GETTING THE BEST OUT OF CONTINUING EDUCATION: SOME TIPS FOR PRACTISING LIBRARIANS IN NIGERIA

AKINDE, TAIWO ADETOUN (MRS)
Cataloguing Section, Kenneth Dike Library,
University of Ibadan
taiakin2006@yahoo.com

ABSTRACT

This paper is on how practicing librarians in Nigeria can get the best out of the continuing education programmes made available to them. It defined continuing education, various types of continuing education programmes and the rationales for continuing education. Techniques at getting the best out of continuing education programmes, how to effectively implement knowledge gained from continuing education in the world of work and the sustainability of continuing education programmes were the major issues discussed by the paper. The paper concluded and made recommendations on how continuing education can be given its pride of place by library managements, institutional administrators, professional associations and regulatory bodies in the country.

Introduction

Continuing education is the life-long learning that professional, who are already qualified to practice their profession, engaged in so as to refresh, update and enhance previously acquired knowledge, skills and attitudes. This type of learning is crucial for the professional development and competency of the library and information professionals. This is because of the fact that new information products and new types of information and communication technologies are appearing at a rapid rate in the information industry, hence the librarians/information scientists have to keep up with these developments to remain relevant. The growth of information communication technologies as stated earlier has changed the nature of resources collected by libraries, the ways in which library materials are stored, organized and accessed and the information services provided by libraries. Teaching methods, learning styles and research methods have also changed. This means that the knowledge and skills required by librarians and information professionals are also changing.

The change, in recent times has been experienced at a revolutionary, rather than an incremental, rate. While the Industrial revolution was measured in centuries, this technological revolution we are living in is happening in years. In as brief a space as the last five years, the Internet has caused a major paradigm shift in the way information is accessed and delivered. For librarians and information professionals, this means doing the same job, but with new, and frequently changing tools. Hence, the need to adapt core skills, to develop new professional skills and to change the ways in which we work in order to respond to these changes, is more

pressing now than ever before since competent information professionals are key to the effective implementation and sustenance of the emerging technologies in libraries in Nigeria. Stressing the importance of the educational preparation of librarians for the challenges of the new millennium, Adeyemi (2001:1) opined that: 'any effort by the profession to fashion out strategies to cope with the impending challenges, which the new technologies pose to the practice of librarianship in the new millennium, must start with a sincerely dispassionate and critical re-examination of the educational preparation for the practice of librarianship'.

In light of the above, education and retraining of information professionals is a critical issue, which needs immediate attention. This views was corroborated by Moore (1998) while in his work, he asserted that:

> *The time has, perhaps, come to ... a recognition that most skills have a half life - their utility decreased overtime. If this was generally accepted, we could replace vocational qualifications with a license to practice that would be valid for few years, after which it would have to be renewed through a further period of education and training. New graduates could be offered to employers with a 'best before...' date.*

The need for the continuous education of practising librarians can never be over-emphasized because libraries are competing in a rapidly changing world and the competency of librarian must be at par with these changes. According to Balamurugan (2004) "competition requires that libraries must provide services that are better, faster and cheaper than other potential providers". This is necessary in order to be able to effectively serve their communities. However, a librarian /information professional of today cannot but plays a proactive role in information capturing, processing, storage and dissemination. This can only be possible, however, with their continuous education, training and retraining, so as to ensure the relevancy and currency of their knowledge, skills, aptitude and attitude.

The Concept of Continuing Education

A lot has been written on continuing education. Many scholars have given various definitions for continuing education. Trask (1996) defined continuing education as "short, formal and informal education opportunities to maintain competency and meet professional standards of practice". To Weingand (1999) "continuing education is a process of engaging in education pursuits with the goal of becoming up- to- date in the knowledge and skills of one's profession". This is because of the fact that usually, current professional issues and modernity are always scheduled for discussions at continuing education programmes/events. Bringing the definition nearer home, Ole-Pors and Schreiber (1997) asserted that: "continuing education is educational activities primarily designed to keep practising librarians and information professionals abreast of their particular domain in the library and information center and to provide them with training in new field". Also Iwuoha (1999) described continuing education as "opportunities for acquisition of ... skills and knowledge, a second chance to follow higher or further education courses, which people were unable or unwilling to undertake on leaving school". Cordis (2000) noted that professional development otherwise known as continuing education comprises of:

> *all activities that make an individual fit for doing a certain job, growing in that job and for keeping up with changes that have an impact on the nature of that job. It*

may hence enable a person to transcend eventually the job he or she has been
trained for and to do quite different job with equal and perhaps more satisfaction.
It should maintain and possibly expand a person's qualification.

