

# Challenges of Library and Information Science Capacity Building in Southern Sudan: A Situational Analysis

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**Abstract:** This paper reports the field work findings on a project: Capacity Building in Southern Sudan: Educating Librarians for the Future (EDLIB). EDLIB is a joint project implemented by various partners in Norway and South supported by the Norwegian University Cooperation Programme for Capacity Development in Sudan (NUCOOP). The study employed structured interviews, which were conducted targeting LIS professionals in LIS institutions supplemented by the Focus group discussions with available documentation. This paper describes the capacity building in LIS in SS and presents developments of LIS capacity in SS, challenges of LIS education and training, and strategies for capacity building in LIS. It concludes that in order to develop competences and skills for LIS development in SS, there is a need of developing capacity of librarians in these universities and also teaching staff in the LIS departments to acquire technical knowledge and competences in meeting demands of electronic age.

**Keywords:** Southern Sudan, Education in Sudan, LIS Education, Capacity Building, LIS, Educating Librarians for Southern Sudan (EDLib), University Education in Southern Sudan

## 1. Introduction

Over the years, various African Countries (including Southern Sudan) have experienced political instability leading to economic and social breakdown. In particular, Wars, civil strife and political conflicts have disrupted nations whose economies were most vibrant and promising in Sub-Sahara Africa [1]. Consequently the industrial, social, economic, education and information sector in such countries have been disintegrated, marking the structural collapse of the economies. This has also led to poor state of library and information development in such countries. However, various African governments have given renewed interest to building capacity as a catalyst for socio-economic transformation and development and as a positive link between education and development [2].

To build such capacity in Southern Sudan, through the development partners, there are a number of initiatives in form of development programmes and projects aimed at revamping and developing education especially in the management of libraries in the region. One of such Project is “Capacity Building in Southern Sudan: Educating Librarians for the Future (EDlib)” [3]. This project was a follow up of an earlier project on “Juba University Automation Project (JULAP)” [4]. The main objective of JULAP was to develop and automate the Juba University Library in Juba, Southern Sudan. It was expected that a modern university library, with a minimum of scholarly literature in the form of relevant books, journals and reference works, both printed and electronic would be set up. For this to

be sustainable locally there was a need to train librarians and other personnel for running the library [5]. Consequently University of Juba staffs were trained in basic library science and library management systems to enable staff to acquire skills and knowledge for running the library for a period of three months. Within a year of implementation of this project, there were other requests from other Universities and government authorities in SS for a need to expand the project in the whole of Southern Sudan, which led to the new EDLIB project [3]. Like JULAP, EDLIB project is supported by the Norwegian University Cooperation Programme for Capacity Development in Sudan (NUCOOP) in the Norwegian Programme for Development Research and Education (NUFU). EDLIB in particular is a joint project implemented by University of Juba, University of Bergen Library, Oslo University College, Makerere University Library and The East African School of Library and Information Science (EASLIS).

This EDLIB project took advantage of a long existing relationship between Makerere University Library and University of Bergen Library. In this project, Makerere University Library brought experiences of internship while East African School of Library and Information Science and Oslo University College brought their experts in teaching and training library and information sciences. The University of Bergen cooperation with Makerere University Library gave this project an experience and competence in the fields of library development a situation that builds confidence in building support the development of personnel in libraries to the adequate and up to date technological level needed in order to support research and teaching in Sudan [3]. Makerere University has both a very strong library and a strong Library and Information Science (LIS) training unit - The East African School of Library and information Science (EASLIS). EASLIS was established in 1963 as a regional training school for librarians. Currently, it offers diplomas, Bachelors, Masters and PhD programmes in Library and Information science. The relationship between Makerere University Library and EASLIS where by the latter offers opportunities to EASLIS students in form of practical demonstration, hands-on training and attachments, in addition EASLIS enabled the progress of this project.

The experience of EASLIS in LIS training and that of Oslo University College (OUC), Faculty of Journalism, Library and Information Science offers the broadest portfolio of professional studies available in Norway[3].

