

Influence of Library and Information Services on Attainment of Millennium Development Goals on Education: A Case Study of Oyo State, Nigeria

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Abstract

The Millennium Development Goals are eight goals set by world leaders to be achieved by 2015 that respond to the world's main development challenges. The goals include those dedicated to eradicating poverty, achieving universal primary education, promoting gender equality and empowering women, reducing child mortality, improving maternal health, combating HIV/AIDS, ensuring environmental sustainability and developing a global partnership for development. This study examined the influence of library and information services on attainment of millennium development goals (MDGs) on Education in Oyo State, Nigeria. The study population comprised 50 personnel from Oyo State Ministry of Education, 5 public library managers, 11 primary school library and resource center librarians and 50 secondary school librarians who were randomly selected using stratified random sampling. The instruments used to collect data for the study were 2 sets of questionnaires. One set of the questionnaire was for the senior staff of ministry of education. The second set of questionnaire was for the public library managers and school librarians which requested for information on the influence of library and information services on attainment of MDGs education in Oyo State. Data were analyzed using descriptive research method. The findings revealed that library and information services are relevant to attainment of MDGs on education though the level of development of school libraries in the state was low. Some of the contributions of library and information services include; incorporation of library period into the school timetable, assisting the subject teachers to acquire relevant reference materials, provision of instructional materials and audio visual materials, promotion of reading habit, promotion of literacy rate, increase in school enrolment. Information repacking, awareness campaign, human resources development, mobile library and outreach services and capacity building are the identified strategies that libraries can adopt to ensure attainment of MDGs by 2015. Based on the findings, it was recommended that the state government should establish more branches of the state public library at the nukes and crannies of the state most especially, in the rural areas. Standard school libraries should be established in each primary and secondary schools in the state with adequate budgetary allocation provided. Qualified librarians should also be employed to manage the public and school libraries in the state.

Introduction

The problem of development has occupied the attention of scholars, activists, politicians, development workers, local and international organizations for many year with an increased tempo in the last decade. Though there are different perspectives to development, there is a general consensus that development will lead to good change manifested in increased capacity of people to have control over material assets, intellectual resources and ideology, and obtain physical necessities of life (food, clothing and shelter), employment, equality, participation in government, political and economic independence, adequate education, gender equality, sustainable development and peace.

This is why some people have argued that the purpose of development is to improve people's lives by expanding their choices, freedom and dignity.

The Millennium Development Goals (MDGs) are eight goals to be achieved by 2015 that respond to the world's main development challenges. The MDGs are drawn from the actions and target contained in the Millennium declaration that was adopted by 189 nations and signed by 147 heads of state and governments during the United Nations Millennium Summit in September 2000. In adopting the Millennium Declaration in the year 2000, the international community pledged to "spare no effort to free our fellow men, women and children from object and dehumanizing conditions of extreme poverty". We have less than five years to 2015 by which the MDGs are to be achieved.

The goals include those dedicated to eradicating poverty, achieving Universal Primary Education, Promoting gender equality and empowering women, reducing child mortality, improving maternal health, combating HIV/AIDs malaria and other diseases, ensuring environmental sustainability and development a global partnership for developing.

The eight main targets.

Goal 1: Eradicate extreme poverty and hunger

2015 Target: Halve proportion of people living on less than \$1 a day, and those suffering hunger.

Goal 2: Achieve Universal Basic Education

2015 Target: Achieve Universal Primary Completion

Goal 3: Promote Gender equality

2015 Target: Eliminate gender disparities in primary and secondary education enrolment by 2005, and achieve equity at all levels by 2015.

Goal 4: Reduce Child Mortality

2015 Target: Reduce by two thirds the child mortality rate.

Goal 5: Improve Maternal Health

2015 Target: Reduce by three quarters the proportion of women dying in child birth.

Goal 6: Combat AIDs, malaria and other diseases

2015 Target: Halt and begin to reverse the incidence of HIV-AIDs, malaria and other major diseases.

Goal 7: Ensure environmental sustainability. Integrate the principles of sustainable development into country policies and programmes and reverse the loss of environmental resources.

2015 Target: reduce by half the proportion of people without access to clean drinking water and basic sanitation.

By 2020 achieve a significant improvement in the lives of at least 100 million slum dwellers.

