Beyond the Stacks: Reinvigorating Information Literacy for Infopreneurial Empowerment of Young Library and Information Professionals

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Abstract

This opinion research paper discusses the critical need to reinvigorate Information Literacy (IL) competencies as a cornerstone for the infopreneurial and sustainable economic empowerment of young Library and Information Professionals (LIPs) facing shrinking traditional employment due to accelerating digital transformation. Challenging the traditional view of information literacy as a purely academic or service-oriented capability, the authors argue for a definitive paradigm shift that reframes information mastery as a highly marketable commercial asset within the global gig economy. The paper systematically analyzes the friction between legacy Library and Information Science (LIS) pedagogy and contemporary market dynamics, highlighting how core IL skills can be split into viable, high-margin revenue channels such as competitive intelligence, digital fact-checking, and AI prompt engineering. Ultimately, by outlining essential technical and business competencies to integrate into training structures, evaluating institutional and structural challenges, and proposing practical recommendations, including curriculum re-engineering and business incubation. The paper provides a comprehensive strategic roadmap to transform young library and information professionals from passive, altruistic custodians into proactive, wealth-creating infopreneurs.

Keywords: *Information, Information Literacy Skills, Infopreneurship, Library and Information Professionals, and Empowerment*

Introduction

The global information landscape is undergoing a radical metamorphosis, driven by unprecedented digital transformation. For young Library and Information Professionals (LIPs), this transformation is a double-edged sword. On one hand, it has democratized access to information; on the other, it has triggered a contraction in traditional library employment paradigms, leaving many young professionals grappling with job insecurity and career stagnation (Aruwoye et al., 2022). Historically, the library profession has been perceived as a public-good-oriented vocation, anchored on the passive custodianship of physical resources. However, the contemporary economy demands proactive value creators, not mere custodians.

To survive and thrive in this shifting ecosystem, there is an urgent need to look "beyond the stacks." This paper posits that Information Literacy (IL) traditionally viewed as a tool for aiding library users in academic research, must be reinvigorated and reframed as a commercial asset. By transitioning from a service-oriented mindset to an infopreneurial one, young Library and Information Professionals can leverage their mastery of information organization, evaluation, and synthesis to create sustainable revenue streams (Udo, Epkenyong & Ekanem, 2021). This paper critically examines the disconnect between current Library and Information Science (LIS) pedagogy and market realities, explores viable infopreneurial revenue streams rooted in IL, and proposes framework modifications necessary for the economic empowerment of young professionals in the gig economy.

Conceptual Clarifications

Information Literacy (IL) extends far beyond the ability to use search engines. The American Library Association (ALA) defines it as the ability to "recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information" (ACRL, 2015, p. 3). In the context of this paper, IL is not just an academic competency but a specialized, high-level cognitive skill involving data curation, knowledge synthesis, and information packaging.

Infopreneurship is the portmanteau of "information" and "entrepreneurship." It refers to the process of creating value and generating revenue by transforming information, data, or knowledge into digital or physical products and services (Detlor et al., 2021). For the young LIP, infopreneurship means monetizing the very skills they are trained in moving from answering reference questions for a salary to solving complex information deficits for a fee in the open market.

The Disconnect Between Library and Information Science Pedagogy and Market Realities

A key issue for young Library and Information Professionals is the gap between LIS education and today's job market. Many African LIS programs still focus on traditional skills like cataloging and archiving, as noted by Ocholla (2019), but fail to adapt to the rapid changes brought by digital transformation.

The disconnect between library and information science (LIS) education and market demands leaves young graduates economically disempowered. While the 21st-century economy values agility and digital branding, LIS pedagogy, as noted by Igbinovia & Obuh (2021), frames information literacy (IL) as a service confined to academic settings, neglecting its commercial potential.

Paradigm Shift in Information Mastery: From Academia to Commercial Asset

The economic value of information asymmetry is central to reframing information mastery as a commercial asset. In the gig economy, clients face significant knowledge gaps, and professionals skilled in information mastery can synthesize difficult-to-find data into actionable insights. By addressing these gaps, they turn academic knowledge into a profitable commodity, with clients willing to pay for the competitive advantages offered by specialized knowledge (Chibuzor & Mole, 2023).

To empower young Library and Information Professionals (LIPs), it is essential to shift the perception of information mastery from an academic pursuit to a commercial asset. This change encourages LIPs to transition from traditional roles, such as "reference librarian," to "knowledge brokers," focusing on addressing clients' business problems (Dim & Mole, 2023). In a gig economy, where clients require data miners and intelligence analysts, recognizing information literacy (IL) as a competitive advantage is crucial for young professionals to succeed in lucrative markets (Popova, 2022).

