



Section

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WINNER

IFLA Dynamic Unit and Impact Award 2022

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Greetings from the Chair

by Albina Krymskaya, krymskayaalbina@gmail.com, Associate Professor and Deputy Dean, Library and Information Science Department, St. Petersburg State University of Culture, Russia



Dear colleagues,

In 2022, two years after the last in-person IFLA WLIC, the librarians of the world had the opportunity to meet again and discuss important issues. The IFLA Section on Education and Training (SET) presented the results of selected work over the past two years. Of importance were the IFLA Guidelines for Professional Library and Information Science (LIS) Education Programmes that were finalized by the Building Strong LIS Education (BSLISE) Working Group under the leadership of Jaya Raju and Clara Chu. The Guidelines were endorsed by the IFLA Professional Council in April 2022, and released in July prior to IFLA WLIC 2022. SET, in cooperation with the IFLA Library Theory and Research Section, held a joint open session to

discuss promotion and use of the Guidelines in institutions of library education. SET was represented by Lisa Hinchliffe (SET Secretary) at this session.

The second event within IFLA WLIC was the satellite conference “SET Training School: Towards a Curriculum for Social and Digital Inclusion and Lifelong Learning” at the University College Dublin (UCD). Crystal Fulton, Associate Professor in the School of Information & Communication Studies at UCD was instrumental in the success of the SET Training School. This satellite conference was the result of an initiative proposed by Anna Maria Tamaro and Howayda Kamel. Many thanks to both.

The significance of SET Projects led to an invitation to talk at the session of Former IFLA President Christine Mackenzie. SET was represented by Susanne List-Tretthahn who shared examples on how SET has contributed to the achievement of the IFLA Strategy goals.

Over the past months, SET has continued to hold the webinars for LIS students. On behalf of SET, I'd like to thank Susanne List-Tretthahn, Nicole Filbrandt and Diane Pennington for their input into the webinar series. They have more webinars that have been scheduled for the next few months!

Joan Weeks (Information Coordinator) was instrumental in getting timely information about SET on its web page.

The work of the Section on Education and Training was recognised by the IFLA Professional Committee. At 2022 WLIC, SET received the Dynamic Unit Impact Award (DUIA). Congratulations to all of us!

My appreciation to the SET Standing Committee and IFLA Division C Units with whom we have been implementing joint projects, and to others who have been collaborating with us. I'd like to thank IFLA HQ who provide tremendous support for our work. This success was made possible thanks to everyone in SET and I'm delighted that SET was recognized as the most dynamic unit!

Albina

How was IFLA SET Training School? Quick notes at the end of the Satellite in Dublin

by Anna Maria Tamaro, annamaria.tamaro@unipr.it, Professor, University of Parma, Italy

1. Introduction and background

IFLA has engaged thousands of librarians and friends of libraries in the discussion of the Global Vision, which highlighted the common values of the professional community and the role libraries can and should play proactively in the 21st century to improve community. Based on the Global Vision, starting from 2018, the IFLA Education and Training Section (SET) has been discussing the need for a curriculum supporting the social responsibility of libraries and librarians. LIS students must receive appropriate training, they should be able to know the community, to involve communities in the design of services, to have multicultural skills, becoming active agents of social inclusion and social justice.

“SET Training School” has been a Post Satellite of WLIC 2022 in Dublin, on 29 and 30 July 2022, organized in person after approximately three years of virtual collaboration¹, and was intended to provide the opportunity to explore contemporary educational programs and projects and to discuss future developments of community-centric librarianship. The School of Information and Communication Studies (ICS) of University College Dublin (UCD) has been the co-organizer together with IFLA SET. The UCD i-School offers degree programmes in unique areas in Ireland, including Information Studies, and Information Systems. IFLA SET launched a Call for papers in April 2022 and received 25 proposals, 14 of which were selected.

¹ SET Training School Planning Committee included: Howayda Kamel and Anna Maria Tamaro (Co-chairs), Albina Krymskaya, Lisa Hinchliffe, Susanne List-Tretthahn, Jaya Raju, Anne Barnhart, Sophia Adeyeye and Crystal Fulton (UCD).

The selection criteria were to learn about innovations that address the challenges of community-centered libraries and try to move on.

2. SET Training School

During a day and a half, SET Training School was organized interactively, with presentations and discussion in groups at the tables. On the first day the theme discussed was the social responsibility of libraries and on the second day the leadership of librarians.



The IFLA President Barbara Lison presented her keynote speech “*The Art of Being a Leader*” on leadership principles, citing professional literature and personal anecdotes. Leaders must have clear goals and be aware of their social responsibility: “they are the libraries”. They also need to be able to initiate partnerships with communities and stakeholders in their context, because they cannot succeed on their own.

Marta Bustillo, University College Dublin in “*Digital by Default, Inclusive by Design? Musings on 21st Century Librarianship*” has explored the significant gap that digital media creates between those who have access and are digitally literate and those who do not have access, or have access

but lack basic digital literacy skills. Bustillo has reflected on how these skills can be integrated into library programs.

In *“Curriculum, Community, Context, Sustainability: A Reflection”* Sheila Webber, University of Sheffield, has stimulated a reflection on the meaning of “curriculum” and identifying the factors that influence the teaching-learning environment. Furthermore, how can a “community” be defined and what “community” could mean in the context of a library and an LIS curriculum? She finally focused on the problem of sustainability and how sustainability can be integrated into the curriculum.

2.1. Social responsibility of libraries

Jaya Raju, University of Cape Town, South Africa in *“LIS Research Methodology: Decolonial Perspectives Informing Knowledge of African Communities”* questioned how the LIS research methodology, contextualized in the African decolonial space, can be a heuristic tool in the LIS curricula

for a more informed understanding of the communities. “Information” as conceptualized in LIS is not neutral, thus the need for LIS researchers, students, practitioners and other stakeholders to critically ques-



tion and even disrupt in their curation of information.

In *“New Librarianship in Europe: an Inventory Skills for Transforming Libraries”* Tirza de Fockert, National Library of the Netherlands, evidenced that libraries are transforming themselves into centers of social inclusion, lifelong learning and participatory citizenship. In the Erasmus + NEWCOMER project, library organizations from the Netherlands, the Czech Republic, Slovenia, Italy, Denmark and Germany are sharing best practices for community libraries. Through these exchanges and peer-to-peer learning, this European project shapes the skills needed by community librarians and has begun to define a curriculum for community centered libraries.

