would not choose this career

18. What influences your choice of the career or profession you want to pursue when you finish school?

- Prior knowledge about the career
- Status associated with the career
- People or relatives I know who already pursued that career
- Teachers
- Parents
- Love for the career
- How much money I will make in that career
- Career guidance

**ADDITIONAL**

19. Gender

- Female
- Male

20. Subjects currently doing

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21. Favourite subjects

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**YOUR PARTICIPATION AND CONTRIBUTION IS SINCERELY APPRECIATED,  
MANY THANKS!**

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## Appendix H: Questionnaire for Library and Information Management employees

### INSTRUCTIONS:

- 1) Please answer all questions.
- 2) Multiple-choice questions should be answered with a tick (✓) in the provided box.
- 3) Data obtained will be regarded as strictly confidential. Therefore, no names are required in this study.

### PART 1: LIBRARY AND INFORMATION MANAGEMENT WORK

1. What type of library or information centre do you work for?
  - Archives
  - Academic
  - National
  - Public
  - Records
  - Registry
  - School
  - Special
  - Other (*please specify*) -----
  
2. How many years have you been working in this library / information centre?  
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3. How many years of experience of working in a library / information centre do you have?  
-----
  
4. Please indicate the professional title that best describes you at work
  - Director
  - Deputy Director
  - Librarian
  - Senior Librarian
  - Senior Assistant Librarian
  - Assistant Librarian
  - Information Management Consultant
  - Records Manager / Officer
  - Documentation Manager / Officer
  - Information Manager
  - Library Assistant

- 
- Senior Library Assistant
  - Junior Library Assistant
  - Other (*please specify*) -----

5. Please indicate your key job activities (*Select all that apply*)

- Management of people
- Collection development & management
- Acquisition, purchasing, supplies
- Cataloguing & classification
- Reference information services
- Current awareness services
- Selective dissemination of information services
- Reader services
- Information searching services
- Consultancy services
- Library and information skills training
- Library and information management education
- Library and information management training
- Database administration
- Other (*please specify*) -----

6. How often do you rotate in your organization to do other activities within your profession?

- Never
- Less frequently (once in five years)
- More frequently (yearly)
- Do everything
- Specialized to perform only certain activities
- Not required in my current job

## **PART 2: LIBRARY AND INFORMATION MANAGEMENT EDUCATION AND TRAINING**

7. Please indicate your highest Library and Information Management-related qualification (*Select one.*)

- None
- Certificate level
- Diploma level
- Degree level
- Honours level
- Masters level
- Doctoral level

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8. Where did you obtain your Library and Information Management-related qualification(s)?

*(Select all that apply)*

- Australia
- Botswana
- Canada
- Namibia
- South Africa
- United States of America
- United Kingdom
- Other *(please specify)* -----

9. Please describe the institution where you obtained your qualifications

- Academy
- College
- Management centre
- Polytechnic
- Technikon
- University
- Other *(please specify)* -----

10. Who paid for your tertiary education in Library and Information Management (or related)?

- Government
- Employer
- Self
- Other *(please specify)* -----

11. Is the tertiary education you obtained in Library and Information Management sufficient for the job you do?

- Yes
- No *(please state deficiencies)*

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12. Is the tertiary education you obtained in Library and Information Management relevant to the job you do?

- Yes
- No *(please state the irrelevance)*

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13. Is professional development through short-term training (seminars, workshops, short courses, skill-based training) provided in your current job?

- Yes
- No

14. If training is provided, how often do you attend it?

- Quarterly
- Once in a year
- Whenever it falls under my portfolio
- Whenever funds are available
- Never attend

15. Who usually provides job-related training in Library and Information Management?  
(*Select all that apply*)

- Employer
- Professional Association
- Training Centres
- Colleagues
- Government
- Other (*please specify*) -----  
-----

16. Who usually funds short-term training in your job? (*Select all that apply*)

- Employer
- Professional Association
- Partners & friends of the profession
- Government
- Business partners & suppliers
- Other (*please specify*) -----  
-----

### **PART 3: LOCAL EDUCATION AND TRAINING IN LIBRARY AND INFORMATION MANAGEMENT**

17. In your professional opinion, what has contributed to Swaziland's lagging behind in the local education of Library and Information Management employees?

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18. Do you think Swaziland has the capacity to provide its own tertiary education in Library and Information Management?

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19. In your observation, how involved has the profession of Library and Information Management been in providing short-term training to its employees within the country? Has this involvement been satisfactory?

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20. Should Swaziland continue to fully depend on tertiary institutions in other countries for Library and Information Management education? (*Kindly justify your response*)

- Yes
- No

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21. Do you think local education in Library and Information Management will be fully relevant to the needs of the country?

- Yes (*How, explain below*)
- No (*Why not, explain below*)
- Not sure

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22. If local education in Library and Information Management can be fully developed, how do you intend contributing?

