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Information Literacy Education in Nigeria: Breaking Down Barriers Through Local Resources

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This paper explores the prospects of information literacy education in Nigerian primary schools. It is argued that while information literacy is essential for attaining the objectives of Nigerian education, a number of barriers stand in the way. These include the learning environment, lack of resources, language and literacy problems, and teacher orientation and teaching practice. The information literacy project described in this paper is attempting to break down the barriers through innovative use of available local resources.

Information literacy is a concept that has received increasing emphasis in recent times. Defined by Doyle (1994) as the ability to access, evaluate and use information from a variety of sources, information literacy is an expanded form of the library and learning to learn skills emphasized by educational reform movements from the 1960s. Information Power (ALA, 1998) makes the connection explicit by stating that information literate people are those who have learned how to learn. The concept of information literacy evolved in response to new developments. It encompasses a whole range of literacies associated with various sources of information-- basic literacy, visual literacy, Internet literacy. Increasingly also, information sources may be located beyond the library, in the community or accessed through information and communications technologies. The resulting information and technologically rich environment focused increasing attention on the thinking skills required for learning from information (Moore, 2002). Kuhlthau (1995, p. 2) has termed the process of learning from information the "key concept for the school library media center in the information age school."

How do these ideas relate to a country like Nigeria, which does not offer an information and technologically rich environment? Is information literacy for Nigerian school children as well? Can information literacy be taught in primary schools that are information poor, schools that lack the libraries, technology and information resources supporting education elsewhere? If so, how can this be accomplished? These questions are the focus of the project described in this paper.

Looking at the literature, we noted that while much of the international literature on information literacy assumes information and technologically rich environments, information literacy does not depend on this. Moore (2000, p. 14) cautions that "the 'information' in information literacy is not restricted to print or digital media". Hart (2000, p. 4) quotes Eisenberg's agreement that "in under-resourced situations students still need to solve information problems." Over twenty years ago, Irving (1981, p. 4) framed her international study on information literacy to include schoolchildren without access to school libraries, because they also need to seek out and use information. Taking a similar approach, the syllabus for basic information science in Namibia (1991) utilizes environmental and human resources as well as library resources for information literacy education. Moore (2002) likewise affirms that information literacy can be introduced wherever communities exist. We therefore resolved to take up the challenge in the context of Nigerian primary schools in our area, Nsukka. We turn now to a consideration of the Nigerian context.

The Nigerian Context

Policy

Nigeria, like many other nations of the world, was affected by the push for educational reform in the second half of the twentieth century. New ideas about how children learn, coupled with the rapid pace of change raised questions about common educational practice. The attainment of independence in 1960 also gave rise to pressure for educational change to meet national aspirations. It was recognized that education in the modern world must be self-directed and lifelong, equipping individuals to meet new needs and adapt to changing circumstances. Nigeria's education policy statements reveal a close affinity with the ideas associated with information literacy and the educational reform movement.

The National Policy on Education, brought out in 1977 and revised in 1981 and 1998, articulated the new vision and objectives, describing education as learner-centered, self-directed and lifelong (Nigeria, 1998). The Policy further declares that laying "a sound basis for scientific and reflective thinking" is a major goal of primary education (Nigeria, 1998, p. 13) and that teaching in primary schools "shall be by practical, exploratory and experimental methods" (Nigeria, 1998, p. 14). It also recognizes school libraries as "one of the most important educational services" (Nigeria, 1998, p. 40), which are to be provided in all schools, and implies a central role for libraries in education.

In 1987-1988, the National Primary Education Commission, under the auspices of the Implementation Committee for the National Policy on Education, prepared Primary School Curriculum Modules for grades 1 to 6. The aim was to guide teachers in realizing the educational objectives of the National Policy. The Introduction argues forcefully for a change from passive rote learning to active participatory learning, stating that the modules' learning activities "involve pupils in the quest for knowledge, thus participating actively in their own education." Modular instruction, according to the Introduction, "encourages pupils to search for knowledge, thereby making use of the library and cultivating extensive reading habits" (Nigeria, 1989, p. v).

The Implementation Guidelines for the Universal Basic Education Programme (UBE), continue this emphasis, stating that the broad aim of basic education is to "lay the foundation for life-long learning through the inculcation of appropriate learning to learn, self-awareness, citizenship and life skills" (Nigeria, 2000, p. 3). It can be seen from these documents that information literacy education is intrinsic to the realization of Nigeria's educational objectives.

