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LIS Education in the GCC Region: A Case Study for UAE Emiratization.

Abstract

Taking a cursory look at the trends of LIS education among the six GCC countries, certain patterns in the practice of LIS profession in the States with two or more library schools were identified. In spite of the low representation of the LIS education in the region, the influx of expatriates to the region has closed the gap that lack of library and information professionals would have created. However, the increasing youth unemployment rate of the nationals of the Gulf States have prompted their governments into actions. The United Arab Emirates in particular, through the employment policy initiative for its citizens has mandated private companies with at least 50 skilled workers in the country to ensure its citizens constitute 2% of every 50 skilled workers in the company.

Given that there is only one library school (private) in the country, this paper x-rays the potential employment opportunities that LIS education could create for the unemployed citizens of the UAE (otherwise known as Emiratis). This is based on the premise that education sector is arguably the largest employer of skilled labour that the country seek for its citizens. Data of private schools across the country were sourced from education authorities in the seven Emirates that make up the country and categorized by grades. The recommended number of librarians required for each grade category by stakeholders in the field was determined. The finding corroborating Boumarafi, (2008) shows that on a short term of 5-year period, LIS education targeting private schools only could create 1330 skilled jobs for Emiratis. This is beside hundreds of other job opportunities in about 100 higher institutions of learning in the country which are not factored in this paper. The identified patterns which could pose challenges to LIS education from achieving its mandate are highlighted and recommendations are made on how to overcome them.

Keywords: Library and Information Science (LIS), private schools, Gulf Cooperation Council (GCC), Emiratization and employment.

Introduction

The staggering statistics of unemployment among the GCC citizens as reported by the United Nations Development Program (2007), World Bank Data (2015) and other independent research have sufficiently established the need for action on the part of the governments of the six Gulf States. This has led each Gulf State leadership to initiate similar but divergent employment policy to drive job opportunities for their nationals, for which they have all initiated the coinage “zation” as suffix to their demonyms (e.g. Emiratization, Saudization, Omanization, Qatarization, etc.). The situation seems dire for the United Arab Emirates. According to TANMIA (2010), the unemployment rate among UAE nationals was at its highest level (12.5%) since the country was founded 52 years ago. On the contrary, the estimated unemployment rate among expatriates was only 2.6%. It was estimated that by 2025, Emiratis (UAE citizens) working population would be less than 1% (The Emirates Center for Strategic Studies and Research, 2010). The center’s recommendation of a long-term policy of coexistence rather than resistance was out rightly refuted by the UAE government in what it considered may constitute “national suicide”

The emiratization policy initiative has significantly improved the situation in the public sector though. A lot still has to be done in the uptake of the unemployed Emirati youth. Given that the education sector is arguably the largest employer of skilled labour (the employment target for Emiratis) in the UAE economy (The Nation, 2021). Also, given that only one institution (private) offers a Bachelor degree in LIS-related program. LIS profession portends a great opportunity as the need for librarians continue to grow in the country.

Background to LIS Education in the Gulf Region

Despite the growing popularity of Library and Information Science (LIS) education in the Gulf Cooperation Council (GCC) states, there is evidence of significant shortcomings in resources, expertise and facilities which may seriously threaten the future sustainability of the field (Al-Suqri, 2012). Perhaps growing popularity may not be the appropriate description for what LIS profession is in the six Gulf States given the non-existence of library schools in the Kingdom of Bahrain; one or two higher institutions offering LIS-related programs in State of Qatar, State of Kuwait,

Sultanate of Oman and the United Arab Emirates. On the other hand, the Kingdom of Saudi Arabia is the only Gulf state that boasts of at least four library schools; one of which awards degrees in the field up to PhD level. Given the socio-cultural leanings of the region upon which the government policies are made – including education, it is in order to assert that the highlighted shortcomings are on the peripheral. There are deeper challenges to the development of LIS profession in the GCC States than resources, expertise and facilities. After all, it is arguably the richest region that prides itself as the doyen of expatriates from the West, India and other parts of the world. A glimpse into the challenge shows that two of the four Universities offering LIS programmes in Saudi Arabia are open only for female Saudi nationals – Princess Nourah Bint Abdulrahman University (first University for girls) and Imam Abdulrahman Bint Faisal University, which admits female students only for BLIS as stated on the website.

