SET Bulletin

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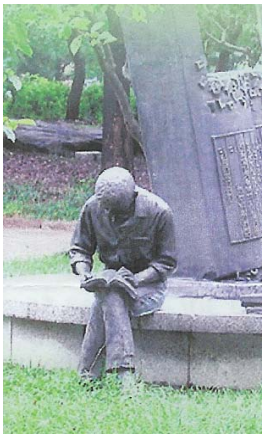

Seoul, National Library of Korea, Sculpture

Next Issue:

LIS Education & Training Worldwide:

The New System of LIS Education & Training in North Korea

Message from the Editor

Dear colleagues,

After John F. Harvey volunteered as the editor of this Bulletin for many years we have to thank him and his staff for the marvellous job they did. With great regret we had to learn that John gave up the editorship when he retired.

As the new editor I'll do my very best for an interesting, valuable Bulletin – together with a team of students from the Department of Library and Information Science, Humboldt University Berlin, Germany.

With this issue we offer not only a new layout but also a new concept, and we ask both all SET members and all members of the Standing Committee (SC) to suggest new ideas and give us their feedback and their pros and cons on this new concept.

The Bulletin consists two parts: SET Spotlight and LIS Worldwide. The SET Spotlight will provide information from around the Section Education & Training. To get a better idea who the SC members are and what they do, we want to introduce some of them in each Bulletin.

LIS Worldwide will provide an outlook on what is going on in the Library and Information Science (LIS) world, e. g. in Korea, the host of the next WLIC. LIS Worldwide also looks at the New Generation: Students from LIS schools with remarkable features and excellent results are presented. LIS schools are invited to suggest their best students for an article in the SET Bulletin!

LIS related conferences and congresses are listed as well as other LIS news. Last but not least there is a choice of new books and articles, recommended by both SET and SET/SC members as well as by any other LIS specialists who are all invited to give us information about LIS education and training related relevant and useful books and articles.

Petra Hauke

Impressum

The SET-Bulletin is published twice a year in January and July. Please share your ideas and comments by sending your contributions or suggestions to the editor Petra Hauke, Department of Library and Information Science, Berlin, Germany; priv.: Hochkalterweg 3a, D-12107 Berlin, Fax: ++49 30 74070216, E-Mail: petra.hauke@buchprojekte.com. Latest Revision: 2 January 2006 –

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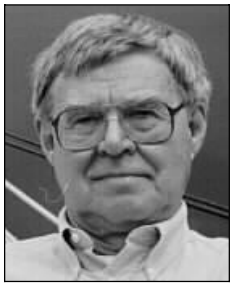
Section on Education & Training Spotlight


Terry Weech

Letter from the Chair

It is a pleasure to greet you in the first issue of our Section's Bulletin under the supervision of our new editor, Petra Hauke, and her team of students at the Department of Library and Information Science, Humboldt University Berlin, Germany. As Petra noted in her editorial, we extend many thanks to John Harvey and his staff who dedicated themselves to the production of the Bulletin for so many years. I do wish to thank Petra and her team for the job they have done on this inaugural issue under her editorship and also to extend thanks to all who contributed to this issue of the Bulletin. And I also wish to second Petra's call for volunteers to provide articles and news for publication in future issues of the Bulletin.

The Education and Training Section had a successful meeting in Oslo, Norway during the World Library and Information Congress / 71st IFLA Conference, 14 – 18 August 2005. The Education and Training Section presented a joint programme with the Library Theory and Research Section. The programme provided papers on the Nordic tradition in LIS teaching and research as well as papers on International Perspectives on Library and Information Science Research and Education. The programme was a great success. Over 100 turned up and the planning had estimated around 60. The Section also participated in the Division VII programme about Recruitment and Careers. Niels Ole Pors, Secretary of the Education and Training Section was chair of both the Divisional programme planning and the Section programme planning and he did his usual excellent job with both. The Divisional programme theme was recruitment and careers in the library and information science profession, including recruitment to research careers and coping with employers' requirements and expectations for new graduates. I represented the Section at the divisional programme with a paper on placement of students in alternative careers.

The E-learning discussion group, which is co-sponsored by Education and Training, had a very successful session in Oslo with attendance of nearly 100 participants. Plans are to request for renewal of the discussion group.

In 2005 we expanded the translations of our membership brochures from three languages, (English, French and Spanish), to German, Russian and Korean and all six of these brochures should be available on the Section's website by the time you are reading this issue of the SET Bulletin. The website can be found at: http://www.ifla.org/VII/s23/index.htm. Many thanks to Petra Hauke, our Bulletin editor, for coordinating the translations of these membership brochures into these other languages.

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Anna Maria Tammaro's 2004 IFLA research grant to investigate "The Quality Assessment of LIS Education" was completed in December of 2005. A summary of her findings will appear in the January 2006 SET Bulletin. The full report is being edited for possible publication in 2006.

Terry L. Weech and Niels Ole Pors received a research grant in 2005 to study the various patterns of education for digital librarianship. The study is proceeding on schedule and the results will be presented at the 2006 IFLA Conference in Seoul, Korea.

One of the projects I hope the Section can pursue in 2006 is the revision of the Section's statement of Scope so it does not conflict with the recently established Continuing Professional Development and Workplace Learning (CPDWL) Section. CPDWL grew from an discussion group that was associated with Education and Training. Our Scope statement has not been revised since this discussion group left us and became an independent Section in IFLA and as it was noted by members of CPDWL at the Oslo meetings of the Standing Committee, there are areas of overlap in the scope statements of the two sections that need to be clarified.

On the less than successful side of our recent activities is the effort to revise *The World Guide to Library, Archive, and Information Science Education*. Despite the efforts Susan Lazinger and Niels Ole Pors as co-chairs of an Advisory Committee on the World Guide revision project and the efforts of Judith Field (Wayne State University, USA), a former Standing Committee member, to continue the project, it was reported in Oslo that little progress has been made on the revision effort. As a result of the difficulties of moving forward on the project, the Advisory Committee suggested that a review of alternative ways of gathering information for the revision should be explored and a pilot should be undertaken to determine the feasibility of obtaining the information from data on the internet or by e-mail. The exploration of these alternatives will be completed early in 2006 and by the conference in Seoul, Korea, a decision will be made as to the feasibility of continuing the project or abandoning it. If you or your organization is approached for data during this pilot study, I hope you will respond.

I look forward to working with all the members of the Education and Training Section in 2006. Please feel free to contact me if you have questions or suggestions about the SET Bulletin, or any of the activities of the Education and Training Section. I hope I will see some of you at BOBCATSSS in Tallinn, Estonia at the end of January 2006 and in Seoul, Korea in August of 2006, if not at other conference or professional venues.

Submitted by Terry L. Weech, Chair of IFLA Education and Training Section, January 4, 2006.

Findings of the survey of quality assurance models in LIS programmes

by Anna Maria Tammaro, Italy

1. Background

At the Berlin Conference in 2003, the IFLA Section Education and Training (SET) approved a survey on quality assurance models in LIS programmes, aimed at achieving greater transparency of professional qualifications and increasing international cooperation of LIS schools for quality assurance and accreditation.

The survey has been completed and, in Oslo Conference, a draft report on survey findings has been presented to the SET Standing Committee (SET SC). A publication based on the report is in process and a plan for promoting the findings is underway through the participation in LIS conferences and publication in LIS journals.

2. Goals and objectives

IFLA SET has been studying the issue of equivalence and reciprocal recognition of academic qualifications in LIS since 1977 and its current activities still include the problems of international reciprocity / equivalency of qualifications and Library and Information Science (LIS) school guidelines. The goals of these efforts are to facilitate the mobility of students and to increase employability. The need to reinforce the comparability of higher education internationally through quality assurance systems is now becoming more pressing for IFLA due to the WTO GATS agreement on commoditization of education. The internationalization of higher education systems could give the opportunity for improving the skills of individual students and of increasing the quality of the national LIS higher education systems.

Two overarching priorities have guided the survey:

- To explore the issue of quality as currently measured in worldwide LIS schools;

- To provide support for promoting quality in LIS education and training.

The primary purpose of this survey was to gather data from a sufficient number of LIS schools from each region of the world on current quality assurance processes and to access the perceptions of priorities and concerns relating to quality assurance in LIS education.

The research questions were:

- How to improve the quality assurance process in LIS schools at national and international level?
- How to preserve diversity within an international framework of quality assurance?

The objectives were:

- To record specifics on existing quality assurance systems in LIS schools worldwide;
- To identify the different stakeholders' roles in quality assurance;
- To consider the quality assurance standards, guidelines and quality indicators followed by LIS schools.

Tab. 1 Taxonomy of LIS Quality Assurance Models

Quality Assurance Models	**Programme Orientation**	**Educational Process Orientation**	**Learning Outcomes Orientation**
Assessor or accreditor	Government agency; Professional association; External review commitee; University audit	Internal assessment, University audit	Professional association; Educational providers assessors; Participation of students
Purpose of assessment	Accountability; Customer protection	Improvement of the learning experience	Improvements in the quality of the student achievements, competences or employability
Indicators	Organizational structure; Resources in terms of funding, staff numbers and IT/Library facilities; Number of students, drop - out rates, recruitment; Course content and design; Staff	Validation and approval frameworks; Level and standards; Support for learning; Responsiveness to learner backgrounds and preferences, pedagogy	Assessment of student learning outcomes through exams and/or employee evaluations; Placement in employment; Student evaluation of the learning experience; Complaints and appeals
Time frame	Periodic	Continuous	Programme lifecycle
Typical output	Accreditation of the programme	Self improvement report	Certification of students/learners achievements
Information sharing	Publication of results	Internal report	Individual certification, Publication of results
Quality concept	Fitness for purposes; Value for money	Exceptional; Perfection	Transformative

3. Methodology

The survey collected data on current methods of measuring quality, identified formal quality assurance systems, and examined existing guidelines and standards used to assess the quality of LIS educational programmes. The methodology has included:

- A review of the relevant literature;
- An analysis of existing quality guidelines and standards;
- A survey of LIS schools.

The analysis of data has been done with a view to developing a typology of approaches and understanding the different rationales for assessing quality. In addition, the perceived advantages and disadvantages as well as the costs and benefits of the various approaches were examined.

4. Activities done

1. Based on the literature and documentary review of current practice in LIS, a

taxonomy of quality assurance techniques has been developed (Table 1) (February – August 2004);

2. A questionnaire was designed and tested by IFLA SET at the Buenos Aires IFLA Conference. IFLA SET participants contributed to the improvement of the questionnaire, and feedback was collected through October 2004;
3. A first report was presented during the IFLA SET Standing Committee on 21 August 2004 at Buenos Aires;
4. A bibliographic database was developed, containing the results of the literature review;
5. The selection of LIS schools to be surveyed was determined by the following method:

- First, members of IFLA SET acting as regional and local area guides. Terry Weech did the work for US; Elsa Barber for Latin America.
- Then, using the following LIS school directories, LIS schools' websites and e-mail addresses were identified in as many countries in the world as possible. Only LIS schools with available websites were selected for the survey. The sources used included:
    - the list of UNESCO Libraries Portal;
    - the Tom Wilson "World list of Departments and Schools of Information Studies, Information Management, Information Systems";
    - finally, the LIS schools listservs Bailey, JESSE and LISNET-ECSA were used to send a general message to the subscribers asking them to provide answers to the survey questions.

