


Research

A model for enhancing digital transformation through technology-related continuing professional development activities in academic libraries in context

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Abstract

This paper is based on the findings of a doctoral study that aimed to examine the role of continuing professional development (CPD) in enhancing digital transformation in selected university libraries in Uganda. One of the ways of effecting digital transformation is to continuously build the technological competencies of the librarians working in academic institutions through attending technology-related CPD. The study adopted a mixed methods approach with a convergent parallel design for collecting qualitative and quantitative data from six universities in Uganda. Quantitative data were collected from 76 librarians with a minimum degree-level qualification from the six selected universities. Qualitative data were obtained from six University Librarians working in these universities. The study findings indicated several challenges hindering librarians from participating in technology-related CPDs such as lack of management support, lack of personal interest, limited funding, and lack of opportunities, among others. The implementation of digital transformation within university libraries in Uganda was also reported to be beset by a lack of competent staff, limited management support, lack of funds, and technological gaps. Therefore, this paper presents a proposed model to address challenges hindering the digital transformation and the participation in technology-related continuing professional development activities within academic libraries. The proposed model is based on the study findings, and it draws from Watkin and Marsick's learning organisation model, andragogy theory, the technology-organisation-environment framework, and extant literature. The model will guide academic libraries in the implementation of a conducive environment to necessitate staff development and implementation of digital transformation.

Keywords Digital transformation · Continuing professional development · CPD · Academic libraries · Model

1 Background

Digital transformation (DT) is the process through which businesses leverage technology to boost productivity and guarantee better outcomes [1], thus to be competitive, businesses must adopt cutting-edge digital technologies [2]. Similarly, universities that continuously utilize digital technology can generate new sources of value for the academic community and increase operational agility for excellence [3]. University libraries play a significant role and, ideally, can be the driving force behind their institutions' digital transformation. Moreover, they are known for being trendsetters and early adopters of new technologies [3–6]. The implementation of digital transformation in academic libraries is driven

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by the need to adapt to the library users' evolving information needs and information-seeking habits. These libraries are required to come up with creative ways to connect with their users [7]. Therefore, academic libraries have been urged to implement digital technology-based service innovations to continuously maintain relevance, bring value to the institution, and enhance professional agility [8]. They have adopted technologies such as scholarly publication, electronic resources, social media, artificial intelligence, the internet of things, and robotics to meet users' ever-changing diverse needs and to stay relevant in the digital age lest they become obsolete because of advancing technology.

However, there is a slow uptake of current technological innovations particularly the fourth industrial revolution (4IR) technologies by the academic libraries in African universities [1, 9–12]. Moreover, the digital transformation in Ugandan university libraries has been reported to have been averagely implemented [9]. The slow or late adoption of technologies within the library poses negative effects on the quality of services delivered to users with diverse evolving information needs. The implementation of digital transformation in Uganda has been hindered by inadequate ICT facilities, inadequate funding, ignorance of ICT technologies, lack of agility among librarians [9, 11] and unskilled staff to effect the transformation [7, 9, 13]. Therefore, seeking relevant technology-related continuing professional development (CPD) activities will empower librarians to stay valuable in the dynamic information and technological environment [14–17]. The current technological era requires librarians to have an in-depth understanding of the field and utilise the range of digital technologies available in academic libraries worldwide [18]. They need to be savvy and remain competent by keeping abreast of the newest developments in their profession [19]. However, CPD activities in lower- and middle-income countries have been reported as daunting [20].

The challenges affecting CPD activities coupled with a dearth of literature on CPD that addresses the digital transformation in university libraries in Uganda prompted this study to close this gap in the body of knowledge. It should be noted that few studies on CPD from Uganda have focused on the challenges that limit librarians' participation in CPD activities [13, 21–23]. Namaganda [23] reported that CPD activities in public university libraries in Uganda were poorly coordinated and irregular. This was attributed to challenges such as limited funding, absence of staff development policies, inadequate management support, limited information on available CPD activities, limited time because of heavy workloads, nepotism, and favouritism [22, 23].

The study aimed to examine the role of CPD in enhancing digital transformation in selected university libraries in Uganda. The study aimed to achieve the following objectives.