Goal 8: Develop a Global Partnership for Development. There are no measurable, but goal 8 commits nations to working together to achieve an open, rule based trading and financial system more generous aid to countries committed to poverty reduction, and relief for the debt problems of developing countries. It draws attention to the problems of the least developed countries and of landlocked countries and small island developing states which have greater difficulty competing in the global economy.

The MDGs encapsulate the development aspiration of the world as a whole. They encompass universally accepted human values and rights such as freedom from hunger, the right to basic education, the right to health and a responsibility to future generations.

The UN believes that if things go as planned, the member states of the organization would have realized their voluntary commitment by 2015. As a prelude to adopting MDGs. UN member states were required to draw economic strategies – Poverty Reduction Strategy Paper (PRSP) based on the local peculiarities of their institutions, market, economic models, traditions and culture.

The MDGs are designed to bring about a positive change in the lives of billions of people in the world. Countries of both the developing and developed world have committed themselves to provide the resources and policies to attain these goals. These are designed to set in motion a development that takes into account the links between different sectors and needs. Each country is responsible for working out details of comprehensive development framework and funding strategies. The Millennium Development Goals (MDGs) have elicited great interest and attracted broad support from the international community.

World leaders have reaffirmed their clear and unequivocal support for the goals. The trends of occurrence has shown that achieving these goals will be difficult but not impossible.

Goals 2 and 3 are those that are directly concerned with education hence they are referred to as (MDGs) Millennium Development Goals on Education.

Millennium Development Goals (MDGs) on education are MDGs 2 and 3, relating to Universal Primary Education and gender equality.

GOAL 2: Achieve Universal Primary Education: The Conference on Education for All, held in Jomtien, Thailand, in 1990, Pledged to achieve Universal Primary Education by 2000. But in 1999 there were still 120 million primary school age children not in school, three quarters of them in South Asia and Sub-Saharan Africa. The Millennium Development Goals set the more realistic but still difficult deadline of 2015 for all children to complete a full course of primary schooling. In many places schools fail to enroll all children or to retain them, and there can be large gap between reported enrollment, attendance, and completion rates. In Nigerian according to 2005 MDG report the efficiency of primary education has improved over the years, as the primary six completion rates increased steadily from 65 percent in 1998 to 83 percent in 2001. It however declined in 2002 only to shoot up to 95 percent in 2003.

Goal 3: Promote Gender Equality and Empower Women: In most low-income countries, girls are less likely to attend school than boys. And even when girls start school at the same rate as boys, they are more likely to drop out in often because parents think boys schooling is more important or girls work at home seems more valuable than schooling. Concerns about the safety of girls and traditional biases against educating them can mean that they never start school or do not continue beyond primary stage. That is why more young girls are illiterate than boys. The Millennium Development Goals Call for eliminating the enrolment gap between boys and girls in primary and secondary education by 2005, and at all levels of education by 2015. At the primary school level, enrolment has been consistently higher for boys (56 percent) than for girls (44 percent).

Education and 'library' are two inseparable – indivisible concepts, both being fundamentally and synchronically related to and co-existing with each other. One cannot be separated from the other, and the existence of one is impossible without the other. None of them is an end in itself; rather both of them together are a means to an ultimate end. One dies as soon as the other perishes. One survives as long as the other exists. Education is an 'aggregate of all the processes by means of which a person develops abilities, attitudes, and other forms of behaviour positive value in the society in which he lives (Fafunwa, 1979). It is a social process by which people are subjected to the influence of a selected and controlled environment (especially that of the school) so that they may attain social competence and optimum individual development. Education is thus the result of acquired knowledge and the accumulation of observations and experiences, while a library is both the fountain and source, and the protector and storehouse of that knowledge and experience.

Education cannot exist alone in the absence of library and information services, and library and information services have no meaning if it cannot impart education. Library may be defined as an institution that manages the intellectual products of society and processes them in such a manner that the individual gain access to them readily. Libraries provide resources for knowledge acquisition, recreation, personal interests and interpersonal relationships of users. Library information resources that can be found in any type of library are in both printed and electronic format such as textbooks, journals, indexes, abstracts, newspapers, magazines, reports, CD-Rom databases, internet, tapes, diskettes, computers, microforms etc. These information materials are the raw materials that libraries acquires, catalogue, stock and make available to their patrons, as well as utilize to provide various other services. Library and information services may therefore be viewed as the activities that libraries and their personnel render to meet the information needs of their users. Such services include reference services, current awareness, selective dissemination of information, circulation of library information resources, indexing and abstracting, CD-Rom database search, translation, microfilming, internet services etc (Popoola and Haliso, 2009).