6. A questionnaire on current practice on quality assurance was sent by e-mail to 160 LIS schools worldwide with a December 2004 deadline. A reminder letter was sent in January 2005 to those who did not respond. A simplified version of the questionnaire was prepared in December 2004 for US and Canadian LIS schools, asking them if there were other accreditation systems than the American Library Association's.
7. The analysis of data was done with a view to developing a typology of approaches to assessing quality and to understanding the different rationales used (February – June 2005).
8. A database containing the questionnaire results and the quality indicators in LIS was built. This will be available online for research and will be updated continuously (from July 2005 onward).

5. Findings

The total of replies to the questionnaire were 51 (33 %) (August 2004 – March 2005). 34 questionnaires were immediatly returned for addresses not found. The response rate is low, and reasons could be:

- the choice to use e-mail, with the questionnaire as attachment, was easier but has limited the reply rate: 21 % of the e-mail addresses were wrong; some (0,6 %) respondents were not able to return the completed questionnaire; the choice of submitting the questionnaire only in English probably limited the ability of some to respond and discouraged replies;
- most LIS school's teachers seem to retain that quality assurance is an administrative task: some respondents transmitted the questionnaire for reply to the administration.
- some may not have replied because they had no procedures for quality assurance in their LIS school.

Relating to the survey objectives, the findings have demonstrated that:

5.1 To record specifics on existing quality assurance systems in LIS schools worldwide

Most of the LIS schools have quality assurance systems, but 11 % of respondents have no evaluation or accreditation of quality.

5.2 To consider the different stakeholders role in quality assurance

Quality assurance has been considered a strategic importance for LIS schools in at least two approaches: 1) the professional association accreditation of the programme, 2) the government agency accreditation of the programme. There is a third quality assurance approach, guided by university and quality audit, with a focus on educational standards, but less used in LIS schools (only 10 %).

5.3 To look at quality assurance models and procedures

The survey has shown that there is often (65 %) the same quality assessment procedure, in four steps: 1) external evaluation always begins with self-evaluation, 2) site visit (evaluation by impartial experts, usually from the field of study concerned) using LIS or general guidelines, 3) public reports (of which only 41 % are made publicly available) are then done, 4) follow up.

5.4 To consider the quality assurance standards, guidelines and quality indicators

Regarding what quality assurance covers, it can be said that quality assurance in LIS is more focused on resources and curriculum design (73 % and 86 %) than on outcomes (59 %) and student evaluation (66 %).

The main finding of the survey has been a quality model, which is based on a taxonomy covering quality criteria/ processes/definitions to describe, specify, and understand critical properties, characteristics, and metrics of quality in LIS. Three models of quality assurance have emerged from various LIS guidelines and standards: 1) programme orientation, 2) educational process orientation, 3) learning outcomes orientation.

Trying to reply to the research questions, we can say:

5.5 How to improve the quality assurance process in LIS schools at national and international level?

The learning outcomes orientation could be helpful for improving quality in LIS schools. Graduate outcomes are a critical indicator of how effectively universities are defining and instilling the skills and attributes expected of their graduates, with success in the labour market being the most obvious indicator of good outcomes. Given, however, that research training and more broadly, the provision of lifelong learning opportunities and skills upgrading are a significant aspect of the role played by the higher education sector in meeting knowledge society's economic, social and cultural needs, another key indicator is the active participation of graduates in the quality assurance process. The difficulty is to find evidence if there is an impact on the quality of student learning.

5.6 How to preserve diversity within an international framework of quality assurance?

Internationalization pushes for common mutual trust zones in LIS schools. The fact that these zones of mutual trust in many cases lack the stability provided by strong institutional and legal frameworks makes them vulnerable and point to the need for IFLA SET support. Further study by the IFLA SET should try to this concern.

A second approach considered by the research team for establishing criteria by which worldwide comparisons of LIS qualifications can be made, was to link quality assurance of LIS education and recognition of professionals having successfully completed the courses that each LIS school provides. There is a synergy between recognition for professional purposes and recognition for academic purposes in the work already done by some library associations (CILIP; ALIA) and IFLA Sections.

6. Conclusion

It is hoped that this survey's information will be useful to the library schools and other stakeholders, because the institutional perspectives and experiences should be factored into the current discussion and debates about the international dimension of higher education. Given the importance and changing nature of quality assurance of higher education in a period of continuous change, it will be important to conduct the survey on regular basis in order to systematically monitor the developments and to assure that IFLA could continue to assist its members with this fundamental aspect of higher education of professionals. Knowing what others are doing and learning from others' experiences has tremendous potential. As part of the survey methodology, IFLA has collected a number of guidelines and quality policy documents that IFLA members are willing to share. Two phases of disseminations of the results are planned, using for the first phase the IFLA SET Bulletin, LIS journals, and LIS conferences.

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Meeting Minutes

Minutes from the Standing Committee on Education and Training Meeting, Saturday, August 13, 2005, 8:30 - 11:20 am. Oslo, Norway

Present: Terry Weech (chair), Niels Ole Pors (Secretary), Anna Maria Tammaro (Information Officer), Marielle de Miribel, Shunsaku Tamura, Jacqueline Dussolin-Faure, Petra Hauke, Mouna Benslimane, Françoise Lerouge, Cristobal Urbano, Susan Lazinger, Ismail Abdullahi.

Absent with apologies: Barbara Dewey, Joyce Kirk, Aira Lepik, Kornelia Petr, John Feather.

Absent without apologies: S.B. Ghosh, Tatiana Kouznetsova, Sandra Lee.

Observers: Patricia Oyler, Judy Field, Frédéric Blin, Andrea Kaufmann, Manuela Schultz, Jana Grünewald, Ian Johnson, Chihfeng P Lin, Michael Leach, Radia Bernaoue, Brian Negin.

The chair of the section, Terry Weech, opened the meeting.

1. Introduction and Welcome

Introduction of officers, Standing Committee members, and observers. Terry Weech introduced the officers and welcomed the delegates and participants in the meeting.

The Agenda for the meeting was approved.

In the election process for new committee members of the section, the problem with a tied election was moved later on the agenda.

The minutes from the meeting in 2004 in Buenos Aires were approved. The minutes can be found at the following address: www.ifla.org/VII/s23/annual/set-minutes04.pdf.

Terry Weech and Niels Ole Pors gave a short report on the meeting in Division VII that took place Friday the 12th August. Report on Division VII meeting, August 12, 2005 in Oslo.

2. Election of Officers for SC, 2005-2007

Terry Weech was reelected as chair and treasurer. Niels Ole Pors was reelected as secretary. Anna Maria Tammaro was reelected as information officer for the section.

The editor of the SET-Bulletin, John Harvey has announced his resignation. Terry Weech noted that the newsletter comes out twice a year and that the minimum requirements are once a year.

He also indicated that we would start to look for a new editor. On behalf of the committee, Terry Weech thanked John Harvey for the tremendous work he has done on the SET-Bulletin.

We had a short discussion about corresponding members. It was decided, that Karisidappa from India will continue. Suggestions were made for new corresponding members. It was decided that the officers of the section will review the suggested nominations and will consider them for corresponding membership in the context of IFLA guidelines for corresponding members.

3. Officer reports

Terry Weech, Niels Ole Pors and Anna Maria Tammaro summarised and gave short reports of the activities during the year. The report from the chair has been sent as an E-Mail attachment to the members of the SET-committee.

Terry Weech gave an overview of the financial situation and suggested that 800 EUR out of approximate 1,000 EUR be put aside for editorial assistance in relation to the newsletter. Terry Weech also gave an orientation about the funding structure and the regulations behind the funding.

4. Conference Programme Planning

Niels Ole Pors summarised the actions taken planning the joint off site session arranged together with the Library Theory and Research Section and the Divisional session about Recruitment and Careers.

In total, more than 55 extended abstracts were sent and the papers selected are of a high quality.

Mouna Benslimane, chair of the planning committee, and Ismail Abdullahi, a member of the planning committee for Seoul, reported the actions taken so far. There will be a two part all day programme.

The first part will be sessions planned together with the Korean hosts focusing on the problems and needs of Asian education for LIS. The second part with a call for papers will focus on continuing education for LIS teachers and educators.

The presentation was followed by a discussion on the relationship between invited papers and open calls for papers. The discussion focused also on possible overlaps with the Section for Continuing Professional Development and Workplace Learning.

5. Projects and publications

There were no new proposals for projects for 2005-2006.

Anna Maria Tammaro gave a report of the project: A survey of quality assurance models in LIS-programmes. A draft report has been made and the study is nearly finished. The draft report is posted on the web for Standing Committee members to comment and make suggestions.

Terry Weech and Niels Ole Pors gave a short report about the project: Education for Digital Librarianship. The project will be finalised by the end of 2005 and reported on in Seoul.

Niels Ole Pors gave a report on the project: The World Guide to Library and Information Science Education. The editor appointed in Buenos Aires, Judy Field, wanted to resign from editorship because of problems with the data collection. There are only 33 entries and Judy Field reported about the difficulties of getting answers to the questionnaire. She also reported on the difficulties in getting information from the earlier editor.

The committee discussed the different implications of the external funding and there was a general consensus that members of the committee should try carry the project on to a conclusion and benefit from the work already done. The implications and decisions of this consensus were moved to the next meeting on the 19th August.

6. SET Mission and Strategic Plan

Anna Maria Tammaro gave a short report on the updating of the section's Mission and Strategic Plan. The updated plan can be found at IFLA-Net.

7. Other Business

Anna Maria Tammaro volunteered to represent the section in the IFLA Booth.

During the meeting, an election took place to break the tie vote in the general election to the Standing Committee. The results showed that Marielle de Mirabel was elected as a new member of the committee for a four year term. It was also decided that S.B.Gosh should take the remainder of Raslin Bin Abu Bakar's period. Bakar has not at all been in contact with any of the officers of the section and has not answered any communication.

Ian Johnson gave a short report on the activities of the E-Learning Discussion Group. As discussions groups are considered project groups, they only exist for a 2-year period. The discussion group will discuss where to go from here.

Niels Ole Pors
September 2005

Minutes from the meeting in the Standing Committee on Education and Training, Friday, August 19, 2005, 8:00 – 10:50 am. Oslo, Norway

1. Introduction and Welcome

Present: Terry Weech, Susan Lazinger, Ismail Abdullahi, Shunsaku Tamura, Niels Ole Pors, Françoise Lerouge, Kornelia Petr, Petra Hauke, Marielle de Miribel, Mouna Benslimane Cristobal Urbano.

Absent with apologies: Barbara Dewey, Joyce Kirk, Aira Lepik, John Feather, Anna Maria Tammaro.

Absent without apologies: S.B. Ghosh, Tatiana Kouznetsova, Sandra Lee.

Observers: Ann Ritchie, Myriam Lemmens, Patricia Oyler, Alice Miranda, Sanyice Falitar, Bettina Brenner, Ian Smith, Jana Varleis, Johannes Britz, Michael Leach, Chih-Feng P. Lin, Frédéric Blin.

The agenda was approved with the following additions:

- The EUCLID meeting in Copenhagen
- Editor of the newsletter
- E-learning discussion group

2. Reports from Conference Programme Planning Committees

Niels Ole Pors gave a report from the joint session with Library Theory and Research. The session went very well. The only problem was the number of participants. Over 100 turned up and the planning had estimated around 60.