Elizabeth Burns, Old Dominion University, in *“Research in Action: Impacting Library Communities with Field-Based Projects”*, has described the Library and Information Studies (LIS) program offered by her University that is based on the principles of social justice. Program applicants fulfill these ideals through participation in a required internship. During the internship, students complete an on-site impact research-action project.



Jennifer Moore, University of North Texas and Maria Cahill, University of Kentucky, in *“Learning to Take the Lead with Evidence-based Practice: A Study of School Librarians”* shared the findings and practice implications of a study in the United States that explored formal education and professional development of school librarians. The study results reveal that most school librarians receive at least some instruction on data collection and analysis within EBP; however, an additional course for professional development may be required.

Sarah Evans, University of North Texas, Lance Simpson, University of Alabama and Lacy Molina, University of North Texas in *“When “Rural” Looks Different: A Comparative Case Study of Community Programs in Rural-Serving Public Libraries”* introduced the results of an ongoing research project supporting library staff serving rural communities. In collaboration with university researchers, library staff work with families to co-design a series of STEM (Science, Technology, Engineering and Mathematics) podcasts that will be broadcast on local radio.

Margaret Zimmerman, Florida State University, in *“Fighting Opioid Use Disorder, One Library and Community at a Time”* focused on Opioid use disorder (OUD) which is critical in the United States where opioid-related deaths increased in 2020 over the previous year, a 35% increase. The presentation described the adaptation of the OCLC opioid response toolkit in public libraries in the southern United States, including the creation of the social justice-oriented curriculum, to distribution in libraries in the region hard hit by opioids.

Saif Aljabri and Waleed AlBadi, Sultan Qaboos University, Oman in *“Omani Libraries and Their Role in Supporting the Achievement of the 2030 Sustainable Development Goals”* described survey results on the major efforts made by libraries in the Sultanate of Oman to achieve the Sustainable Development Goals. It also described the most important activities



and efforts that can be highlighted in libraries for achieving the 2030 Sustainable Development Goals.

Joan Weeks, Library of Congress, in *“Bridging the Staff Digital Divide in the Library Workplace with EDIA”* examined how equity can be achieved through



inter-organizational mentoring and resource sharing. Methods of building in diversity were examined, not only in teaching. A particular focus was on methods to promote an inclusive and safe learning space that includes behind-the-scenes remedial help and confidence building.

Ngozi Perpetua Osuchukwu, Nnamdi Azikiwe University Awka and Ebele Nkiru Anyaoku, University of Abuja FCT in Nigeria in *“New Learning New Skill for Strategized LIS Training: Wikimedia in the Classroom”* focused on Wikimedia as one of the distinctive skills of LIS professionals in providing future services. Wikimedia has the capacity for community participation, information and digital literacy, including language, oral history and cultural heritage.

Eva Hornung, CDETB Curriculum Development Unit, Ireland *“Impact of LIS Professionals with Doctorates on Library Services”* reported a small-scale survey of the perceptions of library and information professionals in the Republic of Ireland

regarding the usefulness of holding a doctorate. Ten librarians with doctoral degrees and ten library managers were interviewed individually using semi-structured interviews. In addition, a focus group was held with librarians who worked with PhD students. The results show the perceived impact of a doctorate.

During the first day of SET Training School, the conversation has been guided replying to questions shared in Jamboard:

- What is the transformational status of libraries where we are today?
- What are our key transformation challenges? and what work is under way to overcome them?

The results of the conversation demonstrate that libraries are transforming people’s lives especially for learning: various literacies require new skills and tools and the library can support it. Libraries experimented with new roles during the pandemic, from online storytelling to information centers on various aspects of government



policy and health. They have become community hubs. In this way we have benefited from the pandemic. People have understood the importance of libraries in providing access for all. It is inspiring to hear how libraries have responded. However, we don't shout it out.

What will we choose to focus on in the future? Libraries are a safe haven for many people and you can be yourself; you don't have to spend money. Where there is a void, the library tries to be there. What possible library transformation goals are we heading to? An even more open space, open to all types of people, including academic and research libraries. School libraries should also be open to the local community. It makes all communities safer. The library is increasingly becoming an inclusive public space: one example is the opening of libraries in Ireland to Ukrainian refugees. We need to demonstrate our impact.

Libraries also have an impact on economic development and business. The library competes with the media to attract public attention; for many people, reading is a form of entertainment and they consider going to the library to read a book an experience like going to the cinema to watch a movie.

The library remains one of the most democratic, inclusive and non-discriminatory institutions. Its goal is to better hold together and support the community it serves because information is available to anyone on the Internet, but structured, creative and valuable information can only be found in the library. The library is transformed through digital tools, but its fundamental role remains that of structuring, organizing and making information accessible because it builds memory, the memory of

human knowledge.

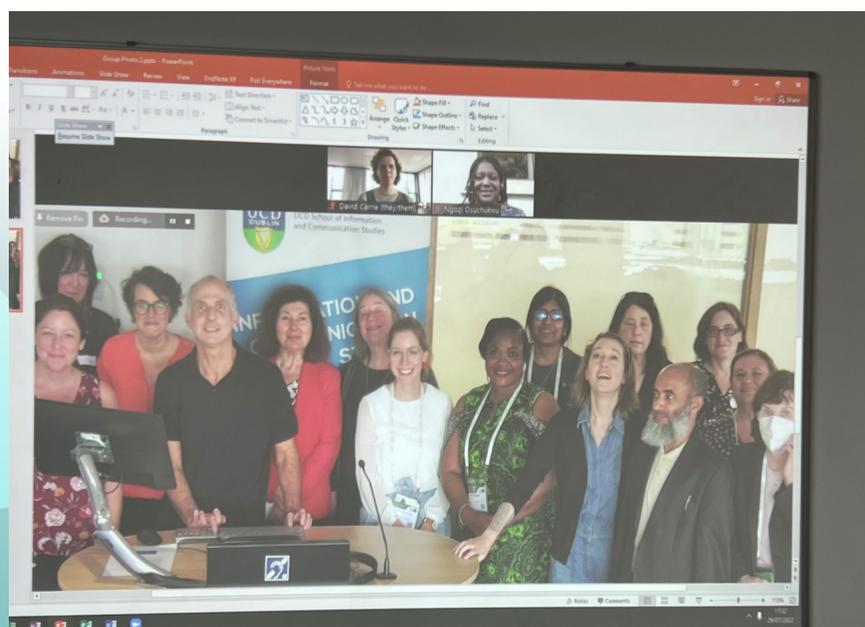
The numerous administrative levels in jurisdictions (government, academic, etc.) can create obstacles to reviewing the LIS curriculum. It may be necessary to publicize more to young people what librarians / information professionals do. There are things that may be needed in a particular community that may not have been thought of as something the library can contribute to, such as the opioid crisis example.