The main objective of EDLIB project is capacity building in southern Sudanese institution of higher education, by educating librarians, especially female, to different levels of librarianship [1] and strengthening the situation of libraries in Southern Sudan. This project is divided into three distinctive parts, three phases following one another. These include a qualitative study on the current situation in Southern Sudan and assess the priorities of the beneficiaries of the project. The second part is the development of the training programme targeting LIS workers in Universities in Southern Sudan including University of Juba (UoJ), Bahr El Ghazal and the Upper Nile University. In the third and last phase, the project will do the training at several levels at the same time including raising the competences in the existing universities and offering grants to preferably female applicants for taking their bachelors programme or Masters in Library Science as ordinary students at the East African School of Library and Information Science (EASLIS), Makerere University.

This is hoped to be done both by tailor making a distance learning program, and by offering grants to undertake academic programmes at EASLIS, Makerere University, Uganda with the aim of the revitalization of the library and information science teaching at Juba University. One of the expected tasks to be involved by EASLIS is to participate in developing the training programmes for educating librarians in southern Sudan after the assessment of LIS education status in SS. This paper therefore presents a report of a survey made regarding that task.

## **2. Objectives**

The main objectives of this project is capacity building in southern Sudanese institution of higher education, by educating librarians, especially female, to different levels of librarianship. This project aims to develop library science training for people working in libraries in the South of Sudan. It is also intended in developing research and teaching competence in higher education in southern Sudan in an effort of revitalizing the library education in the country, probably at the Juba University where there are some courses offered already. To achieve that, it is necessary for the project to first map LIS situation in SS to establish state of library and information services in SS, the staffing levels in LIS and the skill and competence gaps to guide in the development of capacity building programme in Library Science in SS to cater for training and education needs of LIS personnel especially women in SS. This situation established would also help in identification of beneficiaries for grants for the Ordinary Bachelor and Master studies in Library and Information Science for people (especially women) working or being recruited to work in southern Sudanese Universities. This is hoped to develop a roadmap for LIS training and education in SS especially in the revitalization of the Library studies at Juba University.

The expectation from this project will be libraries and librarians, especially women, that are fully competent to support research and teaching in the south Sudanese institutions of higher education. Since this project builds on the previous project by the same partners—the Juba University Automation Project (JULAP) with a brief that adequate and up to date library is a fundamental requirement for research and teaching, it was important to assess how such experiences could help in the EDLIB project. This study aimed at assessing the status of LIS education in Southern Sudan to guide the capacity building programme for LIS in the country. The specific questions addressed in this study were:

1. What are the challenges of LIS education SS that may hinder the hinder the LIS capacity in SS?
2. What are the required competences and skills for LIS development in SS that should be considered in the design of the capacity building programme for Southern Sudan?
3. What roadmap would guide capacity building to ensure sustainability of LIS training in SS?

## **3. Methodology**

This is a qualitative study analysing the current state of libraries, challenges for capacity building and competences and skills required for LIS capacity in SS. A fieldwork was conducted in Sudan with emphasis to Southern Sudan and interviews and observation were applied as the main method of collecting data in the field. The study used the bottom-up research approach to capture the needs and expectations of LIS training in the region to guide in the design of LIS capacity in the region. In addition to interviews, personal participation and observation were used to assess the state of the facilities available for LIS training and education in SS. Interviews helped to provide knowledge about current practices in LIS services, education and administration. This project and thus this study is was limited to universities in SS. The structured interviews conducted targeted LIS professionals in LIS institutions (including libraries and LIS training departments. These include University of Juba (UoJ), University of Bahr el Ghazal, Upper Nile)), personnel in Ministry of Education, Science and Technology in SS. Attempt was made to get data outside the universities in SS to get a general picture in the whole of Sudan (including Alfad University of Women, Sudan University of Science and Technology, and Khartoum University). Other national bodies including the SS National Assembly, the Sudan National

Records Office and Sudan library Association were also involved to get a general overview of the LIS environment in the Country.

