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IFLA Section on Education and Training

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Message from the Editor

Dear colleagues,

Over the last year SET was very active in introducing new projects and communication. We proposed a unique project for the Division IV sections – A Webinar Series for LIS Students which was launched this past April. I'd like to thank the Division IV members for supporting this project that was very successful and LIS students found especially valuable.

Also, SET initiated two projects designed to inspire LIS students: (1) «The Top Books» LIS Professionals Recommend for LIS Students. In this project LIS leaders – IFLA Professional Units members share their top book choices with LIS Students. LIS students can make their must-read checklist that will help them to immerse themselves in new trends in the profession; (2) «Professional Advice – LIS Professionals give to LIS Students» – LIS Professionals give their inspiring advice on how to grow in the profession. It is an honor for SET that IFLA President Christine Mackenzie, IFLA President-Elect Barbara Lison, and IFLA Treasurer Antonia Arahova participated in these two projects.

We've been working on the IFLA Academy Project, that aims to facilitate teaching and learning for a social role and ultimately to enable professionals to carry out the IFLA Global vision. We are going to launch this project very soon this fall. So stay tuned!

You can learn more about these and other initiatives on social media, where SET has been growing its presence. Since September 2020, we've created accounts on Facebook, Instagram and YouTube to share news and post events, including webinars.

This Newsletter issue includes updates on SET activities; contributions from the Philippines, Pakistan and Nigeria about LIS education in these countries; reports from the United States and Italy about projects aimed at cooperation in the LIS field. Also, we've started introducing our new members and we present our program for WLIC 2021.

As always, thank you for staying with us and stay tuned!

Albina Krymskaya

Report from the Chair

by Kendra Albright, kalbrig7@kent.edu, Goodyear Endowed Professor in Knowledge Management, School of Information, Kent State University, USA

Dear SET Colleagues,

Happy summer to those of you in the northern hemisphere and best wishes for a pleasant winter in the south! Summer here has brought long days of heat and outdoor adventures, mostly involving water to keep cool! It's also a nice time to stay indoors in air conditioning and work on the SET Newsletter!

This is my last newsletter greeting as I will finish my term as Chair in August. It has been an incredible last two years, with so much activity and engagement with our membership! We have all made so many new friends and gained so much from learning about each other and the many cultures from which we come! I remember fondly our last face to face Building Strong Library and Information Science Education (BSLISE) workshop in Athens, where we worked at different tables on different topics (see below), under the skillful guidance of SET's Jaya Raju and LTR's Clara Chu.

The BSLISE team of SET and LTR members has accomplished a great deal in providing substantial research on global Library and Information Science (LIS) education and developing guidelines for educational programs around the world (LIS Education Guidelines – Building Strong Library and Information Science Education (BSLISE)). They have also made substantial progress in creating the LIS education map of the world, found on the BSLISE web site (Map of LISE Schools – Building Strong Library and Information Science Education (BSLISE)).

We've also initiated several new activities for LIS students, with ideas and input from several SET members. In particular, Albina Krymskaya, SET Secretary as well as Secretary for Division IV, initiated a webinar series for LIS students that has been highly publicized and attended! There were three webinars in the spring, with over 900 registrants for the last one! Albina also led an initiative for LIS professionals to offer reading suggestions. IFLA President Christine Mackenzie and IFLA President-Elect Barbara Lison both participated in this project. They also participated in offering advise for LIS students, which is another popular SET initiative this year.

And in the fall of 2021, the IFLA Academy will begin, so stay tuned for more information and a call for that initiative, created by SET member Anna Maria Tammaro, in partnership with Howayda Kamel and Albina Krymskaya.

As you can see, we've had a couple of very busy years, despite the pandemic. While the WLIC will be virtual this year, we look forward to "seeing" you online until we are all together again in Dublin in 2022. Although I will no longer be working with SET directly, I will join the Standing Committee on Knowledge Management and rekindle the project we set out to do with them two years ago, looking into KM education worldwide, much the same as the BSLISE has

done. So I won't go far, but will miss our frequent interactions. Many, many thanks to all of you – and congratulations on such outstanding work!