Françoise Lerouge gave a report of the activities of the E-Learning Discussion Group: More than 100 people turned up for the session. It was also reported that the discussion group will continue for 2 more years and that the group is considering seeking status as a section. The E-Learning Discussion Group will also plan activities in Seoul.

Seoul, Korea 2006: Mouna Benslimane gave the report on the planning and decisions made. Mouna decided to maintain the original programme.

There will be a morning session with an Asian focus with invited papers. The morning session will be followed by an afternoon session with call for papers and focus on

dimensions of continuing education and life-long learning among LIS teachers and educators.

The discussion showed that it would be necessary to make the call for papers more clear, because at the moment the text could be interpreted as an overlap to the area of general continuing professional development.

There was a discussion about a divisional programme in Korea. The topic: Education, Research and Globalization was put forward as a suggestion. This will be discussed at the next meeting in the Division.

Ismail Abdullahi is chair of the programme committee for 2007 in South Africa. He has already been in contact with colleagues there and suggested a theme concerned with Cultural Mediation in Library and Information Science Teaching. He further suggested a one day workshop in cooperation with South African colleagues. The workshop will take place in Natal and much of the logistics are already in order due to cooperation with South African colleagues.

The committee is also investigating the possibility of running a joint session with CPDWL in South Africa.

Françoise Lerouge was appointed chair of the planning committee for the conference in Quebec, Canada in 2008. She will seek other members of the planning committee.

3. Projects and Publications

Follow up from the meeting August 12th

3.1 The World Guide:

The discussion centred on the World Guide. There was a general agreement that members of the SET SC should try to salvage as much of the project as possible. First of all, we should ask for a full report and the work done until now.

Several members, including Ismail Abdullahi and Susan Lazinger, volunteered to give the project a last go in the autumn 2005.

It was also decided that we should contact the regional editors once again.

3.2 Chih-Feng P. Lin, who has volunteered as an regional editor gave this opinion and information:

“Colleagues:

Although I am an observer, I appreciate you giving me this opportunity to speak. I do have some comments and suggestions to share with colleagues in reference to the World Guide.

1. We should encourage LIS educational institutions to post English version on their website.

2. Create a "Letter of Introduction" for our regional editors; this will confirm their authority to collect institutional information on behalf of IFLA.

3. For data input of the World Guide, you should consult the regional editors before creating the database. These editors will help you to choose fields that are appropriate for the individual regions. Examples include ZIP codes, which are different from country to different country; other example will be telephone number, fax number...

4. Finally, regional editors should be allowed to review and edit all data for their region.”

3.3 Newsletter:

Petra Hauke volunteered to make a proposal for the form and content of a new Newsletter. This proposal will be the basis for investigating possible candidates for the editorship of the SET-Bulletin.

4. Budget for 2006

Terry Weech suggested that we put aside 800 Euros for the Newsletter and 200 Euros for editing and distribution of finalised projects.

5. Other Business

Ismail Abdullahi reported from the European Union LIS-educators meeting in Copenhagen, August 2005 and emphasised that the meeting was successful. Peter Lor has expressed an interest that our section becomes involved in further meetings of this group.

Petra Hauke suggested that our section’s leaflet also would be in German and Russian languages. It was further suggested that the leaflet ought to be in Korean and Chinese.

Ismail Abdullahi suggested a new corresponding member. He was asked to forward the names and corresponding addresses of his suggestions to the officers for review.

Niels Ole Pors
September 2005

Who's Who: SC Member Profiles

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Chair

E-Mail: weech@uiuc.edu, URL: http://people.lis.uiuc.edu /~weechTLW HOME1.htm
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Tel. *(1)(217)3330646 / Fax *(1)(217)244-3302

Personal profile

Position: Associate Professor
Main issues in teaching and research: International Librarianship; Library Co-operation; Evaluation and Assessment of Library Services; Reference and Information Services; Economics of Information; Library Administration; Education for Librarianship.

Major publications:

- "Teaching about the Civil Society in Library and Information Science Education". *Libraries, Civil Society and Social Development*, Sofia, Bulgaria, 2004. pp. 107-113.
- "Globalization, Social Policy, Systems Thinking, and Librarianship". *STIQE 2004*, Proceedings of the 7th International Conference on Linking Systems Thinking, Innovation, Quality, Entrepreneurship, and Environment. Maribor, Slovenia, June 23-26, 2004. Institute for Entrepreneurship and Small Business Management, Maribor, Slovenia, 2004. pp. 145-150.
- "The education of Public Librarians to Serve Leisure Readers in the United States, Canada, and Europe" (with Jessica Moyer). *New Library World*. Vol. 106, nos. 1/2 (January 2005) pp. 67-79.
- "Teaching Librarians to be Teachers – The U. S. Experience in Offering Information Literacy Instruction in Library and Information Science Programmes". *Librarianship in the Information Age*, Proceedings of the 13th BOBCATSSS Symposium, Budapest, Hungary, January 31 – February 2, 2005. pp. 111-117.
- "Teaching Librarians to Assist International Students: Identifying the Problems" (with Jaclyn Bedoya and David Kunz). *Librarianship in the Information Age*, Proceedings of the 13th BOBCATSSS Symposium, Budapest, Hungary, January 31 – February 2, 2005. pp.118-124.
- "Teaching Librarians to Assist International Students: Services, Programmes, and Instruction" (with L. Dodd & L. Suchy). *Librarianship in the Information Age*, Proceedings of the 13th BOBCATSSS Symposium, Budapest, Hungary, January 31 – February 2, 2005. pp. 125-132.
- "LIS Education and Multidisciplinarity — Enhancement or Disintegration: an Exploratory Study" (with M. Pluzhenskaia). *Journal of Education for Library and Information Science Education*. Vol. 46, no. 2 (Spring 2005) pp. 154-164.
- "Globalization and Cooperation Concepts in Library & Information Science Curricula". *Libraries, Globalization and Cooperation*, Papers from the International Conference held in Sofia, Bulgaria, November 3-5, 2004. University of Sofia, Sofia, Bulgaria, 2005. pp. 37-42.
- "Are Students Really Entering Careers in Librarianship? An Analysis of Career Patterns after Graduation from LIS Schools" (with Alison Scott). *Proceedings of World Library and Information Congress*: August 14 – 18, 2005, Oslo, Norway. www.ifla.org/IV/ifla71/papers/059e-Weech_Scott.pdf

Higher education and degrees:

Bachelor's Degree: Knox College, Master's and PhD: University of Illinois at Urbana-Champaign.

International experience: See http://people.lis.uiuc.edu/~weech/TLWHOME1.htm

LIS school profile

Graduate School of Library and Information Science, University of Illinois – Urbana-Champaign

Foundation: Established 1893.

Number of staff, positions: 22 full time faculty members; approx. 30 adjuncts and supporting faculty members; 25 staff.

Number of students: Approx. 500.

Main research issues, special projects: See: www.lis.uiuc.edu/research/areas.html

Programmes of study/Degrees:

- Master of Science (MS)

- K-12 Library Information Specialist Certification Programme
- Certificate of Advanced Study (CAS)
- CAS in Digital Libraries
- Doctoral Programme (PhD)
- Online Graduate Education (LEEP)
- Undergraduate Minor
- Continuing Education
- Scholars-in-Residence Programme

Niels Ole Pors
Secretary

E-Mail: nop@db.dk
URL: www.db.dk/nop/
Royal School of Library & Information Science
Department of Library and Information Management
Birketinget 6, DK-2300, Copenhagen S, Denmark
Tel. *(45)32586066 / Fax *(45)32840201

Personal profile

Position: Professor

Main issues in teaching and research: Organizational theory, leadership, performance measurement, user studies, digital libraries and research methodology.

Major publications:

20 books and research reports on users, research methodology and statistics, collection management, organizations theory, leadership in libraries, use of digital information resources; More than 150 papers on the same topics in Nordic and international journals; details: www.db.dk/nop.

Higher education and degrees:

University degrees in Social Science and History.

International experience:

- Coordinator of the Nordic Network Nordplus concerned with student and staff exchange among Nordic LIS-institutions since 1989-2000.
- Co-ordinator of the ICP under the ERASMUS programme since 1994-2000.
- Contractor of a TEMPUS-programme concerned with modernization of Hungarian Library Educations since 1994 to 1998.
- Contractor of a TEMPUS-programme concerned with mordernization of Macedonian Research Libraries, 1999-2000.
- Heavily involved in other TEMPUS and PHARE programmes.
- Member of the IFLA SET 2001-2009.
- Has lectured in over 25 different countries world wide.

LIS school profile

The Royal School of Library and Information Science (RSLIS) is a higher education institution responsible to the Danish Ministry of Cultural Affairs for education, research and development to the highest level in the field of Library and Information Science.

Foundation: 1956 as an independent school. 1918 established as a School under the auspices of the National Library Authority.

Number of staff, positions: Approx. 75 full time academic staff members.

Number of students: The total number of students enrolled at the Royal School of Library and Information Science is about 1,000. In 2005, the School's budget was about DKK 90 million (12 mill. Euros).

Programmes of study/Degrees:

- Bachelor/Master of Library and Information Science
- Librarian
- Library Assistant
- Doctoral Programme (PhD)

Main research issues, special projects:

1. Domain analysis and informetric studies
2. Comparative studies of knowledge organization
3. Studies of interactive information retrieval and seeking
4. Media history and media interplay
5. The public library as a cultural institution between the dual states of being anchored and being set free ("free-setting")
6. Library development and societal change
7. Library history

International exchange (partner universities):

The RSLIS is deeply involved in many kinds of international activities including international exchange programmes such as SOCRATES and NORDPLUS, organizing of international conferences and seminars and a range of international (including EU-funded) research projects.

Overseas student and staff exchanges are also taking place within a collaborative project implemented jointly with Temasek Information Technology School in Singapore and the School of Information and Library

Science, University of North Carolina at Chapel Hill, USA. The acronym for this international project is CIP (Circulating International Programme). The first package of CIP modules taught in English under the label of "Information Management in the Network Society" is offered in 2004.

The CIP course is hosted by the RSLIS. The RSLIS is member of a joint Nordic-Baltic research education network: Nordic Research School in Library and Information Science (NORSLIS). In 2004, activities were initiated within a SOCRATES-funded project entitled "LIS Education in Europe: Joint Curriculum Development and Bologna Perspectives". The project, funded by a EU grant of € 54,000, is coordinated by the RSLIS and conducted on a European plane.

In addition, visiting professors and research scholars from abroad are a regular feature of the academic life of the School as occasional lectures by key specialists and high-level researchers of international repute. To give a boost to teaching of LIS courses in English, plans are progressing on a Master's programmeme to be offered in English as from September 2005.

Anna Maria Tammaro
Information Officer

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Tel. *(39)(055)697585, Fax *(39)(0521)902365
priv.: Via Montebeni 9, I-50014 Fiesole (Firenze), Italy

Personal profile

Position: Researcher, International Master in Library and Information Studies by Distance Italian Course Coordinator.

Main issues in teaching and research: Digital library, electronic publishing, learning and libraries, internationalization and quality assurance.