Difficulty of the word "library", which we do not see as a dirty word. We just need to use different words to clarify what we are doing. We need to always show that we are indispensable to society.

2.2. Leadership skills

On the second day, SET Training School addressed the leadership roles of librarians and how they could become advocates and change-makers who enrich the lives of the diverse communities they serve.

Sophia Adeyeye, Lead City University, Nigeria in *"Tying Up the Loose Ends: Inclusion of Social and Digital Trends in Nigerian Library Schools Curriculum for Lifelong opportunities"* emphasized the urgent need to empower both experienced and potential librarians for better social responsibility functions. Her research study involved sixty librarians in Nigeria with a



broad geographical representation. The results evidenced the revisions solicited in the LIS curriculum.

Karen Fisher and Lauren Alexa Gambrell, University of Washington, in *“Superheroes Need Help too: Understanding Peri- and Post-Traumatic Symptoms amongst Library Staff as Essential Frontline Workers”* presented the Institute of Museum and Library Services (IMLS) funded study “Trauma in the Library: Symptoms of PTSD among staff and methods to ensure informed trauma care.” With more than 1,000 responses to date in the United States, Canada and Europe, the survey provides data on the types of trauma library staff experience in the workplace.

In the discussion at the tables, some tensions were evident on the understanding of what is an “LIS professional”.

Some schools have “traditional” libraries and information courses. In many countries, the bachelor degree is the required preparation while the master is in other places and in some experiences, there is a more specialized preparation required at the level of doctoral studies. So the more Ph.D. Librarians there are, the higher the level, credibility and prestige of the profession. However, when you hire an “MLIS” it could be that they have a set of skills that don’t match the job and sometimes PhD students with no LIS training are hired as librarians, which causes problems.

What competencies should librarians have to lead community centered libraries? Up-to-date digital skills, of course, but above all to have a broad general culture. At the moment, with such a wide diversification of skills, the bachelor’s degree only forms the general professional culture of librarians.

What skills should librarians have to lead library transformation? To be transformative, we don’t have to be digital. Transformation can happen and not be

revolutionary. You need a community service mindset, you can’t choose. What are our main transformation challenges? and what work is underway to overcome them? Example of an introductory internship where students are sent to see what exactly goes on in a library and what the staff do on a day-to-day basis. How do you train your staff to understand their prejudices? Second, how do libraries demonstrate their impact? How do we demonstrate the impact of research (library schools)? How to tell our story? We need more lawyers and advocates for libraries to keep going. This is a key skill, librarians don’t like to confront. But we need librarians to stand up and take positions and advocate. And we need to message about a number of facets of it.

We need a great degree of flexibility, to be able to pivot and turn as needed in response to what’s happening. However we must also be careful not to have too many things crammed into the curriculum. At some point the list must end. What are the essential skills needed for each type of role and in what context? Perhaps we need to do a better job of making it clear to LIS courses candidates what it means to be a librarian. We still see so many “I love books” applications!

3. Conclusions

My personal opinion at the end of the Satellite is that SET Training School has fostered collaboration between librarians and university researchers and teachers. This collaboration and communication is very important to maintain.

The evaluation of the Satellite was asked to the participants and we will make a thorough reflection on the results obtained in a short time. The Planning Committee has decided to publish the proceedings, in the meantime the presentations are accessible in the [IFLA repository](#).

IFLA Guidelines for LIS Education Programmes: A Global Framework to Transform LIS Education in Local Contexts

by Clara M. Chu, cmchu@illinois.edu, Director, Mortenson Center for International Library Programs, Mortenson Distinguished Professor, University of Illinois at Urbana-Champaign, United States, and Jaya Raju, jaya.raju@uct.ac.za, Head, Department of Knowledge and Information Stewardship, University of Cape Town, South Africa; Co-Chairs, IFLA Building Strong LIS Education (BSLISE) Working Group

The IFLA Professional Council endorsed the *IFLA Guidelines for Professional Library and Information Science (LIS) Education Programmes* on April 1, 2022, which were authored by the LIS Education Framework Development Sub-Group of the BSLISE, under the leadership of Professors Clara M. Chu and Jaya Raju. The BSLISE (Building Strong Library and Information Science Education) working group is an initiative of the IFLA Section on Education and Training (SET), Section on Library Theory and Research (LTR), and the LIS Education in Developing Countries SIG.

The *Guidelines* serve as a framework for developing LIS education programmes, which stakeholders can apply in planning, developing and assessing the quality of LIS education and identify the knowledge areas LIS professionals should have in order to practice and continue to develop. They have been created to be applicable at any level of higher education. They are grounded in the principles of equity, diversity, inclusion, and accessibility, and focus LIS education on eight foundational knowledge areas (FKAs). These *Guidelines* will assist programmes as they continue to adapt to the ever-changing needs of their community, as well as allow for greater degrees of mobility of LIS professionals across the globe.

Context and Timeline for Developing the Guidelines

The *Guidelines* respond to recommendations from the Building Strong LIS Education: A Call to Global and Local Action – An IFLA BSLISE Working Group White Paper (IFLA BSLISE Working Group, 2018. doi: <http://dx.doi.org/10.15641/0-7992-2542-6>). The development of the

Guidelines were informed by the published literature, existing national and international standards, expertise of the BSLISE, and consultation with LIS education and professional stakeholders across the globe.

The development of the *Guidelines* is a core undertaking of the BSLISE research activities which are noted in the following timeline:

- **2016** – BSLISE established: The Building Strong Library and Information Science Education (BSLISE) working group emerged from deliberations at the [2016 IFLA Satellite Meeting \(Dublin, Ohio, USA\) on quality assessment of LIS education programs](#). The BSLISE is composed of members from all regions of the world, and aims to strengthen the international quality of library and information science education (LIS), and as a result, the excellence of LIS professional practice. Its work is aligned with the goals of the IFLA Section on Education and Training Section (SET), Library Theory and Research (LTR) Section, and LIS Education in Developing Countries Special Interest Group.
- **2018** – White Paper published from an international survey of 706 respondents from 101 countries: *IFLA BSLISE Working Group (2018). Building Strong LIS Education: A Call to Global and Local Action – An IFLA BSLISE Working Group White Paper*. Cape Town: University of Cape Town Libraries. doi: <http://dx.doi.org/10.15641/0-7992-2542-6>
- **2018-22** – International Map and

Database of LIS Education Program. <https://bslise.org/map-of-lise-schools/>

This project includes a Map, focusing on visualization of LIS education programs and a Directory, enhancing discoverability and accessibility.