I would just like to take a moment to acknowledge our outgoing members with a heartfelt thank you and farewell:

Jennifer Branch-Mueller
Susmita Chakraborty
Khalid Cherkaoui Addahabi
Kathleen DeLong
Michael Gutiérrez
Hyun Sung Kim
Ilmar Vaaro
Dongrong Zhang
Saif AlJabri
Valentina Brezhneva
Linlin Geng

One of our favorite American cowboys was Roy Rogers wrote a song called "Happy Trails:"

Happy trails to you, until we meet again,
Happy trails to you, keep smiling until then
Who cares about the clouds when we're together?
Just sing a song and bring the sunny weather.
Happy trails to you, until we meet again.

Happy trails!

Kendra

Report from the Division Chair

by Catharina Isberg, catharina.isberg@helsingborg.se, Library Director, Helsingborg City Libraries, Sweden

IFLA is on a journey and all of us working as volunteers is part of this important work. This journey started in 2017 with the Global Vision work, continued with the IFLA Strategy work and after the General Assembly on August 25 2021, we take the next step as we move into a new Governance structure.

IFLA Section on Education & Training (SET) is in the current structure part of Division IV, Support of the Profession, where I have had the honor to serve as Division Chair during the 2019–2021 term. In the new structure SET will be part of Division C. The overall goal of the Professional structure of IFLA is to foster the professional development of the Global Library Field. Also each Section has a goal within their area of expertise.

Some highlights of the new Governance are that there will be 8 Professional Divisions (instead of the current 5) and the Sections and Special Interest Groups (SIG) are more evenly divided into the 8 divisions by loose affinity. Over time it will be easier to make changes in this structure. In IFLA we are more than 1200 volunteers and in the new Governance structure it will be easier to get engaged for example in Networks and Working Groups which are more flexible and agile than the Sections and SIGs are.

Another important part of the Governance is the new Regional Council with 6 Regional Divisions, which will work for advocacy within the different regions.

SET has during the last year been very active within Division IV and have had the lead on a new project – a webinar series for LIS students. To this date, 3 webinars have been provided and this has been a highly appreciated activity of the Division. A big thanks to Albina Krymskaya for the extensive work on this.

As all Sections within the Division, SET is organizing a session during WLIC 2021. This is the first time ever that IFLA is offering WLIC in a virtual format. The conference will be held August 17–19 and will focus on different time zones and cover all different aspects of the Global Library field. For those who miss a session or want to go back to it, all the recorded sessions will be available during 12 months. As the congress is virtual it also gives great opportunities for more people to easily join the conference. I hope to see you there!

As the term of 2019–2021 is coming to an end, I would also like to take the opportunity to thank the Officers of SET, Kendra Albright (Chair), Albina Krymskaya (Secretary) and Joan Weeks (Information Coordinator) as well as all the Standing Committee members for their tremendous work and contributions during the term. The work of the active and highly engaged Standing Committee has had great impact on the global LIS Education & Training.

A special thanks also goes to Albina Krymskaya who besides being the Secretary of SET, also served as the Division IV Secretary. I have really appreciated to work closely with Albina, who has made a great job as Secretary.

During the years I have been involved in IFLA, I have seen how IFLA is changing to meet the needs of future libraries and society. IFLA is a truly international organization involving the library field globally. To develop and move forward with this large organization, change needs to be worked through in all parts of the organization. Involvement, participation and communication are key to this change. We are all part of this, as we all, together, are IFLA. The work continues and many of us will be working on this in old or new capacities.

Thanks to all for the magnificent work you are doing for IFLA and the Global Library Field.

We are IFLA!
Catharina Isberg

IFLA Division IV Project: A Webinar Series for LIS Students

Booklets: https://www.ifla.org/news/64

Recordings on YouTube:

Webinar # 1 – https://youtu.be/2olwd7Y52as
Webinar # 2 – https://youtu.be/0Q6fO1TKOTg
Webinar # 3 – https://youtu.be/rPEtFdogUfY

Welcome New Members for 2021-2023

In this issue we are pleased to introduce you five of ten new members of SET Standing Committee: Sandra Hirsh, Sophia Adeyeye, Diane Pennington, Susanne List-Tretthahn, and Laura Saunders.