Major publications:

- (2005) Recognition and quality assurance in LIS: new approaches for lifelong learning in Europe. *Performance measurement and metrics* 6, no. 2. pp. 67-79.
- (2005) Adapting LIS education to the digital age: co-operation and internationalization for innovation. *Proceedings of the 13th BOBCATSSS Symposium*, Budapest 31 Jan – 2 February 2005. pp. 27-37.
- (2003) (with P. Dixon). Strenghts and issues in implementing a collaborative inter-university course: the International Masters in Information Studies by distance. *Education for information*. Vol. 2/3. pp. 12-27.
- (2002). Towards internationalization of LIS schools: an introduction. *Towards internationalization of LIS schools*. Parma, 18 March 2001. pp. 7-17.
- (2002). Facilitating scholarly communication: cost and benefit of a digital university press. *IFLA pre-conference Meaningful measures for emerging realities*. Pittsburgh, 12-16 August 2001. pp. 43-50. 4th Northumbria International Conference on Performance Measurement in Libraries and Information Services.
- (2000) (with A. Salarelli) *Biblioteca digitale*, Milano : Bibliografica.
- (1999). Document delivery as an alternative to subscription. *The Digital Library: challenges and solutions for the new millennium*. Milano, June 1999. pp. 157-164.

Higher education and degrees

Degree in Philosophy (1971), Specialization in Librarianship (1976), Master in Information Studies (2nd level) (1999); currently studying for a PhD in Information Studies researching the topic: "Internationalization and Quality in LIS Education in Europe" (to be completed in 2007).

International experience

Joint International Master in Information Studies Italian Coordinator (2000-); Member of the EUCLID Board (2005-2007); Member of EAIE – European Association for International Education (2004-)

Next issue:

- Ismail Abdullahi, North Carolina Central University, School of Library and Information Sciences, Durham, North Carolina, USA
- Aira Lepik, Department of Information Studies, Graduate School of Social Sciences, Tallinn University, Tallinn, Estonia
- Françoise Lerouge, enssib, Villeurbanne Cedex, France

SC Members List

SET Standing Committee members, officers and corresponding members with list of tasks

NAME	ADDRESS	TERM	TASK(S)
Abdullahi, Ismail	North Carolina Central University, School of Library and Information Sciences 1801 Fayetteville Street, Durham, North Carolina, 27707 USA, T: +1-919--530—5213; F: +1-919-530-6002, E-Mail: iabdullahi@nccu.edu	2001-2005 2005-2009	1) Member of 2006 Conference Planning Committee (Seoul) 2) Member of World Guide Advisory Committee 3) Chair of 2007 Conference Planning Committee (Durban, South Africa)
Benslimane, Mouna	Ecole des Sciences de l'Information Avenue Allal el fassi, Cite Al Irfane Rabat Instituts - B.P. 6204, Rabat, Morocco T: +212 37 77 4904 / F: +212 37 77 0232 E-Mail: moubens@yahoo.com	2003-2007	Chair of 2006 Conference Planning Committee (Seoul)
Dewey, Barbara	Dean of Libraries, Hodges Library, University of Tennessee, Knoxville, TN 37996 USA T: + 1 865 974 4127 / F: +1 865 974 4259 E-Mail: bdewey@utk.edu	2005-2009	
Dussolin-Faure, Jacqueline	Ecole des Sciences de l'Information, 226 Avenue de Saint-Exupery, 31400 Toulouse, France T: +33 5 6120 0759, E-Mail: jdsussoli@club-internet.fr	2003-2007	Member of 2006 Conference Planning Committee (Seoul)
Feather, John	Department of Information Science, Loughborough University, Loughborough Leicestershire LE11 3TU, UK, T: +01509-223050 / F: +01509-223053, E-Mail: j.p.feather@lboro.ac.uk	2005-2009	
Ghosh, S.B.	Faculty of Library and Information Science Indira Gandhi National Open University (IGNOU)d Rm 117, Block F, Maiden Garhi, New Delhi – 110068, India, T: 91-11 2953 6342, F: + 91-11-2953 3845 E-Mail: sbghosh@hotmail.com	2005-2009	
Hauke, Petra	Department of Library and Information Science at Humboldt University, Berlin Hochkalterweg 3a, D-12107 Berlin, Germany T: +49 (0) 30741 5903, F: +49 (0) 30740 70216 E-Mail: petra.hauke@buchprojekte.com	2005-2009	SET Bulletin Editor 2005-2009
Kouznetsova, Tatiana	Academy of Postgraduate Education in Culture and Art, Russian Federation, T: +/ F: +, E-Mail: aprikt.biblio02@inbox.ru	2005-2009	
Kirk, Joyce	RMIT University GPO Box 2476V, Melbourne 3001, Australia T: +61 3 9925 1095 / F: +61 3 9925 3185 E-Mail: joyce.kirk@rmit.edu.au	2003-2007	
Lepik, Aira	Department of Information Studies, Graduate School of Social Sciences, Tallinn University 25 Narva Road, 10 120 Tallinn, Estonia T: +372 6409 480/ F: +372 6409 481, E-Mail: aira@tpu.ee	2001-2005 2005-2009	
Lerouge, Françoise	enssib 11-21 Boulevard du 11 Novembre 1918 69263 Villeurbanne Cedex, France T: + 33 4 7244 4332 / F: +33 4 723 3244 E-Mail: lerouge@enssib.fr	2001-2005 2005-2009	1) Chair of 2008 Conference Planning Committee (Quebec) 2) Member of 2006 Conference Planning Committee (Seoul)
Miribel, Marielle de	Head Librarian, Mediadix, Pôle Métiers du Livre, Université Paris X, 11 avenue Pozzo di Borgo 92210 Saint-Cloud. France E-Mail: miribel@u-paris10.fr	2005-2009	
Petr, Kornelija	CLA, Faculty of Philosophy, University of J.J. Strossmayer, Osijek, Croatia, T: + 385 31 211 400 F: +385 31 212 514, E-Mail: kpetr@ffos.hr	2005-2009	

Pors, Niels Ole	Royal School of Library & Information Science Birketinget 6 - DK-2300, Copenhagen S, Denmark T: +45 3258 6066 / F: +45 3284 0201 E-Mail: nop@db.dk	2001-2005 2005-2009	1) Secretary of Standing Committee on Education and Training - 2003-2005, 2005-2007, 2) Chair of SET World Guide Advisory Committee
Roelants-Abraham, Josiane	Library Science & Library Automation, Free University of Brussels, ULB SIC Infodoc CP 123 – 50, av. F.D. Roosevelt, B-1050 Brussels, Belgium T: +-, F: + 32 2 511 4111, E-Mail: jroelant@ulb.ac.be	2003-2007	
Tamura, Shunsaku	School of Library and Information Science, Keio University, 2-15-45 Mita, Minato-ku, Tokyo, 108-8345, Japan; T: +81 3 5427-1222 / F: +81 3 5427-1222; E-Mail. tamaran@slis.keio.ac.jp	2005-2009	
Tammaro, Anna Maria	University of Parma, Via Montebeni, 9, I-50014 Fiesole (FI), Italy, T: +39 055 69 7585 / F: +39 0521 90 2365; E-Mail: annamaria.tammaro@unipr.it	2003-2007	SET Information Officer, 2003-2005, 2005-2007
Urbano, Cristóbal	Universitat de Barcelona, Facultat de Biblioteconomia i Documentació Barcelona , C/ Melcior de Palau, 140. 0814 Barcelona, Spain; T: +34 934 037 021; F: +34 934 035 772; E-Mail: urbano@ub.edu	2005-2009	
Weech, Terry	Graduate School of Library & Info. Science University of Illinois at Urbana-Champaign 501 E. Daniel Street, Champaign, IL 61820, USA, T: 1-217-333 0646 / F: 1-217-244 3302, E-Mail: weech@uiuc.edu	1999-2003 2003-2007	Chair and Treasurer of Standing Committee on Education and Training - 2003-2005, 2005-2007

CORRESPONDING MEMBERS (Maximum of five for a two year term)

Dimchev, Alexander	University of Sofia "St. Kliment Ohridski", 15 Tzar Osvobodite Blvd. 1504 Sofia, Bulgaria, Tel.: +359 2 943 44 47; F: +359 2 943 44 47; E-Mail: dimchev_uni@abv.bg	2005-2007	
Karisiddappa, Dr. C.R.	Dept. of Library and Information Science, Karnatak University, Dharwad - 580 003 Karnataka, India; T: +91-836-2747121 ext 260, 348, F +91-836-2747121, E-Mail: karisiddappa@gmail.com	2003-2005 2005-2007	Member of 2006 Conference Planning Committee (Seoul)
Lin, Chihfeng	Department/Graduate Programme of Information and Communications Shih-Hsin University, No. 1, Lane 17 Muzha Road, Section 1, Taipei, Taiwan (11603), T: +886 2 2236 4906; F: +886 2 2236 1722; E-Mail: chihfeng@cc.shu.edu.tw	2005-2007	
Aleksandra Vranes	Department for librarianship and informatics - library Knez Mihajlova 40/V - 11000 Belgrade, T: +381 11638-622/ext 102; 181; E-Mail: alvranes@EUnet.yu	2005-2007	

IFLA News

World Library and Information Congress: 72nd IFLA General Conference and Council August 20 – 24, 2006; Seoul, Korea

"Libraries: Dynamic Engines for the Knowledge and Information Society"

Call for Papers

(extract, complete list see www.ifla.org/IV/ifla72/calls-e.htm)

Division VII: Education and Research

Theme: ***"Hidden biases in library concepts – Cultural and linguistic differences in research and education"***

Librarianship is a scientific and professional field that depends heavily upon culture and language in its research and education. How do we interpret and understand central issues in LIS concepts within the context of different cultures and languages? What effects do

cultural and linguistic differences have on the way we formulate research problems and educate and undertake research in LIS?

Central topics that library researchers and library educators deal with worldwide are, for example, information literacy, digital librarianship, the library as an arena for learning, the promotion of reading etc. But to what extent and in what way is our approach and understanding of such topics, as researchers and educators, dependent on our cultural and linguistic background?

These questions will be addressed in a session of Division VII, Education and Research.

We are looking for contributors who can highlight these or other central questions from different cultural and linguistic perspectives.

Interested contributors are invited to submit an abstract by the 20th of February 2006.

The abstract should consist of approximately 500 words, and be submitted to: Ragnar Audunson, Chair, Library Theory and Research Section, Organizer for Division VII 2006 Seoul Programme, E-Mail: Ragnar.Audunson@jbi.hio.no

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Section 24, Library Theory and Research

Theme: ***"The role of IFLA in diffusing professional norms and standards"***

The Standing Committee of the IFLA Library Theory and Research Section is undertaking a project aiming at eliciting the role of IFLA in promoting professional norms and standards in general and norms and standards related to information literacy in particular.

Results will be presented at an LTR session in Seoul, and for this session we would like to have national and regional reports on this topic from different parts of the world where we so far do not have partners, e.g. Latin America, Asia, East Africa, West Africa and Southern Africa and Russia.

Reports can be based upon :

- qualitative interviews undertaken according to the interview guide (English and French version see www.ifla.org/IV/ifla72/call-2006-ltr-e.htm – the interview guide is about being translated in Russian and Spanish),
- quantitative surveys developed on the basis of the attached guide or other kinds of data deemed relevant, e.g. document analysis.

