

Information Development

<http://idv.sagepub.com>

Library and Information Science Curricula in Zambia

Vitalicy Chifwepa

Information Development 1999; 15; 171

DOI: 10.1177/0266666994239877

The online version of this article can be found at:
<http://idv.sagepub.com/cgi/content/abstract/15/3/171>

Published by:

 SAGE Publications

<http://www.sagepublications.com>

Additional services and information for *Information Development* can be found at:

Email Alerts: <http://idv.sagepub.com/cgi/alerts>

Subscriptions: <http://idv.sagepub.com/subscriptions>

Reprints: <http://www.sagepub.com/journalsReprints.nav>

Permissions: <http://www.sagepub.com/journalsPermissions.nav>

Library and Information Science Curricula in Zambia

While library and information science programmes in Zambia are relevant to the present needs of employers, there is a need to focus more on information technology and the use of non print media to enable graduates to adapt to the changing needs of the employment market.

Vitalicy Chifwepa

INTRODUCTION

The importance of library and information services has become associated with development. Although there are a lot of research projects aimed at assessing the real impact of information and its dissemination on development, there seems to be a general agreement that information has gained tremendous importance hence its position in a number of development agendas and efforts of governance. To illustrate the importance of information in this regard, Kenney poses the question:

What happens to a developing country that neglects to properly gird itself for life in the modern world and puts insufficient emphasis on joining the information revolution?¹

Kenney effectively associates information and knowledge with the three major components of sustainable socio-economic development:

- good governance, freedom and respect for human rights
- health, education and the environment
- wealth.²

Information and knowledge play a crucial role in the realisation and upholding of these components.

In order for information to be managed and to flow to the various users who need it for their daily needs, as well as in their various roles in contributing to sustainable development, there is a need for educated and trained information personnel. The training of such people has to be relevant and meet the needs of the information users. They need to be equipped with methodologies for handling the sophisticated information which is continuously being generated. They also need to have the skill, empathy and acumen to serve information users of varied abilities, interests, and roles. It is thus imperative to have training institutions and programmes which are solid and well coordinated. The curricula of such institutions should reflect modern information management and dissemination requirements of the modern society. The way the curricula are developed and reviewed is very important. More so, in Africa, the curricula need to be relevant. As Abidi observes, African training should be considered in the light of local factors and conditions.³

PROFESSIONAL EDUCATION AND TRAINING IN ZAMBIA

The education and training of library and information personnel in Zambia goes back to 1966, when a pilot inservice course for junior staff was started in Lusaka.⁴ Since then various efforts have been made until today there are three institutions offering library and information science programmes at certificate, diploma and degree levels.

The Evelyn Hone College, under the Ministry of Science and Vocational Training (now the Ministry of Science and Technology) has been offering a programme leading to a Certificate in Librarianship. Starting in 1999, it is also offering a diploma programme.

The Zambia Telecommunication Corporation (ZAMTEL) College, formerly known as the Posts and Telecommunication (PTC) College, has also been offering a certificate programme.

The University of Zambia offered both diploma and degree programmes (Diploma in Library Studies, and BA with Library Studies) until 1991, when the diploma programme was discontinued.⁵ Since then the University has been offering only the degree programme, which was reviewed and renamed as Bachelor of Arts with Library and Information Studies in 1996.

All these efforts have been made in an attempt to meet the requirements of developments in information services in Zambia. For example, many libraries have automated their library and information systems or are in the process of automation. The major libraries like the university libraries and the main special libraries – for example, the Institute of Science, Technology and Industry (formerly known as National Council for Scientific Research) – which employ graduates from the local training institutions as well as hosting students doing their practical training, are all using modern technologies and methods of information management. The training programmes which aim to meet these needs are not as coordinated as they might be. The institutions which offer the programmes fall under different Ministries. Although there was initially a Board charged with making recommendations on programmes in library and information science in the country, it no longer exists.