The decline of traditional full-time employment in information-related fields, such as librarianship and corporate research, demands a new entrepreneurial approach to skills. As organizations reduce staff or automate tasks, reliance on stable salaries diminishes. Consequently, professionals must view information mastery not merely as job responsibilities but as independent business assets, transforming these skills into freelance consulting, micro-consultancies, or digital products to secure sustainable income (Adeyi, Oyelekan & Adeyemi, 2016).

Furthermore, the paradigm shift illustrates the transition from a manufacturing-based economy to a knowledge-based economy driven by intellectual capital. In this new environment, ideas and specialized knowledge take precedence over physical goods (Odede & Zawedde (2018). Mastery of information becomes essential, enabling gig workers to create white papers, educational products, and advisory services. Thus, wealth generation in the gig economy is closely linked to the creation and monetization of knowledge, making information mastery a form of commercial value creation (Foster, 2022).

Factors that are Challenging the Conventional Perception of Information Literacy as a Purely Academic or Service-oriented Skill Set

The Persistent Change in the Economy: The digital economy has shifted Information Literacy (IL) from a supportive academic role to a key factor in value creation. Professionals now use specialized skills for independent services, making the ability to locate and synthesize information a marketable asset. Young professionals in fields like Library and Information Science are leveraging IL skills for consulting, freelance research, and knowledge product monetization, challenging the view of IL as just an institutional service (Detlor et al., 2021).

Proliferation of big data: The rise of big data has made information literacy (IL) essential for business intelligence and decision-making. Organizations are overwhelmed by unstructured data, necessitating professionals with critical evaluation skills to distinguish actionable insights (Hirsh, 2022). This evolution positions IL as a vital business skill, with companies seeking individuals who can effectively evaluate information to mitigate risks and inform strategies, highlighting IL's significance beyond academia.

The contemporary crisis of misinformation, Information literacy (IL) has evolved from a tool for academic enrichment to a crucial civic skill, particularly in combating misinformation. In today's post-truth landscape, inadequate information evaluation affects public health, democratic processes, and societal unity (Foster, 2022). Policymakers and educators now view IL as essential for navigating various media, marking a significant shift from its previous focus on higher education and student success.

Competitive Intelligence (CI) in modern business: The strategic importance of Competitive Intelligence (CI) redefines Information Literacy (IL) from a service-oriented role to a profit-driven necessity. It involves the ethical gathering and analysis of external information about competitors and markets, enabling information professionals to act as corporate strategists who protect proprietary data while leveraging open-source intelligence for competitive advantage (Vaughan, 2020).

Integration of Artificial Intelligence (AI): The integration of Artificial Intelligence (AI) into daily workflows has transformed Information Literacy (IL) into algorithmic literacy, extending beyond traditional academic contexts. Core IL skills, such as evaluating authority and verifying accuracy, are now essential for assessing machine-generated outputs. Professionals must develop the competency to create effective prompts and critically evaluate AI outputs, highlighting that IL now encompasses the management and validation of synthetic information in technical environments (Ali & Richardson, 2025).

The convergence of Information Literacy with digital and media literacies: The convergence of Information Literacy (IL) with digital and media literacies has blurred the lines that once confined IL to academic libraries. In today's digital ecosystem, processes of consuming, creating, and sharing information are interconnected and influenced by complex frameworks, including copyright and data privacy (Mackey & Jacobson, 2021). Modern IL now includes understanding digital footprints and managing online identities, making it a holistic skill essential for professional viability, rather than being limited to academic contexts.

Areas of Information Literacy Skills as Viable Infopreneurship Revenue Streams

To transform information literacy (IL) from an altruistic academic concept into an engine for economic growth, young library and information professionals (LIPs) must view their skills through a commercial lens. When information mastery is treated as an economic commodity, its core competencies can easily be split into specialized business offerings within the global economy (Maina, 2021). By shifting away from standard repository management, young professionals can tap into distinct, high-margin infopreneurship revenue streams that address the massive data demands of modern industries [Ocholla, 2019]. The reinvigorated IL competencies of young Library and Information Professionals can be directly translated into specific, marketable infopreneurial ventures. These include:

1. ***Competitive Intelligence (CI) and Market Research:*** Businesses constantly require insights into competitor strategies, market trends, and consumer behavior. Library and Information Professionals can use their advanced searching and evaluation skills to gather open-source intelligence (OSINT) and package it into sellable Competitive Intellegenge (CI) reports (Vaughan, 2020).