If you want to contribute to this project please express your interest as soon as possible to the project leader: Ragnar Audunson (Chair, Library Theory and Research Section), E-Mail: agnar.Audunson@jbi.hio.no

Please indicate what kind of empirical investigation you would like to undertake (qualitative interviews, survey or document analysis) before the 1st of March 2006.

Section 43, Continuing Professional Development and Workplace Learning with Section 19, Preservation and Conservation Section and PAC Core Activity

Theme: ***"Preservation Advocacy and Education"***

The need to advocate for preservation education has never been greater as librarians are faced with an ever-growing list of responsibilities.

Cultural heritage collections are growing exponentially in many formats, analog as well as digital. In this context, we are compelled to advance preservation awareness to ever-expanding diverse audiences. These audiences include but are not limited to administrators, collectors, librarians, computer scientists and engineers, politicians, architects, and the general public - including children.

We are also challenged to maintain preservation standards and disaster plans, in consultation with experts. To do this we must address issues of changing attitudes, trends, priorities, financial needs, and technological developments. Finally, we must continually "migrate and reformat" ourselves in order to stay abreast of evolving audiences and issues. This may require that we develop innovations in the ways in which we advocate and educate, using, among other things, distance learning, publications, exhibitions, workshops, formal degree programmes, and professional conferences (web-and paper-based).

The IFLA Continuing Professional Development and Workplace Learning, and Preservation and Conservation Sections, together with the Preservation and Conservation Core Activity are planning a joint programme covering these topics for the Seoul conference. The programme will comprise both papers and demonstrations of tools developed for education in the preservation field.

We are issuing a call for papers. We are specially looking for case studies or practical presentations. We are seeking contributions for the two following programmes:

- a two-hour session with speakers presenting papers that describe studies that have defined the extent and nature of preservation problems, and demonstrations

of campaigns used to raise awareness and educate stakeholders;
- a two-hour hands-on session with speakers presenting best practices in training library staff in basic preservation principles and techniques, and demonstrations of training methods, tools, and courses.

If interested, please send a one-page abstract and information on the author by 15 December 2005 to: Sarah Toulouse for the PAC Section, E-Mail: sarah.toulouse@bm-rennes.fr, Susan Schnuer for CPDWL Section, E-Mail: schnuer@uiuc.edu, and Marie-Thérèse Varlamoff for PAC Core activity, E-Mail: marie-therese.varalmoff@bnf.fr.

The abstracts will be reviewed by members of both standing committees and PAC Core activity. Successful applicants will be notified by mid-February 2006.

Full papers will be due on 1 May 2006, to allow time for review of papers and translations. Papers should not be longer than 20 pages. A maximum of 20 minutes will be allowed for a presentation or summary of the paper during the Sections programme in the conference.

All the abstracts must be in English. Papers can be presented during the conference in any IFLA working language (English, French, German, Russian, Spanish), but the hands-on presentations should be in English only.

Information on the author should include name, contact details, affiliations (home institution, professional memberships, etc.) and a brief statement of experience and expertise related to the themes of this conference programme.

SET News

World Library and Information Congress: 72nd IFLA General Conference and Council August 20 – 24, 2006; Seoul, Korea

"Libraries: Dynamic Engines for the Knowledge and Information Society"

Call for Papers

Section 23, Education and Training

As part of the 72nd IFLA General Conference and Council, the Section for Education and Training is planning to organize an off-site whole day workshop at the Department of Library and Information Science of Ewha Woman's University.

The morning session will address "Regional Cooperation of LIS Education Institutes in East Asia." And the afternoon session will be on "Education and Lifelong Learning among LIS Teachers and Educators."

We invite papers for the afternoon session on the topic of **"Education and Lifelong Learning among LIS Teachers and Educators".**

Proposals for papers must be submitted by 1 February 2006 to Mouna Benslimane moubens@yahoo.com. The proposal should include a 200-400 word abstract and all relevant biographical information.

The proposals will be selected by the IFLA SET Seoul Programme planning committee: Mouna Benslimane, Morocco, Professor Ismail Abdullahi, USA and Professor Françoise Lerouge, France.

Successful proposers will be notified by 1 March and must supply the full paper by 15 April 2006.

Please note that all fees, including registration to the conference, travel, accommodation etc., are the responsibility of the authors of the accepted papers.

The **SET Section Brochure** is now available also in **German, Russian and Korean**. Please ask for printed copies or visit the Section's homepage: www.ifla.org/VII/s23/index.htm

The Section Brochure is of course furthermore available in English, French, and Spain.

Did you participate in any interesting international congress or conference on LIS education & training? Please let the international LIS community know your experiences and the congress results! Please feel free to send your report to the SET Bulletin's editor:
petra.hauke@buchprojekte.com!

Library and Information Science Education in the Republic of Korea

by Young Ai Um, Catholic University of Daegu, Republic of Korea

The goal of Library and Information Science (LIS) programmes offered at various educational institutions in South Korea is mainly to prepare students to be librarians whose qualifications are stipulated by the Library and Reading Promotion Law. The education for librarians is based on the Librarian's Qualifications prescribed in the Enforcement Ordinance of the Law. The Ordinance classifies library personnel into Librarian and Associate Librarian, and the Librarian is categorized as a 2nd-Rank Librarian and a 1st-Rank Librarian. Librarians' qualifications are described on the following table.

Librarian's Qualifications

Title	Qualifications
1st-Rank Librarian	1. A person with a doctorate in LIS. 2. A 2nd-Rank Librarian with a doctorate in a subject other than LIS or with the qualification off 'Professional Engineer for Information Processing'. 3. A 2nd-Rank Librarian with a Master's degree who has more than six years' experience in library work or in information or library science research at the institutions designated by the Ministry of Culture and Tourism.
2nd-Rank Librarian	1. A graduate of a Department of LIS of a four-year college or university. 2. A person with a Master's degree in library and information science. 3. A Master's degree holder who has majored in library education or in education for school librarians at the Graduate School of Education. 4. A person with a Master's degree in a subject other than LIS who has completed the required course at one of the designated institutions. 5. An Associate Librarian with a Master's degree. 6. An Associate Librarian who has worked more than three years in libraries, and has also completed the required course at one of the designated institutions. 7. A four-year college or university graduate with the qualification of Associate Librarian who has worked more than one year in libraries, and who has also completed the required course at one of the designated institutions.
Associate Librarian	1. A graduate of a Department of Library and Information of a two-year junior college. 2. A graduate of a two-year junior college or a person with equal or higher academic qualifications who has completed the required course at one of the designated institutions. 3. A four-year college or university graduate who has minored in library and information science.

According to the ordinance, there are several ways to be qualified librarians, but the departments of LIS of universities have been playing a major role in producing librarians. The basic academic qualification of librarians in Korea is graduation from a two-year junior college. The designated institutions in the ordinance include such institutions as the National Central Library and the School of Library and Information Services attached at the Department of Library and Information Science. The Korean Library Association (KLA) is in charge of issuing the librarian's certificate.

History of LIS Education

The first educational programme for librarians was offered by the National Library School set up at Chosun (Korea's old name) National Library in 1946. It was a one year course to train librarians, and the candidates for admission had to be high-school graduates. The programme lasted until 1950.

In 1955, Ewha Womans University in Seoul started to offer a twelve-credit course in library science as a minor subject. It is claimed as the first library science education provided at a university.

Full-fledged education for librarians at a Bachelor's degree level started in 1957, when the Department of Library Science was established at Yonsei University in Seoul. Peabody College in the United States of America (USA) sent teaching staff in library science to Yonsei University in accordance with a contract with the US Agency for International Development (AID) which included upgrading and improving teacher education in Korea.

Yonsei University also opened a library school, which offered a one-year postgraduate course for practicing librarians. It can rightfully be stated that the education for librarians in Korea has adopted and been influenced by the American education for librarians. Educational purposes and curricula as well as the contents of education have tended to follow those of the USA.

Korean LIS students at Catholic University of Daegu

The difference is that the Korean education was mainly offered for the undergraduate students, while American librarians were educated and trained at graduate schools. The American Library Association (ALA) has been playing important roles including accrediting library schools, but as far as the education for the Korean librarians is concerned, the KLA has not been very influential.

When the first department of library science was opened at a university, there was no concern about the validity of library science. University, which means literally a 'school for great learning' in Korea, has long been regarded as an institution for scholarship and theoretical research. In a sense, establishing a department at a university implies that the knowledge taught at the department is supposed to be highly regarded for great learning.

It has not been seriously questioned if library science is a 'science' or a 'craft'. Starting in 1984, the departments of library science have changed their names to ‘Departments of Library and Information Science’.

Educational Institutions

Departments of LIS at Universities

Universities accept students completing twelve-year school education. For a four-year period, students can choose major and minor subjects. Universities usually require 120-140 credits for graduation, and to choose a major, students have to take more or less 60 credits in the major subjects. There are 32 departments. Most of the departments accept 30-40 students every year, and their faculty is composed of about four to six teaching staff.

The students are awarded a Bachelor's degree and qualified as a 2nd-Rank Librarian when they graduate. About 30-50% of the students take education-related courses to be qualified as a school librarian. These students get the school librarian's certificate along with the degree and librarian's qualification.

Master's Degree Programmes at Graduate Schools

The first programme for a Master's degree in library science was offered at the Graduate School of Ewha Womans University in 1959. Master's programme, which is a two-year course, requires students to take 24 credits and finish a thesis. Presently twenty-four graduate schools are offering Master's degree programmes. Master's programmes used to attract students mostly with library science background, but in recent years, many graduates in other fields have enrolled in the programmes.

PhD Programmes at Graduate Schools

In 1974, the first Doctoral programme in library science was opened at Sungkyunkwan University. PhD programme requires 36 credits and a Dissertation, and can be completed in three years. Students who want to be teaching staff at the library schools enroll in the course, and 12 Graduate Schools are offering doctoral programmes.

Departments of Library and Information at Junior Colleges

Since 1970 when the first Department of Library was opened at Busan Women's Junior College, junior colleges have been producing Associate Librarians. There are seven junior colleges with a department of library and

information. A graduate of the department can work as an Associate Librarian. And after three years of working in a library and taking a required course, one is qualified as a 2nd-Rank Librarian.

Schools of Library and Information Services

Sungkyunkwan University in Seoul and Keimyung University in Daegu set up Schools of Library and Information Services. These Schools are attached to the departments of LIS, and offer a one-year night course for qualifying librarians and associate librarians.

Continuing Education

In spite of its importance for librarians, continuing education has not attracted much attention from library schools and librarians. Educational institutions have not been concerned with providing continuing education. The most active institution for continuing education and training is the National Central Library. The library has been organizing various short courses, lasting 3-5 days, for librarians and library managers and the courses have attracted a great deal of interests from library staff.

Curricula

As mentioned before, the curricula for LIS education have followed those of American library schools. When library education was first started, selection of materials, cataloguing and classification, reference services and management were required as core subjects. Apart from those four subjects, bibliography, which treated the Oriental materials, was an import part of the curricula. The concept of core subjects has diminished, and the subjects of information science, including information retrieval, databases and networks have been incorporated in the curricula and become a major part. The titles of some subjects taught at the department have been changed, but the curricula still keep the traditional core subjects. Practical library experience used to be a compulsory course, but it is an option now.

There have not been efforts to specialize education for librarians. Most of the educational institutions have produced librarians who will work in all types of libraries without differentiating their qualifications. To be employed as librarians at public and national libraries, the librarians have to take examinations for civil servants. The certified school librarians should take national examinations for teachers to serve at public schools.