- By teaching to produce more educated professionals
- By researching to contribute to usable knowledge creation in the field
- By being a student

- By developing courses that match employer needs
- Will not contribute anything
- Do not have anything to contribute
- Other (*Please specify*) -----  
-----  
-----

23. What are your favourite courses in Library and Information Management?

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-----  
-----  
-----  
-----

24. Have you ever provided training in Library and Information Management?

- Yes
- No

25. If yes, what training skills have you imparted?

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-----

26. If opportunities avail in Library and Information Management training, how do you intend participating?

- By facilitating
- By researching & presenting to contribute to usable knowledge creation in the field
- By being a trainee
- By developing training modules that match employer needs
- Will not contribute anything
- Do not have anything to contribute
- Other (*Please specify*) -----  
-----

27. Which skill areas would you facilitate in Library and Information Management training?

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-----  
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**PART 4: EDUCATION AND TRAINING NEEDS**

28. At what level would you like to pursue tertiary education in Library and Information Management?

- None

- [ ] Certificate level
- [ ] Diploma level
- [ ] Degree level
- [ ] Honours level
- [ ] Masters level
- [ ] Doctoral level
- [ ] Post-doctoral

29. Do you have training needs in Library and Information Management?

- [ ] Yes
- [ ] No
- [ ] Not yet
- [ ] Not sure

30. If you have training needs in Library and Information Management, please state them below

-----  
 -----  
 -----  
 -----  
 -----

31. What do you think has contributed to your training needs in the profession? (*Select all that apply*)

- [ ] Changes in client expectations of service provision
- [ ] Technology changes
- [ ] Changes in employer expectations
- [ ] Changes in the employment markets
- [ ] Current labour requirements
- [ ] Introduction of new services in my current job
- [ ] Competition from similar service providers
- [ ] Other (*Please specify*) -----  
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**ADDITIONAL**

32. Gender

- [ ] Female
- [ ] Male

**YOUR PARTICIPATION AND CONTRIBUTION IS SINCERELY APPRECIATED,  
 MANY THANKS!**

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## **Appendix I: Interview guide for employer representatives**

### Questions for employer representatives (*University of Swaziland Librarian & Director of Swaziland National Library Services*)

1. According to your knowledge, what is the current state of affairs regarding local tertiary education in Library and Information Management in Swaziland?
2. What do you think has contributed to the current state?
3. Is there a need for tertiary education of Library and Information Management professionals locally in Swaziland?
4. From your experience and observation, is there demand, among employers and potential employers, for educated Library and Information Management professionals in Swaziland?
5. Does the market for Library and Information Management employees in Swaziland allow for diversity of skills and knowledge within the profession?
6. In your view, is the tertiary education that Library and Information Management employees have been getting out of the country relevant and applicable to the needs of the country?
7. Is the expenditure for the tertiary education of Library and Information Management employees justifiable in terms of service provision and contributing to development within and beyond the profession?
8. What do you foresee as the main opportunities and challenges of providing local education in Library and Information Management within the country?
9. If local tertiary education in Library and Information Management can be introduced, at what level(s) would you advise that it should be made available?
10. In your organization, are there people you feel would benefit more if tertiary education in Library and Information Management was available locally?
11. Are there people who, in your view, have been deprived of higher education in Library and Information Management due to the unavailability of local tertiary education in the profession?

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12. Do you think that the education that Library and Information Management employees have been getting out of the country prepares them to teach and produce other professionals in the field?
  13. Does the currently available infrastructure in higher education centres favour tertiary education in Library and Information Management?
  14. Are there Library and Information Management professionals in the country who could be involved in tertiary education to produce more professionals?
  15. From your professional experience, what is the best approach to training for Library and Information Management personnel?
  16. Who should handle the task of training?
  17. Where should the expenditure for training be directed? (*The government, employer, trainee, donor, professional association*)
  18. Does short-term training contribute anything to service improvement in your organization?
  19. How often would you prefer your employees to be trained or capacitated within their professional service lives?
  20. How involved should the profession be in the training of its personnel?
  21. How involved should the professional association be in education and training matters of Library and Information Management personnel?
  22. In your view, has the professional association done (*enough, fairly enough, as expected in its mandate, or has not done anything*) in tertiary education and service training matters of Library and Information Management personnel?
  23. Is the government, as the main funder of tertiary education, justified in reviewing the criteria of funding tertiary education obtained out of the country (not to favour the profession)?
  24. Has the review of criteria for funding outside tertiary education by the government had any impact thus far on Library and Information Management educational pursuits within your organization?
    - How has it impacted? (*Negatively or positively*)
    - Has it affected the desire for training amongst your employees?
    - Has it affected the working morale of employees, knowing that the cost will be upon them to improve their education levels?