A study was undertaken to examine the degree to which the three training institutions cooperate in curriculum design and to ascertain the relevance of their programmes in the light of changing information needs and methods of information production, management and dissemination. The curricula and the mechanisms for reviewing and maintaining them should be in line with developments in the information industry. Their graduates should be ready to work in modern library and information systems and be able to deal with information in various formats, including technology-based sources. The study set out to examine all these issues.

BACKGROUND

Writing on Africa in general, Abidi observed that African library and information training institutions have many useful courses that are common and relevant to the African situation. Although some of these courses appear distinct in forms, they tend to be similar in content. However, he also observed that there were a number of courses that are given too much time

and are over-rated, hence making the syllabi unnecessarily demanding.⁶ There is a need for harmonisation as well as for identifying priority areas.

There have been a number of works on library education and training in Zambia. Kangulu⁷, Mohamedali⁸ and Mwacalimba⁹ have given the historical background to education and training in the country, while Kaniki¹⁰ and Phiri¹¹ have stressed the need for continuing education programmes for inservice personnel in line with ever-changing information handling techniques and methods and to cater for personnel who may not be fully trained.

The Department of Library and Information Studies at the University of Zambia, which offers a degree programme in library and information studies, conducted a needs assessment for trained personnel in the country in 1994. This revealed a need to adjust the curriculum.¹² As a result, the Department has revised its programme, making it more information based. New courses in Information Technology, Documentation, Indexing and Abstracting have been introduced, while the remainder have been radically revised.

Chifwepa reported on other institutions offering training at sub-professional levels in the country, noting that there had been no coordination of training and curriculum development, and that their curricula had not been revised for a long time.¹³ There was a need to establish national cooperation in degree programme revisions and in ensuring that new and other sub-professional programmes meet the training and education requirements.

Apart from Mohamedali, who looked at the scenario as it was in the early 1980s, there has been no previous study which has attempted to look at the whole education and training scenario and critically assess the relevance of the programmes, the level of coordination between the education and training institutions, and what the libraries are saying about these institutions. In 1994, Chifwepa observed that, in the absence of coordination and a body which ensures quality and standards in personnel qualifications and deployment, services were likely to suffer.¹⁴ The present study looks at the entire situation and makes recommendations accordingly.

SCOPE AND COVERAGE OF THE SURVEY

The following institutions were considered and represented in the survey, which covered both urban and rural areas:

College libraries

Teacher Training Colleges; Trades Training Institutes (rural and urban)

University libraries: University of Zambia; Copperbelt University

Public libraries

Zambia Library Services (HQ); Municipal Council libraries (Lusaka, Kitwe); Library for the Blind (Lusaka)

Special libraries

Ministry of Agriculture (Mount Makulu); Tropical Diseases Research Centre (TDRC); Institute for Science, Technology

and Industry, formerly National Council for Scientific Research (NCSR); Zambia Consolidated Copper Mines Limited (ZCCM); Geological Survey; Zambia Association for Research and Development (ZARD); Export Board.

School libraries

Private (1) and Government (2)

Archives

National Archives (Lusaka); Bank of Zambia (Lusaka, Ndola).

Library Training Institutions

Evelyn Hone College; University of Zambia; ZAMTEL College

Associations and Administrative Organisations

Zambia Library Association; Archives and Records Management Association of Zambia; Zambia Library Services; Ministry of Education; Ministry of Science and Technology

SURVEY METHODOLOGY

The research was conducted using structured interviews and questionnaires, according to the following procedure:

- Identifying the training institutions which offer library and information studies programmes and interviewing lecturers on existing curricula.
- Identifying different types of libraries in different organisations in both rural and urban areas in order to consider a wide variety of needs.
- Interviewing managers at various levels to find out their observations of the employees who have graduated from the various institutions.
- Sending questionnaires to librarians to find out their needs of knowledge and skills and adequacy of the training they have received during their training.
- Interviewing other stake holders directly or indirectly involved in the profession including the Ministry of Education, the Zambia Library Service and the Zambia Library Association.

