

Continuing Professional Development of librarians in Public University Libraries in Uganda: A Survey

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Abstract: The paper reports baseline data on the current state of continuing professional development (CPD) in public university libraries in Uganda. The study seeks to determine the types of CPD activities, provision of CPD, reasons for pursuing CPD and challenges. A social survey method of research was adopted and an online questionnaire was used to collect data from librarians working in five public university libraries in Uganda. The survey results show that librarians participate in different CPD activities to develop professionally. Workshops, conferences and seminars are the common types of CPD. Majority of librarians pursue CPD in order to improve their knowledge and skills. However, inadequate funding, lack of awareness of the available CPD opportunities, time constraint and inadequate support from library management participation hinder librarians' participation in CPD activities. The results have implications for the future development of information professionals in academic libraries in Uganda. The data reported in this paper are quantitative; yet some findings raise questions that require further qualitative research in a follow-up phase to this report.

Keywords: Continuing professional development, Librarians, Academic libraries, Uganda.

1. Introduction

Continuing professional development (CPD) is a career-long obligation for Library and Information Science (LIS) professionals (IFLA, 2012). CPD has been recognised as a tool for updating and widening knowledge and skills (Corcoran and McGuinness, 2014; Moonasar and Underwood, 2018). CPD for LIS professionals is underpinned by several factors such as: rapid developments in information and communication technology (Thomas, Satpathi, and Satpathi, 2010; Dale, Beard, and Holland, 2011) and the discrepancy between pre-service education and field practice (Pan and Hovde, 2010).

Notably, changes in ICT have impacted on service models in academic libraries which, in turn, has led to the emergence of new specialties such as teaching librarian/information literacy educator, clinical librarian and informationist, institutional repository manager, electronic resource librarian, and systems

librarian (Cox and Corall, 2013). In addition, the ICT revolution has led to information explosion, automation of library functions giving rise to different formats of information. As a result, the needs and expectations of library users' have drastically changed (Musoke, 2010).

Evidence shows that LIS programmes do not adequately address the knowledge and skills demanded in the digital environment (Kacunguzi and Samuel, 2016; Burnett, 2013). A situational analysis of LIS education and training in Uganda reported an increase in the number of LIS institutions and study programmes. However, several challenges impact on the quality of education including lack of adequate education and training schools, lack of adequate LIS educators, lack of standardisation of LIS programmes, inadequate ICT infrastructure, and increased student enrollment. The authors noted that, "most of these schools are still inadequate in terms of standard and quality to meet the high intake due to the high demand for higher education" (Okello-Obura and Kigongo-Bukenya, 2011, p. 4). The study further indicated that, LIS practitioners have limited access to CPD programmes and the available opportunities tend to be expensive. The study recommended CPD for LIS practitioners in Uganda in order to enhance and broaden their knowledge and skills.

Although there is greater awareness of the importance of CPD for LIS professional, there is paucity of literature on CPD of librarians in Uganda. Nonetheless, one study examined staff training and development practices in chartered private university libraries in Uganda (Lutaaya and Hoskins, 2015). The study found out that majority (84.9%) of the librarians had participated in research supervision, further studies (72%), library orientation (69.9%) while (66.7%) had attended workshops, seminars and conferences. Findings further, revealed that participation in training activities was irregular with limited opportunities. The factors that hinder librarians' participation in training and development activities included lack of funds, time, inadequate support from library management, and absence of staff development policies. Therefore, findings point to gaps in implementation of staff training and development in chartered private university libraries in Uganda. Although CPD is broader than staff development, findings of the study provide an insight into workplace learning.