The interviews were supplemented by the Focus group discussions that helped to gather background information on LIS services and education in the region including the Staff in the College of Community Studies and Rural Development, UoJ, and the University library staff in Juba and in Khartoum. Convenience selected interviews with the students in the department of Library Science were conducted. Available documentation on Southern Sudan higher education and universities and the reports on the previous activities including JULAP were utilised. The data was analysed qualitatively based on the themes of the study. The results of this survey was presented to stakeholders Seminar on organised by the University of Juba [6] in November 2009 where feedback was received and incorporated to develop further this project.

#### **4. Technology Description**

Capacity building has been associated with technical assistance, civil service reform, private sector development, skills enhancement, macro-economic management, policy analysis, and institutional development [2]. To Wubneh (2003), it is rather a process of transforming a nation's [organisation's] ability to effectively implement policies and programs for sustainable development." Capacity building for LIS is based on a foundation that the library is one of the most important aspects of an institution of higher education [3]. Libraries and information services play an important role in development of human kind, especially in the development of readership, support for research, teaching and learning in universities. However, the world is going the digital way that is influencing the way people use and/or read library resources [7]. In particular, the development of ICT has opened up new horizons for the creation, storage, access, distribution and presentation that has significantly imparted and dramatically changed the fabric of the library user habits [8]. This has made many libraries through their development partnerships and supporters to adopt their acquisition priorities to use of e-resources. It thus remains a challenge to most of the libraries regarding the capacity building strategies to ensure that patrons acquire the skills and techniques in ensuring effective use of information resources.

Currently, the library and information services offered in Southern Sudan especially in universities don't differ significantly from each with regards to stocking, functions and services and staffing. Basically there are three universities, namely: the University of Juba, Bahr El Ghazal University and the Upper Nile University. Basically, the common services offered at the three universities include rreference service, circulation, and classification, cataloguing and shelving, acquisition, and user services [9]. Funding at these universities is dependant on government/parent and the institutional fees which is also inadequate. These libraries rely on grants from foreign governments for purchase of new books, journals and audiovisual aids and equipment. In terms of organization and processing, these libraries use the Dewey Decimal Classification (DDC) scheme, the Anglo-American Cataloguing Rules 2 (AACR2), Library of Congress Subject Headings that are not up to date. There are no indication of functioning computers exhibited in UNU and University of BAR. Most of books in these libraries are outdated and only come as donations from the World Book Aid, British Council, and International Book Aid. Majority of these books are in Arabic rather than in English leave alone being inadequate. In all three universities in SS, the libraries are managed under the Deanship of libraries whose main tasks are:

1. To provide Library and Information Services and improve management techniques in the provision of these services
2. To serve research and teaching through documentation of periodicals and published materials.

3. To contribute to the promotion of general public awareness of the library through the organisation of orientation courses, seminars, conferences, symposia ,public lectures and media
4. To organise training programmes for library staff and cadre.
5. To establish regular contact and cooperation with libraries individuals and other bodies engaged in the field of libraries and information and publications

All these Universities have in place a Library Committee as a standing committee of Senate chaired by the Deputy Vice Chancellor (DVC) with a librarian being a secretary to the library committee. This committee is responsible for [10] advising and assisting the Librarian on matters relating to the Library. At the University of Juba, Juba campus, there were 30 computers connected to the Internet purchased as part of the JULAP project. Attempts have been made at building capacity through training of librarians to ensure effective delivery. The JULAP project has four components: performance improvement programme (short course of three months), Staff attachment for Senior Staff ( Koha on the Jon in Norway), scholarship to staff at Makerere University, and the retrospective cataloguing at the University of Juba. Building on JULAP, the EDLIB project was approved whose components are as follows [3]:

*Empirical:* This is a twofold: A study on female librarians in Sudan by analysing the possibilities for women working in a library to undertake further and higher education, with particular focus on gender inequalities in a bottom up perspective and the current experiences training female librarian in Sudan in relation to different contexts of social barriers women. The other part was to assess the state of libraries and information services in SS, the output of which is this paper.