Different questionnaires were used for the following categories of respondent:

1. employers of graduates of the three local education and training institutions (this refer to libraries and other employing organisations where there was one person working in the library and this person was a graduate of any of the training institutions)
2. graduates of the three local education and training institutions
3. the three local education and training institutions themselves.

In total 40 questionnaires were returned, representing a 60 percent response rate.

A total of 29 trained library and documentation staff from 15 institutions were interviewed in order to obtain additional qualitative information. They included the heads of the three local education and training institutions as well as employers, as defined above.

Handbooks and course outlines of the local education and training institutions were referred to, as well as other materials providing background information on education and training in Zambia.

The data were analysed using a qualitative approach because most of the information was qualitative. It was decided that this method would provide more detail and cover all the salient areas.

The findings of the survey are discussed and presented below according to the categories in which they were observed and in accordance with the stated objectives of the project.

INFORMATION NEEDS

The institutions which responded were served by three types of libraries: academic, special and public. The information needs of the users ranged from entertainment to specialised or technical.

CATEGORIES AND CHARACTERISTICS OF LIBRARY AND INFORMATION PERSONNEL

Some libraries, especially municipal public libraries like that in Livingstone, and many school libraries, were headed by non-trained personnel. Others were run by trained personnel with various qualifications. The following responded to the question on qualification: Certificate (9), Diploma (3), Associate of the [British] Library Association (ALA) (1), Bachelor of Arts in/with Library and Information Science (10), MA/MSc (1), Doctorate (2). The other libraries were headed by people with no training in library or information science.

Those who responded to the question had obtained their highest qualifications as follows: ZAMTEL (2), USA (3), UK (4), Ethiopia (1) Evelyn Hone (11), and the University of Zambia (19). Out of those who got their higher training abroad (USA, UK, and Ethiopia) only two did not get their Diploma or Bachelors' degree from the University of Zambia.

The job titles of those who responded to the question varied according to their qualifications as follows:

Certificate in Library and Information Science
Senior Library Assistant (1), Librarian (4)

Diploma
Senior Library Assistant (1), Assistant Archivist (1), Documentalist (1), Chief Librarian (1)

Bachelor's Degree
Assistant Librarian (1), Librarian (11), Chief Librarian (1)

ALA
Deputy Chief Librarian

Master's degree
Librarian (1)

PhD
University Librarian (2).

The relationship between the position and the qualification depends on the employing institution. A bachelor's degree

holder who is employed as an Assistant Librarian in a university library, for example, would be over-qualified for this position in some libraries and would be designated as Librarian in others. This indicates that, as Chifwepa observed in 1994, there are no national guidelines or standards relating positions to qualifications.¹⁵ In Government institutions, however, there is a professional salary scale for degree holders irrespective of their job title. 'Librarian' may be both title and position depending on where one is employed. Salaries vary accordingly.

The duties performed by trained personnel vary according to their job titles, and may include: abstracting, literature searching, document delivery, resource sharing, newsletter publishing, management, cataloguing and classifying of materials and records management.

CURRENT AND FUTURE NEEDS IN EDUCATION AND TRAINING

In answer to a question on current and future needs of education and training, respondents mentioned several areas in which they either did not possess skills or the skills were not adequately covered during training.

All categories of respondents indicated inadequacies or lack of skills in information technology, including database design and management and Internet services, and identified future skills requirements in the fields of software, computer configurations and networking. Graduates also identified future training needs in respect of pro-active library management, records management, marketing skills, and communication. In addition, employers added information marketing and promotion and materials preservation, while training institutions added documentation and mentioned the need for a diploma programme. Associations and administrative organisations pointed to the need to develop an interactive disciplinary approach and to make the training programmes more practical by including more hands on training. They suggested lengthening the period for practical training to at least six months. Specific suggestions for short courses to be developed in the immediate future included: information technology (15); practical computing (7); information storage and retrieval (4); general library operations (4); indexing and abstracting (1); information repackaging, and records management (1).