2. ***Systematic Reviews and Grant Writing:*** The demand for systematic reviews in health, social sciences, and public policy has skyrocketed. Young Library and Information Professionals can

offer freelance services to researchers and NGOs, utilizing their expertise in database searching and PRISMA guidelines to conduct exhaustive literature searches for a fee (Popova, 2022).

3. ***Data Curation and Visualization:*** Raw data is useless without curation. Library and Information Professionals can offer services in cleaning, organizing, and visualizing data for small and medium enterprises (SMEs) that cannot afford full-time data scientists (Maina, 2021).

4. ***Content Strategy and Development:*** Information literacy involves understanding information needs. Library and Information Professionals can operate as content infopreneurs, using SEO principles and audience analysis to create blogs, newsletters, and white papers that generate ad revenue or serve as marketing assets for corporate clients (Ettarh, 2018).

5. ***Intellectual Property and Copyright Consulting:*** Navigating the complexities of Creative Commons, Fair Use, and copyright laws is a nightmare for many creators. Library and Information Professionals can monetize their knowledge of information ethics by acting as IP consultants for digital creators and publishers (Webber & Johnston, 2017).

6. ***Information Brokerage and Independent Research Contracting:*** offers a direct pathway to monetize document retrieval, source verification, and archival discovery skills. Many law firms, independent authors, media houses, and documentarians lack the deep-web searching techniques or the historical archival competencies necessary to track down obscure records (David & Oghenetega, 2022). By operating as independent information brokers, young LIPs can offer freelance investigative research services, charging clients based on the complexity and depth of the information retrieved.

7. ***Digital Fact-Checking and Verification Services:*** provides a lucrative niche to fight the rise of generative deepfakes, algorithmic biases, and digital misinformation. Legal institutions, news agencies, and political campaigns require rigorous, non-partisan source evaluation to protect their brands from reputational damage (Webber & Johnston, 2017). Armed with advanced information evaluation literacy, independent LIPs can launch specialized verification agencies that audit online claims, trace digital asset origins, and provide definitive verification certifications.
8. ***Bibliometric and Research Impact Analytics:*** allows infopreneurs to cater to private research institutes, individual academics, and medical centers looking to maximize their funding opportunities. Securing research grants requires deep analytics regarding citation impacts, h-index tracking, and mapping collaborative publication networks (Webber & Johnston, 2017). An information professional can monetize their knowledge of indexing databases (e.g., Scopus, Web of Science) to provide researchers with personalized bibliometric profile optimization and targeted funding-opportunity maps.

Things to Integrate into Information Literacy Structures to Effectively Transform Young Library and Information Professionals

By integrating specialized business mechanics, technology frameworks, and economic literacy into existing competencies, library schools can produce highly resilient infopreneurs capable of navigating the global gig market (Ocholla, 2019).

Integration of Digital Literacy and Emerging Technologies: Information literacy structures should integrate digital literacy and emerging technologies to prepare young library and

information professionals for the rapidly changing information environment. Training should cover digital search strategies, online databases, social media, artificial intelligence, data management, and emerging library technologies. Professionals should learn not only how to use these technologies but also how to evaluate their reliability, relevance, and ethical implications. This will enable them to provide effective digital services and guide library users in navigating the increasingly complex online information landscape (Ogbodo & Nweke, 2023).

Integration of Critical Thinking and Information Evaluation Skills: Young professionals need to distinguish between credible information and misinformation, disinformation, biased content, and unreliable sources. Information literacy programmes should therefore teach techniques for evaluating authorship, evidence, authority, currency, accuracy, and purpose. Developing these skills will make young library professionals better equipped to support users in making informed decisions and conducting reliable academic and professional research (Umunnakwe & Nwosu, 2021).

Research and data literacy: should also be integrated into information literacy structures. Young professionals should understand research methods, information retrieval, data interpretation, citation practices, copyright, and scholarly communication. They should be trained to work confidently with bibliographic databases, institutional repositories, research-management tools, and basic data-analysis techniques. These competencies can transform them from traditional information providers into active research-support professionals who contribute meaningfully to knowledge creation and dissemination (Igbinovia & Obuh, 2021).