Reality

In spite of this supportive educational philosophy, the reality of Nigerian primary schools precludes easy implementation of information literacy education. There are numerous barriers to be broken down. These include the following:

An impoverished learning environment. School buildings are run-down and shabby. Most classes are held in long halls rather than in separate classrooms. The environment is dark and distracting, with inadequate furniture and workspace, barren walls, and few resources for teaching and learning. Security is a problem militating against resource development in many schools. All these are barriers to learner-centered, collaborative, resource-based and active learning.

Lack of learning resources. Few primary schools have libraries. The 'library' is likely to be a cupboard of textbooks, with a few teachers' guides and charts provided by government agencies. There is no designated fund for building up the school library. As a result, schools lack the variety of information resources required for information literacy.

On the societal level, learning resources are scanty due to the poorly developed publishing and book trade, doubts about the cost effectiveness of producing children's books, the lack of public libraries and book shops offering varied fare, the high cost of books relative to income and priorities. There are few children's books, especially in such categories as picture books, topic books, reference books, and books in Nigerian languages. Children, therefore, lack appropriate information resources and find it difficult to develop the reading skills needed to access information from written sources.

Language and literacy. Language poses a major barrier to children's learning. Nigerian children learn to speak the mother tongue in their early years but face an unfamiliar language, English, when they go to school. By policy children are supposed to be taught in the language of the community for the first three years and change to English, which has been taught as a subject in primary 1-3, in the senior primary classes. However, few Nigerian children have attained sufficient mastery of English to use it for learning. Due to various factors - lack of teachers who are fluent in English, lack of opportunities for English conversation, lack of reading materials - many children never master the second language. This cuts them off from written information resources, which are primarily in English, assuming they are available. Children also fail to attain literacy in their mother tongue. In the end, many children fail to learn.

Teacher orientation and teaching practice. Primary school teachers have been trained in traditional teacher-centered methods. Many are poorly educated and insecure. The educational system stresses covering the syllabus and passing exams, and rote learning rather than problem solving and inquiry. The situation is well described in the Introduction of the National Policy on Education explaining the rationale behind the Curriculum Modules:

> However, vestiges of the old system of teaching and evaluation still prevail in most schools. Most teachers still conceive their task as feeding young minds with facts which are often ill-digested by the pupils. Learning is still a receptive and submissive acceptance of knowledge. It constitutes a load to the memory instead of a light to the mind. Pupils are not encouraged to have original ideas or to be creative. Conformity and convergent thinking is still at a premium while adventurous thinking is either penalized or, at best, ignored. (Nigeria, 1989, p. iv).

The challenge is to find ways of breaking down these barriers to information literacy. Within the given environment and circumstances, how can children become information literate? How will they gain access to the information resources needed for learning how to learn? What strategies can be employed in information literacy education? How can schools develop libraries and collections of information resources? The researchers tried to find a way in this project.

The Project

The schools

Primary education in Nigeria is the first six years of public schooling, with pupils from about six to twelve years. Educational policy is set at the national level under the Ministry of Education and the Universal Basic Education Programme, formerly the National Primary Education Commission. The second tier is made up of the State Primary Education Boards, which supervise education at state level, while local public schools are under the Local Government Education Authorities.

The five schools in this project were selected in consultation with supervisory staff of the Nsukka Local Government Education Authority, who also participated in the project. Staff involved include the Deputy Director Education, the Head of the Inspectorate Section, and the two Library Supervisors. Schools selected had Head Teachers who had shown some initiative in developing school library facilities and interest in innovative practices. They include the following:

1. *Community Primary School, Opi-Uno,* is a rural school of 8 teachers and 160 pupils located in a community just off the junction of the major highway and the road to Nsukka town. The Parent Teacher Association (PTA) is buying books for a library.

2. *Community Primary School, Umuhu, Umabor, Eha-Alumona* is a large rural school (16 teachers, 335 pupils) in a peaceful and well-kept compound with mango trees. A large furnished room in a three-classroom block, currently under repair, built by the PTA with later assistance from SPEB, has been designated as the library.

3. *Central School, Ede-Oballa*, with a population of 19 teachers and 484 pupils, is on the road linking Nsukka to the main highway at Opi Junction. It was chosen for the project because it is one of five UNICEF experimental schools in the area.