The challenge that comes with the practice of educating more female nationals in LIS is revealed in the findings of Daniel, E. H., Meho, L. I., & Moran, B. B. (2015). In 1977, Library science education started in Qatar as a minor in a history major program in the College of Humanities and Social Sciences, Qatar University. The programme was upgraded in 1988 to a 36-credit hour postgraduate diploma program and by 1996, 35 students had graduated from it. The establishment of LIS department in 1998 by the University marked the beginning of a BA in LIS to replace the postgraduate program. Within eight years, the department graduated 394 students, more than two-thirds of this ended up working in the public/ government sector and 13% in the private sector. The remaining 20% (significant) were mostly females whose parents or spouses did not want (or did not allow) them to work.

Historical Overviews of LIS Progressions in the GCC States

For context, Gulf Cooperation Council (GCC) is a regional, intergovernmental, political, and economic union comprising Bahrain, Kuwait, Oman, Qatar, Saudi Arabia, and the United Arab Emirates (Wall Street Journal, 2009). The council's main headquarters is located in Riyadh, the capital of Saudi Arabia. The Charter of the GCC was signed on 25 May 1981, formally establishing the institution (GCC Charter, 2017)

All the current member states are monarchies, including three constitutional monarchies (Qatar, Kuwait, and Bahrain) (US State Department Country Political Profile - Qatar and Bahrain, 2009-2017) two absolute monarchies (Saudi Arabia and Oman), and one federal monarchy (the United Arab Emirates, which is composed of seven member states – each of which is an absolute monarchy with its own Sheikh.

The Kingdom of Bahrain

Bahrain is a member of the GCC – a trade bloc that did not have and still does not have any LIS program. However, the British Council in the mid-1970s took the initiatives to help train semiprofessional librarians. This chartered the pathway for many government and academic agencies (e.g. In-service Training Center, the Ministry of Education, and then Department of Education at the University of Bahrain) to get involved in the training of those who were interested in school and public librarianship. On the other hand, the people interested in academic and special librarianship had to be sent abroad for LIS education (e.g. Egypt, Saudi Arabia, the United Kingdom, and the United States), while the country relies solely on expatriates. (Alian, 1994)

State of Kuwait

In the constitutional monarchy state, LIS degree programs are being run by the Public Authority for Applied Education and Training (PAAET) and Kuwait University. In 1977, LIS started as a two-year diploma at the College of Basic Education supervised by PAAET. It was the required professional qualification to become an assistant librarian in Kuwait (Alqudsi-Ghabra & Al-Ansari, 1998). The program was later reviewed to a four-year Bachelor degree when in 1986 the LIS four-year degree became the required degree to qualify as a librarian. This has been the only LIS programme that qualifies librarians in Kuwait to work as information professionals in different sectors of the country.

Moreover, in a bid to allow librarians and information center employees the chance to continue their education and provide LIS Bachelor holders the opportunity to extend their higher education (Alqudsi-Ghabra & Al-Ansari, 1998), Kuwait University under the College of Graduate Studies started a two-year Master of Library and Information Science (MLIS).

State of Qatar

Regarded as one of the world's richest countries per capita and the first ever Arab nation to host the just concluded FIFA World Cup 2022, Qatar is currently undergoing a remarkable transformation under a National Vision 2030 plan in order to achieve an advanced, sustainable, and diversified economy (Daniel et al., 2015). In 1977, Library Science education started in the country as a minor in a history major program in the College of Humanities and Social Sciences at Qatar University. The programme was upgraded in 1988 to a 36-credit hour postgraduate diploma program and by 1996, 35 students had graduated from it. The establishment of LIS department in 1998 by the University marked the beginning of a BA in LIS to replace the postgraduate program. The LIS program was finally closed in the late 2000s.