*Training programmes:* to use knowledge gained from field work to set up a training programme for librarians in southern Sudan. It is hoped 50% of women would be trained.

*Training:* This considers several levels at the same time from short courses to masters to raise competences in the existing universities. It also aims at providing grants to preferably female applicants for taking their BAs or Masters in Library Science as ordinary students in EASLIS, with a guaranteed (and bonded) job in Sudan afterwards. The students are to be recruited by the Sudan partner institutions. The project also aims at revitalizing the Juba program of Library and information Science. Other project areas include workshops, staff internship and study trips for Sudanese University officials. It thus expected that:

1. A better (more empirically founded) knowledge of the factors that hinder women in Sudan from attending higher education/further education, that can be transferred to other fields than libraries
2. The development of a taylor made distance learning training program for librarians, that may be used also in other disadvantaged parts of East Africa
3. Trained librarians in the Sudanese partner institutions of higher education, a substantial part of them women, trained to different levels
4. A revitalized library studies department in Juba University

## **5. Developments of LIS capacity in Southern Sudan**

The Education System in Sudan comprises basic/primary, secondary [State Ministry of Education, Central Equatorial State, 2008] and tertiary education. Currently this is a 8+3+University/Tertiary- Tyre System [11]. Tertiary Education (Vocational and University) vary between 4-6 years [12]. The education system in Southern Sudan originates from the political programme designed by Ezbon Mondiri Gwonja in 1958 demanded a federal system of government and stipulated the establishment of a University in Southern Sudan [13]. In 1971, the Erkweit Conference held that time recognised a need for a training facility and recommended that the University of Khartoum should open a branch of its Extra-Mural Studies in Juba. Subsequently, a programme was duly started in

1975 and established the College of Natural Resources and Environment Studies, and the College of Social and Economic Studies [5] at the University of Juba (UoJ).

In 1977, the University Council established the College of Education and College of Adult Education and Training. Later on in 1991, two sister Universities of Bahr el Ghazal (BAR) and Upper Nile (UNU) were established by presidential decrees to conform with the National Salvation Revolution Plan of expanding higher education and scientific research facilities in the country [6].

The minimum entry requirement for undergraduate programmes at the universities is the Sudan School Certificate (SSC). In the whole of Sudan, the medium of instruction for most of the educational institutions especially in the north is Arabic. However, following the promulgation of the Comprehensive Peace Agreement (CPA), which legitimately established the Government of Southern Sudan (GoSS), new structures have since been established in the GoSS including the establishment of the Directorate of Tertiary and Higher Education. A number of reforms have since taken place in the Education System including the shift of the medium of instruction from Arabic to English in Southern Sudan. The shift is not a one time aspiration but a gradually phased process of the education sector of Southern Sudan. Such universities which teach in English always start early with an intensive English course, which takes one month before embarking on the programme of study [14]. The GoSS is putting in place other Public Universities including Rumberk University, John Garanga University of Science and Technology and University of Bertime. Meanwhile other private Universities are also being established including Northern Bahr El Ghazal University and a Catholic Private University by the Catholic Church [15].

Currently, a number of universities teach library and information science in the whole of Sudan. Some of these universities include: Sudan University of Science and Technology, University of Khartoum, Faculty of Arts, Andre Islamic University, College of Arts, Gezira University, College of Education, and University of Juba, College of Community Studies and Rural Development. The College of Community Studies and Rural Development (CCSRD) renamed in 1997 was initially the College of Adult Education. The college comprises of four Departments [9]:

- Department of Rural Development
- Department of Communication Sciences
- Department of Community Studies
- Department of Library Sciences

At the Department of Library Science, the undergraduate Diploma Programme is 3 Years' Duration; Bachelor of LIS is 4 Years and 5 Years for Honours Degree. Masters in LIS is available on distance education and MSC by research and PhD in Library Science is also available. The technical Diploma Programmes take three years. The Students in the 1st, 2nd and 3rd years are at Juba campus. Consequently all departments are gradually resettling in Juba. This decision of shifting back to Juba is part of the CPA framework. Despite of the framework, it was noted that there is hardly any use of modern technologies in the delivery of LIS lessons at either campuses. The teaching and learning environment is characterised by unfit classrooms and as LIS is an applied science, teaching requires a practical orientation which needs technical tools. There is thus a need for assessing the state of challenges for building capacity in LIS education in SS.