- **2018-22** – *IFLA Guidelines for Professional Library and Information Science (LIS) Education Programmes* – Endorsed by IFLA Professional Council, April 2022. <https://repository.ifla.org/handle/123456789/1987>

These *Guidelines* replace the *Guidelines for Professional Library/Information Educational Programs, 2012* (IFLA, 2012).



Guidelines Timeline, Process and International Engagement

It took four years of dedicated research and professional commitment to develop the *Guidelines*, ensuring that the work was done with contributions and engagement from across the world. Major milestones include:

- **2018-19:** Development of Foundational Knowledge Areas (FKAs) and LIS definition
- **2019-20:** Development of Guidelines



- **2021:** Broad consultation of draft guidelines and revision (over 100 respondents worldwide (LIS educators, practitioners, associations, institutions and other stakeholders); multiple languages; multiple input channels)
- **2022:** *Guidelines* endorsed by the IFLA Professional Council, after full review by Advisory Committee on Standards Member

Guidelines Release and Promotion

The *Guidelines* were released in July prior to the 2022 IFLA World Library and Information Congress (WLIC) in Dublin, Ireland, where the an [Open Session](#) was held on July 26th on “IFLA Guidelines for LIS Education Programmes: Applying a Global Framework to Transform LIS Education in Local Contexts”. The session engaged LIS professionals, educators, students, associations and stakeholders in the application of the recently endorsed *IFLA Guidelines for*

Professional LIS Education Programmes for local contexts. Approximately 70 people attended, and after a presentation of the Guidelines, were organized into 9 discussion tables to address (a) promotion of the *Guidelines*, (b) usage of the *Guidelines* as a tool for the development of quality in LIS education, and (c) challenges in implementation of the *Guidelines*, from their own local/institutional context. The session concluded with discussion of the committee to steward the *Guidelines* and its scope of work, and plans to promote the *Guidelines* regionally.

The *Guidelines* will require collaboration in their translation, promotion, implementation and stewardship. For information on how to contribute, participate, details on other BSLISE projects, please visit <https://bslise.org/>.

Photo courtesy of Building Strong LIS Education (pp. 10, 12–15), and Susanne List-Tretthahn (p. 11).







SET Participation in WLIC Session 103 entitled “A shared framework for a stronger future: tales of working with the IFLA Strategy”, July 27, 2022 chaired by Christine Mackenzie, Former IFLA President, Australia

The Session included examples, case studies and first-hand accounts that showcased Library Association and IFLA Professional Unit work aligned to the IFLA Strategy.

SET was represented by SC Member Susanne List-Tretthahn (Austrian Library Association, Austria). She talked about SET actions connected to the IFLA Strategy, such as its series of virtual events, the LIS guidelines and its collaborations with Library Theory and Research Section and LIS Education in Developing Countries SIG. Of special focus was “A Webinar Series for LIS Students” that was proposed by SET in 2020 as a joint project for the IFLA Division IV (now – Division C).



SET Receives Dynamic Unit and Impact Award at WLIC 2022

by Joan Weeks, jwee@loc.gov, Near East Section Head and Turkic Specialist. African and Middle Eastern Division, Library of Congress, IFLA SET Information Coordinator, United States

In the presentation ceremony at WLIC 2022 this citation was read: “For the past two years, the Unit, working in conjunction with other Sections and Special Interest Groups from Division IV and Division C, has developed a series of virtual events, featuring LIS students from around the world. These regular events centre LIS students, providing them with opportunities to network and gather experiences that will support their transition from students to information professionals. These popular events have virtually brought together thousands of participants and thousands of viewers to their [SET YouTube channel](#).



IFLA's Education and Training Section (SET) has worked closely on other projects within their Division, creating resources for use by LIS practitioners, having recently published the [IFLA Guidelines for Professional Library and Information Science \(LIS\) Education Programmes](#), which were created by the [IFLA Building Strong LIS Education \(BSLISE\)](#) – A Working Group of the IFLA Section on Education and Training (SET), Section on Library Theory and Research (LTR), and the LIS Education in Developing Countries SIG. The Guidelines serve as a framework for developing LIS education programmes, which stakeholders can apply in planning, developing, and assessing the quality of LIS education. It is made up of foundational knowledge areas and the elements of a robust LIS education programme, which should provide an LIS professional with the professional education to practice and continue to develop.

SET has been a leader on promoting the social roles of libraries for social and digital inclusion, including the set-up of a training school to facilitate deep discussion and learning around these topics. They communicate effectively with their stakeholders, with frequent and creative use of social media to connect LIS students, practitioners and the field at large. The programs offered by this unit are dynamic and inclusive and future-focused. For this and for all their work, they are to be congratulated.”

SET was honoured and celebrated at this year's 2022 WLIC which was held in Dublin.



*IFLA SET Secretary Lisa Hinchliffe representing SET at the closing ceremony at WLIC 2022
Photo courtesy of Sandy Hirsh*

Report from the Chair, Professional Division C Committee

by Dr. Dilara Begum, dilara@ewubd.edu, Associate Professor and Chairperson, Department of Information Studies, & Librarian (In-Charge), East West University, Dhaka, Bangladesh

My experiences in the IFLA Education and Training (SET) Section (2021-2023)

The IFLA Education and Training (SET) Section has been promoting excellence in library education and training. In 2021, I have been elected as Chair of IFLA Professional Division C Committee. Professional Division C Committee is comprised of six sections and SET is one of the dynamic sections. I have had the honor to serve as Professional Division C Committee Chair during the 2021–2023 term. Since my involvement in this section, I realize that this section serves as a hub for information and knowledge sharing among library professionals and educators around the world and it aims to foster continuous learning and development in the field. I have also noticed that the section offers a range of opportunities for professional development, including regular webinars, workshops, and training sessions for library and information science (LIS) students. These events provide an effective platform for participants to learn from experts, exchange ideas, and explore best practices in library education and training which are essential for their workplace in future. The standing committee members of this section are dedicated to advancing the field and ensuring that library education and training remain relevant and effective in a rapidly changing world.