Then, the University College London founded within Qatar Education City resurrected LIS program in 2013 and it uses English as medium of instruction. The institution is currently pursuing external accreditation with Chartered Institute of Library and Information Professionals (CILIP), which will make it the first LIS program in the Arab world accredited by an outside agency.

The Sultanate of Oman

In 1970, the longest serving leader in the Middle East and Arab world at the time of his death in 2020 – Sultan Qaboos bin Said Al Said of Oman who ruled the monarchy State for almost half a century came to power and gave high priority to education in order to develop a domestic workforce. A new university was opened in his honour in 1986. A year after, the Department of Information Studies program opened within the College of Arts and Social Sciences. LIS profession in Oman appears to get it right from the start with a Bachelor in Information Studies and progressively added Master and Doctor of Philosophy. There was also a specialization titled Higher Diploma in Medical Librarianship. This steady progression is perhaps responsible for a recent review of the curriculum that found only two new IT-related courses added between 2002 and 2011. Over all, the review found the program working to keep up with technological developments to better prepare students for jobs (Sleem & Al-Suqri, 2012).

The Kingdom of Saudi Arabia

The Kingdom of Saudi Arabia as it is officially called is the largest GCC state by population (34,268,528 million by UN estimate as at July, 2019) and the richest in GDP (1,010,585 US\$

million as at 2022. This regional power boasts of four library schools, the highest in the region – King Abdulaziz University, King Saud University, Imam Muhammed ibn Saud Islamic University and Princess Noura bint Abdulrahman University (first University for girls in the country) offering various LIS programs to doctorate level.

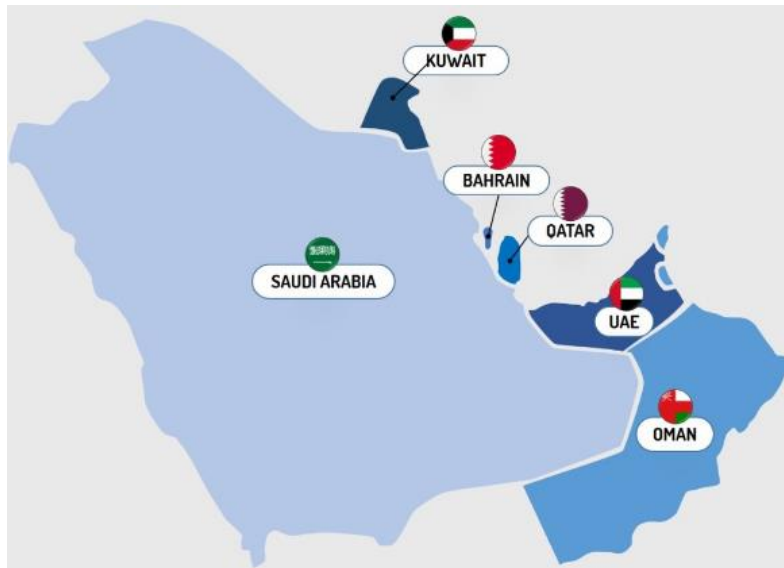
Although the Kingdom has been identified as the beacon of hope for the training of library and information professionals especially at postgraduate levels for the GCC citizens, the challenges that abound seem to have impeded the expected professional advancement of the discipline in the region. These range from lack of government initiatives for the profession, female-bias enrollment in the library schools (a substantial percent of whom eventually are not allowed to work), language of instruction, students' perception, curricular deficiencies, etc.

The United Arab Emirates

In this elective monarchy Emirates according to Boumarafi (2008), libraries and information centers in the Emirates largely depended on expatriates and foreign librarians. In 2006, the Community College at the University of Sharjah in an attempt to prepare semiprofessionals in LIS started a diploma programs but lack library resources, computer labs, and qualified instructors. In response to the Emirati government authority on ways to generate employment opportunities for Emiratis, premising it on the Omani model, the proposal of citing three LIS program proposals from 2009–2010 was brought forward. Then, a feasibility study for a graduate program in Information Management was completed for Zayed University (Zayed University, 2013), and no action has been taken on the program to date.