It is imperative to note that librarians are partners in the academic pursuit of the universities (Namuleme-Kalemeera, 2015). In order to support the missions of their parent institutions, librarians are required to pursue CPD. In recent years, the National Council for Higher Education (NCHE), has placed greater emphasis on the improving the quality of higher education (HE) in Uganda. As a result, a quality assurance framework was published through which universities are made accountable for continuously improving the quality of their services. The NCHE recognises human resource as an important asset in improving the quality of education (NCHE, 2014). In this respect, staff development has been identified as one of the catalysts for provision of quality teaching. Consequently, all

universities are required to develop mechanisms to build capacity of their academic staff including librarians (NCHE, 2014).

Librarians are responsible for seeking and participating in CPD activities (Varlejs, 2016). However, support is needed from the different stakeholders such as LIS educators, employers, professional organisations and the library associations. There have been several interventions to build capacity of librarians in Uganda. For instance, International organisations such as the Carnegie Corporation of New York, the Swedish International Cooperation Agency (SICA), the German Academic Exchange Service (DAAD) have provided grants for librarians to pursue postgraduate studies. On the other hand, the International Network for the Availability of Scientific Publications (INASP), and the Electronic Information for Libraries (EIFL) have worked in partnership with the Consortium of Uganda University Libraries (CUUL) to build capacity of librarians through short courses, workshops and small grants. Other library associations such as IFLA, African Library and Information Associations and Institutions (AFLIA), and the Association of Health Information and Libraries in Africa (AHILA) have equally provided professional development for librarians. The Uganda Library and Information Association (ULIA) which is the professional body representing the interests of librarians is committed to librarians' professional development. Since 2000, CPD has been and is still one of the strategic priorities in the ULIA strategic plan. Capacity building of LIS professionals is one of the strategic objectives in the current strategic plan 2015/2019. Some of the strategies for achieving the objective include:

- a) Conducting a training needs assessment;
- b) Implementing a comprehensive training programme;
- c) Conducting training workshops;
- d) Evaluating the training programmes;
- e) Introducing professional forums;
- f) Identifying relevant conferences for capacity building;
- g) Establishing and implementing a peer exchange programme and;
- h) Identifying scholarships for its membership.

In addition, ULIA's aims at promoting professionalism among its membership by:

- a) Developing and implementing a code of ethics;
- b) Compiling a professional register;
- c) Establishing professional awards;
- d) Benchmarking best practices from similar associations;
- e) Establishing accreditation and certification mechanism and;
- f) Establishing performance standards.

Although ULIA has a strategic plan, the implementation and achievement of its objectives can only be possible if there is financial support, and involvement of the different stakeholders. As noted by Okello-Obura and Kigongo-Bukenya (2011), and Lutaaya and Hoskins (2015), provision of CPD for librarians is

unstructured, uncoordinated and irregular. The current study aims at investigating the current state of CPD in public university libraries, motivation for participating in CPD, types of CPD and their providers as well as the constraints.

2. Purpose of the Study

The study investigated the involvement of librarians in continuing professional development. The study investigated the types of CPD activities, the content covered, the CPD providers, and the factors that hinder librarians' participation in CPD. The following research question were addressed in the study:

- 1) What motivates librarians to pursue CPD?
- 2) What type of CPD activities have librarians participated in during the past two years?
- 3) What factors affect librarians' participation in CPD activities?

3. Literature Review

To deepen the understanding of CPD and its potential to improve librarians' knowledge and skills, a review of previous literature on the librarians' CPD, motivation for participation, types of CPD activities, CPD providers and constraints. Although CPD has been a topic of interest around the world, the definition of the concept varies across professions. In the context of this study, Corral and Brewerton's definition captures the relevant issues under discussion. They define CPD as:

“The systematic maintenance, improvement, and broadening of knowledge and skills, and the development of personal qualities necessary for the execution of professional and technical duties throughout the practitioner's working life”. Corral and Brewerton (1999, p. 226)

The above definition connotes the functions of CPD namely: maintenance, improvement, broadening. Maintenance encourages the idea of life-long learning, improvement requires practitioners to exhibit ongoing competence and broadening serves to increase employability. The definition makes the explicit link between maintaining competence and undertaking CPD activity. CPD is generally viewed as a tool for improving service delivery in libraries.