4. *Hilltop Primary School, Ajuona, Obimo,* sits on top of a hill some distance off the paved road leading to the rice-growing region of the state. The school, with only 9 teachers for a population of 466 pupils, was selected because the PTA built a school library, which was commissioned with great ceremony in April, 2002. The library is a small, well-furnished room with a varied collection. However, there is little evidence of use.

5. *Model Primary School I, Nsukka,* an urban school with a population of 25 teachers and 762 pupils, was selected as one of two focus schools in Nsukka Local Government Area for the UBE/World Bank classroom library project. The school occupies a brick storied building in the center of town and is considered a model. One room of a three-classroom block under construction has been allocated as the library, but presently the library operates out of a cupboard in the head teacher's office two days a week.

The first step in the project was visiting the schools and interviewing the head teachers and teacher-librarians. In this way we hoped to identify the information resources available for the project and the readiness of the staff to participate.

Available information resources

As anticipated, we found very few information resources in the schools. The primary resources were textbooks, in particular textbooks in core subjects – English, mathematics, science and social studies – developed through a World Bank-assisted project. Teacher-librarians served primarily as storekeepers for these texts, loaning them out to classes and collecting them back on a daily basis. Available learning materials included other textbooks, teachers' guides, juvenile fiction, charts and maps supplied by government agencies. One school had built up a collection of juvenile fiction by asking each new pupil to supply one book, while another had received fiction titles from the State Primary Education Board (SPEB).

When we asked about assignments or projects for developing information skills, we were shown pupil-generated drawings, charts and models. Most of these were purely illustrative. Two schools had participated in a competition organized by the Junior Engineers, Technologists and Scientists (JETS). The head teacher at Eha-Alumona described how one pupil built a model airplane and figured out the mechanism for making it fly.

Very little use had been made of resources in the community, although their potential use was appreciated. Fears were expressed about being caught deviating from the timetable and lacking the time to go on field trips. There was anxiety about covering the curriculum, which was seen in terms of factual content.

School library facilities

The schools had been selected because of some tentative moves to develop a school library. However, this does not mean that the schools had functioning libraries that could support information literacy. In terms of accommodation, two schools had classroom-size rooms that had been allocated as the library, although neither was presently in use; two had small rooms the size of an office; and one anticipated using a similar space. The so-called libraries were actually cupboards stocked with multiple copies of textbooks and, in some cases, storybooks. There was some recognition of the role of the library in encouraging reading.

Most of the schools had classroom reading corners and nature corners. The reading corner was typically a basket with a few books which pupils could read when they had finished an assignment.

Teacher-librarians

All the schools had a teacher assigned responsibility for the library. Four of them were regular classroom teachers who had little time for their library duties. The fifth was the specialist science teacher at Model I, who was better able to combine the two assignments, loaning books to pupils two days a week and going from class to class for library activities.

The teacher-librarians were all well qualified teachers, three holding bachelors degree and one the National Certificate in Education (NCE), a 3-year post-secondary course. None had any qualification in school librarianship. One had taken a school library course in his undergraduate education program. Two had participated in a two-week workshop, while one had visited the Children's Centre Library at the University of Nigeria for instruction. The fifth had a use of the library course, which is required in the NCE program.

The conclusion we drew was that the teacher-librarians and teachers had about the same level of preparation for the project and that any school-based leadership would probably come from the head teachers.

Information literacy education

The next step was identifying which skills would be the focus of the information literacy project, examining the curriculum, developing modules, and holding a workshop to introduce the concept of information literacy to the teachers. We focused on the following areas.

1. Reading and other literacy and language skills

Basic literacy gives access to information in written sources and provides a way of communicating information to others. Information literacy has been described by Kuhlthau as "the extension of basic reading, writing and calculating skills for application in information and technologically rich environments for the purpose of learning or solving problems." (Moore, 2002, p. 1). It is also the first goal listed for Nigerian primary education, which seeks to "inculcate permanent literacy, numeracy and ability to communicate effectively" (Nigeria, 1998, p. 13). However, in the Nigerian context delineated above, basic literacy and the ability to communicate effectively cannot be assumed. The project, therefore, aimed at developing reading and writing skills by integrating information skills and subject content in science and social studies with the English language curriculum.