## 6. Results

This study aimed at assessing the status of LIS education in Southern Sudan to guide the capacity building programme for LIS in the country. The specific questions addressed were:

1. What are the challenges of LIS education SS that may hinder LIS capacity in SS?
2. What are the required competences and skills for LIS development in SS that should be considered in designing the capacity building programme for Southern Sudan?

3. What roadmap would guide capacity building to ensure sustainability of LIS training in SS?

### 6.1 Challenges of LIS Education in SS

One of the objectives of this study was to assess the challenges of LIS services and education Southern Sudan. Responses from the field work in Sudan, discussions held between the project partners and the experiences of the JULAP project guided this discussion. The following are some of the challenges:

- a) *Availability of the trainees:* It was expressed that political instability due to the existence of the War in the SS for a long time hindered many people not to continue with education. This has brought up a knowledge gap. This is more so in libraries in SS. For instance, although there are some opportunities for training at masters' level in JULAP project, the University of Juba did not have a staff to train. This led the University to recruit fresh graduates to take on those scholarships. This has posed many challenges in terms of bonding and retaining of such staff trained on JULAP programme. It also becomes evident that the Bahr el Ghazal University (BAR) and Upper Nile University (UNU) are likely to face similar problems based on the their existing staff education levels. This therefore requires a position on prioritising the opportunities with regards to capacity building delivery.
- b) *Variations in Education System and Languages of Instruction:* The language differences between the North and Southern Sudan originate from the history of the country. Although Sudan is an Arabic world which popularise Arabic as a medium of instruction, studies in most universities are in Arabic. However, following the promulgation of the Comprehensive Peace Agreement (CPA), which legitimately established the Government of Southern Sudan (GoSS), new structures have since been established in the GoSS. Consequently, English is to be adopted as a medium of instructions. However, field work findings indicate that it is difficult to shift from use of Arabic to English. Attempts have been done for students in SS to study and register for examinations in neighbouring Countries Bridge the English language gap. However, there are still exhibited differences in the levels and system of education from those countries, namely Ethiopia, Kenya and Uganda. Indeed, in the current JULAP project, it was noted that those trained in the University of JUBA Khartoum campus had a language problem. It is important to address language proficiency and integrate it in the capacity building programme.
- c) *Absence of Practical Orientation in LIS:* Training of LIS is still traditional; theoretical based. This was confirmed true by the libraries that absorb the trained professionals. Practical on-site with modern knowledge and new technology are vital. Lack of laboratories and up to date libraries for practicum have escalated this problem. This created a training gap in the implementation of the short training programme because the training in addition demanded for coverage of these very basic aspects. During the Survey, it was also expressed by University of Juba department of Library Science that they lacked simple facilities like projectors, relevant textbook, and inadequate internet facilities. For instance in JUAP training conducted by EASLIS, it came out that much as it had been anticipated that participants had worked in a library system and therefore had knowledge of basic principles and practices, on the contrary, participants demonstrated lack of this knowledge e.g. participants did not have knowledge of various parts of a computer i.e. key board, mouse, CPU, monitor etc. Absence of modern libraries and information services and facilities has led to having libraries being manned by unqualified professionals who may not have capacity and knowledge to mentor and train their fellow professionals. The inadequacy of most of the libraries in

terms of infrastructure, ICT facilities professional capacity may limit the support of developing LIS capacity in SS. This is why a project requires a strategy to integrate other opportunities of taking staff outside the SS to acquire up to date, modern and exposure to be able to uplift LIS in SS. Indeed, the staff of University of Juba Library appreciated the 3 months course in library management conducted at EASLIS, Makerere University and recommended that it can be replicated to other Universities and in other training areas. For example, in the upper Nile University (UNU), there was expressed need of general training for the whole University.