A Webinar Series for LIS Students is one of the popular events of SET and my students have been engaging in this webinar series as speakers or participants. Being a Chairperson of the Department of Information Studies, at East West University (EWU), I have been teaching about IFLA and its contribution to the development of LIS profession. The four-year BSS (Hons.)



in Information Studies started from 2016 at EWU with the vision of creating efficient and skilled global knowledge leaders in the field of information through education, research, and innovation who can thrive in the contemporary areas of LIS field. The department follows world class curricula which is based on outcome-based education (OBE) and updates it regularly. We always try to incorporate and follow the recent developments and policies of LIS proposed by international professional bodies like IFLA. The faculty members of this department are also highly qualified. Due to its continuous growth and improvements, foreign students are also getting themselves admitted into this department. Students get an opportunity to acquire advanced level knowledge in information and knowledge management, hands-on training on emerging topics and professional competency development through the latest information technology. The department always tries to disseminate IFLA events and activities among the students and professionals through seminars, workshops, and other events on a national and international level. For example, Self-facilitated Discussion on

IFLA Global Vision 2018, talk on “the role of professional associations in meeting the 21st century challenges: knowledge sharing session on IFLA WLIC 2019”, MIL seminars and workshops and so on. Alumni from these departments have already been hired by notable institutions like UNESCO, icddr,b, etc. and some of them are pursuing advanced degrees at renowned international universities.

SET prefers to collaborate with other sections of IFLA. The BSLISE Working Group is one of the best examples. It is an initiative of the IFLA Education and Training Section (SET), LIS Education in Developing Countries Special Interest Group (LISEDG SIG), and Library Theory and Research (LTR) Section. Our department has been included in the LIS education map of the world maintained by the BSLISE Working Group. IFLA presents the Dynamic Unit and Impact Award to recognize innovative and successful initiatives that significantly

improve our profession. SET got this award in 2022. The award winners vary from year to year and are selected based on their demonstrated impact and ability to be replicated in other library contexts.

I would like to congratulate Albina Krymskaya and all the members of the Standing Committee for their outstanding work and contributions throughout my term. I believe that SET is a leading section of IFLA and it provides diversified ways for our existing and future professionals with a strong foundation in both theoretical and practical aspects of our field.

I have been engaging with IFLA since 2006 and working as a standing committee member since 2011. I have experienced how IFLA has transformed over the years. “Commitment, Collaboration, and Contribution” are the focus areas of IFLA which assist LIS professionals to attain the goals of changing the world and making a difference in our profession.



IFLA Division C Webinar Series for LIS Students – IFLA opportunities for LIS students – engagement in the profession, May 27, 2022



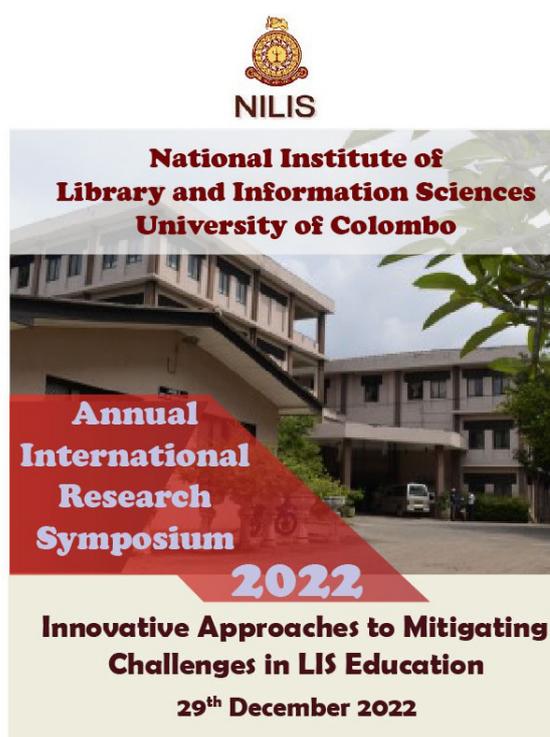
SET SC Business Meeting, July 25, 2022, Dublin, Ireland

“Innovative Approaches to Mitigating Challenges in LIS Education”: Annual Research Symposium of the National Institute of Library and Information Sciences, University of Colombo held on 29th December 2022 as a fully online event

by Pradeepa Wijetunge, director@nilis.cmb.ac.lk, Director, National Institute of Library & Information Sciences (NILIS), University of Colombo, Sri Lanka

The National Institute of Library and Information Sciences (NILIS) was established 1999 and is one of the two university-level organisations that offer Library and Information Science (LIS) education in Sri Lanka. It currently provides postgraduate training and other programs in the field of Library and Information Sciences, Information Management and Teacher / School librarianship to enable Sri Lanka to achieve a knowledge based global economy through an efficient library and information system. NILIS comes within the purview of the University of Colombo and has the national responsibility of making Sri Lanka an information literate nation. Thus, the NILIS programs cater to all sectors of Library and Information professionals, by conducting Postgraduate, Diploma, Certificate and Short-term courses in the field of Library and information Sciences. Further, the institute provides education and training facilities for the library staff in different library sectors, including public, school, government, university, and other sectors.

The Annual Research Symposium is the flagship event of NILIS and in 2022, the theme selected was *Innovative Approaches to Mitigating Challenges in LIS Education* in conformity with the main theme of the university symposium, “Digital Transformation and Innovative Approaches to Mitigate Challenges in the Higher Education Sector”. The symposium of 2022 is unique because it is the first time a full research symposium is dedicated for Library and Information Science education in Sri Lanka. NILIS strongly believed that the



Senior Prof. H.D. Karunaratne
Vice Chancellor, University of
Colombo



Senior Prof. Premakumara
De Silva, Chairman, Board of
Management / NILIS

opportunity would generate a timely discourse on the contemporary issues and concerns of the LIS education in Sri Lanka as well as in the international context. The Department of Library and Information Sciences, University of Kelaniya, Sri Lanka Library Association (SLLA), and the Indian Association of the Teachers of LIS collaborated in this event.

The Symposium had an inaugural session, an invited paper session, and three technical sessions. The Inaugural session was graced by the Addresses of the Vice Chancellor, University of Colombo, Senior Prof. H.D. Karunaratne, the Chairman, Board of Management of NILIS, Senior Prof. Premakumara De Silva and two eminent Keynote Speakers from the LIS domain: Prof. Albina Krymskaya, Deputy Dean, Department of Library and Information Science, St. Petersburg State University of Culture, Russia and the Chair of the IFLA Section on Education and Training and Prof. Rong Tang, Co-Director PhD Program, School of Library and Information Science, Simmons University, USA and President of ALISE (Association for LIS Education, USA). Both the Vice Chancellor and the Chairman stressed that due to the social distancing forced by COVID-19, the services of the libraries, especially online services became invaluable for the teachers and students. Librarians encountered many challenges serving the remote users in such a rapidly changed educational paradigm. Similarly, the LIS education also encountered challenges in providing education and training to the librarians in a novel environment. Both Professors expressed that the symposium would be an ideal opportunity to discuss the challenges and the remedial measures adopted or planned to be adopted to overcome such challenges, by the LIS educators.