Related to the training needs, employers were asked to comment on their existing employees. Comments from those who responded included: staff lack computer literacy (3); many lack initiative (1); many lack managerial ability and public relations skills and need more training in community information services (1), skills are needed in materials preservation (1); lack of skills in dealing with non-print materials and serials management (1).

CURRICULA OF LOCAL EDUCATION AND TRAINING INSTITUTIONS

The three local education and training institutions exhibit both similarities and differences in their course offerings and programmes. They are all examination-based programmes. The

curricula are approved by their respective institutional authorities, namely, the Ministry of Science and Technology, ZAMTEL and the Senate of the University of Zambia. They do not receive external authentication from other sources.

Certificate programmes

Certificate programmes are offered by ZAMTEL College and the Evelyn Hone College of Arts and Commerce.

ZAMTEL offers a 6 month certificate programme with the following courses:

- Purpose and method of libraries
- Cataloguing and Classification
- Library Stock (including collection development)
- Reference

The Evelyn Hone College offers a one year certificate programme with the following courses:

- Introduction to Library Studies
- Library Routine
- Organisation and Management of Stock
- Reference and Bibliographies
- Introduction to Records Management
- Industrial Attachment
- Communication Skills
- Political Education

The Certificate programmes are developed and authenticated by the parent organisations of the training institutions (the Ministry of Science and Technology and the Zambia Telecommunication Services for Evelyn Hone College and ZAMTEL College respectively). The Ministry of Education has not regulated the curricula and it appears the Ministry has not been concerned about this diversity. In the absence of a regulatory body, the diversity has continued. Employers, mostly, do not know about the differences in curricula and therefore are not aware of the difference in the calibre of such graduates. Most of the employers are only concerned about the certificate and not the curricula.

Diploma course

A diploma programme began at Evelyn Hone College in 1999 as a 3 year programme with the following courses:

- Introduction to Library and Information Science
- Libraries and Information Services
- Information Resource Management
- Information Sources and Resources
- Communication Studies and Literature
- Records Management in the Context of Information Services
- User Studies and Services
- Industrial Break
- Cataloguing, Classification and Filing
- Introduction to Information Technology
- Developmental Information with special reference to Sub-Saharan Africa
- Management and Administration of Libraries and Information Services

Degree courses

The degree and professional programme offered by the Department of Library and Information Studies in the School of Education at the University of Zambia includes the following courses:

- Information and Society I: theoretical foundations
- Information and Society II: information systems and services, the African context
- Information processing I: cataloguing
- Information processing II: classification
- Information technology I: introduction to information technology
- Collection development
- Research methods (Offered by the School of Humanities and Social Sciences but required by the Department)
- Quantitative methods (Offered by the School of Humanities and Social Sciences but required by the Department)
- Library Practicals

Summary

Information technology and related areas are not adequately covered, especially at sub-professional levels, and there is considerable disparity between the two Certificate courses. However, the planned diploma programme seems geared to answer most of the stated current skill requirements at this level.

RELEVANCE OF EXISTING CURRICULA

Employers were asked to comment on the qualifications of library and information graduates in their institutions. Two considered them to be adequate, while six felt that their staff needed more training in current library and information practice.

The three training institutions were generally satisfied that their programmes are meeting current requirements. The Bachelor's degree programme at the University of Zambia offers elective courses in specific types of information centres in the fourth year, while the other two institutions offer general programmes. It was argued that the certificate level is for general sub-professionals who need skills at general levels, whereas degree holders may be employed in specialised information systems.

The respondents who studied in the local institutions commented that the various programmes provided them with the required basic skills (17), helped them in the technical processing of materials (4), helped them in establishing a library catalogue at their place of work (1) and made them understand the role of libraries and information systems (3). However, they also noted some inadequacies in terms of the skills they need now and did not get at the time of training, as reported above.

As regards the institutions which could offer the proposed short courses, graduates placed local and foreign institutions in the following order in terms of their equipment and staffing: University of Zambia (14), local organisations and associations (8), external institutions (outside Zambia) (6). It was considered that local institutions would offer more relevant examples and references while external ones were likely to be better equipped and staffed.