Continuing professional development encompasses both formal and informal learning activities which support librarians to improve their practice (Corcoran and McGuinness, 2014). Formal activities are structured with clear objectives and intended outcomes such as courses (Steptoe-Warren, 2013). On the other hand, informal learning occurs unexpectedly through interaction with other people (Steptoe-Warren, 2013). Informal activities include peer mentoring and coaching, discussion networks, reading professional literature and pursuing self-directed projects.

The motivational factors quoted by the practitioners are similar, despite the different contexts. For example, a recent study by Moonasar and Underwood (2018) found that librarians were motivated to improve their knowledge and skills, and better career prospects. These motivational factors and others, such as the need to keep up-to-date with current developments in the field (Alawadhi, 2015), and contribution to the profession through (Corcoran and McGuinness, 2014) were identified in the literature. In regard to research and publishing, they are seen as a means of developing librarians' professional identity. As noted by Seminelli (2016), librarians can promote their professional identity by upholding the code of ethics, active participation in professional organisations, and expanding the knowledge base through research and publication.

Evidence points to the fact that conducting research can complement the librarians' practice, contribute to the growth of the profession as well as keeping up-to-date (Harrison, 2010; Seminelli, 2016). Additionally, presenting papers at conferences is a learning process and a means of testing one's personal knowledge. It is acknowledged that feedback from colleagues has a positive impact on professional learning, particularly, on research. For example, Tomaszewski and MacDonald (2009) pointed out the opportunity for librarians to network with during conferences.

The benefits of CPD have been studied for over 25 years, Freeman (1994) noted that CPD:

- a) overcomes the limitations of the initial professional qualification and its gradual obsolescence;
- b) maintains professional competence and standards of service;
- c) gives a wider view of professional concerns;
- d) aids job satisfaction;
- e) demonstrates that the profession is acting responsibly with regard to the wider community; and
- f) widens the scope of professional activities. (Freeman, 1994, p. 26)

It is clear from the literature that librarians as professionals need to pursue CPD. More important, is the fact that, other studies have also found that CPD is associated with personal, professional and organisational benefits. For example, Majid (2004) and Pan and Hovde (2010) reported that CPD fills gaps that exist between formal education and the needs of the professional practice. Adanu (2007) noted that CPD can lead to job satisfaction, career advancement, and improved professional competence. She further found out that the top three activities that resulted in positive impacts included reading professional literature, workshops and networking with colleagues (Adanu, 2007).

Most impressively, in a large study of 553 reference librarians working in 18 public libraries in Ontario, Auster and Chan (2003) found out that CPD enhances librarians' knowledge, skills and abilities. More recent research has provided more support for the earlier findings. Moonasar and Underwood (2018) noted

that CPD enhances librarians' knowledge and skills. Further, it is argued that CPD can enhance an individual's confidence, self-esteem and motivation (Broady-Preston, and Cossham, 2011). This is supported by Stephens (2012) who argues that ICT enhanced CPD programmes can have a positive effect on library staff confidence, knowledge, professional practice and organisational performance.

The experiences of librarians' CPD have been discussed in the literature. Librarians participate in advanced degrees, online courses/webinars/podcasts; job shadowing; mentoring; peer group exchange; library visits; attending exhibitions and conferences; international visits and exchanges; self-reflection, personal reading and engaging in action research (Corcoran and McGuiness, 2014; Lutaaya and Hoskins, 2015). However, the different CPD activities raise questions of effectiveness and the need for demonstrable results.

It is evident in the literature that the most effective CPD activities should have the following characteristics: aligned to individual needs (Corrall, 2010), involve critical thinking; reflective decision making, based on collaborative environments (Stephens (2012); promote sustained learning and active experimentation (Cooke, 2012). For example, peer coaching, mentoring, communities of practice and other forms of sustained professional learning have a positive impact on librarians' professional development (Henrich and Attebury, 2010; Young and Vilelle, 2011; Belzowski, Ladwig, and Miller, 2013; Ukachi and Onuoha, 2013).