Dr. Sandra Hirsh is Associate Dean for Academics in the College of Professional and Global Education at San José State University (SJSU). She previously served as Professor and Director of the SJSU School of Information for ten years. She holds both a bachelor's degree and Ph.D. from UCLA and a MLIS degree from the University of Michigan.

She has held several leadership roles in professional associations. She is currently serving as President of the Association for Library and Information Science Education (ALISE), and is Past President of the Association for Information Science & Technology (ASIS&T). Within IFLA, she is finishing two terms as a member of the IFLA Continuing Professional Development & Workplace Learning standing committee, and is excited to join the Section on Education & Training as a new standing committee member. She is also active in the American Library Association (ALA), having just completed two terms as the International Relations Roundtable Councilor. She is also serving on the ALA Committee on Education and as an advisory board member for the ALA Center for the Future of Libraries. She co-founded and co-chairs the global virtual Library 2.0 conference series.

She is currently working on the third edition of her introductory textbook, Information Services Today: An Introduction, which will be published by Rowman & Littlefield in March 2022. In her spare time, she loves to travel, read, spend time with her family, and ride on her road bike.

Sophia Vivian Adeyeye is a lecturer at the Department of Information Management, Faculty of Communication and Information Sciences, Lead City University, Ibadan. Prior to joining the Department of Information Management, she completed a PhD from the Department of School Library and Media Technology, University of Ibadan, got a Bachelor's and Master's degree from the Department of Library and Information Studies and Ph.D from the Department of School Library and Media Technology, University of Ibadan.

Her research interests fall into the three tranches: Bibliotherapy, Innovation and creativity in school library and indigenous Knowledge. These interests have found expression through some of her journal publications and book chapter contribution. At present, she currently acts as the Postgraduate Coordinator for Library and Information Science programme in the Department of Information Management, Lead City University.

She taught in several Public Post Primary Schools for 25 years and deeply passionate about impacting positively in children. This she does through her Non-Governmental Organisation "Books Heal Initiative"

She is an active member of Nigeria Library Association (NLA), Nigeria School Library Association (NSLA) and International Association of School Librarianship (ISLA).

She loves listening to music and dancing.

Dr Diane M. Rasmussen Pennington FHEA FRSA is Senior Lecturer in Information Science and the Course Director for the MSc/PgDip in Information and Library Studies at the University of Strathclyde. In the Strathclyde iSchool, she leads the Information Engagement research group, which includes her 15 PhD students.

She holds an MS and a PhD in information science from the University of North Texas and she has earned a PGDip in Academic Practice from the University of Strathclyde. Diane holds the permanent title of Visiting Scholar at the University of Sydney. Before starting her academic career, she was a systems/cataloguing librarian.

Diane currently teaches classes in the organisation of knowledge, incorporating both cataloguing and metadata, as well as in library systems. She has previously taught classes in social media for organisations, research methods, systems analysis, database design, web usability, and web development, both online and face-to-face. Diane has supervised research students at the undergraduate, master's, and doctoral levels, both online and face-to-face.

Her research focuses on online information engagement, including social media behavioural analysis, digital consumer health information, and online pedagogies. She has edited two books, Social media for academics: A practical guide and Indexing and retrieval of non-text information, as well as co-edited Social tagging in a linked data environment. She has delivered over 80 peer-reviewed and invited presentations and published more than 40 works in journals such as Journal of Documentation, Library & Information Science Research, Knowledge Organisation, Journal of the Medical Library Association, and Journal of Information Science.

Diane was a 2011–2014 ASIS&T Director-at-Large, and has served as President of the Canadian Association for Information Science/L'Association canadienne des sciences de l'information (CAIS/ACSI). She currently chairs CILIP's Metadata and Discovery Group (MDG) and she serves as an MDG representative on the international Cataloguing Ethics Steering Committee.

Susanne List-Tretthahn has a background in bookmarket and adult education. She is in charge of the training of librarians for the Austrian Library Association. Also, she is a University lecturer and active in various working groups on education.

She has the following educational background:

- 2004–2006 Traineeship in book trade at Herder in Vienna.
- 2006–2010 Studies Comparative Literature and German Studies at the University of Vienna (Master of Philosophy).
- 2012–2013 Studies "Library and Information Studies" at the University of Vienna/Austrian National Library.

In 2006–2014 Susanne worked at Herder. In 2010 she became a head for Department of Literature and Events.