Taking a holistic view of the concept, however, Aina (2004) in his article maintained that "continuing education is more or less a lifelong process whereby an individual is exposed to changes all the time" consenting to Aina, Clegg (1988) opined that this term "depicts the view that learning is never complete and continues throughout one's life". According to her, the term is therefore not restricted to purely professional knowledge but includes the development of one's ability to make decisions and the wisdom acquired through day-to-day living. In supporting Aina and Clegg, Stone (1985) insisted that:

though continuing education builds on and update previously acquired knowledge,
skills and attitudes; Nevertheless, updating of knowledge and skills is not just a
matter of satisfying intellectual curiosity and self-esteem; it is in the development of
the right attitudes and in making the right decisions in-day-to-day work.

Finally, continuing education involves continuing professional education (education that takes place once professional qualification is achieved, with the intent of maintaining competency and/or learning new skills in one's profession or other related professions) and continuing personal education (education engaged in which is related to personal interests outside the workplace). The two types of education are expected to continue till retirement and/or death. We can conclude by saying that continuing education as defined includes: investment by the society in education; investment by employers in training and investment by individual in time and money in their own development.

Types of Continuing Education Programmes

Continuing education can be offered in various formats and locations ranging from formal to informal activities, from face to face interactions to the use of electronic technologies. Aboyade (1976); Weingand (1999); Salisu (2002) and Balamurugan (2004) listed the following formal means of continuing education programmes: Enrolling in professional formal courses leading to higher/additional qualifications either through regular/ fulltime programme or via distance learning/correspondence courses; Workshops; Seminars; Conferences; Tutorials; Paper presentation and publishing; and Serving in professional association/committee membership. Other means of continuing education according to Oseman (1989) are: Symposium; Colloquium /colloquy and Convention. Zakari (2003) submitted that inter-institutional linkage programmes, which can provide opportunities for: Staff Exchange; Guided Sabbatical leave; and Collaborative teaching (between library educators and practitioners) should be encouraged as avenues for continuing education of practising librarians.

Yahaya & Akinyele (1992) and Akinde (2004) while writing on the continuing educational development of personnel included: In-service /on- the- job training; Postal tuitions/programmed learning; Staff Manual for self-development; Research leave/study leave with or without pay; Sponsored leave of absence; Field trips / site visits/excursions; Part-time programmes (Evening/ Weekend or Seasonal Programmes); Membership of academic/Learned society; and Short term courses, among others, as means of continuing education of staff. Dean (1985) also identified job rotation/enrichment/reassignment and consultantship, as other forms of continuing education

programmes that can be engaged in. Other less cited formal means of continuing education are meetings, lectures, talk shows, circulation/dissemination of job-advertisements or career information, linkages with related professions, serving as editors or peer reviewers to journals of learned societies and a well-stocked staff library. However, informal means of continuing education are self-directed activities which include self-study/independent reading, networking, teleconferencing and mentoring (Balamurugan, 2004).

While mentoring is the pairing of a more experienced person with a lesser skilled individual for the purpose of achieving mutually agreed upon outcomes; a partnership in which both individuals share in the growth and personal development of one another; networking on the other hand, involves building of personal contacts which can be done through visiting other organizations, attending exhibitions, participating in e-mail listservs, chatrooms and newsgroup via the Internet and sharing informal conservations, comparing notes, brain picking, exchanging information and group discussions via invisible colleges (Ole-Pors & Schreiber, 1996). It is hereby observed that different continuing professional development activities are important at different stages in the career of practising librarians, for example, courses are most appropriate at the start while mentoring and delivering/presenting papers come at a later stage.

Nonetheless, whichever type of continuing education programmes adopted by practising librarians will depend on factors such as the national circumstances, costs, benefits derivable from the programme, the professional needs of practising librarians, the financial supports, the nature of training provided, the type of library and available resources, the trainee's experience, age and general educational level.