Although various forms types of CPD activities exist, librarians have different preferences. Ukachi and Onuoha, 2013) and Saliu, Igiomoh and Hamsetu (2014) noted that in-house training, workshops, conferences and seminars are the common forms of CPD in Nigerian university libraries. Likewise, Alawadhi (2015:88) reported that the most valued CPD activities in Kuwait academic libraries included: specialised conferences, workshops short courses, and networking with peers. In Ireland, findings showed that completing formal courses, conferences and online tools are the most popular forms of CPD (Corcoran and McGuiness, 2014).

The Kennedy (2005, 2014) framework for analysing the different models of CPD fits the context of the study. The different categories aid in the analysis of the forms of individual and institutional CPD experiences. She identified nine models namely: training, award bearing, deficit, cascade, standards based, coaching/mentoring, community of practice, collaborative professional inquiry, and transformative. The models are grouped into three categories according to purpose namely: transmissive (training, deficit and cascade models), malleable (award bearing, standards based, community of practice), and transformative (collaborative professional inquiry).

Kennedy (2014) suggests that the models in the transmissive category give limited autonomy to the learner. Nonetheless, the transmissive approaches to learning are more appropriate to introducing new knowledge and skills. On the other hand, the transformative category offers increased capacity for professional autonomy. She argued that professional autonomy and change in practice increase as individuals move from the transmissive models to the transformative models. She argued that, the identified categories can either support or limit professional autonomy at individual, professional, and organisational level. She also acknowledged that no single CPD model can support a particular purpose of CPD but rather the specific category.

It is apparent from the literature that workshops, conferences and seminars are the common types of CPD undertaken by librarians. Such types of activities have been criticised for providing surface level learning since participants are placed in passive roles. Based on Kennedy's (2014) framework, such activities belong to the transmissive and malleable categories which limit professional autonomy. There has been an urgent call for librarians to pursue CPD that promotes inquiry, social interaction, active experimentation, innovation, and collaborative learning (Coiffe, 2012; Cooke, 2012; Keiser, 2012; Krasulski, 2014; Perez, 2012; Terrill, 2014). This is supported by Auster and Chan (2003) who view libraries as learning organisations where professional development and growth of librarians is linked with practice.

Cooke (2012) argued that incorporating ICT into CPD programmes supported meaningful educational experiences for librarians. Similarly, Stephens (2012) found out that librarians had experienced transformative learning. Having explored new tools and emerging technologies through an online course, librarians were able to reflect on their learning experience through blogging. The study further reported increased communication and collaboration within the social networks, an indication that skills gained were successfully applied. It is, therefore, imperative to note that ICT potential for transformative learning (Corcoran and McGuinness, 2014; Stranack, 2012).

The responsibility for pursuing CPD is an individual responsibility (Varlejs, 2016). However, there is need for support from the different stakeholders if CPD is to have positive outcomes. CPD benefits the individual librarian, employer, profession and society therefore, it is a social responsibility. There is evidence that CPD is valued by both staff and organisations (Adanu, 2007; Corcoran and McGuinness, 2014). Furthermore, it is mandated by professional organisations or required by codes of conduct or codes of ethics (IFLA, 2012).

The individual practitioner is responsible for identifying his/her learning needs, develops strategies of meeting the needs, executes the plans, and finally evaluates the outcomes. To effectively address individual needs, a personal development plan (PDP) is seen as a useful self- tool for identify skills gaps. On the other hand, LIS schools and other CPD providers are responsible for

designing, and delivering programmes that meet the practitioners' needs (Corall, 2010). It is also argued that, the organisational culture that is receptive and adaptive to learning plays an important role in facilitating librarians' participation in CPD activities (Auster and Chan, 2003; Adanu (2007).