Associations and administrative organisations suggested that the curricula could be made more relevant if they focused on current situations in the country including references to economic concerns.

ADJUSTING AND MONITORING CURRICULA

The local education and training institutions were asked to indicate how they have developed and reviewed their curricula and how they monitor or intend to monitor them.

Curriculum review

All three institutions have adjusted their curricula in recent years. ZAMTEL made internal arrangements to review the curriculum with reference to developments in the profession. However, nobody from outside the Institution was consulted or made comments although there were arrangements to liaise with a lecturer from the University of Zambia to work out an Information Technology course. Some experiences derived from student follow ups were used. The review was done in 1995 but there were no major changes to the existing curriculum. There were plans to review the curriculum every two years.

The Evelyn Hone College Certificate programme was last reviewed in 1988. This was done internally. There were no major changes. However, the same college has been working on a diploma programme. Since the discontinuation of the Diploma programme at the University of Zambia in 1991/92, there has been no diploma programme in the country. Evelyn Hone College resumed the programme in 1999. The new programme has been designed with very wide input and consultation, principally with a working team comprising professionals from the Library and Archives Association, librarians from the various types of libraries (academic, special and public), policy makers, inspectors and curriculum specialists from both the mother ministry (Ministry of Science and Technology) and the Ministry of Education, lecturers from the University of Zambia and the College itself, and the Zambia Library Service, which is the main service institution for public libraries in Zambia. The team had a number of meetings to develop the final curriculum. Compared to the former diploma programme at the University of Zambia, the new programme is quite modern and has a number of new courses in the areas where participants in the project indicated needs for skills.

The Department of Library and Information Studies of the University of Zambia carried out a major curriculum review in 1996. The Department conducted a needs assessment over a period of three years which involved discussing with librarians and students during the supervision of students on practicals. As a result of the needs assessment, the course offering was revised, courses were revised and new ones introduced. The new courses dealt with Information Technology, Indexing and Abstracting, Documentation, and Development Information. The old courses were revised to put more emphasis on information than materials, and the name of the programme was changed from Library Studies to Library and Information Studies. There were plans to review the curriculum every five years.

All the institutions have handbooks for students indicating the conditions of study and the courses offered.

Monitoring the curricula

All the institutions have arrangements for monitoring their curricula. ZAMTEL visits libraries and their graduates. They assist their students to find jobs through a placement service. In the process they market their programme and get some feed back on the curriculum. The other institutions monitor their curricula during supervision of student practicals. Members of staff monitor the progress of their students in the field as they undertake the practicals and discuss their experiences both with the students and the hostage librarians and documentalists.

There is no body charged with the task of monitoring all the institutions in terms of how their curricula relate to the needs of prospective employers and to international trends in professional education and training.

CONCLUSIONS

Below are the conclusions drawn from the observations.

Current and future needs for education and training

It is apparent that the main current and future information training needs are in the fields of modern management and handling of information resources including Information Technology. It is also apparent that, particularly at the certificate level, the training institutions do not meet such needs at present. Professional associations and local training institutions need to organise short courses in these areas and to review their curricula and introduce appropriate courses. The need to boost the lower level courses is imperative since some libraries are headed by persons with only certificate level qualifications.

Scope and depth of existing curricula

The curricula of the local training institutions are not coordinated. In particular, the differences in the curricula for the two certificate programmes are worrying. The graduates of both these programmes get similar job positions yet their skills are very different.

Graduates who responded to the survey indicated that the programmes are too short. What is more crucial, however, is to make the curricula at different levels complementary so that successful completion of the programme at one level would automatically qualify the student for entry to the next level. Someone who has completed a certificate programme should thus be prepared for undertaking a diploma course, while the diploma programme should prepare one for a degree programme. However, successful completion of a programme at each level should also be an end in itself, with clear objectives as to the type of personnel it aims to produce and relating the skill requirements with relevant practical approaches. The programmes at certificate and other levels which are offered

by different institutions should be similar, though not necessarily identical; certain basic minimum requirements must be met.