However, reading is not the only form of literacy required for processing information. We identify with the observation of Oberg (2001, p. ii) that: "Literacy is often defined in terms of reading and writing; it is less often defined in terms of listening and viewing or speaking and image-making." Certainly in the Nigerian context due attention needs to be paid to listening and speaking as communication skills and ways of receiving and giving information. These information skills have special significance in an environment "where print resources are limited and literacy itself is fragile" (Moore, 2002, p. 4), an apt description of the Nigerian primary school. Moreover, many of the information resources available in the community are accessed through oral communication, as is set forth in the Namibian syllabus for information science (Namibia, 1991, p. 8).

In line with Oberg's observation, we also turned attention to visual literacy, the ability to 'read' visual sources of information. This could be applied, to not only to pictures, charts and other visual resources in the library, but also to community resources and the natural world. Observation skills help pupils obtain information about animals, plants, hills and other geographic features, markets, occupations and crafts, institutions like banks and health centres, etc. This is acknowledged by the Curriculum Modules, which aim at "encouraging pupils to use their eyes and ears to observe things" (Nigeria, 1989). Likewise, skills in drawing and other arts enable pupils to communicate visual information to others.

2. Thinking skills and information-handling skills

Another area of emphasis was thinking skills. The National Policy aims at "inculcating the spirit of enquiry and creativity", "laying a sound basis for scientific and reflective thinking", and "rais(ing) a generation of people who can think for themselves" (Nigeria, 1998, p. 11, 13, 17). The Notes for using the Curriculum Modules exhort teachers to "provoke (pupils) to think (for themselves)" (Nigeria, 1989, p. xiii). It is therefore sad that teacher attitudes often kill rather than encourage thinking.

Critical thinking skills are essential to the development of information literacy. They are needed for deciding what information is needed and for what purpose, how to evaluate information for reliability and relevance, how to fit the pieces together, what conclusions can be drawn, and how the information can be used to solve a problem. Several authors have emphasized the importance of processing information (Herring, 1997; Kuhlthau, 1995; Garland, 1995) and noted the tendency to jump from location to production, a tendency we also found in this project. We used Marland's 10 questions as a guide for information problem-solving, first because pupils and teachers found the question format more approachable and, secondly, because in our judgment the questions clarified the thinking skills required for using information.

Strategies for Breaking Down the Barriers to Information Literacy Education

Use of community resources

Information literacy lays the foundation for lifelong learning. However, the skills cannot be developed without a variety of information resources. Children become information literate through participating in projects and activities that involve the use of resources. The five project schools in Nsukka lack conventional learning resources such as should be found in a school library but are very rich in out-of-school resources found in their immediate communities. Some of these resources include those that can be adapted from the pool of rich indigenous knowledge systems and used to enrich the curriculum in such areas as cultural activities, language and literature, social studies and knowledge of the environment (Dike and Amucheazi, 1997).

Information resources within the local community include the natural world, institutions and place, and people. In the natural world, children can get a wealth of information and develop information literacy through careful observation of natural phenomena like the vegetation and contour of the locality, birds and other animals, plants and trees, etc. Information skills can also be developed through visits or excursions to places like the bank, market, health centre, festival, craft centre, etc. Again, children get information by observing what is going on, asking questions, and recording the information in their journals.

For over seven years the second presenter (Amucheazi) has used her undergraduate and postgraduate courses in rural library and information services, oral information, and humanities literature for students to go into the rural areas and collect/capture useful information. This is recorded on cassette tapes and in photographs. Elaturoti (1986) developed similar resources at the Abadina Media Resource Centre. These projects confirm that each community has many people such as elderly men and women, parents and relations, village heads, with a wealth of information on local history, oral literature, medicinal use of plants, food processing, indigenous technology and many types of occupations. By interviewing such people, children can also develop listening and communication skills.

Teachers in the five project schools were able to identify a number of relevant community resources for developing information literacy and supporting the curriculum. These include the following, all of which had at least two responses:

Number of schools responding

Natural phenomena

Streams, springs and lakes	5
Hills and valleys	4
Forests	3
Plants	5
Animals	4
Orchards/farms/plantations	2

Institutions or places

Banks	2
Churches	4
Health centres/hospitals	5
Markets	5
Postal agency	4
Schools	2

Resource persons

Blacksmith	5
Masons	3
Carpenters	3
Farmers	3
Teachers	2
Wine tappers	2
Herbalists	2
Parents	2

Modules for information literacy education using community resources

Using insights from earlier projects, the researchers developed modules for information literacy education in primary 3-6. The first two modules developed were on birds (for classes 3 and 4) and occupations (for classes 5 and 6).