IFLA (2007) reported that there a number of strategies that the library sectors could adopt to contribute to the realization of Millennium Development Goals. Thus the libraries have an essential and close bearing upon the advancement of education and learning at all levels most especially Primary and Junior Secondary levels of education which are the main focus of MDGs on education.

Objectives of the Study

The objectives of the study are to:

- (i) determine the state of school libraries in the primary and secondary schools,
- (ii) investigate the roles library and information centers are playing in educating the masses, primary school children and secondary school children on MDGs on education,
- (iii) determine the strategies that libraries and information centers can adopt to ensure attainment of MDGs on education, and
- (iv) examine the challenges Nigeria is facing in the attainment of MDGs on education.

Research Questions

The study seeks to find answers to the following research questions:

1. What is the state of the school libraries in the state?
2. Are library and information centers playing any role in educating the citizen on MDGs on education?
3. What strategies can libraries and information centers adopt to ensure attainment of MDGs on education?
4. What is the level of availability of MDGs materials on education in the libraries

Literature Review

The Millennium Development Goals (MDGs) represent commitment by governments worldwide to do more to reduce poverty and hunger and to tackle ill-health, lack of access to education, gender in-equality, lack of access to clean water and environmental degradation. They also include commitment to reduce debts, increase technology transfers and build development partnership. The MDGs are interrelated and interdependent as trying to tackle one goal, involves the other (Oyelude and Oti, 2007).

MDG monitor (2008) identified goals 2 & 3 as education related MDGs.

Goal 2: Achieve Universal Primary Education.

Target 2A: By 2015, all children can complete a full course of primary schooling. Enrolment in primary education. Completion of Primary education. Literacy of 15-24 years old, female and male

According to Igbuzor (2006) the efficiency of primary education has improved over the years, as the primary six completion rate increased steadily from 65 percent in 1998 to 83 percent in 2001. It however declined in 2002 only to shoot up to 94 percent in 2003. Literacy level in the country has steadily and gradually deteriorated, especially within the 15-24 years group. By 1999, the overall literacy rate had declined to 64.1 percent from 71.9 percent in 1991. The trend was in the same direction for male and female members of the 15-24 years age bracket. Among the male, the rate declined from 81.35 percent in 1991 to 69.8 percent in 1999. The decline among the female was from 62.49 percent to 59.3 percent during the same period.

Goal 3: Promote gender equality and empower women.

Target 3A: Eliminate gender disparity in primary and secondary education preferably by 2005 and at all levels by 2015. At the primary school level, enrolment has been consistently higher for boys (56 percent) than for girl (44 percent).

Promotion of Gender Equality in Education in Nigeria

While most of the Millennium Development goals face a deadline of 2015, the gender parity target was set to be achieved a full ten years earlier an acknowledgement that equal access to education is the foundation for all other development goal. Yet recent statistics show that for every 100 boys out of school, there are still 117 girls in the same situation. Until equal numbers of girls and boys are in school, it will be impossible to build the knowledge necessary to eradicate poverty and hunger combat disease and ensure environmental sustainability.

According to Johnson and Markham (2004), education and gender inequality in Nigeria have focused on a variety of physical social and cognitive contexts. Over the years, authorities have changed their theoretical platform. This has resulted in continuous discrimination of women, and widened socio-economic inequalities in the country with disastrous effects. It has not only fueled national and social problems, but it has retarded development and political empowerment.

The downside of gender inequality is that it has set in motion educational disparity, low employment among women and limited their potential for sustainable economic development.

UNESCO (2008) defined gender as the social roles, responsibilities and behaviour created in our families, our societies and our cultures. The concept of gender also includes the expectations held about the characteristics, aptitudes and likely behaviour of both women and men (femininity and masculinity). These roles and expectations are learnt and passed on from one generation to the next. It is not biologically predetermined is it fixed forever-they can be changed to achieve equity and equality for both women and men.

Looking at education through a “gender lens” ministry officials, teachers, parents and often girl and boys may not think that they are biased in terms of gender, but asking such a question as: “what would happen if girls were taught how to build radios and boys were taught how to sow?” Can lead the individual to reflect, consider and look more closely at their own assumption.

The concept of gender is vital because it leads to the understanding that both boys and girls perform different roles and have different experiences, knowledge, talents and needs. It is only through understanding of these differences that educational policies, programmes and projects can identify and adequately meet the different and diverse learning and training needs of men and women, boys and girls. The strategic use of distinct knowledge and skills possessed by both is the key for achieving gender equality and realizing their full human rights.