1. To assess the extent to which the selected university libraries in Uganda promoted CPD activities and dissemination of the acquired knowledge.
2. To establish CPD learning strategies for librarians working in the selected Ugandan universities.
3. To examine the role of technology-related CPD activities in supporting digital transformation in the selected university libraries in Uganda.
4. To assess the status of digital transformation in the selected university libraries in Uganda.
5. To determine the barriers to the implementation of current digital trends in the selected university libraries in Uganda.
6. To propose a model to promote CPD activities to support the implementation of digital transformation in the selected university libraries in Uganda.

2 The conceptual framework

The applied conceptual framework was derived from the learning organisation model [24], andragogy theory [25], the technology organisation environment (TOE) framework [26], and concepts from the reviewed literature. These constructs of the learning organisation model draw attention to the attributes of a supportive learning environment. University libraries can facilitate digital transformation and continuous learning by integrating learning into work processes through the provision of resources and tools, fostering a culture of experimentation and view-sharing, enhancing employee collaboration through learning and teamwork, involving employees in the creation and implementation of a shared vision, and encouraging workers to benchmark from the environment to improve their work practices. Leaders should also support learning and encourage the application of newly acquired knowledge [27, 28].

The andragogy theory, commonly referred to as adult learning theory, focuses on adult learning characteristics and adult learning strategies [29, 30]. This theory was selected due to its emphasis on adult education. O'Neill [29] pointed out that andragogy emphasizes the best ways for adults to learn and stresses the necessity for trainers to

effectively implement it. The self-concept, learners' experience, readiness to learn, driven by internal motivation, and problem-centered learning are the five main tenets of adult learning theory that were applied in this study.

The TOE framework encompasses three contexts; technology, organisation, and environment [26]. These were adopted for this study because they are vital in the implementation of digital transformation in a university library. This framework was adopted for its robustness and its emphasis on the importance of organisational readiness in effecting transformation. Finally, the reviewed literature provided key concepts such as digital competence and digital transformation [31–33].

3 Methods

A mixed methods approach with a convergent parallel design was used to collect qualitative and quantitative data from six universities in Uganda. Quantitative data were collected from 76 librarians with a minimum degree-level qualification from the six selected universities. The researchers utilized the library staff lists to identify the qualifying respondents. The library leaders helped in the distribution of the survey link; it was shared on staff emails and in staff WhatsApp groups. Data on the role of libraries in promoting CPD activities and the sharing of learned information, librarians' preferred CPD training strategies, the role of technology-related CPDs in the implementation of digital transformation, the implementation of digital transformation, and the obstacles to digital transformation were gathered using this tool (see appendix A).

The researchers applied semi-structured individual interviews to collect qualitative data from six University Librarians (library directors) working in these universities. Quantitative data were analysed using SPSS® version 28 and descriptive statistics were generated. The researchers wanted to know how these library heads were promoting continuing professional development (CPD) activities, if staff members who had taken part in CPD activities related to technology had been able to support or implement digital technologies, what obstacles were in the way of digital transformation, and what recommendations there were.

The researchers obtained ethical approval from the University of South Africa (UNISA), The Aids Organization (TASO) Research Ethics Review Committee (TASOREC/116/2022-UG-REC-009), and the Uganda National Council for Science and Technology (UNSCT) (SS1317ES).

4 Findings

The findings established that the selected university libraries in Uganda had not achieved much in terms of the promotion of CPD activities and dissemination of acquired knowledge. The libraries had created an average conducive learning environment for their staff; they barely provided the requirements of a learning organisation. A case in point was the lack of designated staff to manage CPD, lack of funds for training, and failure of the library management to assess and evaluate staff development programmes.

Moreover, regarding the CPD learning strategies, the findings indicated that librarians preferred CPD training that encouraged them to interact and participate during the sessions and included pre- and post-evaluation of the learning activities. Furthermore, librarians wanted training that employed technological tools as part of the mode of delivery, incorporated hands-on activities, identified participants' training needs, communicated training objectives before the training, was organised in-house, and trainers treated participants as equal partners. The most interesting finding was that University Librarians felt that they should be involved in the selection of participants for training.