Module on Birds. The discovery module on birds focused on learning through observation of the natural world. The objectives were to familiarize children with their environment, develop habits of careful observation, and stimulate inquiry about the natural world. The module was designed to both develop information skills and reinforce content across the curriculum, in topics such as measurement, colours, domestic and farm birds, changes in nature, natural resources. It was also seen as a way of developing language and literacy skills.

Pupils were guided in their observations by introductory information on birds, including a diagram labeling parts of the body, guidelines on how to look at birds (in terms in size, colour, shape, behaviour) and an observational checklist. The children were asked to keep a journal of their observations and report back to class. The pupils were able to identify over 10 common birds, including the weaver bird, bulbul, kingfisher, crow, vulture, kite, coucal, dove, hornbill, egret, sunbird, eagle and owl. Information was shared, evaluated and supplemented by classmates and by reference materials brought by the researchers from a children's library on the university campus. Small groups then composed a written description and drawing of each bird to create an information resource, in the form of a big book, album or set of study cards.

Module on occupations. The module on occupations is part of the social studies curriculum for primary 4, 5 and 6 and provided opportunities for developing the pupils information and learning skills to "develop the practice of self-learning" (Nigeria, 1998, p. 9). The topic is designed to help the pupils plan the information-seeking process, gather information using interviews with local workers, and create information resources on local occupations. It was envisaged that the interview process would develop listening and communication skills while the creation of information

resources would develop writing skills. The objectives of the module include familiarizing pupils with the occupations practiced in the community, thereby fostering respect for individuals and the dignity of labour.

The pupils were asked to go and interview people in different occupations using a set of interview questions they had developed. These covered such areas as the nature of the work, length of preparatory training, equipment and materials needed, staff required, organization of the occupation, problems entailed in doing the work, what they like or dislike about the work, their degree of job satisfaction and monetary reward. Many pupils interviewed farmers, masons, herbalists, traders, nurses, teachers, hair-dressers, barbers, palm-wine tappers, basket makers, poultry keepers, carvers, etc. They took brief notes and clipped some pictures or drew people at work in various occupations.

From the experience with these two modules, additional ones were developed in consultation with the teachers. For instance, markets offer many opportunities for information literacy education across the curriculum, in social studies, home economics, agricultural science, mathematics, language arts. Pupils explore such problems as the types and sources of market goods, organization and management of the market, the occupations practiced there, the cost and availability of items throughout the year and implications of this for consumers. Another major curricular concern with abundant local information resources is the environment, with such topics as landscaping, pollution, soil erosion, waste management, care and use of natural resources, plants and their uses.

Resource generation

Using information gathered through observation and interview, children can create resources for teaching and learning. In the process, they develop skills in organizing and presenting information and basic reading and writing skills. The materials also provide reading materials for other pupils, thereby developing their reading skills. Thirdly, such materials provide a wealth of local information and help build up the school library collection. This is an aim of the Namibia Syllabus (1991, p. 2), i.e., to "generate information sources from human and environmental sources as well as the mass media which can form the nucleus of a resource center or add to the stock of an existing resource centre/school library." Crocker (1986) adopted a similar approach with a class project involving development of a vertical file collection. Again, the project had the dual purpose of developing the students' information literacy and creating an information resource for the school library.

Reading skills are basic to information literacy, yet reading materials are often in short supply. One project by the presenters involved the creation of reading materials from local resources as children recorded folktales on tape and created books in the local language. The research team then created reading materials in simple English. Creating books themselves also predisposes children to books and reading by making them feel confident and comfortable with books. The researchers also saw the need for information books based on the local environment. We have therefore also created books on birds, trees and plants and seasons, all with the aim of familiarizing children with their environment, stimulating inquiry about the natural world, and providing resources for information literacy education.

Developing school libraries

While community resources are useful and relevant for information literacy education, they are not all sufficient. A well-stocked school library introduces children to a greater variety of resources and a wider range of information. Like Zinn (2000), we found the lack of necessary materials a major barrier to implementing self-directed learning and certain information skills. How, then, can schools like those in this project develop school libraries in support of information literacy?