Ensuring gender equality for girls and boys means they have equal opportunities to enter school, as well as to participate in, and benefit from the range of subjects or other learning experiences offered in schools. Through gender sensitive curricula, learning materials, and teaching and learning processes, girls and boys become equally equipped with the life skills and attitudes that they will need to achieve their full potential, within and outside of the educational system, regardless of their sex.

UNICEF (2004) advocates quality basic education for all, with an emphasis on gender equality and eliminating disparities of all kinds. In particular, getting girls in school and ensuring that they stay and learn has what UNICEF calls a “multiplier effect” Educated girls are likely to marry later and have fewer children, who in turn will be more likely to survive and be better nourished and educated. Educated girls are more productive at home and better paid in their workplace and more able to participate in social, economic and political decision making.

School also offers children a safe environment, with support, supervision and socialization. Here they learn life skills that can help them prevent diseases, like how to avoid HIV/AIDs and malaria. Educating a girl also dramatically reduces the chance that her child will die before age five.

Conversely denying children access to quality education increases their vulnerability to abuse, exploitation and diseases. Girls, more than boys, are at greater risk of such abuse when they are not in school. In Nigeria it was observed that the gross enrolment ratio (GER) for males was consistently higher than that of females by over 10 percentage point over the period 1990-2001.

Recent Statistics shows that there are still disparity in enrolment of boys and girls in Primary and Secondary Schools in most state of the federation.

Dakar Framework for Action of EFA as part of gender mainstreaming effort identified the following strategies for action.

- a. Advocacy and policy dialogue raising awareness and advocating for the promotion of gender equality in education throughout the region;
- b. Training
- c. Research
- d. Networking and partnership and
- e. Institutional analysis and capacity building (UNESCO 2008)

The above strategies can be well implemented if library and information services are utilized to promote gender equality in our education system.

Library

The Oxford Dictionary for Learners of English, defines the library as a room/building that contains collections of book that can be looked at or borrowed. But today's library has gone beyond mere collection and keeping of books. Libraries are places where information services are rendered to users. In the context of libraries, catering for the needs of the users ideally means provision of physical and bibliographic access to information sources. Though libraries are primarily set up to acquire, organize, store and make accessible to users within the shortest possible time, all forms of information materials which they require, the systemic organization, acquisition and dissemination of books and not merely labeling, distinguishes a library from either a reading room or a store house of books.

When a library is adequate, a reader can pursue to its depth, a study of his choice. He can translate himself to whatever time and place. Besides, he becomes not servant of a given view, but a master over an empire of knowledge. With proper preservation and storage, books endure, as most work of man does not. They speak from one generation to another and provide the union of understanding that links the generation and cast our vision of life forward into a future we shall not see.

Library is a busy workshop where people of all ages share the experiences of many other persons by reading about their thoughts and achievement. The books on library shelves give us the ideas and facts that men have collected for thousands of years. Libraries also provide up to date information in all fields with collections of books, newspapers, pamphlets, postals, photographs and motion picture.

Finding one certain book or monograph record in a library could seem like trying to find buried, treasure without a map. Therefore, libraries are organized to make it easy for us to find information quickly. We can all use the library for help in school work, for aid in our daily jobs or for pleasure in our leisure time. Young people learn to use the library as part of their everyday school activities.

The Place of Library and Information Service in the Attainment of MDGs on Education

Libraries have long been crowned knowledge institutions as they provide the public with spaces for information and learning. And this space is accessible to all groups of society, regardless of gender, age and ethnic affiliation (IFLA, 2003). This role of the library must be seen against the backdrop of the fact that the development of the society and individuals can only be attained through the ability of well-informed citizens to exercise their democratic rights and to play an active role in society (Drotner, 2005). Libraries have rightfully staked their claim as gateways to participation in society through lifelong learning and information.

According to Bello (2004) library plays an important role in making educational objectives achievable. Ochai (1995) observed that libraries have dissipated a lot of energy in the attempt to prove the central role the library should play in information provision for national development. In Nigeria, for instance, "Library and information Service to the Grassroots" was the theme of the 1986 Conference of the Nigerian Library Association (Kaduna State Chapter) while the papers presented at the 31st National Conference of the Association in 1993 were dominated by information provision roles of the library. Information is seen by libraries as the pivot around which development revolves and the library, its vehicle.