The first Keynote speaker, Professor Krymskaya pointed out that the students are usually offered, student conferences (or student sessions in conference programs), summer schools, camps; networking programs; student membership in library associations; volunteering at conferences; virtual events, by the international and local associations and other institutions to enhance their knowledge and skills. However, such opportunities are not always available to LIS students due to financial circumstances or academic requirements for LIS students serving as potential speakers. During the Covid-19 pandemic LIS students remained outside of such events and while there were a lot of different Zoom sessions on a various range of matters, there were none that would be relevant for LIS students. Prof. Krymskaya asserted that IFLA/SET realized this gap and further highlighted IFLA/SET initiative which provided a virtual webinar series for LIS students to get them involved in a dialogue with the IFLA community to replace the interactive events they lacked due to COVID-19 and further highlighted that such virtual and free of cost events benefit LIS students with learning soft skills. She further emphasized that this project can be spread to other countries as well.

Prof. Rong Tang, second keynote speaker, emphasizing a different perspective of LIS education, drew attention to competency-based education (CBE) and its relationship to LIS education in general and data services training in particular. She further emphasized that CBE is an innovative educational paradigm that promotes equity and empowers learners by enabling them to advance



Prof. Albina Krymskaya



Prof. Rong Tang



Prof. Dennis Ocholla

based on what they know and can do with high flexibility and individualized pathways to learning. She stated that within the LIS professional field, multiple associations have developed competency frameworks, and that there are several scholarly publications reporting CBE-based LIS educational practices. Prof. Tang mentioned that LIS professionals need to be trained and retooled to effectively deliver research data services and in this context, Dr. Tang presented data competency frameworks established by LIS professional associations and published research on the topic of data skills. She then give examples of two CBE-based data services training programs and presented strategies for bridging the gap and preparing LIS professionals to provide successful data services.

The Invited-Paper session

The Invited-Paper session was adorned by seven international experts on LIS

education. Prof. Dennis Ocholla, from University of Zululand, South Africa, opening the session reflected on experiences and perspectives of LIS Education (LISE) in Africa during Covid -19. He stressed that, the COVID-19 pandemic was experienced by the LIS educators across Africa from multiple perspectives including research, teaching, and learning. He highlighted that, fundamentally, access and use of ICT, innovation, transformation, self-learning, blended learning, and flexibility emerge strongly among the experiences. Most challenges facing LISE during the pandemic are political (e.g., administrative), economic, social, and technological factors in that order. The closeness of opportunities and technological factors was strongly visible which we believe defines the “new normal” for LISE in the future.

Prof. Jagtar Singh, the Librarian and the Head of the Department of Library and Information Science of Guru Kashi



Prof. Jagtar Singh



Prof. M.N. Munshi



Prof. Chao-Chen Chen



Prof. Kulthida Tuamsuk



Asst. Prof. Masanori Koizumi

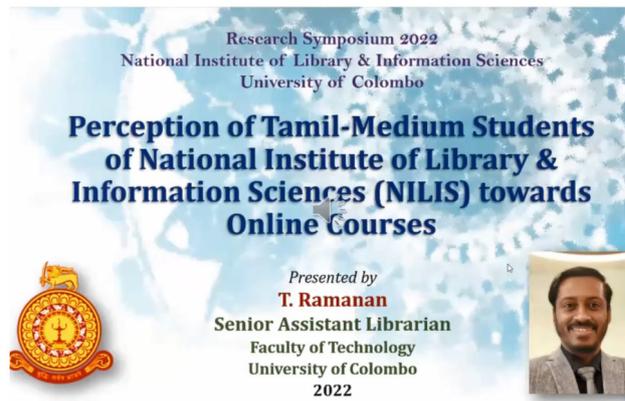
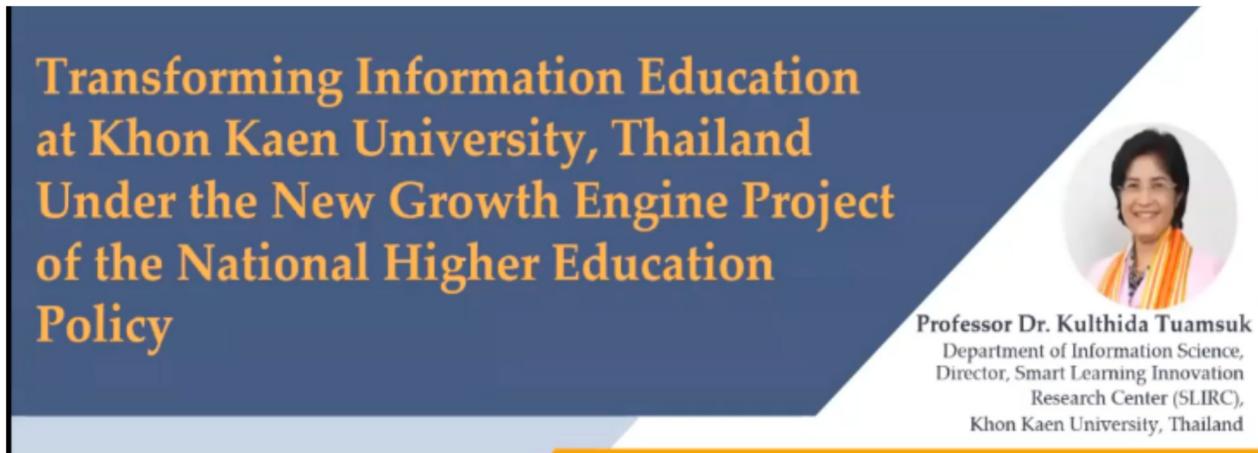
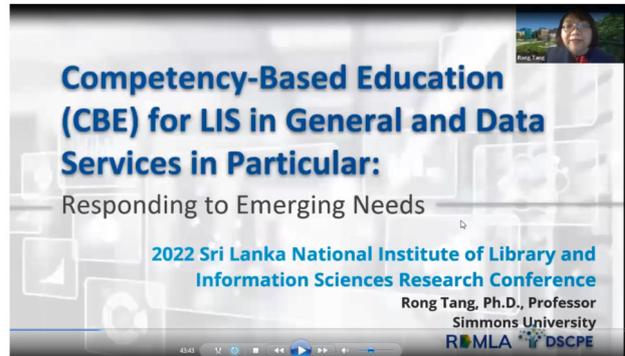