Rationale for the Continuing Education of Practicing Librarians

Though, the personnel required to handle library activities are expected to be intelligent, skillful, resourceful, dedicated, innovative and initiative but the truth is that no one can be expected to be so adequately prepared in terms of knowledge, skills and experience at the entry point of a job as will enable him to be continuously effective for ever either at the higher levels of that job or for efficiency and success on other jobs, hence, the need for continuing education of practising librarians in Nigerian libraries can never be over-emphasized.

Writing on the importance of conferences Oseman (1989) maintained that they:

...facilitate the speedy announcement of recent research and development without the delay inherent in formal publications, and popular because they give workers an opportunity to meet their colleagues in informal and frequently attractive surroundings, which the organizers hope will stimulate the discussion of new ideas, and thus provide new proposals or solutions to the problems under discussion.

Put in another way, Rowley (1981) opined that conferences, meetings and symposia "present opportunities to learn, and to share experiences by encouraging powerful interactions between participants in an expert milieu." Kings (1961) enumerated seven important roles of conferences and seminars as follows:

- Announcement of new knowledge and discussion of concrete advances in a timely fashion

- Exchange of information and experience
- Education
- Formulation of problems and situations in interdisciplinary areas.
- Fact finding and reporting
- Negotiation and policy formulation
- Status and ceremonial

He pointed to an evident need for people of like profession to meet together to reaffirm interests and aims and to demonstrate solidarity.

In his work, Oseman (1989) wrote that:

a vital element at meetings is the interaction between authors and other attendants, which frequently results in modifications of both current work and plans for future work for both groups, although, the main beneficiaries in this respect are authors. This interaction also has an important influence upon the contents of manuscripts for submission to journal editors. Many authors are spotlighted the first time at meetings and are contacted by other professionals, often previously unknown to them. Meeting, therefore represent an important step on the road towards recognition and the development of lasting informal contacts, particularly for young professionals.

Concurring to the above, Lin and Nelson (1970) arguing further insisted that: 'exposure at meetings increases an author's profile in the profession. He or she becomes the focus of informal discussions at a time when access to the informal networks of experienced and senior researchers (invisible colleges) would not yet have been gained'. This is of particular value to younger professionals, since their more senior colleagues may already be part of these networks with a ready access to research information. About three decades later, Pricket (1998), wrote that continuing education which she termed as "Work place learning" help to develop commitment to the organization rather than compliance. According to her, "staff values a career path above salary. Organizations are learning that they will hold on to staff only if they give them the chance to develop".

Bringing the argument nearer home, Balamurugan (2004) opined that: continuing professional development is indispensable for professional growth and instrumental for sustaining the library professional's competence so that he/she is able to effectively serve the community. Agreeing with Balamurugan, Weingand (1999) asserted 'the shelf-life of a degree is approximately three years. Hence, maintaining competence and learning raw skills must be at the top of every professionals "to do" list'. Furthermore, he said, "it is an ethical responsibility to be sure but also one that is pragmatic and critical for career success, a requirement for professional practice". Also, Jones (1977) maintained that "increasingly, within the professions, concern is expressed about keeping members up to date, about bridging the gap between research and developing competence to cope with fairly rapid technological changes". In line with this, Chaudhary (2000) listed five reasons why every professional must engage in continuing education as follows:

a) The vast growth of new knowledge
b) Introduction of new technology in libraries
c) Social needs of an increasing highly educated populace

d) Outreach programmes to attract new groups of patrons

e) Changing trends in library services.

Vink (1991) wrote however, that continuing education provides staff with necessary knowledge, guide them towards greater insight, improve their skills and broaden their experiences and help in developing a positive attitude towards work. Talking on career enrichment, Broady-Preston and Bell (2001) in their work stated that: "continuing professional development can revitalize the careers of library and information professionals who have reached a mid- career stagnation". They claimed that "in the current climate, an employee can reach a plateau in as little as two years" thus, continuing education provides the avenue through which library and information professional can enhance their career profile. Concurring to the above notion, Aina (2004) and Balamurugan (2004) are of the opinion that continuing professional development helps the library and information professional to get promotions and advance further in the organization. To them, it can also enhance the professional standing of librarians as well as making them more marketable.