The 32 departments are producing more or less 1,000 librarians every year. The job markets for these future librarians have never been favourable. But the primary, middle and high schools in the country have recognized the importance of school librarians and have just started to employ them. And many people have recognized that to meet the needs of an information society, the country has to have more public libraries. So the future of librarians and the educational institutions for them has a bright future.

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Higher Education in LIS in Iraq

by Ursula Georgy, Germany

At the end of November and beginning of December 2005 five Iraqi librarians visited the Institute of Information Science at the Cologne University of Applied Sciences to inform themselves about the German librarianship and higher education in library and information science (LIS). Moreover the goal was to inform German students and academic staff in Iraq´s librarianship and higher education in LIS. The project was promoted and funded by the Goethe Institute[1]. This paper aims to provide a survey about the most important aspects of higher education in Iraq and is the result of gathered information during conversations and a colloquium with the Iraqi colleagues. [2]

[1] Goethe Institute: www.goethe.de

[2] Dr. Arwa Nasir, Head of Department of Information and Library Sciences, Mustansiriyah University Baghdad; Dr. Luma Abdul Razak, Head of Department of Library Management, Management Institute Baghdad; Dr. Majid Mohammed, General director of Central Library of Baghdad-University; Dr. Mohammed Aliwi, Head of Department of Library and Information Science, Basrah University; Dr. Mahmood Salih, Head of Department of Information and Librarianship, Mosul University

Higher Education System in Iraq

The modern higher education system was established at the end of the 1950s with the foundation of the Baghdad University. Later on more universities like the Mustansiriyah University in Baghdad and the universities in Basrah and Mosul were established.

At the end of the 1960s the higher education system was extended by the technical institutes. By the time the technical institutes completed their programmes about non-technical studies.

Today the higher education system comprises about 20 universities and 45 technical institutes under the management of the Ministry of Higher Education and Scientific Research – MHESR. The Baghdad University is the largest one with more than 70,000 students and nearly 3,600 academic staff. The Mosul University in the north of Iraq is the second largest, Basrah University in the south of Iraq is the most important one.

In Iraq a three level education system is established:

- 1st level: *Undergraduate* Bachelor degree after four years;
- 2nd level: *Postgraduate* Master degree (Magister) after two years;
- 3rd level: *PhD.*

The technical institutes combine theory and practical work in a two-year undergraduate study with awarding a Diploma degree. The best graduates are permitted to transfer in the 3rd year of a Bachelor study at universities.

In Iraq the minimum educational qualification for a teaching post in higher education is a Master's degree. Staff with Bachelor degree normally administrate the practical and laboratory courses.

Schools of Library and Information Science

Today five Library and Information Science Schools exist at three universities and two technical institutes.

- Department of Information and Library Sciences – Mustansiriyah University Baghdad (since 1970);
- Department of Library Management – Management Institute Baghdad[3] (since 1989);
- Department of Library and Information Science – Basrah University (since 1984);
- Department of Information and Librarian-ship – Mosul University (since 1995);
- Department of Library/Technical Institute Mosul.

The Department of Information and Library Sciences of the Mustansiriyah University is the only one offering a Master's degree (since 1986) and a PhD (since 1992/93) in library and information science. The Mosul University offered a master study in librarianship as well but it stopped in 2003-2004.

Nearly 80 % of the students in librarianship are female.

Content of Courses

The headlines of the courses correspond with the European and Anglo-American ones, but the higher education is affected by librarianship obviously. Main foci like information economy, information technology, and information management are offered too less. The curricula comprehend courses like:

- Administration of information institutions;
- Collection building;
- Conservation and book restoration[4];
- Electronic resources;
- English for librarians;
- Information community;
- Information services;
- Information technology;
- Internet;
- Introduction in information science;
- Library building;
- Online search;
- Organization of information media;
- Retrieval etc.

The actual main subjects will be completed by democracy, freedom and human rights. Social and soft skills seem not to be an integrated part of education.

Generally, Iraqi academics have a very clear sense of what they need, namely more competencies and technical equipment in digitalization, modern information services, information competency, information and communication techniques, multimedia and modern information management.

The degree of language proficiency and information technology gain in importance in future, competences in media engineering, web-technology must be teached increasingly with modern teaching methods and multimedia equipment.

[3] Author´s note: Corresponding to the 45 technical institutes

[4] Author´s note: Very important after the destruction of many book collections of libraries by fire and firefighting water.

General Framework

Widespread looting and destruction of the infrastructure of the higher education system in Iraq (archives, buildings, laboratories, libraries) took place in 2003. Nearly 85 % of the institutions of higher education are severely destroyed in some form.

This damage followed budgetary and economic restrictions especially since the Security Council Resolutions 660 / 661 (embargo) imposed by the United Nations from 1990/91 to 2002/03. Therefore students have never attended international conferences or a semester abroad in Western countries, and the academic staff and scientists had no chance to build connections with colleagues outside of the Arabic countries since the end of the 1980s. Many of Iraq's best-trained educators are fled into other countries since 1990.

Till today only 40 % of the destroyed buildings and infrastructure are reconstructed and now there is the need to equip the scientific laboratories with computers and multimedia equipment and reliable fast internet communication very soon for everyone.

The security problems at present prevent the restoration of normal academic life in Iraq. Lessons in the late afternoon or evening are not visited and libraries close in the early afternoon to provide security for students and academic staff.

Employment

Graduates from the Technical Institutes' 2-year Diploma studies and Bachelor graduates from the university normally start work as assistant librarians in scientific libraries or public libraries. The ten best graduates of the Department of Library Management (Technical institute) can transfer in the 3rd year of a Bachelor study at Mustansiriyah University. Master graduates normally are employed at university libraries or library schools. Under Saddam Hussein´s regime librarians were poorly paid by government and therefore many of them avoided librarian work. In consequence many staff have no library specific training, therefore further training and education must become more important in future and integrated in the institutes of higher education. There are only few job opportunities in the private sector.

Forecast

A strategic plan for library development is clearly needed that librarians in Iraq can play a major role in information competency / literacy, information services, and information technology in future. Information literacy is strongly related to information technology skills, but has broader implications for the whole educational system and for society. Information literacy is one important basis for lifelong learning, and developing lifelong learners must be a central task to the mission of higher education institutions. It seems to be reasonably that international and national organizations like UNESCO, and the Goethe Institute have to stand ready in future too to assist in Iraqi librarianship by hosting conferences, workshops, seminars and international exchange for students, academics, and scientists and by helping them to construct a framework for this task. Then the academic librarians in Iraq will be able to organize and maintain collections, to coordinate the evaluation and selection of resources, to be points of access to information, and to provide instructions to students and faculties.

Further information

Further information about Iraq´s librarianship is available under "Iraqi Libraries Network"[5], a project of the Goethe Institute under the direction of the University Library Bielefeld, Germany. The part of librarian and information science education will be realized in the next months with the Iraqi colleagues supported by the Institute of Information Science at the Cologne University of Applied Sciences.

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Next Issue:

LIS Education & Training Worldwide

The New System of LIS Education & Training in North Korea

by Hans-Christoph Hobohm, Potsdam, Germany

[5] http://iraklib.ub.uni-bielefeld.de

Who's Who: LIS' New Generation

Suzana Sukovic
Sydney, Australia

E-Mail: suzana.sukovic@uts.edu.au
URL: www.hss.uts.edu.au/departments/DIS/doctoral_students.html

School/Subject(s):

The Information Programme Area, Faculty of Humanities and Social Sciences, University of Technology, Sydney, Australia

Main LIS interests:

Electronic texts; digital libraries; digitization; information behaviour, particularly in electronic environments; electronic publishing

Awards/Grants:

- 2004 (current) – Doctoral Scholarship, University of Technology, Sydney
- 2000 – An Outstanding Student Award, University of Technology, Sydney
- 2000 – Jean Arnot Memorial Fellowship for the article *Humanities researchers and electronic texts (*awarded by the National Council of Women of New South Wales, the Australian Federation of Business and Professional Women's Associations and the State Library of New South Wales)

Publications:

- *(2002)* Beyond scriptorium: role of the library in textual encoding. *D-Lib Magazine,* January. Available from www.dlib.org/dlib/january02/01contents.html; accessed 19 April 2005.
- (2001) Evaluation of electronic texts. *Lasie* 32, 2-3: pp. 31-38.
- (2000) Humanities researchers and electronic texts. *Lasie* 31, 3: pp. 5-29.

Memberships:

ALIA – Australian Library and Information Association

Participation in national/international conferences:

- 2005. Collaboration and sharing ideas in research in the humanities. Paper read at ATN Research on Research Conference, at University of South Australia, Adelaide, 7 February.
- 2002. Electronic texts, digital images – what do you do with them? Paper read at Electronic Futures Forums, 5 June, at The University of Sydney Library.
- 2001. Role of the library in textual encoding. Paper read at ECAI 2001: Towards an Electronic Cultural Atlas, Sydney, 12-13 June 2001.

Current and finished projects

- Roles of electronic texts in the research process in the humanities (doctoral research; current)
- Weaving an electronic scholarly text (master's project; finished)

Practical experience

- Extensive experience in academic libraries, highlights:
  - Librarian, Rare Book & Special Collections Library, University of Sydney (1999-2004): development of electronic products, development & participation in electronic services
  - Librarian, SETIS (Scholarly Electronic Text and Image Service), University of Sydney (fixed term) : digitization
- Teaching and managing educational projects (casual), highlights:
  - Tutor, Faculty of Humanities & Social Sciences, University of Technology, Sydney (current)
  - Teacher, New South Wales TAFE, Library & Information Studies (library technician's course)
  - Serbian Language Consultant, New South Wales Board of Studies

Foreign studies / International exchange:

BA (Hons), University of Belgrade

Career expectations:

- Work in electronic text centres or digital libraries; development of digital resources for the humanities
- Research
- Teaching

Any suggestions for „Students' profiles" of your LIS School? Please feel free to send your recommendations to the SET Bulletin's editor: petra.hauke@buchprojekte.com!

Conference Reports

"LIS Education in Europe: Joint Curriculum Development and Bologna Perspectives"

Workshop, 11 – 12 August 2005, Kopenhagen, Denmark

"LIS Education in Europe: Joint Curriculum Development and Bologna Perspectives" - that´s the title of an EUCLID-project (European Association for Library and Information Education and Research)[6] which started in January 2005 at the BOBCATSSS conference in Budapest, where 12 virtual working groups, covering different topics of LIS and different parts of Europe – Western Europe, Central and Eastern Europe, Southern Europe, Scandinavia and the United Kingdom – were established. Target groups of this project were LIS higher education institutions: heads of LIS institutions, LIS specialists involved in curricula development and LIS academics authorized with internationalization. The project has been carried out with the support of the European Community in the framework of the SOCRATES programme. The Royal School of Library and Information Science (RSLIS) Denmark[7] was the contracting institution and acted as coordinator of this project.

One of the main objectives of this project was to "examine the idea and relevance of a core curriculum in the context of European LIS education" and to manifest the curricula developments within the changes determined by the Bologna process throughout Europe. The project should be the initial point stimulating and qualifying the debate between the different educational environments and strengthening the cooperation between the LIS educational institutions.