Dr. Pradeepa Wijetunge

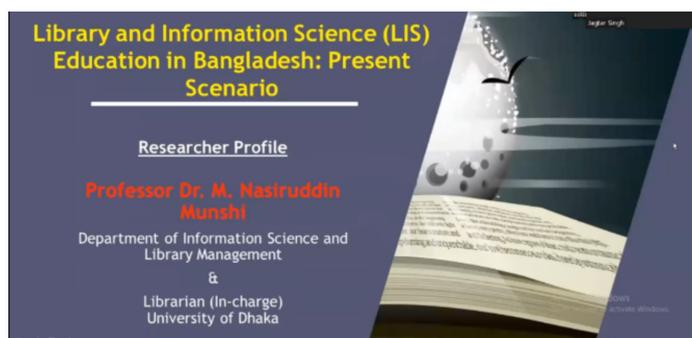
University, India and Director, Collaboration and Partnerships of IATLIS followed with a focus on the state of the LIS education in India with cross references to other south Asian countries. He made a special focus on the issues related to the faculty, students, courses, resources, infrastructure, and superstructure asserting that in many of the private institutions and the open and distance learning programs, quality of LIS education is at stake, research is the weakest link and that there is gap between the theory and practice, as well as the traditional pedagogy is dominating. Prof. Singh underlined the need for flip classrooms, and

project-based and resource-based student-centered learning, to promote higher order skills among learners, and enrich the LIS programs with employable skills.

Discussing the present scenario of the LIS education in Bangladesh, Prof. M. Nasiruddin Munshi, Department of Information Science and Library Management of University of Dhaka, Bangladesh, informed that, at present, four public and private universities provide honors and Masters Degree on Information Science and Library Management, and around fifty Institutes, including three public universities and a number of private universities provide



Panel Discussion



Panel Discussion

Post-Graduate Diploma in LIS and these programs produce about three thousand LIS professionals every year. Prof. Munshi discussed the barriers for development of LIS education in Bangladesh and made several recommendations to address the issues.

The status and future trends of LIS education in Taiwan was presented by Prof. Chao-Chen Chen, University Librarian of Chung Yuan Christian University and Graduate Institute of Library and Information Studies, National Taiwan Normal University of Taiwan. Prof. Chen highlighted that currently there are seven library information schools, and they offer three bachelor's degree programs, seven master's degree programs, and three doctoral degree programs. She further commented that, the transformation of LIS has been quite rapid and cross-disciplinary collaboration and development is a very important

trend in Taiwan with the LIS educators collaborating with the Computer Science and Information Engineering, Learning Sciences and Information Communication etc. As an effect of collaboration, the faculty is quite diverse with more people having a background in library and information, followed by those with a background in information engineering. Prof. Chen asserted that, despite the rapid changes in digital technology, the field of LIS remains unique, with information processing and human services remaining at the core of the field.

Prof. Kulthida Tuamsuk of Department of Information Science and Smart Learning Innovation Research Center, Khon Kaen University, Thailand explained that the presently emerged disruptive technology has brought great impact on the management of higher education in Thailand. It is caused by several environmental changes



Technical Support Team

both internally and externally: the total change of employment in the government and the private sectors, the attitudes towards higher education have changed because recruitment of people in the industrial sector no longer emphasizes degree certificates, but the working competency, and population aged 18-22 years have unlimited channels to acquire knowledge and develop themselves in the digital world, and have more chances to build incomes from online businesses or from independent jobs without having to rely on mainline higher education programs. This impact has resulted in many transformations of education and instructional operations in Thai universities, including LIS education. At national level, the New Growth Engine (NGE) Project is an initiative to respond to the manpower needs of the industrial sector. She highlighted that in accordance with the NGE Project, all study programs of the department have been totally revised and designed by using the smart education concept which included: demand-driven, competency-based learning outcomes, modular-based contents, active learning, and work integrated learning.

Asst. Prof. Masanori Koizumi of Faculty

of Library, Information and Media Science, University of Tsukuba, Japan, presented a case study of LIS education at University of Tsukuba. He highlighted that Japanese universities face difficulties due to super-ageing society in the 21st century and that a critical problem that affected Japanese universities is the rapid decrease in the 18-year-old population. This has forced Japanese universities to create new programs to attract students' attention locally and globally. The iSchool at the University of Tsukuba is the largest in LIS and provides students with the most advanced and comprehensive programs in Japan. The iSchool, created new degree programs, such as master's and doctoral programs in informatics, following the university-wide graduate schools' re-organization in 2020. While discussing the changes introduced to the LIS education programs, he suggests that the scope of LIS field need to be expanded while focusing on specific types of LIS employment categories in the context of the 21st century.

Dr. Pradeepa Wijetunge, Director, National Institute of Library & Information Sciences, University of Colombo, Sri Lanka elaborated on the Sri Lankan LIS education

stressing several issues like absence of any national co-ordination of the LIS education system of Sri Lanka, and severe imbalance of the current programs with respect to gender-, income-, regional- and cultural equity, absence of quality assurance or accreditation procedures with respect to the LIS subject and the LIS educational institutes other than the undergraduate program. She further highlighted the need to develop strong curriculum development teams, the absence of a core LIS curriculum, lack of relevance of the LIS education programs to the current employer needs and the lack of full-time teachers of LIS. Dr. Wijetunge further stressed that COVID-19 pandemic provided opportunities as well as challenges for LIS education and suggested several initiatives to address the identified issues.

The session concluded with a panel discussion led by Prof. W.M.K. Weerasinghe and Dr. Ruwan Gamage, with the participation of all presenters, and it was identified that many LIS educators have already moved or planning to move towards technology and competency-based models of LIS education and many initiatives have been taken by the LIS educators to collaborate with non-LIS disciplines to complement the knowledge and skills of the LIS students. All agreed that this is the future direction for LIS education specially to mitigate the challenges brought about by the pandemic-led moving towards online teaching / learning environment and other identified factors.