Relevance of existing curricula

The current programmes seem to be relevant to employers' needs to some degree. What is not adequate is the scope and depth as well as some courses at lower levels. As reported in the above sections, there is a need to move to more current information handling techniques based on information technology and non print information media. Graduates at each level should be prepared for all possibilities, to be support staff as well as heads of libraries and information centres at certain levels.

Effectiveness of mechanisms for adjusting and monitoring curricula

Almost all the institutions depend on internal authorities to authenticate and authorise their programmes and curricula. However, such arrangements may not be effective in meeting the real needs. There is need for a lot more work to be done before the internal authorities of the institutions authorise the programmes. The preliminary stages of needs analysis and assessment, wide consultation and finally approval are crucial. The approach used by the Evelyn Hone College in preparing for the diploma programme was effective in promoting wide consultation. It is recommended that national educational and training standards be set and a permanent committee of specialists, representing practitioners, trainers and curriculum specialists, be formed to approve curricula under some form of accreditation system. Such a body should be given authority to continuously monitor the programmes and make recommendations on opening or closing them according to how well they comply with the standards.

In order to alleviate the situation and to have a standing arrangement for the harmonisation and establishment of standards, a number of recommendations are made below.

RECOMMENDATIONS

1. Minimum standards should be set for courses and hours of study in education and training programmes at the various levels of certificate, diploma, and higher education (including degrees and any other professional levels which may arise).
2. A period of time must be set during which the curricula of the institutions should be reviewed. A period of five years is suggested. It is believed that this would allow time for the institutions to offer courses accordingly and for graduates to use their skill to optimum effect.
3. The Board which was formerly charged with regulating curricula and examinations should be re-established. The Board should have representatives from the professional associations (Zambia Library Association and the Archives and Records Management Association of Zambia), the Zambia Library Service, the National Archives, the Ministry

of Education, the Ministry of Science and Technology and any other sector with an interest in information provision, should be formed to monitor curricula under the leadership of the Zambia Library Association. This body should have authority to assess and inspect the institutions and make recommendations to review or open new ones.

4. Regular short courses should be organised by the local education and training institutions in conjunction with the professional associations to meet the ever increasing training needs.

References

1. Kenney, G.I. The missing link – information. *Information Technology for Development*, Vol. 6, 1995. 33–38, p. 35.
2. *Ibid.*
3. Abidi, S.A.H. Curriculum adjustment issues for library and information training programmes in Africa. In: Bock, Gunter and Hütteman, Lutz, eds. *Curriculum adjustments in information studies training programmes in Africa*. Bonn: DSE, 1987 pp. 44–50.
4. Shukla, C.P. Library education in Zambia: retrospect and prospects. *Zambia Library Association Journal*, Vol. 7, No. 4, 1975. 89–101.
5. Chifwepa, V. LIS training and education in Zambia. *INNOVATION*, No. 9, Dec. 1994. 30–34.
6. Abidi, *op. cit.*
7. Kangulu, C.M. Library training programmes offered at the University of Zambia: current programmes, practical aspects. target groups, and projected changes. Paper presented at the DSE/UB-DLS Long vacation programmes: Introduction to Librarianship and Documentation Studies Gaborone, Botswana 22 June–24 July, 1987.
8. Mohamedali, O.N. Types of educational programmes in Zambia: role and relevance. In: *Librarianship and documentation studies: a handbook of teaching and learning materials*. Bonn: DSE, 1986.
9. Mwalalimba, H. Design for library human resource development in Zambia (DLS Thesis, University of California, Berkeley, 1981).
10. Kaniki, A.M. Continuing education programmes for library, documentation and information personnel in Zambia. In: Hütteman, Lutz, ed. *Continuing education programmes for library and information personnel in educational institutions*. Bonn and Harare: DSE, 1991. pp 96–106.
11. Phiri, G.T. Continuing education for library professionals in Zambia. In: Hütteman, Lutz, ed. *Continuing education programmes . . . , op.cit.*, pp 96–103.
12. University of Zambia. Department of Library Studies. Review of library studies programme, 1994 (Typescript).
13. Chifwepa, V. LIS training and education in Zambia, *op.cit.*
14. Chifwepa, V. Qualifications standards for Librarians in Zambia: some recommendations. Paper presented at the Workshop on Standards organized by the Zambia Library Association, held at the Copperbelt University, Kitwe, Zambia, April 15–16, 1994.
15. *Ibid.*