While Adelabu (1971) and Castelyn (2005) postulated that continuing education is an instrument through which staffs are prepared for a higher responsibility, Ojo-Igbinoba (1995) saw it to be likely the only avenue for upward mobility. Akinde (2004), on the other hand, in her work highlighted that "continuous personnel development promotes standardization of efforts, stimulate and possibly sustain staff interest and loyalty and provides for succession, enabling qualified replacement to be available while reducing supervision". In this regard, Dohmain (1985) held that the development of a better continuing education system saves and strengthens free, creative, self-directed human persons who strive for as much personal excellence in as many domains as possible.

Aboyade (1976) in his analysis on why continuing education should be promoted; listed as reasons among others the need to be educated in other disciplines of crucial importance to the profession and education for growth and widening of outlook generally. Finally, Dale (1985) stressed that continuing education needs to be fostered because of its contribution to personal development and social progress. According to her, it can renew or enhance personal confidence, regenerate the human spirit and restore a sense of purpose to people's lives through the cultivation of new interests. With the many importance of continuing education enumerated above, the researcher submits without any iota of doubt that continuing education is "a must" for every practising librarians and should be vigorously pursued bearing in mind that continuing education ensures the continuity of the profession and the handing over of the baton to future leaders. How then do we get the best out of these programmes?

Getting the Best Out of Continuing Education Programmes

It has been established that knowledge is now expanding at the rate of more than 25% per year (Akhidimenna, 1997). Nevertheless, through the adoption of the following tested techniques adapted from the work of Akhidimenna (1997), practising librarians can get more mileage and results from any externally organized continuing education programme designed to update and improve their relevance and functionality. The techniques, therefore, are:

i. **Arrive early:** It is necessary to arrive at the conference / seminar's city the evening before the commencement of the programme. Conditioning yourself with a good night sleep, eating a light

breakfast and walking around the block before the morning session. Take along pen and notebook in case what is provided is not adequate.

ii. **Don't analyze the outer dish, taste the content:** An audience has the tendency of thinking faster than the speaker can talk. The temptation is always there to psychoanalyze the cook and end up developing a bias against the contents of the dish he presents. To get the best of a speaker's lecture, always consider the ideas and information more important than the speaker who is delivering them. However, many ideas will not make immediate sense at first hearing and the recipe may sound impractical but as long as you have traveled this long distance, you may need to take a further step to testing some of the ideas you have heard. The result may surprise you.

iii. **Seek improvement not perfection:** We should not wait for ready-made gem of wisdom but we should be on our toes to recognize how a speaker's ideas can be modified, adopted and changed to make them valuable to our practice or work situation.

iv. **Give as well as take:** Endeavour never to be a doornail at a seminar. Participate. Answer questions when they are asked and ask a few questions also. We need to remember that the doornail expression of an audience is the despair of public speakers. A single appreciative face that stands out in a conference is a source of inspiration to speakers. So get more out of your speakers by giving more of yourself.

v. **Have a system for taking notes and using them:** The antidote to forgetting easily the benefits from a continuing education programme is listing usable ideas as they come up. Make a short and legible jotting that sticks at first glance. Convert this to a numbered list with the easiest to implement at the top of the list. Put it at a conspicuous place when you get back to your office as "Action Plans". Cross each item off as you complete it. In addition to better results the feeling of "accomplishment" will be wonderful.

vi. **Meet and talk with colleagues:** Another way of taking the fullest advantage of continuing education programmes is through proper interaction with colleagues. Chat with the person on your right and on your left. Get involved in brainstorming sessions and kick ideas around. Profit from group dynamics and feedback, bounce ideas off colleagues, in particular get to know how librarians in practice are coping.

vii. **Follow-up energetically:** Do not let the programme die when you are through with it. Follow up the list of further references that were provided by the speakers; read books and articles, study the take home literature. Send "thank-you" notes to programme chairmen, speakers, hosts, and exhibitors. Follow-up friendships. Keep in touch. Keep your enthusiasm and interest alive as they supply the voltage for your success in the profession.

viii. **Adopt positive attitude:** While back at your base, do not concentrate on why a given idea will not work. Devise ways to make ideas work. Any idea for practice improvement is worth

trying if it is ethical, dignified and professional. The more "comfortable" you can feel with it, the more convincing it will be, but that will come with time and practice.