There is no public tertiary institution in the Emirates offering LIS program except for the Sorbonne University (Private) Abu Dhabi campus offering BA in Records Management and Archival Sciences. Although, a Bachelor of Science in Information Technology Management was opened in 2012 in the College of Computer Information Technology of the American University in the Emirates (another private university). This does not suffice for LIS program as it basically deals with technology management.

Figure 1. Map of GCC Member States



The Emirates' Need for Employment Action Policy

In 2002, the UAE cabinet approved a master plan for the Emiratisation policy submitted by the Ministry of State for Cabinet Affairs (2002). Emiratisation is an affirmative action policy initiated to support the preferential hiring of UAE nationals over to expatriates. This policy by the government of the United Arab Emirates is to employ its citizens in a meaningful and efficient manner in the public and private sectors (Gulf News, 2009). The reasons for this initiative are not far-fetched considering the staggering facts in the table 1.

Comparing Regional Foreign Workforce Composition

Country	% of foreign labour
UAE	88.0
Qatar	74.4

Kuwait	49.3
Jordan	38.6
Bahrain	37.6
Israel	37.6
Oman	26.1
Saudi Arabia	23.7
Lebanon	18.2

Table 1. Source: United Nations Development Program (2007)

The unemployment rate among Emiratis was at its highest level (12.5%) since the country was founded in 1971 (TANMIA, 2010). On the contrary, the estimated unemployment rate among expatriates was only 2.6%. This wide contrast has been perceived by leaders in government as a gradual removal of Emiratis from economic and political equations (UAE Cabinet, 2010). In a separate view, the Emirates Research Centre recommends a long-term policy of coexistence rather than resistance. However, the government in sharp contrast has out rightly dismissed the idea of coexistence as it may boomerang to national suicide. This position may be in order according to McMurray (1999) and Rees et al. (2007) stating that immeasurable economic and structural dependence on expatriates leads to labour market distortions and foments social and political interventions. The strikes and protests by expatriate construction workers demanding equal rights in 2007 and in 2011 provide support for these views (Khaleej Times, 2007; Rowley 2007).

The Emirates Center for Strategic Studies and Research has projected that by 2025, UAE nationals would comprise less than 1% of the working population, which is unprecedented in modern history.

The situation remains dire. It is now two decades that the program has been in place. Results of emiratization can be seen in the public sector, but the private sector has seen little or no improvement as locals only representing 0.34% of the private sector workforce (Financial Times, 2009). In spite of the government social security payments, unemployment is rising and in **Abu Dhabi as many as 11.6 percent of Emiratis are unemployed (The Nation, 2017)**. In the last seven years, the government has floated a number of initiatives to actively promote emiratization by training anyone from high school dropouts to graduates in skills essentially needed in the UAE work environment. These initiatives include the Abu Dhabi Tawteen Council (ENDP) and Tawteen UAE. In addition, effort has been channeled to research on emiratization by the Emirates Foundation for Philanthropy through grants allowing United Arab Emirates University and Dubai School of Government to beam research expertise on the topic. Nonetheless, skilled job opportunities in the private sector remains low regardless of significant investments in education, which have reached record levels with education now accounting for 22.5% – or \$2.6 billion – of the overall budget planned for 2010 (UAEINTERACT, 2017).

Two decades of citizen employment initiative that seems to have no significant uptake from the private sector must have propelled the UAE government resolution to clamp down heavily on private businesses that default in implementing the emiratization quota starting from January 1, 2023 (Arabian Business, 2022). Companies with more than 50 employees must ensure 2 per cent of their staff are Emirati. Any employer that fails to reach the target must pay Dh 6,000 a month for every position short of the quota. It further stresses that a minimum fine of Dh 20,000 and a maximum of Dh100,000 may be levied for each false hiring. (The National News, 2022). Some of the highlights of this job quota for Emiratis within the private businesses is shown below

Essentially each employer must include one (1) UAE National employee within each consecutive grouping of 50 ‘skilled’ workers employed.