Constraints to librarians' participation in CPD activities are such as lack of funding, time, support from library management, and information about available CPD opportunities are prominent in the literature (Corcoran and McGuinness, 2014; Kendrick, Leaver, and Tritt, 2013). Lack of funds and support from library management are prominent in the literature (Saliu, Igiamoh and Hamsetu, 2014). From the Ugandan perspective, Okello-Obura and Kigongo-Bukenya (2011) argued that lack access to CPD opportunities and the cost of some CPD activities could also prove a potential barrier to the pursuit of CPD for LIS practitioners. Similarly, Lutaaya and Hoskins (2015) pointed out that most chartered private universities lack staff development policies, poor budgetary provisions for staff development. As noted by Chan and Auster (2003), there is a relationship between age and support for participation in CPD activities. They argued that workers aged 45 years and older are less likely to receive support for training from their employers.

Continuing professional development of librarians is of special interest to LIS educators, practitioners and policymakers. Certainly, many factors impact on librarians' participation in CPD activities such as lack of funds, time constraint and support from management. The brief overview of available empirical literature on CPD benefits, providers and factors affecting librarians' participation illustrates that CPD is seen as integral to updating the knowledge and skills of LIS professionals. The CPD activities seen as beneficial to librarians are those which are well-structured, and aligned to the individual needs. Support from the supervisor and library managers is essential for participation in CPD opportunities, for example, funding, time, and encouragement are required.

4. Methods

The study employed a quantitative paradigm using a social survey method. An online questionnaire containing ten questions was administered via an online survey tool- GoogleForms (<https://gsuite.google.com/intl/en/products/forms/>). The questionnaire was pretested and modified based on the feedback from ten librarians. Contact information used for distributing the questionnaire to respondents was obtained from the Uganda Library and Information Association (ULIA) listserv, the Consortium of Uganda University Libraries (CUUL) database and the library websites.

The questionnaire included the respondents' demographic information such as, gender, age, qualifications and professional work experience. The second part of the questionnaire contained questions regarding motivational factors, types of CPD librarians participate in, and factors that affect their participation in CPD.

An online survey was chosen as it saved time, preserved anonymity of participants and enabled a greater geographical region to be accessed. In addition, as each respondent answered an identical set of questions, which ensured greater standardisation and reliability.

In order to increase the response rate, telephone calls were made to the librarians one month after the online questionnaire was distributed. Data collection was carried out between January and March 2019. The data were analysed using the Statistical Package for the Social Sciences (SPSS). A total of thirty-nine, out of fifty distributed questionnaires were dully completed reflecting 78% response rate.

5. Results of the Study

Demographic characteristics of the Respondents

The questionnaire included a number of demographic questions useful in establishing the characteristics of the workforce in public university libraries in Uganda. The study found that (56.4%) of respondents were female while (43.6%) were male. Majority of the respondents have been in practice for 6-10 years (41%), more than ten years (33.3%) while the minority had work experience of less than 5 years (5.1%). Majority (74.4%) of respondents possessed master's degree, followed by Bachelor's (17.9%) while 7.7% had doctoral degree. The highest academic qualification of respondents is a doctoral degree, indicating that respondents have pursued graduate studies (Table 1).

Table 1. Demographics

Variable	Categories	Frequency	Percent
Gender	Male	17	43.6
	Female	22	56.4
		39	100
Age	31-35	9	23.1
	36-40	16	41
	41-45	3	7.7
	46-50	8	20.5
	51-55	2	5.1
	Over 60	1	2.6
		39	100
Academic Qualifications	Bachelor's	7	17.9
	Masters	29	74.4
	PhD	3	7.7
		39	100
Professional Work	<5 years	2	5.1

Experience	6-10 years	16	41
	11-15 years	13	33.3
	> 15	8	20.5
		39	100

Results showed that the majority of the respondents were female. There is an international trend of female dominance within the LIS field and this also exists within public university libraries in Uganda. Majority of the library professionals' fall in the age group 36-40 (41%). Particularly, notable is the relatively high proportion of the workforce over 45 years (20.5%) of age. Results point to an aging workforce which is likely to influence respondents' attitudes towards career planning and involvement in CPD activities. From the findings it can be deduced that librarians are at different stages in their careers hence have different CPD needs.