Effective Implementation of Knowledge Gained from Continuing Education

We should know that attendance at course/conference without any assessment does not guarantee that the student (librarian) has understood or retained any of the knowledge imparted. Where an arrangement has been made for an employee to attend a course, his superior is expected to monitor his performance to see whether the course has had any impact on his contributions and if not, consider modifications to be made. There is need to determine whether the course/ programme has achieved its objectives or not, if not, there may be need for retraining, even if the present objectives had been achieved, there may still be the need of setting future objectives which may require further training. Thus, Smith (2000) listed three activities which support effective implementation of continuing education as follows:

- A programme or event that provided <u>sufficient</u> <u>time</u> for participants to learn and practice behaviours / skills;
- <u>Peer coaching</u> several times a week subsequently for at least one month after the training, and
- Specific strategies for maintaining the <u>new</u> <u>skills</u>/behaviours, such as a local policy requiring their use.

According to him a combination of these three factors has a significant impact on the continuing use of the learned behaviours/skills. Jordan (2001) suggest a "train the trainer" course in which case participants gain enough confidence in their ability to pass on to their colleagues at home the skills they have acquired during their visit to continuing education programmes. Such programme according to her should be done in libraries of developed countries, where they can:

> *Engage in update courses, undertake targeted work experience placements, "shadow" library staff who are practitioners of the skills they need to acquire, participate in management strategy meetings, observe and teach information skills tutorials for users, - in short, observe, learn about and practice any or all of the skills they need to acquire, in the environment of a fully functioning library/information resource center.*

She maintained that for continuing education programmes to be effective, the training audience should be selected first and the educational offerings should be designed to meet that audience's needs. In agreement with Jordan, Vink (1991) postulated that "the training/educational needs of practising librarians should be analyzed, the findings described, training programmes compiled, suitable training/educational methods used, and the training/education received evaluated". To him, a good motto for continuing education programmes should be "keep it short and simple!"

Sustainability of Continuing Education

For continuing education programmes to have the necessary impact, there must be staff motivation to attending continuing education programmes through institutional sponsorship, and the skill/education so acquired must be recognized and rightly utilized by the library / institution after the training/education. In other words, trainees should be given opportunity to apply their learning to work situations. Under certain job situations, square pegs are fitted into round holes.

The American Library Association (2000) also proffered: "Partnerships, in which two or more organizations join together in a supplier/consumer relationship as well as collaborations among providers and delivery channels". This was corroborated by Jordan (2001) in her work that: 'for operational libraries to participate in this way in the overall education of information professionals is to extend to our own profession's development the type of cooperation that has long been a principle of librarianships. It is to remember and enact the fact that we are all partners in educating ourselves and our colleagues'. Such cooperation may go a long way in addressing the problem of inadequacy of funds, which has been a common constraint to the continuing education of practising librarians.

Conclusion
This paper started by introducing the topic and proceeded by defining continuing education. Various types of continuing education programmes were highlighted while the rationales for continuing education were identified. Getting the best out of continuing education, how to effectively implement the knowledge gained from continuing education in the world of work and the sustainability of continuing education programmes are the major issues discussed by the paper. In conclusion, the researcher submitted that:

1. Practising librarians and their libraries/institutions should seek for more external continuing education opportunities from the local /state/ federal governments, educational agencies (like NUC, NBTE, ETF/PTF/PDTF), international agencies (e.g. UNESCO, UNICEF, British Council, etc), private vendors, trade unions, National Library and other library consortia both in the country and outside the country. Two or three of these providers can also collaborate to organize continuing education programmes for practising librarians.

2. Where the available funds cannot go round or where librarians cannot be fully supported to attend continuing education programmes, the responsibility for partially or fully funding their participation should be considered and accepted by practising librarians. In this regard, library managements should also be proactive in lobbying or sourcing for sponsorship for their librarians once there is continuing education opportunity. They should be so "aggressive" as not to take a "no" for an answer when it has to do with their librarians' education/training.