The study findings further showed that university libraries in Uganda had averagely implemented CPD, and the cited barriers hindering digital transformation included inadequate funding; librarians' failure to understand their changing roles; lack of awareness of digital technologies; limited staff; absence of relevant policies or frameworks; insufficient ICT infrastructure; limited management support; technophobia; inadequate ICT skills and lack of collaboration.

Therefore, the study proposed a model as a recommendation to address the challenges affecting librarians' participation in technology-related CPD activities and to address barriers hindering the implementation of digital transformation in academic libraries. The model further highlights various stakeholders' roles in promoting technology-related CPD activities and how digital transformation can be achieved.

5 The model

The model is based on the study findings, and it draws from the Watkins and Marsick [24] learning organisation model, andragogy theory [25], the TOE framework [26], and extant literature. The proposed model may be used by CPD trainers when planning and implementing CPD activities and may also be used by the academic libraries leadership in facilitating an environment that promotes learning and implementation of digital transformation, and by CPD trainers in planning and organising training activities. The proposed model comprises two major concepts that can be used as strategies to promote CPD activities to support the implementation of digital transformation in academic libraries. The two components of the model (Fig. 1) are as follows.

1. Enhancing CPD among librarians.
2. Enhancing digital transformation.

5.1 Enhancing technology-related CPDs among librarians

In enhancing CPD activities among librarians working in academic libraries, the model suggests the importance of the participation of various stakeholders. These stakeholders include librarians, library management, library and information science (LIS) schools, CPD trainers, and LIS associations. The model shows a connection between the various stakeholders which plays a role in enhancing technology-related CPDs among the librarians. The collaboration of the librarians with the library management, LIS schools, CPD trainers, and LIS associations is key to building their capacity. The roles these key stakeholders should play are stipulated below.