Reasons for Pursuing CPD

The findings show that the majority (92.3%) of the respondents view CPD as a means of improving knowledge and skills, and keeping up-to-date with current development in the field. Equally important is the need to improve service delivery (87.2), learning new technologies (79.5%) and maintaining professionalism (71.8%) as illustrated in Table 2.

Table 2. Reasons for Pursuing CPD (n=39)

Reason	Frequency	%
Tenure and promotion	18	46.2
Stay up-to-date	36	92.3
To get publication ideas	26	66.7
Knowledge & Skills	36	92.3
Improve service delivery	34	87.2
Competitive advantage over others	18	46.2
Learn new technologies	31	79.5
Maintain professionalism	28	71.8

Librarians' reasons for participating in CPD reflect their perceptions of a wide range of benefits. Findings showed that librarians are influenced by internal motivation factors like maintaining professionalism, staying up-to-date rather than external motivation factors such as tenure and promotion. The results of the survey indicated that librarians were willing to participate in CPD activities because they recognise it as a personal need. The wide range of benefits that librarians reported in survey responses are consistent with the benefits identified in the literature review.

Types of CPD Activities

The study revealed that librarians have participated in traditional types of CPD during the last 4-5 years. Workshops (92.3%), conferences and seminars (76.9%) are the most dominant activities that are attended by the respondents. Participation in non-traditional types of CPD activities like online courses (33.3%), self-paced learning (35.9%) has been minimal. It is noticeable that pursuing higher education, (38.5%) does not appeal much to the respondents (Table III). The same applies to research and publications (46.2%), yet librarians like all other academic staff are required to attain higher qualifications, conduct research and publish in order to attain tenure and promotion in universities (Table 3).

Table 3. CPD Activities Librarians have Attended in Past 2 years (n=39)

Type	Frequency	%
Conferences	30	76.9
Seminars	30	76.9
Workshops	36	92.3
Self-paced learning	14	35.9
Research and Publications	18	46.2
Peer mentoring & Coaching	12	30.8
Pursuing postgraduate studies	15	38.5
Online courses	13	33.3

Findings suggest that librarians have different aspirations, preferences hence no one particular model can fulfil all their needs. Although few librarians are engaged in peer mentoring and coaching (30.8%), it is evident from the LIS literature that sharing knowledge among peers, identifying solutions to common problems and evaluating best practices improves practice. Hence, librarians need to reflect, engage in professional dialogue, peer observation, coaching and communities of practice (Henrich and Attebury, 2010; Belzowski, Ladwig, and Miller, 2013; Ukachi and Onuoha, 2013).

Although the technology has revolutionised CPD allowing librarians to access vast amounts of information, courses and activities delivered online, few librarians have taken advantage of the ICT tools and online programmes. Evidence shows that tools such as social media, web conferencing, webinars and

webcasting enhance interaction, collaboration, development of personal and group learning networks, and publishing content (Cooke, 2012; Stephens, 2012).

Provision of Librarians' CPD

In general, the Consortium of Uganda University Libraries (30.8%) has been regarded as the primary provider of CPD activities for librarians. The consortium works in partnership with development partners international non-profit organisations (25.6%) to build capacity of librarians (Table 4).