The government through its agencies, the Petroleum Trust Fund (PTF), the Education Trust Fund (ETF), SPEBs and UBE, and international agencies such as UNESCO, UNICEF, and the World Bank, have been providing learning materials, particularly textbooks, charts, exercise books, and supplementary reading materials to primary schools. However, most of these resources are not very useful for developing school libraries. The UBE/World Bank classroom libraries project involving 1,100 focus schools, including one of our project schools, will provide the type of collection, made up of information books, reference books, picture books and fiction, that primary schools need for information literacy.

School libraries can also be built up through local sources. Newspapers and magazines can be clipped, old calendars can be used to develop a picture collection, and other ways found to recycle materials from homes and other places in the community. Another aspect of this project is asking schools to look within their communities for school library development. The PTA of three project schools have helped by contributing books and building library blocks with basic furniture.

Regional resource centres can also help through revolving loans sent through portable or mobile libraries. In this area the Children's Centre Library of the University of Nigeria sends books and other materials on loan to institutional members. This acquaints teachers with the kinds of materials in a school library and the use that can be made of them as well as providing a varied if small collection.

Evaluation and conclusions

While the project is still in the early stages, it is possible to evaluate the progress so far and reach certain conclusions concerning information literacy education in Nigerian primary schools. These include the following.

1. There are numerous opportunities for information literacy education to be developed across the primary school curriculum. Both the philosophy of the National Policy and suggestions of the Curriculum Modules support inquiry and problem solving. There are also sufficient information resources within the communities to initiate information literacy education, despite the scarcity of conventional written information resources.

2. The greatest barrier to learning in general and information literacy in particular is insufficient language and communication skills. Most children lack sufficient mastery of English language to be able to think and learn in it. For instance, pupils in primary 5 and 6 interviewed people practicing various occupations, but many were unable to write down what they did and report the responses of those they interviewed. Some could not report orally in English and so were allowed to use their local language, Igbo.

3. On the other hand, the modules offer an effective strategy for improving language and writing skills, a point also emphasized by Hart (2000). Through questions in an interview schedule or observation checklist, pupils can be guided in what to ask or look for. Through conversation, children can be encouraged to refine and expand their descriptions, finding the right words to express what they saw or communicate the responses of people they interviewed.

4. These benefits can accrue if children are encouraged to express themselves in a friendly, lively, non-threatening atmosphere. In some cases, teachers, perhaps embarrassed by what they saw as a poor performance, prodded and intimidated pupils. When pupils hesitated, teachers quickly reverted to drill and chorusing, taking over the lesson. This points up the need for reorientation and retraining of teachers.

5. There was an overemphasis on the product rather than the process, on content mastery rather than skills development. Some teachers and pupils understood the aim of the activity as producing a picture of a bird, for instance, rather than a process of observing birds and recording observations as a way of learning about birds and learning how to learn. As with their earlier assignments, many were merely pictorial with no text. In some cases, pupils relied on an older sibling or the teacher to complete the assignment. This can be attributed to concern over the product rather than the learning process.

6. For some activities, like that on birds, pupils and teachers needed written materials, such as guides, to provide additional information and help evaluate information gained through observation. This, again, pointed up the need for a well-equipped school library. Without these resources, birds were misidentified and factual errors went uncorrected.

Recommendations

The following are recommendations based on the initial phase of the project.

1. Information literacy will be more successful if it is built into the school curriculum.

2. Teachers, including head teachers and teacher-librarians, and education supervisors need in-service training and guidance, preferably in the context of the classroom, if information literacy education is to be successfully implemented.

3. Because everyone learns and thinks best in his or her own language, children should learn how to learn in the language they know, which in this case is spoken Igbo. This will enable them to develop information skills and master content.

4. At the same time, information literacy education has to go hand in hand with mastery of the language of instruction, English. Otherwise, Nigerian children will have very limited access to information.

5. In addition to use of community resources, authors, publishers, government and other agencies need to produce information books of high quality and relevant to Nigerian environment and culture.

6. Efforts need to be intensified to develop school libraries to support information literacy education and resource-based education in Nigerian primary schools. To this end, government and its educational agencies need to establish a system for providing school library funding and relevant learning materials on a regular basis.

7. Finally, information literacy is acquired gradually. Any program for information literacy education, therefore, requires clear vision, continuous evaluation, sustained effort, and patience. With these, we are confident it will be possible to break down the barriers standing between schoolchildren and information literacy in Nigeria.

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