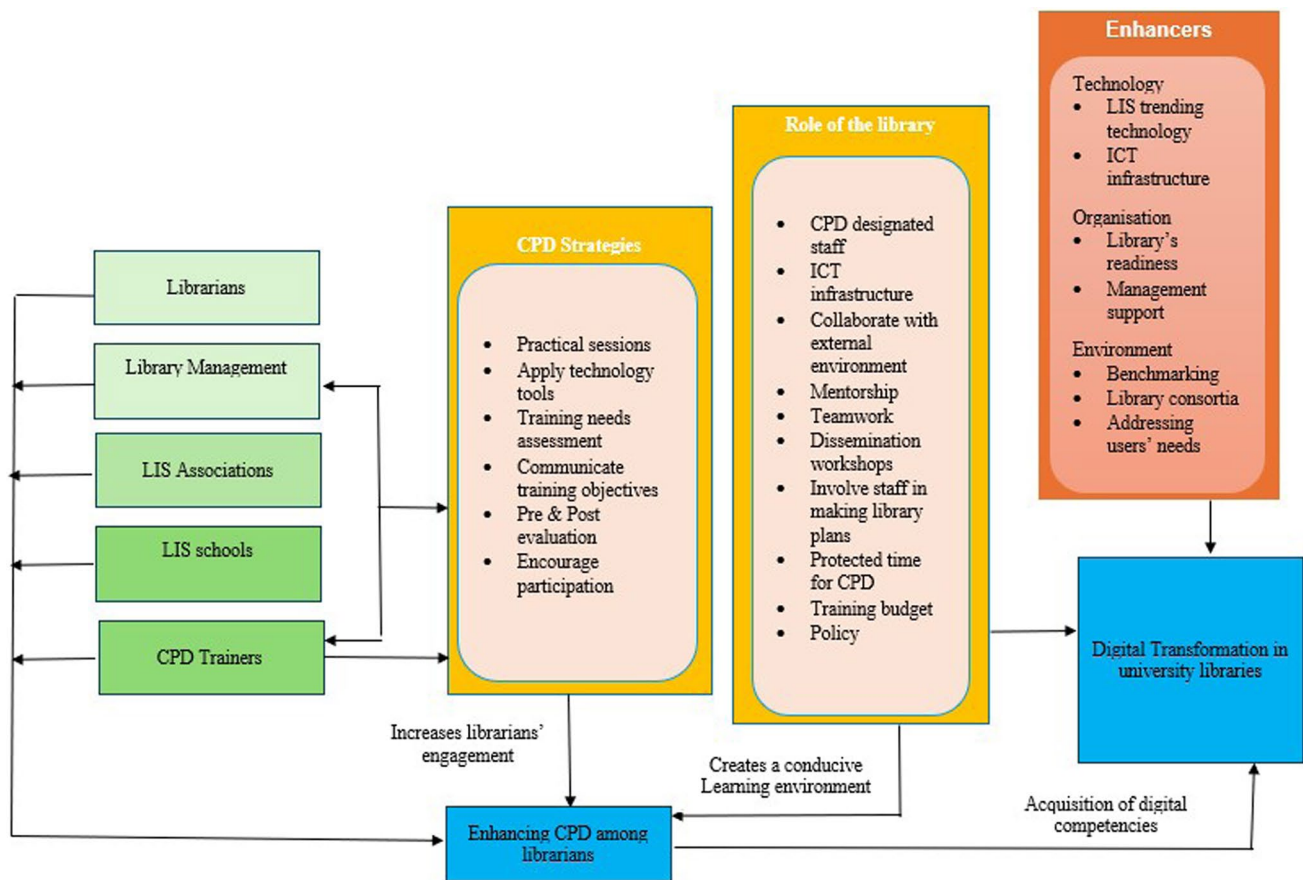


Fig. 1 A model to promote technology-related CPD activities for the implementation of digital transformation in academic libraries

5.1.1 Librarians

Enhancing participation in technology-related CPD activities should start with the librarians themselves. Corcoran and McGuinness [33] noted that high levels of self-motivation are needed to attend CPD programmes. The University Librarians heading the various selected universities in the present study reported that a major hindrance in the participation in CPD was a lack of interest; the librarians were not self-motivated to pursue learning [34]. Therefore, librarians need to improve their personal initiative, which is key to enhancing their participation in CPD activities. Librarians should take charge of their learning; they need to regularly appraise themselves to identify the knowledge and skills gaps regarding library users' diverse and evolving needs. To fill these gaps, librarians should aggressively seek training opportunities, take advantage of available technology (e.g. social media platforms), attend online conferences or free webinars, connect with mentors, engage in self-reading, build networks, and get involved in publishing research papers. This will enable them to acquire the competencies needed to serve their users in this digital era. After all, the International Federation of Library Association and Institutions [35] indicates that librarians should take charge of their learning by seeking opportunities to advance their knowledge and skills if they are to survive and thrive in the new information environment. In addition, this will reduce the mentality held by the librarians that it is the library administration solely responsible for their participation in CPDs.

5.1.2 Library management

Library management should adopt the concepts of a learning organisation model [36] to implement a conducive learning environment for their librarians. This model stipulates that academic libraries should designate a staff member or committee to oversee staff development. The CPD-designated staff will identify librarians' training needs, evaluate the staff training, recommend staff for training, advise the library administration, and raise any other issues related to staff training. Academic libraries also need to implement staff development policies that will help guide the planning and dissemination of the librarians' training. The implementation of staff development policies will improve librarians' involvement in CPD activities and the efficient sharing and application of the acquired new knowledge. This is also in response to the National Council for Higher Education [37] Quality Assurance Framework that emphasises the need for institutions to create systems to enhance staff knowledge and skills.

Furthermore, library management should implement formal mentorship and coaching programmes within the library. They should establish clear mentorship goals and guidelines to enhance staff connectedness, self-worth and retention, and strengthen professional development [38]. Novice academic librarians should be teamed with experienced and technology-savvy librarians to build their capacity in emerging technology.

In addition, academic libraries need to have a staff development budget. Acquisition of training funds can be achieved by showing the relevance of building librarians' competencies to the university management and writing training grants for staff capacity development. This will address the issue of lack, or limited availability of funds for staff training that has been reported in the literature [22, 23, 34, 39–42].

Library management should consider the issue of rewarding and recognising librarians for attaining skills and knowledge. According to the present study findings, this was something that had not received much attention in the selected university libraries in Uganda. Therefore, implementing a reward system could be one way to encourage librarians to participate in CDP. According to the model, the rewards can be in the form of salary increments, added responsibilities, and promotions.