An employee is deemed a skilled worker if they fulfil the following conditions:

- The employee must be at a professional level within the top 5 categories as classified by MOHRE in accordance with the International Standard Classification of Occupations;

- The employee has obtained a certificate of education higher than a secondary education certificate or any equivalent certificate – all education certificates must be attested by the competent authorities; and
- The employee must earn a monthly salary (excluding commission) of not less than AED 4,000.

Number of Skilled Workers	Target Number of Nationals to be employed each year (2%)
From 1 to 50	One UAE National
From 50 to 100	Two UAE National
From 101 to 150	Three UAE National
151 and above	One UAE National for every 50 skilled workers

Table 2.

Exceptions:

- Emiratis employed before September 2021 do not qualify for use to achieve this target.
- No mandated quota applies to employers that do not have a headcount in excess of 49 skilled workers.

Massive Employment Potential in LIS Education for Emiratization

The youth unemployment rate in the UAE (% of total labour force ages 15-24 (modeled ILO estimate) is put at 10.7 (World Bank Data, 2021). What the data did not specify however, is whether the youths being referred to are Emiratis only or young expatriates are included.

If as at 2007, United Nations Development Program data put foreign labour force in the UAE at 88.0 percent leaving the citizens to grapple with the leftover 12 percent and the 2021 World Bank Data put youth unemployment at 10.7 (a rise in the % from 2019), it calls for concern for the UAE authorities. Perhaps the recent aggressive implementation of emiratization quota for companies is in support of the facts and figures and has awakened the UAE authorities.

A few pertinent questions on the aggressive implantation of emiratization quota for companies

1. How many jobs can the company mandatory emiratization quota generate on a short term?
2. How many companies in the UAE have above 50 skilled workers to fit in under this mandate?
3. If a company with at least 50 skilled workers employed one Emirati per year (as stipulated in the policy document), how quickly would that uptake the seemingly many unemployed Emiratis?
4. If the defaulting companies pay 6,000 dirham per month, how much is that compared to the social security the government pays?

Methodology

Considering the emiratisation policy implementation, which targets only skilled employment for Emiratis and education sector stands as the largest employer of skilled workers, hence data collection is focused on the number of schools across the seven Emirates. A K-12 school has three sections – Elementary, Middle and High School (Report on the Delaware School Library Survey, 2005) and by the recommended standards of various stakeholders in the field of librarianship, a K-12 school should have at least one elementary school librarian and another professional librarian (with the same qualification) for secondary section (Wyoming Department of Education, 2018). In France, school librarians (*professeurs documentalistes*) who work in junior high schools and high schools are recruited and trained at the same education level and have the same status as other teachers (IFLA School Library Guidelines, 2015, p.26). This puts the number of professional librarians in a K-12 school at two (2). Schools that stops at grade 6 are considered elementary and should have one professional librarian. The same applies to schools operating grade 7 to 12 or 13 – equivalent of high/secondary school. However, schools with grade range from KG1 to Grade 9

or 10 are considered to comprise of elementary and middle schools and should therefore have two librarians too like a K-12 school.

It is this grade categories that are used to determine the number of schools in the three main Emirates with the largest population and number of private schools – Abu Dhabi (the capital city), Dubai and Sharjah. Given their population, the Emirates also have the highest number of unemployed Emiratis. This categorization is also used to determine the number of librarians required.

Data Source and Collection

Abu Dhabi, Dubai and Sharjah have their own education regulatory bodies namely Abu Dhabi Department of Education and Knowledge (ADEK), Knowledge and Human Development Authority (KHDA) and Sharjah Private Education Authority (SPEA) respectively. Open data of schools were obtained from the authority websites and classified according to grades into four categories (K1-G12; K1-G6; K1-G9; G7-G12). For the other four Emirates (Ajman, Fujairah, RAK and Umm Al Quwain) under the direct supervision of the UAE Ministry of Education, there is little or no information on the MOE website as it pertains to schools therein. Meanwhile, the governments of the other four Emirates have a list of private schools in their Emirates on their websites from where the data were obtained.