The 12 working groups – 3-5 core members including a group moderator – covered a broad field of relevant LIS subjects defined by the organizers:

1. (Meta-level) LIS curriculum in general;
2. Cultural heritage and digitization of the cultural heritage;
3. Information literacy and learning;
4. Information seeking and information retrieval;
5. The information society: Barriers to the free access to information;
6. Knowledge management;
7. Knowledge organization;
8. The library in the multi-cultural information society;
9. Library and society in a historical perspective;
10. Mediation of culture in a European context;
11. Practice and theory: Placements and practical training in libraries and other information agencies;
12. Library management and promotion.

Main aim and challenge of these virtual working groups was to elaborate the possibilities developing a European common core curriculum within 4-5 months. This virtual collaboration was supported by using the group-ware SiteScape which specially supports large and distributed collaborating teams[8]. The workshop leaders initiated the work with some questions and theses covering the different aspects and perspectives on the theme, i. e.:[9]

- The European dimension;
- The theme in the context of the international universe of the LIS discipline;
- European theme or not? Is the theme essential for all LIS educational programmes in Europe?
- Should the theme be a part of a European LIS core curriculum?
- Different theoretical and curricular approaches to the theme in various parts of the European LIS education world?
- Different views on the theme and its components in different parts of Europe?

About 150 colleagues in the field of LIS education participated in these virtual discussions with hundreds of contributions and comments.

Then in August 2005 about 50 LIS experts – core members of the virtual working groups – met in Copenhagen at the Royal School of Library and Information Science for a working intensive two-day workshop discussing the possibilities of the European curriculum development in LIS.

The conference was complemented by two keynote speakers: Bernd Wächter, Director of the Academic Cooperation Association (ACA), Brussels: "The Bologna Process: Issues and Implications", and Michael Gorman, Dean of Library Services at the Henry Madden Library, California State University and President of the American Library Association (ALA): "A Unified Approach to Teaching libraries, Culture and

[6] EUCLID: www.jbi.hio.no/bibin/euclid/
[7] RSLIS: www.db.dk
[8] Sitescape: www.sitescape.com
[9] LIS Education in Europe: www.db.dk/LIS-EU/project.asp

Information in LIS Education." Moreover the RSLIS presented the results of a European-wide questionnaire about LIS institutions and their study programmes. The results give an overview of organizational affiliations, size of LIS education institutions, entrance qualifications, courses, curricular structures and core subjects, resources, external relations, student enrolments, etc.

Parallel to this workshop a working seminar for a group of LIS educators from Third World countries took place. The two groups had the possibility to meet and communicate informally at lunch and a joint dinner.

Each of the 12 workshop groups had to explore a sequence of general questions:[4]

- How is the range of typical LIS domains generally reflected in a LIS school curriculum and how should it be reflected?
- Are there special national reasons why some curriculum elements have a particularly prominent place in LIS courses?
- What is the place of the individual LIS curriculum subject in a core curriculum developed from a European perspective?
- What part of the LIS subject could be determined to fall within a core curriculum for LIS?
- In what way could the individual LIS subject be related to the general objectives of LIS courses? In what way could the LIS domain contribute to promoting equivalency, comparability and transparency of LIS courses?
- Which kind of European networks should be built among LIS teachers and researchers in a specific LIS subfield?
- What is the place of a specific LIS domain in joint periods of study abroad?
- Which kind of research areas and research approaches could be defined for each of the LIS domains listed below? And how could research be advanced in these areas?

During the teamwork it became clear that thinking, structures and contents of LIS courses vary much between the different types of LIS education institutions in Europe. Two examples: Initially the topic of group 12 read as follows "Library management and promotion", but after intensive discussions of the group members during the workshop in Copenhagen, it was decided to have the more generic title "Library management", that would cover a wide range of knowledge and practical skills areas, which are necessary for an information professional to function in ever changing library service organizations. Another example: "Mediation of Culture in a European Context". In the discussions it became clear that the Scandinavian group members – majority of this group – had very little difficulty in understanding the meaning of the word "mediation" but nearly everyone outside of Scandinavia had these difficulties. Therefore intensive meta-level discussions about the term "mediation" in- and outside of this workshop-group were necessary.

In these two days many joint discussions as well as informal communications took place between the colleagues in the LIS field about many terms like "culture" and country-specific characteristics in LIS education based on the elementary political structure of the countries, i. e. in Germany, where universities, universities of applied sciences, university colleges and libraries are subject to each federal state. The outcome of this conference should be an expansion, intensification, continuation of communication and better understanding within colleagues, practical experts and politicians in future.

Each workshop group had to prepare a chapter for a final publication of this project. The electronic version of this workshop book with the title "European Curriculum Reflections on Library and Information Science" contains brief reports of every group summarising the workshop discussions in Copenhagen and is now available: http://biblis.db.dk/uhtbin/hyperion.exe/db.leikaj05.

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„Information Professionals within a European Framework: Profiles, Training, Mobility"

International Conference, 29-30 September 2005, Torre de Tombo, Lisbon

Organized by: *Associação Portuguesa de Bibliotecários, Arquivistas e Documentalistas (APBAD)* (Portuguese Group for Librarians, Archivists, and Documentation Specialists) in co-operation with the *British Council*, the *Goethe-Institut*, the *Institut Franco Portugais*, the *Instituto Cervantes* and the *Istituto Italiano di Cultura*.

Based on the VIII[th] Library Congress last year in Estoril, where questions of LIS-Education were already discussed, the idea arose to

organize an international meeting dedicated exclusively to this topic.

The goal was to reflect critically the present situation of training in the field of LIS in Portugal, to bring experiences of other European countries into the discussion and to find ways for creating a common European Framework of Higher Education. The defaults of the Bologna declaration played a substantial role in this process.

"Which are the basic competencies of information specialists and how can they be classified towards the development of general curricula?" This was the topic of the first session. All lecturers agreed, that necessary skills have to include: handling of information (evaluation, classification, search, copyright), handling of technology (Internet, library systems, information technology and telecommunication, publishing of information), management (marketing, sale and distribution, project management, management of human resources) as well as competencies regarding personal and institutional communication, speaking at least one foreign language, and soft skills.

In the second part guest lecturers from Germany (Prof. Georgy), Italy (Prof. Santoro), France (Prof. Briand), Great Britain (Sue Brown) and Spain (Prof. López-Yepes) reported on national experiences in adapting the demands of the Bologna declaration.

Next morning the issue was the sign of accreditation: How the system works, who has the right to execute an accreditation process, who and what can be certified and how was the system accepted until today? It was made clear that the system of accreditation not only should be applied to the courses within the university as institutional accreditation, but also as an instrument for certification of all professionals inside the LIS-sector.

Subsequently Mrs. Sue Brown and Mr. Ragnar Audunson as representatives of EBLIDA and EUCLID gave an overview of the present discussion, the undertaken efforts and future perspectives in the context of a possible, European-wide recognized LIS training.

The afternoon belonged completely to the hosts. The discussion became particularly lively when concerning the current training situation in the field of LIS in Portugal. Five lecturers were invited by the APBAD, representing a cross section of LIS courses. Therefore the issues reached from classical, humanistic oriented studies up to computer science studies with certain aspects of librarianship. In opinion of the APBAD this is a fundamental problem: What have to be the contents of LIS higher education training, for which sector are the graduates trained and how can law secure the training? That's why the Portuguese information specialists would achieve with the conversion of the defaults of Bologna and in consideration of the national requirements two goals in one step. Promises made by Prof. Lopes da Silva, the representative of the *Conselho de Reitores das Universidades Portuguesas (CRUP)*[10], are a good indication for future efforts:

- adjustment of the university education's syllabus for acquisition of abilities and indispensable competencies,
- development of evaluation processes, considering the improvement of the present training,
- creation of a European framework of Higher Education and associated goals of the Bologna process, particularly the comparability of the academic training, quality assurance, acknowledgment and accreditation of academic degrees as well as the graduates' mobility.

Further information:

- http://www.goethe.de/conflisboa2005
- Mrs. Elke Dumboeck-Bayer, bibl@lissabon.goethe.org
- Mr. Sven Mensing, bibl2@lissabon.goethe.org
- Associação Portuguesa dos Bibliotecários, Arquivistas e Documentalistas (APBAD), apbad@apbad.pt, http://www.apbad.pt

Sven Mensing,
Goethe Institute, Lisbon, Portugal

"Information Technologies Profiles and Curricula for Libraries"

Parma, Italy, 13-14 October 2005

With the introduction of digital resources in libraries, the last years have seen an increasing need of positions with skills in information technologies. The labor market is now beginning to ask for specialized skills, but there is a serious shortage of such skills, mainly due to the lack of formal (and informal) opportunities for education in Information Technology (IT) profiles suited for libraries. Policy measures that could be adopted in response to such needs will take time to be developed and implemented, and their results in the emergence of an increased skill supply will be seen only in the medium-long term. The primary objective of the workshop, organized by the European Project DELOS, the European Libraries Automation Group (ELAG) and the International Master in Information

[10] CRUP = Conference of the Rectors of the Portuguese Universities

Studies (University of Parma and University of Northumbria), was to start a discussion for identifying and defining the IT profiles and skills needed in libraries and information centers, and to propose a set of educational actions that could result in making those skills available in the short-medium term.

The cooperation started by the International Master in Information Studies (Parma University) with ELAG and DELOS could assist libraries in improving professional skills and in a better planning of education and training investments, by defining educational offers, including the most recent results in digital library technology research.

The workshop has been articulated into two parts. The first part has presented an overview of the present status in educational issues on IT technologies for libraries and recent trends in research for digital library. After the introduction of Anna Maria Tammaro (University of Parma), Vittore Casarosa (DELOS) has spoken about Digital Libraries Technologies, stressing the weak communication between technicians and professionals; later Paula Gossens (ELAG) has delineated the history of ELAG, giving evidence of the importance and richness of its past 25 years conferences archives.

Maristella Agosti (University of Padova and DELOS) has illustrated the DELOS educational activities and also the University of Padova Libraries training programme for the shortening of professional skills. Ragnar Audunson, EUCLID President, has concluded the first session with a definition of new and traditional roles of libraries and their impact with technologies.

During the second part experiences and case studies on skills and competencies in the digital environment has been presented by Pat Dixon (University of Northumbria), Krasi Angelova (University of Sofia) Keith Nairn (Master student of University of Northumbria) and Annalisa Spinello (Master student of University of Parma).

The major result of the conference has been the discussion in three break-out parallel sessions, for the profiles of System Manager, Library Manager and Digital Librarian, where comments and suggestions have been collected from the audience.

The final session (in the morning of the second day) was able to outline some preliminary scenarios and draw some conclusions. The work of the groups is continuing through the discussion forum activated after the workshop. Also, there was decided to plan a series of DELOS Summer Schools on main competencies gaps identified in the discussion.

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"Libraries and lifelong learning"

5th Roundtable on Free Access to Information, 9 December 2005, Zagreb, Croatia

The meeting was co-organized by the Croatian Library Association's Committee on Free Access to Information and Freedom of Expression, the Chair for Librarianship and Zagreb City Libraries. The meeting attracted about 80 participants, mainly librarians and library students from Croatia.

The meeting was opened by Vedrana Spajić-Vrkaš (Zagreb University, Croatia) speaking about lifelong learning and quality indicators in relation to international and European documents and guidelines. She also gave a short analysis on the current situation of lifelong learning in Croatia. Following that, a number of speakers from the country mentioned the issue of lifelong learning in reference to its implementation in different types of libraries (public, academic). Also, Aleksandra Horvat (Zagreb University, Croatia) presented shortly library/information science education in Croatia.