Information literacy structures should further emphasize ***communication, collaboration, and leadership skills***: Modern library professionals work with students, researchers, educators, technology specialists, policymakers, and community members, making interpersonal and teamwork abilities essential. Training should include presentation skills, public speaking, user engagement, conflict management, project management, and leadership development. These skills can help young professionals become innovative leaders who are capable of identifying community information needs and designing services that respond effectively to them (Ocholla, 2019).

Integration of Ethical, Cultural, and Inclusive Information Practices: Young library and information professionals should understand intellectual freedom, privacy, information ethics, accessibility, cultural diversity, and responsible use of technology. Information literacy structures should prepare them to serve users regardless of socioeconomic status, ability, language, or background (Mackey & Jecobson, 2021). By emphasizing inclusion and ethical practice, libraries can develop professionals who protect users' rights while ensuring equitable access to reliable information and knowledge resources.

Finally, information literacy structures should ***Incorporate Lifelong Learning, Innovation, and Professional Development.*** Because information technologies and user expectations continually change, young professionals must develop a mindset of continuous learning. Opportunities such as mentorship, workshops, internships, professional networking, practical projects, and exposure to emerging technologies can strengthen their adaptability and creativity. Integrating these elements will produce young library and information professionals who are technologically competent, critically minded, ethical, innovative, and capable of transforming libraries into dynamic centres for learning, research, and community development (Head, Fister & MacMillan, 2022).

AI Prompt Engineering and Semantic Modeling must be codified as core literacy modules. As large language models (LLMs) continue to rewrite how information is retrieved, the ability to architect precise, context-aware semantic prompts is becoming a premium corporate requirement. Because librarians are naturally grounded in controlled vocabularies, thesaurus design, and boolean logic, integrating prompt architecture into IL frameworks allows them to specialize in optimizing AI outputs, validating dataset inputs, and mitigating algorithmic hallucinations for tech firms (Vaughan, 2020).

Digital Marketing and Personal Branding: must be tightly integrated into modern information literacy frameworks. It is no longer enough for an information professional to know how to filter and evaluate complex datasets; they must also possess the capability to pitch their cognitive skills to the commercial market (David & Oghenetega, 2022). Integrating personal branding teaches young LIPs how to leverage digital business networks (e.g., LinkedIn) and dynamic content marketing strategies to establish industry authority, turning obscure research skills into highly visible, client-facing consulting services.

Entrepreneurial Mindset and Risk Management: This requires a deliberate, systematic dismantling of "vocational awe" the institutional myth that library work is an inherently sacred service that should remain separate from commercial market value (Ettarh, 2018). By introducing strategic risk assessment, lean startup methodologies, and business pivoting strategies directly into LIS curricula, training frameworks can build resilient, growth-oriented professionals who view economic volatility as a fertile landscape for market innovation.

Challenges Limiting Effective Reinvigoration of Information Literacy for Infopreneurial Empowerment of Young Library and Information Professionals

While the transformation of information mastery from an academic service to an entrepreneurial asset promises economic resilience, structural and cultural constraints frequently stall this momentum. Addressing these constraints requires a balanced evaluation of operational bottlenecks and strategic remedies. Below are distinct challenges limiting the effective reinvigoration of information literacy for infopreneurial empowerment:

1. ***Inadequate funding and limited resources:*** One major challenge limiting the reinvigoration of information literacy is insufficient financial support for library and information services. Many institutions operate with limited budgets, making it difficult to provide modern computers, reliable internet connectivity, digital databases, training materials, and other technological resources (Ettarh, 2018). Without adequate funding, young library and information professionals may struggle to acquire the skills and tools needed to identify, package, market, and monetize information products and services. This limits their ability to develop sustainable infopreneurial ventures and compete effectively in the digital economy.
2. ***Rapid technological changes and skills gaps:*** The continuous emergence of artificial intelligence, big data, cloud computing, social media, and other digital technologies creates a significant challenge for information literacy programmes. Young professionals may find it difficult to keep their knowledge and skills current when technologies and digital platforms change so rapidly (David & Oghenetega, 2022). Inadequate exposure to emerging technologies can create a gap between what is taught in library and information science programmes and what is required in contemporary information markets. Consequently, professionals may lack the technical and digital competencies necessary to transform information resources into innovative entrepreneurial opportunities.