3. The Nigeria Library Association (NLA), (and its various chapters and divisions) should increase the types, quality and frequency of the continuing education programmes it offers and because of its professional responsibility to its members should subsidized the registration fees of those continuing education programmes. It should also help in sourcing for external/foreign/institutional support/opportunities from various establishments including the private sector, to enable practising librarians' effective and increase participation in continuing education programmes.

4. Since it has been found that regular attendance at continuing education programmes has many benefits; practising librarians should be constantly reminded of the role of continuing education in their professional development. This is because of the fact that attendance at continuing education activities are often viewed by some participants as junket trips or bonuses in form of paid vacation to repay their loyalty rather than means

of improving performance; hence, the need to constantly project the importance of continuing education can never be over-stressed.

5. Head of libraries and institutions should ensure equity and fairness in recommending staff for continuing education while staffs who wish to sponsor themselves to continuing education programmes should be promptly released and rewarded reasonably quickly at the end of their education/training by being placed accordingly in appropriate nomenclatures. Library managements should, as a matter of policy, provide for each of their librarians' participation in externally organized continuing education activities at least once in two years. Internally organized continuing education programmes should also be made available regularly, at least twice in a year rather than an occasional event.

6. Newly qualified practising librarians should be allowed to participate   more in continuing education activities since this provide avenue for passing the baton to the younger generation and also an opportunity to develop future leaders in the profession.

7. Practising librarians in Nigeria should also try to register with the Librarians (Registration, Etc.) Council of Nigeria; register and associate with other related professional associations as this will enhance their knowledge, personality profiles, professional standing, and curriculum –vitae (CV); in order words, their marketability.

8. Finally, to encourage more interactions, resource sharing and networking among practising librarians and libraries in Nigeria, libraries/institutions in Nigeria should seek to be connected to the Internet as a matter of urgency.

REFERENCES

Aboyade, B.O. (1976). "Responsibility for training and continuing education for librarianship". Journal of librarianship. 12 (2 & 3): 18-24.

Adelabu, A. (1971). "Personnel problems in Nigerian university libraries: towards a realistic solution''. International Library Review. 3(4): 358.

Adeyemi, N. (2001). "Cataloging and classification and the challenges of new information technologies in Nigerian libraries in the next millennium". Proceedings of selected seminar papers of Cataloging, Classification and Indexing Section of the Nigerian Library Association. 1995-2000. 1.

Aina, L.O. (2004). "Coping with the challenges of library and information sciences". A paper presented at the 42nd NLA Conference held at Akure. 20-5.

Akhidimenna, A.E. (1997). "Getting the best out of continuing professional education programme". The National Accountant. July – August, 1997. 53-4.

Akinde, T.A. (2004). "Personnel development in school libraries in Nigeria''. A seminar paper presented to the Department of Library Science, Faculty of Social Sciences, Imo State University, Owerri. 17-37.

Akinde, T. A. (2006). Continuing education of practicing librarians in academic libraries in Imo State. Unpublished MLS thesis submitted to the Faculty of Social Sciences, Imo State University, Owerri.

Balamurugan, A. (2004). "Continuing professional development of librarians". Topical Brief. Available online at Inforserv. Date last accessed 18th January, 2005. 9pp.

Broadly-Preston, J. & Bell, S. (2001). "Motivating mid- career LIS professionals: the Aberystwyth experience''. New Library World. Vol.102. (10): 372.

Castelyn, M. (2005). "Training and developing staff: the training function in libraries''. Available online. 10pp.

Chaudhary, M.Y. (2000). "Continuing professional education of librarians working in the university libraries of Pakistan and Azad Jammu and Kashmir''. A paper presented at the Global 2000 World Wide Conference on Special Librarianship. 16th – 19th, October, 2000 in Brighton, U.K . Available at: http://www.fh-potsdam.de// FLA/INSPEL/01Ichmu. Pdf>.

Clegg, H. (1988). Attitudes to continuing professional development: a survey of members of the Institute of Information Scientists (MA Thesis, Loughborough). 24.

Cordis, E. (2000). Initiatives for professional development of librarians. Pasadena: Zenith. Available online at: <http://www.cordis.lu/libraries/en/biel-geo.html>.