The invited paper session was followed by the first technical session in which seven papers were presented. Prof. H.P. Kalra, Head, Dept. of LIS, Punjabi University discussed that the digital divide is a major impediment for online teaching in LIS in India and Dr. R.D. Ananda Tissa, President of the SLLA elaborated on the historical evolution of LIS education in Sri Lanka while Dr. M.M. Mashroofa, discussed the current trends of LIS education provided by the Sri Lanka Library Association.

Dr. R.C.G. Gamage and Dr. A. Riyaz highlighted the contribution of Sri Lanka to the development of LIS education in the Maldives while Dr. G.R. Padmasiri deliberated on the challenges and concerns encountered by the LIS doctoral students in Sri Lanka. Mr. T. Ramanan presented the perception of Tamil medium students of NILIS towards online programs while Mr. Uditha Alahakoon presented a critical analysis of the selected research topics of the Master of Teacher Librarian (MTL) students of NILIS from 2004 to 2020.

This was followed by two parallel technical sessions in which the twelve NILIS graduate students presented their research on a wide range of topics: utilization of social media by the Sri Lankan academics, perceived quality gap between service provider and service user in university libraries in Sri Lanka, actualizing the Sustainable Development Goals (SDGs) by the university libraries in Asia-Pacific region, developing a blueprint to assess the digital literacy skills of Visually Impaired (VI) undergraduate-library users in Sri Lanka, upgrading Library Management Systems to Cloud Technologies, inclusion of Creative Artworks in Institutional Repositories (IRs) of Fine Arts-related Higher Education Institutions in Sri Lanka, the potential of establishing Makerspaces in Sri Lankan Libraries, academic library involvement in geospatial data management, community programs towards economic empowerment through arts and culture by the public libraries, application of Artificial Intelligence (AI) in academic libraries, the status of Information Literacy programs conducted in Sri Lankan schools and creating virtual tours for libraries.

The participants agreed that the symposium was a highly relevant and timely initiative which encouraged the LIS educators to reconsider their curricula and delivery modes. It was also established that the LIS educators need to collaborate with the educators of other disciplines to provide more comprehensive and focused LIS education programs.

IFLA SET Initiatives for LIS Students

by Albina Krymskaya, krymskayaalbina@gmail.com, Associate Professor and Deputy Dean, Library and Information Science Department, St. Petersburg State University of Culture, Russia

As information professionals we heard of information overload that has become a challenge for scientists since the middle of the 20th century. One of the authors who raised this issue was Conyers Herring. He wrote: “By now there can hardly be a physicist who has not been jolted by the challenge of the information explosion.”¹ I would rephrase the words of Herring as the following:

By now there can hardly be a specialist who has not been jolted by the challenge of the webinar explosion.

Since 2020, we have observed a growing number of webinars all over the world but not enough for LIS students specifically. SET has proposed a new project entitled “A Webinar Series for LIS Students” as a joint project for the IFLA Division IV (now – Division C) units. This initiative is aimed at developing professional competencies of LIS students. Topics for webinars are selected by IFLA Standing Committees members professionals who name the most pressing and relevant issues for discussion. Thus, this webinar series involves students in a professional dialogue. Each webinar is preceded by one or two keynote (sometimes three) presentations by experts – members of IFLA and other professional associations and institutions.

The proposed joint project demonstrates SET’s efforts to support IFLA’s strategic directions: to inspire, engage, enable, and connect. A Webinar Series for LIS Students:

- engages students to be members of a professional library community, introducing them to professional competencies and providing them with experiences that they can apply to future participation in IFLA activities;

- enables them to implement research or projects relevant in their communities and share their results with professional communities worldwide;
- inspires them to conduct research and consider libraries’ experience in timely and important LIS areas which are relevant to the LIS professional community;
- and connects actors involved in the library field: IFLA community, LIS schools’ educators and students, libraries of various types; library associations at various levels, etc.

During the period of April 2021 – November 2022, there were 11 webinars on 9 topics:

- Getting Engaged with Library Associations – Benefits, Issues, Factors
- Projects in the Libraries – Ideas, Innovations, Initiatives (held twice)
- LIS Degree Requirement: Internships, Practicums, or Field Experiences
- International Engagement and Collaboration – Getting Started (in two parts)
- Volunteering at a Library – Activities and Benefits
- Impact of Library Advocacy – Funds and Initiatives
- Tips for Success: How to Write Scholarship and Conference Funding Applications
- IFLA Opportunities for LIS Students – Engagement in the Profession
- Classic and Non-Classic Career Fields for LIS Students

Keynote speakers included:

- Catharina Isberg (Sweden)
- Loida Garcia-Febo (United States)
- Erik Boekesteijn (Netherlands)

¹Herring, C. (1968). “Distill or Drown: The Need for Reviews”. *Phys. Today* 21 (9): 27–33.

- Barbara Lison (Germany, IFLA)
- Kathleen Lourdes B. Obille (Philippines)
- Hella Klauser (Germany)
- Tonia Arahova (Greece)Magdalena Gomułka (Poland)
- Susanne List-Tretthahn (Austria)
- Andrés Reinoso (Argentina)
- Marija Šimunović (Croatia)
- Cleo Jones (Great Britain)
- Antoine Torrens-Montebello (France)
- Michael Dowling (United States)
- Diane Pennington (United Kingdom)
- Ilona Kish (Belgium)
- Yao Zhang (China)

In May 2022, IFLA Division C presented the webinar entitled “IFLA Opportunities for LIS Students – Engagement in the Profession” featured by Helen Mandl (IFLA HQ) and Dilara Begum (Bangladesh). The Division’s units were represented by SC officers and members, among them:

- Ulrike Lang (Germany)
- Egbert John Sánchez Vanderkast (Mexico)

- Debbie Schachter (Canada)
- Loida Garcia-Febo (United States)
- Paria Tajallipour (United States)
- Jiuming Ji (China)
- Gina deAlwis Jayasuriya (Singapore)

Since April 2021 24 students from 15 countries have been speakers. The webinars attracted over 1,400 attendees. The recordings have been posted on YouTube and at this time, we have had 8,100 views.

We believe such virtual (and free) events benefit LIS students with:

- learning soft skills such as communication, networking, presentation
- entering the professional community.

Based on the highly successful webinars, we believe that the experience of “A Webinar Series for LIS Students” project can be shared and spread to other countries for the benefit of their LIS students and professionals.



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IFLA Division C Webinar
Series for LIS Students

Sustainable Development Goals in the View of Students

March 30, 2023
16.00-17.30 CET



Petra Hauke



Loida Garcia Febo



Kristīne Pabērza-Ramiresa