Finally, university libraries should join local and international library associations, such as the Uganda Library and Information Association (ULIA), African Library, and Information Association (AFLIA), Association for Health Information and Libraries in Africa (AHILA) International Federation of Library Associations and Institutions (IFLA), among others, depending on the needs of the community they serve. These associations offer various training opportunities for their members. Thus, librarians will get a chance to participate in the CPD activities organised by these LIS associations. LIS association should also disseminate information about available CPD activities to the LIS community and explain to them the meaning of the CPD concept, why it is important and the different types of CPD that exist. Similarly, IFLA [35] cautioned library professional associations to develop CPD guidelines, identify relevant topics, promote collaboration, and promptly disseminate information about CPD activities.

5.1.3 Library and information science (LIS) schools

LIS schools need to sensitise their students about the importance of lifelong learning. This will encourage librarians to be self-motivated to constantly seek learning opportunities to gain new skills and knowledge required for survival in this technological environment. Moreover, these schools should occasionally organise short CPD courses for librarians working in university libraries as a way of building their skills and knowledge and helping them to keep current with emerging digital trends in the field.

5.1.4 CPD trainers

The proposed model emphasises the need for CPD trainers to involve library management when planning CPD activities. Consequently, the library leadership will be able to select the appropriate staff for a given training programme who will be in a position to implement the acquired digital competencies when they come back from the training. Furthermore, CPD trainers should adopt the concepts of adult learning theory [25]. Similarly, the IFLA CPD guidelines [35] emphasise the need for training providers to implement the principles of adult learning theory to develop and deliver high-quality CPD activities for the LIS. Therefore, trainers should fully engage librarians in the training and ensure they are part of the learning process; organise practical sessions, apply technology tools, share training objectives with the participants, and treat them as equal partners. CPD trainers should carry out pre-and post-evaluation; however, the post-evaluation should also be long-term where librarians are evaluated after some time to find out whether the training was impactful and if they had been able to implement the acquired digital competencies.

All the above-mentioned stakeholders have a role to play in enhancing participation in technology-related CPDs and the acquisition of digital competencies among librarians working in academic libraries. The realisation of these roles will lead to the implementation of digital transformation within these libraries.

5.2 Enhancing digital transformation

In addition to creating an environment that facilitates participation in technology-related CPD for the implementation of digital transformation, academic libraries should consider the constructs of the TOE framework [26] to further enhance digital transformation. These constructs influence the library's ability to adopt a new technology and they include three factors described below.

5.2.1 Technology

The proposed model specifies that for an academic library to be able to implement digital transformation there should be a presence of an ICT infrastructure. Academic libraries should have access to the internet, technologies, and ICT-competent staff. In addition, these libraries should consider their patrons' evolving needs when implementing technologies. These factors will encourage them to implement digital transformation as a way of effectively and efficiently meeting their users' information needs.

5.2.2 Organisation

The proposed model shows that the organisation concept has a role in the implementation of digital transformation through organisational readiness and management support. Organisational readiness refers to when an organisation (the academic library in this case) has the necessary resources, such as trained and competent staff who have the knowledge and skills required to implement or support digital transformation and the finances to purchase or implement the required digital transformation in the academic library. Management support is essential for the implementation of digital transformation. Management should develop policies and strategic plans to effect digital transformation within the academic library. In addition, the library should give staff the opportunity and support to implement the acquired digital competencies. This resonates with the findings of the present study where librarians who had failed to implement or support any digital transformation cited a lack of management support [9]. Yet, Matt et al. [43] in discussing digital transformation in companies noted that top management support was crucial during the entire transformation process

for digital transformation initiatives. However, there is a paucity of extant literature on this issue from academic libraries, and further research is needed.

5.2.3 Environment

The environment in which academic libraries operate can facilitate the implementation of digital transformation. The library management should encourage their staff to benchmark against other academic libraries, meaning they will be able to identify their technological gaps. This will inspire them to implement some of the relevant digital transformations within their libraries. Academic libraries should also endeavour to be part of the library consortia, and other international LIS associations. Consortium members have been able to implement various digital transformations including e-resources, remote access, discovery tools, and IRs. LIS associations organise conferences where librarians from academic institutions can network or listen to what their counterparts from the rest of the world have implemented regarding digital technologies.