3. ***Weak integration of entrepreneurship into library and information science education:*** Traditional library and information science education often emphasizes information organization, retrieval, preservation, and user services without giving sufficient attention to entrepreneurship and business development. As a result, young professionals may graduate with strong conventional library skills but limited knowledge of business planning, marketing, customer identification, pricing, financial management, branding, and innovation. Effective infopreneurial empowerment requires information literacy to be connected with entrepreneurial education so that professionals can recognize information needs as potential business opportunities (Foster, 2022).
4. ***Poor access to mentorship, professional networks, and practical experience:*** Young library and information professionals need experienced mentors and professional networks to translate information literacy competencies into successful entrepreneurial activities. However, limited opportunities for mentorship, internships, collaborative projects, and interaction with successful infopreneurs can restrict their exposure to real-world practices. Without guidance, young professionals may find it difficult to identify viable information-based business models, understand market demands, or overcome the challenges associated with starting and managing an information enterprise (Ogbodo & Nweke, 2023).
5. ***Limited awareness of market opportunities and changing user needs:*** Another challenge is inadequate understanding of the information needs and purchasing behaviour of potential users. Infopreneurship requires professionals to identify problems that can be addressed through information products and services, such as research support, digital content creation, information consultancy, training, data services, and knowledge management (David & Oghenetega, 2022). When information literacy programmes focus mainly on academic or traditional library activities, young professionals may fail to recognize these emerging opportunities.
6. ***Institutional and policy constraints:*** Restrictive institutional policies, bureaucratic procedures, inadequate professional autonomy, and limited support for innovation can discourage young professionals from pursuing information-based entrepreneurial initiatives. Some library environments may be slow to adopt new technologies or may not provide incentives for experimentation and entrepreneurship (Vaughan, 2020). In addition, unclear policies relating to intellectual property, data protection, copyright, and commercialization of information can create uncertainty for aspiring infopreneurs.
7. ***Resistance to change and inadequate continuous professional development:*** Finally, resistance to new approaches can limit efforts to reinvigorate information literacy. Some professionals and institutions may remain attached to traditional library practices and view entrepreneurship, artificial intelligence, digital content creation, or commercial information services as outside the conventional role of librarians. At the same time, limited opportunities for continuous professional development can prevent young professionals from adapting to new expectations Makinde et al. (2023).
8. ***Severe Infrastructure Deficits and High Operational Costs*****:** such as erratic power supplies, poor internet connectivity, and expensive access keys for high-end research databases—stifle young LIPs trying to launch independent data ventures in developing markets (David & Oghenetega, 2022). This structural challenge can be solved through the Establishment of Shared LIS Tech-Hubs and Open-Access Alliances. Academic institutions and professional bodies

should build digital co-working incubation centers equipped with solar power and subsidized enterprise database access, allowing young infopreneurs to prototype information services without overwhelming overhead costs (Ocholla, 2019).

9. ***Low Market Awareness of LIS Commercial Capabilities*** means corporate industries routinely overlook young LIPs for data curation roles, instead preferring business or computer science graduates due to a persistent stereotype that librarians only handle physical books (David & Oghenetega, 2022). The remedy requires Aggressive B2B Advocacy and Institutional Branding Campaigns by national library associations (Webber & Johnston, 2017).

Solutions to the Challenges Limiting Effective Reinvigoration of Information Literacy for Infopreneurial Empowerment of Young Library and Information Professionals

1. **Increase funding and provide adequate technological infrastructure.** The first solution to enhance entrepreneurship among library and information professionals in Nigeria is to improve financial investment in relevant services. This involves providing essential resources such as computers, internet access, digital databases, and software. Additionally, dedicated funding for entrepreneurial projects is crucial, as identified by Makinde et al. (2023), who highlighted challenges such as funding shortages and inadequate skills. Sustainable funding is thus essential for transforming information literacy into practical business opportunities.
2. **Integrate digital, data, and artificial intelligence literacy into professional training.** The document emphasizes the need to update information-literacy programs to incorporate emerging technologies like AI, data analytics, and cloud computing. It highlights the importance of training young library professionals not only to use these technologies but also to critically evaluate them and ensure ethical usage. UNESCO (2024) advocates for the integration of AI literacy into media and information literacy due to its impact on information processes. Additionally, IFLA's Information Literacy Section identifies this integration as crucial for creating future-ready libraries.
3. **Integrate entrepreneurship and business education into LIS curricula.** The third solution involves redesigning library and information science curricula to emphasize entrepreneurship. Courses should include topics such as opportunity identification, business-model development, and financial management, alongside practical projects that address real information problems. This initiative is in response to identified weaknesses among Nigerian LIS professionals in essential entrepreneurial skills (Makinde et al., 2023), aiming to enhance the link between information literacy and entrepreneurship, enabling graduates to create sustainable information-based ventures.
4. **Establish mentorship, incubation, internship, and professional networking programmes.** he fourth solution involves creating structured learning opportunities for young professionals through mentorship schemes and entrepreneurship initiatives established by library schools and professional associations. These initiatives, including internships and networking events, would provide exposure to real-world experiences essential for developing entrepreneurial competence, which cannot be achieved through classroom instruction alone. Collaborations between universities, libraries, tech organizations, and successful infopreneurs can foster a supportive ecosystem for young professionals Makinde et al. (2023).
5. **Make information literacy more market-oriented and user-centred.** The fifth solution suggests reshaping information literacy to align with users' evolving needs and market