- d) *Inadequate Funding for Training:* The problem of funding comes right from the education sector, higher education and universities affect the teaching of LIS. In SS, the budget for universities come from the Khartoum under the: “Chapter 2: Development and Services and Chapter 3: Expansion of the University and Cars”. Although the Ministry of Higher Education has given some support in terms of salaries/expenditure and administration, there are no clear budgets for LIS services hence limiting the availability of new information materials in most of the universities. Universities also indicated absence of adequate equipment, inadequate electronic resources, and lack of finance for training of librarians has affected LIS in the region. Consequently, universities in SS are poorly staffed including the University Libraries. They also lack appropriate skills for managing library services. Indeed, majority of UoJ Library staff expressed a change as a result of the training spearhead by EASLIS. Although Juba University librarians were trained in the JULAP project, there was observed gaps in relevant skills like team work building, project management and implementation, and advance library automation and managing change and other aspects of librarianship.
- e) *Absence of unified LIS in SS:* At the moment, there is draft Policy on higher education which is yet to be passed by Parliament in SS. From various meetings with project partners in SS, it has been noted that there is no comprehensive policy to guide recruitment and promotion of competent Library in the Universities. It was also observed that there is no National Library in Southern Sudan leave alone the public library system. To most respondents, there is a knowledge gap Southern Sudan. There was therefore expressed fear of the lost memories of the region. To build that memory, it requires capacity of training librarians to recover the memory of SS.

## 6.2 Capacity Building Strategies for LIS Education in SS

The second research question was assess what are the required competences and skills for LIS development in SS that should be considered in the design of the capacity building programme for Southern Sudan? To establish that, respondents were required to give proposals regarding capacity building for LIS education in SS. Below are some of the responses:

### a) *Performance Improvement Programme*

To majority of respondents in SS suggested a need for building competence through short courses for all staff in all universities. There was thus a need for instituting a proficiency short training programme as lamented by one officer that “In Sudan, once one is graduated doesn’t have opportunities to improve their knowledge and skills through short training programmes”. In particular, staff from the University of Juba expressed a need to enhanced skills in computer maintenance and simple trouble shooting. For instance one staff lamented: “There is a computer laboratory but I don’t know what is there at the moment in all library operations including managerial skills in cataloguing and circulation”. In other universities, the knowledge areas required include classification, abstracting, shelving and general things in librarianship. All Universities Library Staff expressed need for developing competence in reference service, cataloguing, classification and analysis of



information. In the UoJ, JULAP was acknowledged as a way forward to train the present Library staff in other universities in SS conducted by EASLIS and Makerere University Library.

*b) Academic and Professional Training*

Academic and professional training of librarians of the all three Universities was recommended as a priority. Training at masters in library Science was suggested as a first priority. At BAR, Makerere University was opted as the appropriate University for this training. The areas that require emphasis are technical skills in use of computers in cataloguing, MARC Cataloguing, knowledge—classification, cataloguing, IT, abstracting, stocking and managerial. Training is required across the continent and beyond. At the UNU, the Diploma Programme was given as a priority. Other schools of thought indicated that a course for 6 months could be designed to enable staff cope up with their work. It was noted that this should be in addition to the short term courses as a requirement for continued performance. In addition to the training, librarians were advised to join the Sudan Library Association or become members of other professional bodies to articulate their professional aspiration, in addition to attending professional gatherings like International Federation of Library Association and Institutions (IFLA) and Standing Conference for Eastern Central and Southern African Librarians (SCECSAL) and other regional professional gatherings. This will be enhanced by the study visits within the region and abroad.