6 Conclusion

To effect digital transformation within academic institutions, the proposed model shows the relevance and role of various stakeholders. The proposed model indicates that the librarians, the library management, the LIS schools, LIS associations, and CPD trainers have a role to play in enhancing the participation of librarians in technology-related CPDs and it goes further to suggest that the need for library management to borrow ideas from the TOE framework to have a conducive technological, organisational, and environmental setting to necessitate the implementation of digital transformation with their libraries.

7 Implication to practice

The model is expected to inform policy regarding staff development in academic libraries. These libraries can be guided by the model in the planning and implementation of a conducive learning environment. Furthermore, the model can act as a point of reference for the CPD organisers and trainers as they plan and implement the training activities for the librarians. The model presents the facilitators of a conducive environment for technological transformation, this implies that academic libraries can use it as a benchmark to enhance digital transformation.

8 Limitations of the study

The findings that informed the model were generated from university libraries that had been in existence for 10 or more years. Therefore, these findings may not be generalized to those universities that are less than 10 years old. Furthermore, this study was conducted in university libraries in Uganda, and may not be generalized to libraries in other countries.

9 Future research

There is a need for an interventional study to evaluate the effectiveness of this model in the implementation of digital transformation in academic libraries. Additionally, a similar study should be carried out to survey universities that are less than 10 years old. Finally, more research needs to be done to find out if libraries from other countries have similar results.

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Author contributions Sarah Nakaziba: conceptualization, methodology, investigation, writing the original draft. Patrick Ngulube: supervision, conceptualization, reviewing and editing.

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Data availability The data can be availed to any interested party upon request from the corresponding author; Sarah Nakaziba (saranakaziba@gmail.com).

Declarations

Ethics approval and consent to participate The study adhered to the University of South Africa (UNISA) and the national guidelines of Uganda; the researchers obtained ethical approval from the UNISA Institutional Review Board, The Aids Organization (TASO) Research Ethics Review Committee (TASOREC/116/2022-UG-REC-009), and the Uganda National Council for Science and Technology (UNSCT) (SS1317ES).

Consent for publication All the participants provided informed consent before inclusion in the study and they consented to publishing the anonymous data of the study.

Competing interests The authors have no competing interests to declare that are relevant to the content of this article.

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Appendix A

Questionnaire for librarians working in selected university libraries in Uganda

Good day, my name is Sarah Nakaziba. I am undertaking research for my doctoral studies in the Department of Information Science at the University of South Africa (UNISA). Thank you for agreeing to participate in the study about the Role of Continuing Professional Development (CPD) in the Digital Transformation of Selected University Libraries in Uganda. CPD includes learning (conferences, workshop, self-study, research publication, mentorship, in-house training, seminars, further studies etc.) undertaken by librarians after their initial qualifications to upgrade their abilities, knowledge, competencies, and understanding to become effective professionals. Digital transformation refers to the process of integrating digital technologies into all library processes to deliver high-level and real-time services. Kindly note that your participation in this study is voluntary and you are free to withdraw at any stage should you so wish. However, I would like to assure you that your responses will be used solely for this research and will be treated with utmost confidentiality. Filling the tool will take you approximately 20 min of your time.

Please circle the appropriate answer or fill in the blank space for each question

Part 1: Demographic Information

1. What is the name of the university you are working in?

a) Islamic University of Uganda	d) Mbarara University
b) Kyambogo University	e) Ndejje University
c) Makerere University	f) Uganda Martyrs University

2. What is your highest academic qualification?

a) Bachelor’s degree	d) PhD
b) Masters	e) Any other, please specify
c) PGD

3. What is your Job title?

a) Senior Librarian	d) Librarian
b) Librarian I	e) Assistant Librarian
c) Librarian II	f) Library Assistant
g) Others, please specify.....	

4. What is your gender?

a) Male	b) Female
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5. Kindly select your age group

a) 21-25	f) 46-50
b) 26-30	g) 51-55
c) 31-35	h) 56-60
d) 36-40	i) 61-65
e) 41-45	j) 66-70

Part 2: Uganda university libraries in promoting CPD activities and the dissemination of the acquired CPD knowledge

To what extent do you agree or disagree with the statements below regarding university libraries’ involvement in the promotion of CPD activities and the dissemination of the acquired CPD knowledge.