Dale, S.M. (1985). "Approaching from a distance: some thought on distant education in the continuing education of librarians''. Journal of librarianship. 21 (3): 57.

Dean, J. (1985). "Planning library education programmes''. Journal of Librarianship. 21 (3): 47.

Dohmain, G. (1985). "Distant learning, a continuing education delivery system''. Journal of Librarianship. 21 (3): 30.

Farmer, J. & Fiona, C. (1998)."Continuing professional development and career success: is there a causal relationship?''. BL Research and Innovation Report: 112 BLRI Center.

Iwuoha, E.C. (1999). Continuing education programmes for practicing librarians in Imo state public library system (unpublished BLS project) Imo State University, Owerri: 44pp.

Jones, N. (1977). Continuing education for librarians. Msc thesis: University of Bradford. Pg .4.

Jordan, E. (2001). "In-service education for cybrary skills in the tertiary environment''. Paper presented at the International Conference of LIS Educators, Petaling, Jaya, Malaysia. June 10-12; 12pp.

Kings, A. (1961). "Concerning conferences" Journal of Documentation, 17: 69-76.

Lim, E. (1999). "Human resources development for the information society''. Asian libraries. 8 (5):82-100. Available online at: http: //www.emerald-library.com/brev/173 of eal.htm/.

Lin, N. Garvey, W.D. & Nelson C.E. (1970). "A study of the communication structure of science'' In: C.E Nelson and D.K. Pollock (Eds) Communication among scientists and engineers. Lexington, MA; D.C. Heath and Co.: 23-60.

Moore, N. (1998). Educating and training information Professionals in the Asia-Pacific Region. Bangkok: UNESCO Principal Office for Asia and the Pacific. 4.

Ojo-Igbinoba, I. (1995). History of libraries and library education. Benin: Uto Publications. 10. Ole- Pors, N. & Schreiber, T. (1996). "Librarians training in information and communication technologies: a typology of needs and deliverables''. Telematics for libraries: Cordis. Available online at: <http: // www.cordis.lu/librarics/en/libtrain.html>.

Oseman, R. (1989). Conferences and their literature: a question of value. London: The library Association..

Rowley, J.C. (1981). "The Conference literature; savory or acrid?'' In: G. J. Zamora & M.C Adamson (Eds.) Conferences literature: its role in the distribution of information. Proceedings of the workshop on Conference Literature in Sc. & Tech., 1-3, May, 1980. N/Jersey. 11-20.

Salisu, T.M. (2002). "Whither continuing professional education (CPE) for librarians''. Lagos Librarians. 23 (1&2): 1-5.

Smith, D. (2000). "What is the shelf life of the MLS?''. Available at: http:// www.ala. org /congress/smithprint.html>.

Stone, E. (1974). Continuing library and information science education: final report to the National Commission on Libraries and Information Science, Washington, D.C: American Society for Information Science.

Stone, E.W. (1985). "Towards a learning community'' In: W.G. Asp et. al. Continuing education for the library information professions. 63.

Trask, M. (1996). "Interconnections in library and information services: carrier development process'' In: E.E. Horne (ed.) Continuing education: issues and changes. Papers from the Conference held in Illinois, USA, 3-16, August, 1995. New York: K.G. Saur, 1986. 142.

Vink, C.M. (1991). "Employer as trainer: the role of the employer regarding the in-service training of library staff'' In: B. Wools (ed.) Continuing professional education: an IFLA guidebook. K.G. Saur, Pp.42-4.

Weingand, D.E. (1999). "Describing the elephant: what is continuing professional education?''. A paper presented at the 65th IFLA Council and General Conference at Bangkok, Thailand, August 20-28. Available online at IFLA NET: www.Ifla.org: 8pp.

Yahaya, A.D & Akinyele, C.I. (Eds) (1992). Human resources development and utilization: policies and issues. Proceedings of the conference on Human Resources Development and Utilization Policy. Topo, Badagry: Administrative Staff College of Nigeria 35-50.

Zakari, M. (2003). "Library and information science education in Nigeria: a periscope'' In: S.O. Olanlokun (ed.) Forty years of library services in Nigeria, Lagos: NLA. Pp 69-82.