Participants of IFLA Africa Section Seminar 2007 identified that libraries:

- have an existing legal mandate and role to provide information to all
- provide egalitarian service at charge to end user;
- have existing collaborative networks that enable them to share skills, resources and achieve economies of scale;
- are involved in creation of repositories for local content.
- knowledge library and information services have to generate financial resources; and

There is clear need for knowledge library and information services have potentially viable product that can help practitioners to provide information products and services that are relevant to the government and other service users including towards the realization of the MDGs. The seminar further identify poor funding of all categories of libraries as the threats for the attainment of MDGs on education (IFLA, 2007)

Relationships between Libraries and the Millennium Development Goals in National Development

Libraries achieve high value-added at the level of the institution, but of what value are they in the community for the attainment of the millennium development goals? The answer to these questions depends on what we think on libraries and the millennium development goals attainment is. In classical terms, the purpose of national development is to attain increased productivity for economic growth. Economic growth has not however, provided solution to rural exodus, marginalization of the weak, galloping urbanization, proliferation of shanty-towns, mass unemployment, increased poverty and spread of deadly diseases. The truth is that development means developing the people. Roads, buildings, the increases in crop production, or other things of that nature, are not development itself, they are only tools of development (Nyerere, 1974). Nyere's view and similar thread of thinking lead to the notion of human development: the increasing of people's chances to acquire knowledge and have access to resources that would enable them to lead healthy, gainful and dignified life (UNESCO, 2000; Lundu, 1995). To be realistic, development efforts should be aligned with the current regional and global development strategies such as the New Partnership for Africa's Development (NEPAD) and the Millennium Development Goals (MDGs) which are multidimensional and lay emphasis on human development and sustainability (United Nations, 2002).

Methodology

This study investigated influence of library and information services on attainment of MDGs on education in Oyo State, Nigeria. Results from numerous studies have presented convincing evidences that Nigeria has the potential to attain MDGs on education by 2015 provided library and information centres could be seen as a significant resource which could contribute to the increased efficiency, effectiveness, sustainability and attainment of MDGs on education. Four research questions were raised and relevant literatures were reviewed for the purpose of the study. Descriptive survey research method was adopted for the study. The respondents comprised fifty ministry of education personnel, five public library managers eleven primary school librarians and fifty secondary school librarians. Two questionnaires were the major instrument used. One set of questionnaire was administered to the ministry of education personnel and the other to the public library managers and school librarians. The result of the study was analysed using descriptive statistics of frequencies ranking and simple percentages.

Results Analysis and Discussion

Table1: Distribution of Respondents by sex

S/N	ESTABLISHMENT		MALE	FEMALE	TOTAL
1	Ministry of Education	Frequencies	32	18	50
		Percentages	64%	36%	100%
2.	Public Libraries	Frequencies	2	3	5
		Percentages	40%	60%	100%
3	Primary School Libraries	Frequencies	4	7	11
		Percentages	36.4%	63.6%	100%
4	Secondary school Libraries	Frequencies	35	15	50
		Percentages	70%	30%	100%

The distribution of the Ministry of Education Personnel by sex shows that male respondents were thirty-two 32 (64%) while their female counterparts were eighteen 18 (36%). The distribution of public library managers by sex shows that male respondents were two 2 (40%) while their female counterparts were three 3 (60%). Those of primary school librarians were four 4 (36.4%) males and seven 7 (63.6%) females, while the sex of the secondary school librarians were thirty five 35 (70%) males fifteen 15 30% were females. On the overall, male were more than their female counterparts.

Table 2: Distribution of Primary School and Resource Center Librarians by Qualification.

S/N	QUALIFICATION	NO	%
1	N.C.E	4	36.4%
2	Bachelor's Degree	7	63.6%
	TOTAL	11	100%

Distribution of Primary School and Resource Center Librarian by qualification shows that seven 7(63.6%) were Bachelor's degree holders while four 4(36.4%) were NCE holder,

Table 3: Distribution of Secondary School Librarians by Qualification.

S/N	QUALIFICATION	NO	%
1	SSCE	7	14%
2	NCE	13	26%
3	Bachelor's Degree	21	42%
4	Master's Degree	9	18%
	TOTAL	50	100%

Distribution of Secondary School Librarian shows that Seven 7 (14%) were SSCE holders, thirteen 13 (26%) were NCE holders, twenty one 21 (42%) were holders of Bachelor's degree while nine 9 (18%) were Masters holders.