Key: Strongly Disagree—SD, Disagree—D, Undecided—U, Agree—A and Strongly Agree—SA)

No	Elements	SD	D	U	A	SA
6.	The library provides funds to support my learning					
7.	The library provides ICTs to support my learning/training					
8.	The library gives me time off to participate CPD activities					
9.	The library has a staff development policy					
10.	My participation in CPD activities has been acknowledged and appreciated (promotion, compensation, and assignment of new roles)					
11.	Discussions are encouraged so that I can express my thoughts, hear those of others, and gain more insight into their viewpoints					
12.	We are encouraged to work and learn in teams/cooperatively					
13.	Teams within the libraries are recognized and appreciated for their accomplishments					
14.	The library has procedures in place that permit sharing of the knowledge and skills learned through CPD					
15.	I participate in planning for the library agenda (future plans)					

No	Elements	SD	D	U	A	SA
16.	The library encourages us to work, learn, and benchmark from the outside communities (library associations, consortia, other university libraries, etc.)					
17.	The library has a designated team or personnel incharge of staff development (in-charge of planning, monitoring, and evaluating staff CPD activities)					
18.	We are mentored and coached by our leaders/supervisors					
19.	The library leaders support our requests to engage in learning opportunities					
20.	Our library leaders continually lookout for staff training opportunities					
21.	The library management assesses and evaluates the staff development programmes					

22. In your opinion, what other factors enable you to participate in CPD activities?

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

23. What are the main challenges that hinder you from participating in CPD activities? Please circle all those that apply.

- a) Inadequate management support
- b) Limited funding
- c) Low library staffing
- d) Limited information on the available CPD activities
- e) Poor reading culture
- f) Insufficient time
- g) Absence of staff development policies
- i) Other (please specify).....

h) Lack of motivation

24. What strategies would you recommend to address the above mentioned challenges?

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

Thank you for your time

Appendix B

Interview schedule for university librarians

Good day, my name is Sarah Nakaziba. I am undertaking research for my doctoral studies in the Department of Information Science at the University of South Africa (UNISA). Thank you for providing me the opportunity to talk to you about the Role of Continuing Professional Development (CPD) in the Digital Transformation of Selected Academic Libraries in Uganda.

Kindly note that your participation in this study is voluntary and you are free to withdraw at any stage of the interview process should you so wish. However, I would like to assure you that your responses will be used solely for this research and will be treated with the utmost confidentiality. With your permission, our conversation will be recorded, and notes will be taken to ensure that information is captured accurately.

Part 1: Demographic Information

- a) Indicate the gender of the respondent.
- b) State the name of the university.
- c) What is your highest qualification?
- d) What is your current position?
- e) For how long have you been working in this current position?

Part 2: Uganda university libraries in promoting CPD activities and the dissemination of the acquired knowledge.

1. Please tell me about some of the measures/strategies your library has put in place as a way of creating an enabling environment to enhance participation in CPD activities

Probs

- Staff training budget
- Staff training policies
- ICT infrastructure
- Time-off
- Staff performance appraisals
- Rewards/recognition for learning (promotions, added assignments, salary increments)
- CPD designated staff (plan, training needs assessments, implement, evaluate, advise the Head)
- Mentorship programmes
- Leaders supporting/encouraging librarians' engagement in learning (requests & lookout for CPD)
- Discussions/communication platforms (sharing with staff)
- Involvement of staff in making library strategic plans/projections
- Teamwork rewards/recognition
- Collaboration with the external environment (other universities, associations etc.)
- Planning in-house trainings
- Research publications

2. What are the challenges that hinder librarians from participating in CPD activities?

Probs

- Absence of staff development policies
- Limited staff
- Inadequate funding
- Poor or insufficient ICT infrastructure
- Limited information of the available CPD activities
- Attitude
- Lack of CPD-designated staff/team
- No support from LIS associations and LIS schools

3. How do you think these challenges can be mitigated?
4. Kindly share some of the strategies your library has put in place as a way of promoting the sharing of knowledge or skills acquired from CPD activities with other library staff?

Probs

- Dissemination workshops/ In-house training
 - CPD designated staff
 - Dialogue (sharing with staff)
 - Reports
 - Mentorship programmes
5. What are the challenges hindering the sharing of knowledge or skills acquired from CPD activities within your library?
6. How can these challenges be addressed?

Thank you for your time and input.

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