opportunities. Young professionals should learn to assess needs, identify informational gaps, understand target audiences, analyze markets, and design problem-solving services. Potential offerings include research consultancy, information brokerage, digital content creation, and more (Dim & Mole, 2023). This approach helps professionals transform their information skills into valuable economic services and promotes infopreneurship by encouraging a view of information as a transformative asset.

6. **Develop supportive institutional, legal, and policy frameworks.** The sixth solution advocates for policies that promote responsible innovation and information entrepreneurship in libraries and educational institutions. This involves developing guidelines on copyright, intellectual property, data protection, privacy, licensing, commercialization, and the ethical use of AI. Government action is also essential to streamline business registration and support young professionals in creating legitimate information enterprises. Makinde et al. (2023) note entrepreneurship challenges for LIS professionals, while IFLA (2025) highlights the importance of considering copyright when adopting AI. Supportive policies can mitigate uncertainties and foster a conducive environment for responsible information entrepreneurship.
7. **Institutionalize lifelong learning and continuous professional development.** The seventh solution emphasizes the necessity of integrating continuous professional development into the career advancement of young library and information professionals. Universities, employers, and professional associations should offer workshops, certifications, and programs focusing on emerging skills such as AI literacy and data literacy. Recent studies highlight the importance of AI competencies for academic library workers, indicating a need for systematic approaches to professional AI literacy (Ali & Richardson, 2025). Continuous learning is essential for professionals to adapt to technological advancements and avoid obsolescence.
8. **Reduce the digital divide and promote inclusive access to information technologies.** The eighth solution emphasizes the need to address unequal digital infrastructure access. Cooperation among libraries, governments, universities, and technology firms is essential to provide affordable internet, devices, and training. Information-literacy programs must cater to diverse socioeconomic backgrounds and digital skills. According to IFLA (2025), libraries can enhance AI literacy and empower communities in navigating evolving information landscapes, thus broadening the reach of young infopreneurs and fostering inclusive information services.
9. **Strengthen ethical information practices, critical evaluation, and responsible AI use.** The ninth solution emphasizes integrating ethics, critical thinking, and responsible AI use into information-literacy education for young professionals. It highlights the importance of verifying AI-generated information, recognizing misinformation, and respecting privacy and copyright. UNESCO (2024) identifies disinformation and data-rights violations as key challenges of generative AI, while IFLA (2025) advocates for values like accountability and equitable access in library practices. Such principles will empower young infopreneurs to develop trustworthy and socially responsible services.

Recommendations

To reinvigorate information literacy for infopreneurial empowerment among young library and information science professionals in the gig economy, the following recommendations are proffered:

i) Curriculum re-engineering: Library and Information Science programmes should expand beyond traditional competencies to include entrepreneurship, digital marketing, business planning, financial management, consultancy, information brokerage, and information-product development. This integration can help young professionals convert information literacy skills into economic opportunities.

ii) Library and Information Science (LIS) schools should create practical learning environments such as innovation laboratories and digital studios to enhance student development and marketing of information products. Training should prioritize hands-on activities over theoretical knowledge.

iii) Young library and information professionals should undergo regular training in emerging technologies such as artificial intelligence and data analytics. Continuous professional development is essential for staying relevant and seizing new opportunities in information-based businesses.

iv) Professional associations, universities, and library management should establish mentorship programmes that connect young professionals with experienced librarians, information entrepreneurs, technology specialists, publishers, and business experts through internships, workshops, business incubation, and networking events.

v) The Nigerian Library Association and other relevant professional bodies should promote infopreneurship through conferences, certification programmes, competitions, publications, and networking platforms, which can help reposition young library and information professionals from predominantly job seekers to innovative creators of information-based employment and services.

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