Two foreign speakers, Kristina Virtanen (Helsinki City Library, Finland) and Simona Resman (Oton Zupancic Library, Slovenia) described experiences in lifelong learning in their home institutions and countries. Anna Maria Tammaro (Parma University, Italy) talked about lifelong learning of library and information science professionals in Europe, with special emphasis on quality assurance and recognition of education. Marion Huckle (CILIP, UK) presented the British professional qualification system.

Participants concluded that an action plan for lifelong learning must be developed in Croatia, in which the role and importance of libraries for lifelong learning should be emphasized. Also, the importance of discussing about adapting library and information education to this role at a national level was stressed.

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E-Mail: sfaletar@ffos.hr

Conference Calendar

January 16 – 19, 2006; San Antonio, Texas

2006 ALISE Annual Conference

From Research to Practice: The Scholarship of Teaching and Learning in LIS Education

http://www.alise.org/conferences/2006_Conference/index.html

January 30 – February 01, 2006; Tallinn, Estonia

BOBCATSSS 2006

Information, Innovation, Responsibility: Information Professional in the Network Society

http://www.bobcatsss.nu/

February 11 – 14, 2006; Savannah, Georgia

e-Learning 2006

The Annual Conference for Distance Learning Administrators, Distance Learning Faculty, Instructional Designers, Online Media Specialists, Web course Developers, Continuing Education Professionals

http://www.itcnetwork.org/elearning2006.htm

April 3 – 6, 2006; Singapore

Asia-Pacific Conference on Library & Information Education & Practice (A-LIEP)

Preparing Information Professionals for Leadership in the New Age

http://www.ntu.edu.sg/sci/A-LIEP/

May 5 – 6, 2006; Budapest, Hungary

Annual EBLIDA Council meeting

http://www.eblida.org/eblida/meetings/index.htm#council_meetings

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June 25 – 28, 2006; Salford, England

InSITE 2006

Informing Science + Information Technology Education joint Conference

http://2006.informingscience.org/

June 26 – June 30, 2006; Orlando, Florida

ED-MEDIA 2006

World Conference on Educational Multimedia, Hypermedia & Telecommunications

http://www.aace.org/conf/edmedia/call.htm

August 20 – 24, 2006; Seoul, Korea

World Library and Information Congress: 72nd IFLA General Conference and Council

Libraries: Dynamic Engines for the Knowledge and Information Society

http://www.ifla.org/IV/ifla72/index.htm

Recommended New Books & Articles

New Books

Carvell, L. P. (2005). *Career opportunities in library and information science*. New York: Ferguson. 225 p.

Coleman, S. J. (2005). *Librarianship and information science in the islamic world*. 1966-1999: an annotated bibliography. Lanham, Md.: Scarecrow Press. 425 p.

Crowley, W. A. (2005). *Spanning the theory-practice divide in library and information science*. Lanham, Md.: Scarecrow Press. 241 p.

Brine, A. (2005): *Continuing professional development: a guide for information professionals*. Oxford: Chandos. 179 p.

Directory of LIS Programmes and Faculty in the United States and Canada - 2005. (2005). Oak Ridge: ALISE publications (ISSN 1555-9092)

Genoni, P. (Ed.). (2005). Continuing professional development: preparing for new roles in libraries ; a voyage of discovery; sixth World Conference on Continuing Professional Development and Workplace Learning for the Library and Information Professions. IFLA publications/International Federation of Library Associations and Institutions. München: Saur. 307 p.

Hansson, B. & Rimsten, O. (2005). *Someone else´s job – Måluppfyllelse av 1 kap. 9 § högskolelagen avseende studenters informationskompetens* [implementation of 1 chapter 9 § in the Swedish Law for Higher Education concerning Students Information Literacy]. Örebro: Örebro Universitet, Universitetsbiblioteket. 159 p. Online: http://www.kb.se/bibsam/bidrag/projbidr/avslutade/2005/someone_elses_job.pdf

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Reviews

THE EMERGENCE OF EMPOWERING 8 – Information Literacy in South and South East Asia. Proceedings of two significant IFLA / Unesco Workshops

The Regional Standing Committee for Asia and Oceania of IFLA for the last half decade has been heavily involved with projects and activities related to education for libraries and information services although the greater focus has concentrated on aspects of information literacy specifically related to its practice in schools as well as on school library management. Geographically this recent work has been concentrated in Bangkok, India and Sri Lanka where four workshops have been organized with participants from Bangladesh, India, Indonesia, Malaysia, Maldives, Nepal, Pakistan, Philippines, Singapore, Sri Lanka, Thailand and Vietnam. Other work on information literacy in the region has proceeded in Vietnam with the participation of the University of Wellington which continues with the RSCAO sponsoring, as part of its Mid-Conference meeting in Hanoi in February, a one day seminar on Inf. Lit. Additionally the RSCAO and ALP have been most supportive in agreeing to another two workshops scheduled for February 2006 in the Philippines and another, likely to be in June or July, in Kuala Lumpur.

From the four workshops already held – the first in Bangkok in 2003 under Unesco's Information for All Programme [IFAP] auspices, concentrated then more on the management of materials and their use in school libraries. The next one was specifically concerned with Information Literacy and was organized in Colombo, Sri Lanka, by the National Institute of Library and Information Sciences [NILIS] (established in the University of Colombo under a World Bank GP II programme about a decade ago) in November 2004. This extremely successful event was followed up with another held only last November in the Department of Library and Information Science in Punjabi University, Patiala in Northern India which had been preceded by another follow-up workshop, again held in Bangkok and under Unesco IFAP auspices in September, but which, this time, concentrated much more on information literacy. From these four workshops have issued publications which provide fascinating reading for anyone interested in information literacy or school library developments in the developing world. They become pertinent reading particularly against a backdrop of radical changes expected in many south Asian countries in the methods of learning and teaching in schools for all age groups and in different levels or grades and equally of interest to all concerned with library and information science [LIS] education**.** They are primary documents for leaders who are considering how, in what manner and where in crowded curricula and course programmes methodologies can be introduced to produce teacher-librarians of the future who will be competent and able to efficiently manage and effectively provide services in school information and learning resource centres in the fast-changing educational scenes where student-driven learning, teacher-guided instruction techniques of project-based learning are the catch-phrases that are replacing, classroom-based teaching, chalk and talk instruction and students' rote-learning of texts in order to pass exams.

From the last three workshops (Colombo 2004, Patiala November 2005, Bangkok September 2005) have issued three publications in the form of proceedings. The Colombo and Patiala, because they were financially supported by IFLA's Action for

Development Through Librarianship Programmes [ALP], will be the focus of the remainder of this review. Those from Colombo Workshop are entitled *Proceedings; International Workshop on Information Skills for Learning' [1]* and those from Patiala, completed only a couple of months ago entitled '*Proceedings of Information Skills for Learning: Part II 'Empowering 8' International Workshop* [2].

Both proceedings indicate most clearly, from the objectives, the reasons why information literacy had become such a significant issue in the South Asian region. The specific objectives indicate how tightly focused the work in the workshop was in order to adequately address them. Included amongst them were – to assist teachers to an improved understanding of teaching information literacy as an integral part of subject teaching using the library / resource centre as the major and significant tool in the process of learning; to work towards re-negotiating the position of teacher-librarians as equal academic partners with teachers in these new learning situations endowed with the consequent and necessary authority; to develop realistic strategies and appropriate policies in the countries involved to move from current situations to these new ideals. From this first Colombo highly-successful workshop, as the proceedings so clearly reveal, emerged from working groups a series of procedures for a problem-solving model to encourage the development of information skills. It was named the 'Empowering 8 model'. It provided the foundation for the equally successful Patiala follow-up workshop. Read together these two proceedings provide a clear record of the evolution of the thinking and work that triumphantly concluded the completion, in Patiala, of the Empowering 8 model. On paper its words, in English, look deceptively simple, but the blood sweat and tears that produced them is clearly evident from reading about these processes.

The proceedings also include the ubiquitous resolutions that so often emerge from workshops like these that, very often, are little more than pious wishes about which little, or nothing, is done after their conclusions. Most innovatively the Patiala workshop participants, in groups, were given the Colombo 2004, the Bangkok September 2005 Unesco ITAP resolutions and those that had emanated from that Patiala Workshop itself to consider, reject or endorse and then re-resolve. This has created from the three a composite set of resolutions that makes fascinating reading not least because (having done work and resolved many librarianship and educational issues) the two professions are still left with the almost intractable problems of how to deal with governments and educationalists, where both professions hold little authority and possess even less persuasive powers. Can they ensure that the results are taken up and implemented? This, surely, must be the motivation and foundation for a wider Asian conference of not only librarians and teachers but the principals, local and national government civil servants, curricula development units and all likely to be involved in Asia in radically shifting educational operations into student-driven, teacher-guided project-based learning in the resource centre / library complex.

In summary those readers much-versed and long-experienced in information literacy and educational reforms will find in these proceedings much with which they are familiar but they will also discover new lessons particularly if their interests are focussed on education and library and information services in the developing world. Those coming new to learn more about information literacy will find these two books rich mines of invaluable information indicating, as they do, not only the detailed procedures used to get the librarians, teachers and educational administrators who attended these two events to work together to discover their own solutions to their own home-based problems, but also summaries of definitions of what is information literacy, a comparison of models that have been developed in different countries and much else.

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[1] Sri Lanka. National Institute of Library and Information Sciences (2004). Proceedings of the International Workshop on Information Skills for Learning organized by IFLA / ALP and NILIS at Hotel Galadari 01-05 November 2004 compiled and edited by Gerald R. Brown, Russell Bowden and Pradeepa Wijetunge. ISBN 955-1183-00-2. These proceedings are available in both print and CD formats on request to Director, NILIS, University of Colombo, P.O. Box 1698, Colombo 3. Sri Lanka. Tel./Fax *(94)(11)2507148, E-mail: Director_NILIS@yahoo.com. Price: US $ 20 / Sterling £ 20 (incl. packaging & post)

[2] India. Punjabi University. Department of Library & Information Science. (2005) Proceedings of Information Skills for Learning: Part II 'Empowering 8' International Workshop – Applying a Problem-Solving Model in South and South East Asia to Promote Information Literacy, 03-07 October 2005. Jointly

organized by IFLA-ALP, Unesco – IFAP and Department of Library and Information Science, Punjabi University, Patiala, India. Compiled and edited by Dr. Jagtar Singh, Project Coordinator and Gerald R Brown, Project Facilitator. ISBN 81-302-0012-0. These proceedings are available in print or CD versions on request to Dr Jagtar Singh, Department of Library and Information Science, Punjabi University, Patiala – 147 002, India. Tel. *(91)(175)3046179, Fax *(91)(175) 3042283073, E-Mail: kindu_jagtar@yahoo.co.in. Price: US $ 20 / Sterling £ 20 (incl. packaging & post)

Any recommendations for new books & articles on LIS education & training, published in your country and/or published by yourself? Please feel free to send your suggestions or reviews to the SET Bulletin's editor: petra.hauke@buchprojekte.com!

Best wishes for a contented, prosperous and peaceful

Happy New Year!

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