**YOUR PARTICIPATION AND CONTRIBUTION IS SINCERELY APPRECIATED,  
MANY THANKS!**

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Questions for employer representatives (Training & Human resource planning directors / representatives – Ministry of Education & Training and Ministry of Public Service)

1. According to your ministry / Government, what contribution does Library and Information Management as a profession make to the country?
2. Is your ministry / Government pleased with such a contribution?
3. Is your ministry / Government aware of the current status regarding tertiary education in Library and Information Management?
4. How does your ministry / Government view the current scenario (*normal, necessary, wanting*)?
5. What is the implication of the current scenario for your ministry / Government in financial / economic terms?
6. Who, according to your ministry, should be at the forefront in Library and Information Management education and training endeavours? (*Professional body, training institutions, government*)
7. If Library and Information Management education was to be locally available, what role would your ministry play?
8. Which role does your ministry play in determining what tertiary education courses should be offered by local higher education and training institutions?
9. In your ministry's training plans or human resource development plans, how often does Library and Information Management training feature?
10. Does your ministry feel there is a continuing market for Library and Information Management in Swaziland?
11. Given the new criteria of Government funding to outside training institutions, what advice would your ministry give to Library and Information Management professionals?
12. In the long term, would tertiary education in other countries be sustainable financially?

**YOUR PARTICIPATION AND CONTRIBUTION IS SINCERELY APPRECIATED,  
MANY THANKS!**

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## Appendix J: Interview Guide for Professional Association Representative(s)

Questions for professional association representative(s)

1. According to your knowledge, what is the current state of affairs regarding local tertiary education in Library and Information Management in Swaziland?
2. What do you think has contributed to the current state?
3. Is it possible for the country to provide its own tertiary education in Library and Information Management?
4. Does the professional association support local education and training in Library and Information Management?
5. What do you foresee as the main opportunities and challenges of providing local education in Library and Information Management within the country?
6. What would be the role of the professional association in the local tertiary education scenario?
7. How far do you think the association has been involved in the education and training matters of the profession?
8. Who, according to the professional body, should be at the forefront in Library and Information Management education and training endeavours? (*Professional body, training institutions, government*)
9. Do you think that the education that Library and Information Management employees have been getting out of the country is relevant and applicable to the needs of the country?
10. Do you think that the education that Library and Information Management employees have been getting out of the country prepares them to teach and produce other professionals in the field?
11. Is the government, as the main funder of tertiary education, justified in reviewing the criteria of funding tertiary education obtained out of the country (such that it does not favour the profession)?
12. From your professional experience, what is the best approach to training for Library and Information Management personnel? (*Train as need arises, train periodically, budget & prioritize training and professional development, reflect training in policies*)

- 
13. Who should handle the task of training? (*Done internally within the organization, given to training centres who have the expertise, done by the professional association through its members*)
  14. Where should the expenditure for training be directed? (*Government, employer, trainee, donor, professional association*)
  15. In your observation, does the profession of Library and Information Management receive much recognition and support from the government?
  16. Do you think it is within the association's mandate to engage the government in any issues bordering on its members, which the government may decide without consultation?
  17. In your observation, is the current employment market within the country favourable to Library and Information Management professionals?
  18. From your point of view, what can be done by the professional association and its members to boost the recognition and support of the profession by the government and other financial stakeholders?

**YOUR PARTICIPATION AND CONTRIBUTION IS SINCERELY APPRECIATED,  
MANY THANKS!**

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## Appendix K: Newspaper scanning guide

### 1. Date and Location of Advertisement

- 1.1. Year: .....
- 1.2. Month: .....
- 1.3. Closing Date: .....
- 1.4. Reference Number: .....
- 1.5. Name of Newspaper, Date and Page:

.....  
.....

### 2. Employer

- 2.1. Name: .....
- 2.2. Postal Address: .....  
Telephone: ..... Fax: .....  
Email:.....

#### 2.3. Type of Organization

- Central Government  
 Local Government  
 Parastatal  
 International  
 Non-Governmental Organization (NGO)  
 Foreign  
 Private profit making  
 Others, specify

.....

#### 2.4. Type of Activity

- Educational  
 Commercial  
 Industrial  
 Research  
 Financial  
 Religious  
 Services  
 Others, specify

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**3. Job Details**

3.1. Job Title: .....

3.2. Job Description:

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.....  
.....  
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.....  
.....

3.3. Salary: .....

3.4. Other benefits:

.....  
.....  
.....

**4. Job Requirements**

4.1. Qualification:

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4.2. Experience:

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.....

4.3. Knowledge:

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4.4. Skills:

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4.5. Attitudes:

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**5. Additional Information**

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## Appendix L: Observation guide

Observation of tertiary education and training centres in Swaziland (*University of Swaziland, Kwaluseni Campus & Mananga Centre for Regional Integration and Management Development, Ezulwini*)

1. Training resources
  - Physical infrastructure
    - Lecture rooms
    - Examination rooms
    - Demonstration rooms
  - Equipment & furniture
    - Lecture room furniture
    - Teaching equipment
  
2. Information and research resources
  - Library/ resource centre
  - Computer laboratory
  - Internet connection
  - Information databases
  
3. Administrative facilities
  - Administration offices
  - Academic offices
  - Student affairs & welfare services
  
4. Human resources
  - Academic staff
  - Administrative staff
  - Support staff
  
5. Extra-curricular & sporting facilities