It is from these data that tables were drawn to show schools grades category in tables and determine the number of jobs LIS professions could generate on a short term of 5-year plan. This is beside a postgraduate program in LIS that takes two-year maximum. Although, we did not consider public schools, special and research libraries owned and operated by the governments because significant efforts were said to have been made in this regard to fill in Emiratis for those library positions – there are doubts though about their professional training in LIS.

Schools in Abu Dhabi

Abu Dhabi is the capital and second largest city of the United Arab Emirates (UAE). The emirate covers an area of 83,600 square kilometres (32,000 sq mi) which contains Abu Dhabi Island, Jebel Dhanna as well as numerous smaller islands. Al-Ain is a District of Abu Dhabi. It is located about 30 km from Abu Dhabi and about 50 km from Dubai.

According to ADEK, there are 517 private schools within the Emirate of Abu Dhabi and its environs. These schools are categorized into three – nurseries, private and charter schools. Charter Schools is a third education model in the Emirate of Abu Dhabi and it is the outcome of a unique partnership between the government and the private sectors.

For data collection purposes, we only considered private and charter schools which fall within the purview of LIS professionals required therein. Out of the 517 private schools on the list, only 279 schools make up private and charter schools leaving out nurseries which do not necessarily require a librarian.

Table 3. Private Schools in Abu Dhabi and Al Ain (plus charter schools) by Grades Category

Private Schools in Abu Dhabi and Al Ain by Grades Category	No of Schools by Grades Category	Recommended No of Librarians for each Grades Category	Total No of Librarians for each Grades Category
Pre/KG1 – G6	26	01	26
Pre/KG1 – G9	36	02	72
G7 – G12/13	07	01	07
Pre/KG1 – G12/13	210	02	420
Total	279		525

Private Schools in Dubai.

There are 17 curricular available in Dubai schools. The most prominent among these are British, Indian and American Curriculum. The number of private schools in Dubai has increased to 216 in the 2022-23 academic year, according to the latest data released by Dubai’s Knowledge and Human Development Authority (KHDA) on November 14, 2022.

Table 4. Private Schools in Dubai by Grades and the Recommended Number of Librarians

Private Schools in Dubai by Grades Category	No of Schools by Grades Category	Recommended No of Librarians for each Grades Category	Total No of Librarians for each Grades Category
Pre/KG1 – G6	39	01	39
Pre/KG1 – G9	27	02	54
G7 – G12/13	05	01	05
Pre/KG1 – G12/13	145	02	290
Total	216		388

Private Schools in Sharjah

Sharjah is the third-largest emirate in the UAE, with an area of 2,590 sq. km and 1.2 million people. According to the list available on SPEA website, there are 44 private schools in the Emirate.

Table 5. Private Schools in Sharjah by Grades Category

Private Schools in Sharjah by Grades Category	No of Schools by Grades Category	Recommended No of Librarians for each Grades Category	Total No of Librarians for each Grades Category
Pre/KG1 – G6	08	01	08
Pre/KG1 – G9	15	02	30
G7 – G12/13	02	01	02
Pre/KG1 – G12/13	96	02	192
Total	122		232

The tables 3, 4 & 5 put the estimated total number of librarian required in private schools in Abu Dhabi (Al Ain inclusive), Dubai and Sharjah at 525, 388 and 232 respectively. In total, private schools in the three Emirates have the potential of creating 1,145 skilled jobs for library and information professionals.

It is important to stress that public schools in most of the Northern Emirates are more than private schools. For example, public schools in RAK (69) and Fujairah (39) are more than double of private schools. This implies that public schools in the UAE can potentially double the 1,145 skilled jobs in library and information profession that private schools in the three Emirates can generate.