*c) Pedagogical training and Information Competence Programme*

There is need to support a pedagogical course in LIS to support methodological teaching in the LIS Programme(s) targeting educators in UoJ and those involved in LIS education including librarian who are prospective resource persons in LIS education in SS. The Since there is a move to use of English as a medium of instruction, there is a need to offer library staff with English proficiency skills. This is also important for academic staff especially those whose background training is not in English in addition to computer skills and information competence and management programme refresher courses. In this programme, lecturers should be trained to acquire skills in use of media technologies like use of Power Point and Electronic Learning Platforms to enhance delivery of lectures. Related to that, every lecturer should undergo curriculum development courses. Emphasis should also be put on developing skills among the users of ICTs in the library to access information. Academic staff should also be willing to undertake such access enhancement courses. As noted by the meeting with Deputy Vice Chancellor and Library Committee, UoJ “If the lecturer has got sufficient knowledge it would help the university to improve performance”. A capacity building programme of any project needs to integrate this.

*d) Collaborative Curriculum Review and Development*

The need for curriculum review and development was advocated by the UoJ as a strategy to enhance building capacity in SS. For instance, to the President of University of Juba, there is a need for a Memorandum of Understanding between UoJ and Makerere University for collaboration. In that case, curriculum could be developed so that lecturers from Makerere University could go to University of Juba and teach some courses as supported by Under Secretary Higher education who noted that “in our situation where we are still beginning, we need some people to come and help”. It was also suggested that there should be teaching partnership between Universities and Departments. This to work requires a staff and student exchange between the two Universities. In that case, students will experience some change in the methodology of teaching and benefit from experiences of Makerere University. A programme to implement this must be drawn to ensure a harmonised capacity building of LIS in SS.

## 7. Business Benefits

This study has enabled partners to establish the challenges of capacity building in LIS in SS. It also gave us an opportunity of assessing people's views on the required skills and competences of LIS services in SS. Using the field work results, a lot of discussions have been done to come out with what partners think would be the way forward for LIS capacity building in Southern Sudan.

The results of this study have provided a better (more empirically founded) knowledge of the factors challenges that have limited LIS education in Sudan from attending higher education/further education that can be transferred to other fields than LIS. With an interaction and discussion that have followed after completion of this research have indicated the ownership and readiness in the implementation of the programme. The stakeholders mostly from SS have already provided a position paper detailing the eligibility criteria, training prioritisation, opportunities and the suggested mode of delivery based on this study. Some of the benefits of the project include:

The implementation of performance improvement programme will require conducting short course. Four months are being suggested for Southern Sudan Staff to go to Makerere University having two months at the School of Library and Information Science for two months and the other two attached to Makerere University Library for field attachment. It is expected that EASLIS will offer knowledge and skills in library and information services while Makerere University Library will enable participants to develop competences in library services. It is hoped that training of librarians from outside gives the Sudanese exposure as they go out, they would get more ideas and as they return they would share these ideas with the team back home. This however requires planning among the universities where these staff work and the trainers (Makerere University). For instance, in the JULAP approach, staff had to be trained in the time when University of Juba was in a Holiday. This helped the both universities to run normally.

Scholarship to be provided to staff in the universities in Southern Sudan to be will be obtained at Makerere University will depend on the levels of education. These will include librarians for Masters to the holders of Bachelors degree. Twelve (12) people have so far been proposed for masters and bachelors programmes and diplomas. However, the challenge is to assess whether these people possess the advanced level of Education as it is a requirement for any Bachelors and Diploma's programme in Uganda. Although there are other options of doing the mature age entry, it remains a challenge on how to integrate this within a study programme. The other avenue is for a holder of a certificate plus a Diploma to apply through the Diploma Scheme. It has also been proposed that applicants meet the criterion for put up by the project and each applicant should write about motivation for the offer. In this project, priority will be given to the ones already working in the library, if not enough candidates others could be invited to apply. The challenge here is the varying education system between Sudan and Uganda. Care has to be taken to ensure that the recruitment status for the scholarship marches with the available staff for training in SS. There is also a need of addressing the language of the trainees. There is a challenge of gender as most libraries do not have women employed.