Table 4. CPD Providers (n=39)

	Frequency	%
Universities/LIS schools	9	23.1
Consortium of Uganda University Libraries (CUUL)	12	30.8
Uganda Library and Information Association (ULIA)	2	5.1
International Organisations	10	25.6
Other professional associations	6	15.4
Total	39	100

It also apparent that the ULIA (5.1%) has not been active in providing CPD activities to librarians. However, it is imperative to note that ULIA had CPD as one of the strategic focus since 2000. Although ULIA has a strategic plan, its implementation is constrained by funding. Lack of coordination of librarians' CPD activities is likely to result in overlap of CPD offerings and limited opportunities for their development.

Challenges to Participation in CPD

Respondents identified several challenges that hinder their participation in CPD activities including lack of: funds (30.8%), support from library management (25.6%), limited CPD opportunities (23.1%), lack of motivation (12.8%) and limited CPD opportunities for librarians (23.1%) as indicated in Table 5 below.

Table 5. Challenges that hinder librarians' participation in CPD (N=39)

Challenges	Frequency	%
Lack of support from Library management	10	25.6
Lack of funds/CPD budget	12	30.8
Lack of motivation	5	12.8
Time constraint	3	7.7
Limited CPD opportunities	9	23.1
Total	39	100

The constraints experienced by librarians such as lack of time, funding and support from library management, were similar to those experienced by other

LIS professionals in other countries. This finding suggested that participation in CPD activities could be improved if the constraints are addressed.

6. Discussion of Findings

It is apparent from the findings that the majority of librarians perceive that they derive some benefit from CPD activities. Librarians pursue CPD mostly for skills improvement and improving service delivery. Surprisingly, a minority of the respondents indicated that they undertake CPD activities out of intrinsic interest. This is a very positive finding as it shows that librarians in the country value CPD and view it as a vehicle for career growth and development.

Opinion on what the different types of CPD activities varied. Most respondents indicated having participated in workshops, seminars, and conferences. This is an indication of a knowledge gap of the characteristics of effective models of CPD which promote professional autonomy hence the need to create awareness of the different types of CPD activities to all stakeholders.

Findings indicated that librarians face several constraints to participation in CPD activities. Some of the factors include: inadequate support from employers, lack of funding, lack of information on what CPD activities are available, lack of staff development policies, favoritism and nepotism. In addition, other competing commitments, heavy workloads due staffing challenges.

The survey provides useful insights on what would motivate librarians to engage in more CPD activities. For instance, availability of CPD activities closer to workplace and institutional support. A significant number of respondents indicated that availing an enhanced range of topics that meet librarians' needs would also motivate them to participate in CPD.

7. Conclusion and Recommendations

Librarians contribute to the missions of their respective universities through provision of effective and efficient services. Therefore, continuing professional development of librarians is an integral part of a career of any librarian. The current survey has demonstrated that, there is some CPD activity in public university libraries in Uganda although it is mostly irregular, and poorly coordinated. In order to foster librarians' professional development, the following recommendations are made:

To strengthen implementation, CPD programmes for librarians should be entrenched in a legal framework with the Uganda Library and Information Science Association taking lead as the regulator to fast track the process. CPD providers and their programmes should be accredited by ULIA with the criteria clearly stipulated in the guidelines to ensure best practices, quality assurance, transparency and accountability. ULIA should work with CPD providers to expand the range of courses offered so as to meet the practice, knowledge and skills needs of librarians.

It is critical that CPD provider's design and structure CPD activities that meet the knowledge, application and practice-based education needs of all LIS professionals. There is need to emphasise mentoring schemes while the major CPD activities should support for reflective practice. In addition, CPD providers should explore and utilise innovative approaches for delivering CPD programmes. This may include e-learning and web-based platforms. In order to reach librarians working in remote locations, CPD providers should work with other stakeholders such as CUUL, to improve access to the available programmes or courses.

To ensure growth and sustainability, funding and other constrains to participation in CPD activities should be addressed. There is need for advocacy for increased involvement and support by employers and stakeholders in implementation. In addition, there is need to inculcate and promote a culture of learning in university libraries in Uganda.

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