Note

Based on the research 'Library and Information Science curricula in Zambia: a research into present and future needs and their implication for change in information training programmes' by Vitalicy Chifwepa. Department of Library and Information Studies, School of Education, University of Zambia, Lusaka, and Nora Mweemba, National Council for Scientific Research, Lusaka, Funded by The Commission on Preservation and Access, Council on Library Resources, Washington, DC, October, 1997.

Abstract

There are three institutions which offer library and information science programmes in Zambia: the University of Zambia (UNZA); the Evelyn Hone College of Applied Arts and Commerce (a college under the Ministry of Science and

Technology, Department of Vocational Training); and the Zambia Telecommunication Corporation College. The former offers degree programme and the latter offer Diploma (Evelyn Hone College only) and Certificate programmes. The curricula for the certificate level have a lot of differences and deficiencies. The mechanisms of curricula review had various levels of consultations but the consultations were more internal. This mechanism was found to be ineffective as it left the programmes uncoordinated. Recommendations have been made to alleviate the situation.

Vitalicy Chifwepa is Head of the Library and Information Studies Department at the University of Zambia, School of Education, PO Box 32379, Lusaka, Zambia. Fax: +260-(1)-253952. E-Mail: VChifwepa@edu.unza.zm. Website: <http://www.unza.zm/~vchifewp>.

MORE ON INFORMATION CURRICULA IN AFRICA**A model for development of a curriculum for scientific and industrial information specialists in Zambia.**

J. M. Kabamba. *Proceedings of the conference on library and information services for future development of Southern Africa, held in Pretoria 6-8 May 1992*. Pretoria: INFO AFRICA NOVA CC, 1992, p.416-36. refs.

Considers the lack of, or underutilization of information specialists in scientific and industrial organization in Zambia from the viewpoint of training. Provides background information on the need for documents. Outlines the main features in the current training programme at the University of Zambia. Highlights the major bottlenecks in preparing information specialists to work in scientific and industrial organizations.

Culture, information and the education of information professionals in Africa.

M. J. Menou. *Transforming libraries and educating librarians. Essays in memory of Peter Havard-Williams*. Edited by John Feather. London: Taylor Graham, 1997, p.25-40. tpls. refs.

Considers the widely held view that it is culture that is influencing the production and use of information. The role of culture is usually presented in a superficial and ineffective manner. Contends that it will continue to be so, unless the human factors are given their true place as a central feature of information systems. Library and information science (LIS) proceeds from the culture of the industrialized countries and more attention should be paid to its adaptation to the culture of African countries. The content of the LIS curricula is one area in obvious need of Africanization but culture is even more significantly affecting the process of learning. Professional education should find ways to produce African information professionals who are able to bring about change rather than call for it.

Library and information science education in Ethiopia: an overview.

S. Chowdhury. *Herald of Library Science*, 36 (1-2) Jan-Apr 1997, p.21-7. refs.

Reviews the state of professional education in library and information science in Ethiopia from the 1960s. In recent years, Bachelor's and Master's programmes have been introduced. Both the Library Science Department and the School of Information Studies for Africa (SISA) are under Addis Ababa University; Diploma and Bachelor's Programmes are taught in the department and the Master's programme is taught in SISA. Notes their examination and evaluation policies. Although Ethiopia had a late start, the developments have been fast and promising in recent years particularly with regard to the introduction of Information Technology in all the curricula.

(From *Library and Information Science Abstracts*)