The outcome of this project is the revitalisation of LIS education in Southern Sudan. This project will therefore build capacity among the staff and students from Southern Sudan to be able to take on the role of training LIS after some time. This will involve curriculum review and development of LIS programmes. The collaborative arrangement will also enable the department of Library and information Science expands its activities and programmes. The interactions will also expand to related disciplines like education, distance education, computer science and communication science. This has opportunity for a much more reform opportunities in expanding the Diaspora of the LIS Discipline.

Effective delivery is crucial in implementation of capacity building programme. Thus pedagogy in LIS targeting LIS educators will ensure up to date and harmonised collaborative means of developing and implementing the capacity building programme. The knowledge acquired from the pedagogical training in library practice will enhance the skills of both the trainers and trainees in order to train others. Staff with excellent library skills, interest in teaching and academics will be mentored to develop capacity in LIS education and training. LIS training programme developed will also be used in other disadvantaged parts of East Africa. All these require a clear articulation of the role and responsibilities of each partner and provide appropriate milestones to give the implementation of the project smoothly.

This project has expanded the network that existed before. The University of Bergen has a long collaboration agreement with Makerere University; this had to be expanded to the University of Juba and other Universities in SS. Indeed Makerere University and University of Juba will ensure effective implementation of this project.

## **8. Conclusions**

The attempts by LIS training have been characterised with language differences and the inadequacy in the education system, a situation that roots from the history of the country regarding the civil war. Inadequate facilities have contributed to absence of extensive teaching in both theory and practical aspects. To strengthen the LIS capacity requires a need for cooperation and networking to enhance LIS education and training.

There is need to develop a performance improvement and tailor made courses in library management and performance improvement in areas of automation and LIS routines.

There is a need for corroborative curriculum development and review. This will cater for development of LIS programmes and courses and actual training. This will revitalize LIS education at the University of Juba. There is also a need for supporting LIS personnel to undertake study programmes and courses at Makerere University. This will build capacity for University Libraries.

The way forward of this project is:

A performance improvement course will be organised in Makerere University. This will target both junior and senior staff. Twelve (12) persons (4 from each college) with 2 library leaders will attend this course at Makerere University. The training will cover four months with two months spent on teaching at EASLIS and two months at Makerere University Library. The EASLIS will design the course programme to be delivered. For those staff from Juba who had got training in JULAP, an advanced course in E-resources, Koha systems administration and serials cataloguing would be arranged to be conducted in SS.

Universities in Southern Sudan are to identify Staff for scholarship to be admitted in July and commence their Studies at Makerere University by August 2010. Consequently, universities in SS need to review their bonding regulations to ensure that the staff being trained work for a particular period with the universities for a certain time as it may apply. In addition, arrangements for refresher courses should be made to ensure that the students to be admitted for various programmes undergo remedial courses in English language.

A consultative workshop to for identification of gaps in the existing curriculum together with curriculum review meeting to provide an opportunity to meet and network with other LIS professionals are essential.

There is a need for a position paper on what, how and way forward for LIS education in Sudan is to be written by the partners in SS and how distance education will link with formal education in Sudan.

Other things to be considered are distance learning techniques like web-cams and electronic learning systems. The project will also involve compiling the learning materials and preparing the computerized solutions and some library staff undertaking full time

training at EASLIS, Makerere University. There is however appeal for more support in terms of staff exchange of EASLIS staff to be attached on modern libraries in the world to acquire more skills and updating the teaching laboratory at EASLIS to facilitate distance education programme in Southern Sudan.

Other areas of support required include:

1. Setting up a functioning library association and consortium to ensure development of libraries in Southern Sudan
2. Automation of libraries in other Universities outside Juba University
3. Library and information competence programme in the universities
4. Managing institutional repository for universities

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