Research Questions

Research Question 1: What is state of the school libraries in the state?

Table 4: State of School Libraries in Oyo State

S/N	STATEMENT	YES	NO
2.	Are there libraries in all public primary schools in the state?	- (0%)	50 (100%)
3.	Are there school libraries in all the public secondary schools in the state?	- (0%)	50 (100%)
12	Are there internet facilities in the library	- (0%)	61 (100%)

Table 4 revealed that there were not libraries in all the public primary and secondary schools investigated in the state. All the school librarians indicated that there were no ICT and internet facilities in the school which the students can have access to.

Research Question 2: Are library and information centers playing any role in educating the citizen on MDGs on education?

Table 5: Relevance of Library and Information Services to MDGs on education

S/N	STATEMENT	YES	NO
4.	Are libraries and information centers playing any role in educating the citizens on MDGs on education?	50 (100%)	- (0%)
8.	Is the state government through the ministry of education working directly with the libraries to address the issue of gender discrimination?	45 (90%)	5 (10%)

Table 5 reveals that out of the study population (50 ministry of education personnel) agreed that libraries and information centers are playing the role of educating the citizens on MDGs on education while 90% of the respondents answered positively to the fact that the state government was partnering with the libraries to address the issue of gender discrimination and school enrolment.

The implication of the above result is that library and information centers are relevant to attainment of MDGs on education. This finding tends to support the findings made by Edegebe (2001) who claimed that library services is a prime factor in a nations, social, economic and cultural development. It is also corroborated by the submission of Forysth (2006) that libraries have the potential to play a significant role in supporting and contributing to achieving millennium development goals.

Research Question 3:What strategies can libraries and information centers adopt to ensure attainment of MDGs on education?

Table 6: Strategies that library can adopt to ensure attainment of MDGs on education.

Strategies	No	Ranking
Information Repacking	45	1 st
Awareness Campaign	25	2nd
Human Resources Development	12	3rd
Capacity Building	5	4th
Mobile library and outreach service	5	4th

Table 6 reveals that information repacking ranked 1st as the strategies that can be adopted by libraries in disseminating information on MDGs on education, awareness campaigning ranked 2nd, Human resources development ranked 3rd while mobile library and outreach services and capacity building ranked 4th. This is in line with the submissions of Omomiwa (1986) emphasizing the fact that library is at major vehicle for dissemination of information.

Research Question 4: what is the level of availability of MDGs materials on education in the libraries?

Table 7: Level of availability of MDGs materials on education in the libraries.

S/N	STATEMENT	YES	NO
11	Are the schools and public libraries in the state empowered to acquire relevant materials for attainment of MDGs on education?	50 (100%)	- (0%)
12.	Do you have newly designed curriculum in line with MDGs on education as part of library collections in the state.	50 (100%)	- (0%)

Table 7 shows positive response on the level of availability of relevant MDGs materials on education in the library. 100% of the respondents answered 'yes' to acquisition of relevant materials on MDGs on education and newly designed curriculum as part of the library collection in the state. The result corroborates with Bello (2004) who submitted that the quality of a collection reflects the image of a library which must meet the needs of the users

Conclusion

In view of the results generated from this study, the following conclusions are made:

- (1) The state of school libraries is low and not all public primary and secondary schools in Oyo State has school library.
- (2) Library and information services are relevant to attainment of MDGs on education.
- (3) Information repacking, awareness campaign, human resources development, mobile library and outreach services and capacity building are some of the strategies that libraries can adopt to ensure attainment of MDGs on education.
- (4) The level of availability of MDGs materials on education in the libraries in Oyo State is high.
- (5) The level of partnership between MDGs agencies and libraries in Oyo State is low.

Recommendations

There is a need for collective action by individuals, private organizations, and government to salvage the development of public and school libraries in Oyo State. Based on the findings of this study, the following recommendations are proffered. Oyo State library board should have branches in all the thirty-three local governments of the state to make public libraries accessible to the generality of the populace most especially the rural dwellers who are mostly illiterates. As a matter of urgency, standard school library should be set up in each primary and secondary school and staffed with professional librarians.

MDGs agencies should begin to partner with library and information centers towards the attainment of MDGs on education. Private organizations and NGOs should invest in public and school libraries. There should be provision of adequate budgetary allocation to both public and school libraries to enhance their effective library and information services. Functional ICT and internet facilities should be put in place in all the public and school libraries.

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