Table 6. Private Schools in the Four Northern Emirates

4 Northern Emirates	No of K-12 Private Schools	Recommended No of Librarians for a K-12 Schools	Total No of Librarians for K-12 Schools in each Emirate
Ajman	44	2	88
Ras Al Khaima	27	2	54
Fujairah	14	2	28
Umm Al Quwain	09	2	18
Total	94	8	188

The K-12 private schools in the other four Northern Emirates can potentially create additional 188 skilled jobs in LIS. This put the total at 1,333 skilled jobs. This exempts the library professionals needed in about a 100 higher institutions of learning in the country which can create another hundreds of skilled jobs in LIS.

This finding corroborates Boumarafi (2008) who estimated that over 230 professionals were needed for academic library positions and nearly 1,300 for school libraries plus hundreds of public, special and departmental librarians. He then urged the establishment of a master's program.

Identified Problems with LIS Education in the Region: Precaution for the UAE Model

Following LIS education findings in the region, a number of factors have been identified which may have constituted a clog in the wheel of LIS education in the Gulf region. The GCC is said to be a trade bloc. However, it is important to note the religious, socio-cultural and economic

practices within these oil-rich sister states suggests similar (if not the same) practices in their national life.

1. In Qatar University, a significant of 20% of the 394 students that graduated from LIS department before it was closed are females whose parents or spouses did not want (or did not allow) them to work. Out of the four institutions offering LIS programs in Saudi Arabia, one is a female University and another (Imam Muhammed ibn Saud Islamic University) admits only female candidates for Bachelor in LIS. The problem this gender-bias intake poses is that, it will be a female dominated profession – large percent of whom may not end up working. So the positions they are expected to fill up remains vacant despite the corresponding education to cater for the lacuna in the sector.
2. According to the report carried out at Zayed University (2013, p. 27) on the proposed commencement of LIS program, employers and potential students found great enthusiasm for the development of a high quality program but reservations were expressed based on *“many Emirati would be unwilling to work in library and information management organizations where the working conditions are unlikely to be equivalent to those in government departments”* This sample perception could have been subjected to more scrutiny to ascertain its veracity. If there is any skilled job in the UAE that favorably compares to the working conditions in public sector, it is the school professionals and librarians in particular. Only a few schools in the country mandate librarians to teach a subject. School professionals work five days in a week between 7:15 to 3pm in most cases. Many schools observe a one-week mid-term holiday. There is also a 3-week end of first term holiday into the New Year. Another two weeks holiday at the end of second term before the six weeks long Summer break. Schools are some of the most decent environments to work in the country given the high premium the government place on education and the close monitoring by regulatory authorities to entrench standards. Having worked in the country as a professional librarian for four years, I can attest to the fact that, any Emirati willing to work will find a school environment suitable. In fact, an Emirati took over my position at a GEMS School when I resigned to pursue further studies.
3. In 2006, an evaluative study of the master’s program at Kuwait University identified curricular deficiencies that were believed to inhibit career opportunities, such as information and communication technology, business, LIS skills and soft skills like

teamwork, presentation skills, public relations and marketing (Rehman, 2008b). The LIS curriculum should include a number of I.T. courses as it applies to information and knowledge management. More so, practical library work experience (one semester) should be built into the curriculum to allow for hands-on experience. In country like US, UK, librarians are trained as teachers with sufficient classroom experience. This will help in enriching curriculum.

4. Medium of instruction. LIS programs in the region are taught in Arabic and English. In the UAE case, where the private education sector is the target for generating employment opportunities, English should be adopted as the language of instruction. Otherwise, the inability to communicate in English can impede the chance.
5. Expatriates saturated field. The employment opportunities which have been left open over the years are already filled up by expatriates. The recommendation is to follow the model of Kuwait or Oman who have exclusively reserved certain professions for their citizens, giving the expatriates in those fields a time line while their current work permit lasts. By implication, there will be no work permit renewal to continue in the profession so as to create opportunities for their citizens in the listed profession. The policy can run concurrent with the training of Emirati librarians.

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