Since 2014 she has worked in the Austrian Library Association, since 2016 she has been Head of Education Department.

Since 2016 Lecturer at the university course "LIS – Library and Information Studies" at the University of Vienna and Graz.

Susanne is very active in developing educational field. Since 2017, she has been a member of the Task Group Curriculum Apprenticeship Training in Austria and a member of the VOEB Commission for Education and further Education.

In 2019 she became a member of the IFLA New Professionals Special Interest Group.

In 2019–2021, Susanne was a corresponding member of the IFLA Education and Training Section.

Laura Saunders is a Professor at Simmons University School of Library and Information Science where she teaches and conducts research in the areas of reference, instruction, information literacy, and intellectual freedom. She has a strong interest in the connections between information literacy and social justice issues, as well as in the impact of mis- and disinformation.

Her most recent books include *Reference and Information Services: An Introduction*, 6th edition, co-edited with Melissa Wong and the open access textbook Instruction in Libraries and Information Settings: An Introduction, co-authored with Melissa Wong. Her articles have appeared in a variety of journals including *College & Research Libraries, The Journal of Academic Librarianship*, and *Communications in Information Literacy*. Laura has a PhD and a Master of Library and Information Science, both from Simmons College, and a Bachelor of Arts in English Literature from Boston University. She serves as a Trustee for the Somerville Public Library in Somerville, MA. She is the 2019 recipient of Simmons University's Provost Award for Excellence in Graduate Teaching.

Our new SC Officers

We are pleased to announce the results of the 2021-2023 Education and Training Section Standing Committee Officer nominations process.

SET Standing Committee Officers for 2021–2023 will be:

Chair: Albina Krymskaya

Secretary: Lisa Hinchliffe

Information Coordinator: Joan Weeks

An International Library and Information Science (LIS) Schools Survey Follow Up by the IFLA BSLISE Working Group

by Chris Cunningham, ccunni23@nccu.edu, North Carolina Central University, USA, Nuria Bautista Puig, Nuria.Bautista.Puig@hig.se, University of Gävle, Sweden, Tiago Braga, tiagobraga@ibict.br, Instituto Brasileiro de Informação em Ciência e Tecnologia, Brazil, and Fatih Oguz, f_oguz@uncg.edu, University of North Carolina at Greensboro, USA

Chris Cunningham

Nuria Bautista Puig

In the SET bulletin published in January 2020, many of you were introduced to the work of the IFLA Building Strong Library and Information Science Education (BSLISE) Working Group. This working group's goal is to develop an international quality assessment framework that will promote quality in Library and Information Science (LIS) education programs at the global, national, and regional levels. Over the past year plus, the BSLISE has continued to work towards completion of that goal and present a set of formal guidelines to IFLA that can be distributed to the international LIS community. The BSLISE group has also begun to develop an interactive map, using data collected from a survey sent out between October 28 – December 31, 2019. From this survey, 156 LIS schools responded to the study from 67 different countries around the world.

This data was analyzed and formatted to populate a database that could be accessed by a geographic information system (GIS). This system would be used to develop a map that could be used by the international LIS community. One of the subgroups of the BSLISE was tasked with this analysis and implementation of the data visualization tool. Initially, efforts were made to use GeoServer, an open source geographic information system. However, due to technical constraints, the data was migrated to Visão, another data visualization tool. During the process of data migration, the BSLISE built an affiliation with the Instituto Brasileiro de Informação em Ciência e Tecnologia (IBICT). The IBICT staff was able to greatly assist with the data migration as well as with the implementation of the visualization tool itself.

Currently, the map is available in a development stage through the BSLISE website, located online at https://bslise.org/map/. In this developmental stage, the BSLISE subgroup is actively looking for feedback on ways to improve the map as well as additional data points. At the time of this writing, users can search for LIS programs (e.g. degree, master, PhD), find

Tiago Braga

Fatih Oguz

qualifications of the programs, such as Nationally or Internationally accredited degree, look at their human development index as well as their PISA (Program for International Student Assessment) performance and see the GDP (Gross Domestic Product) of the economy of the country in which the LIS program resides. Users can add filters to their searches in order to get more relevant results from the queries. Users can select a specific area on the map as well to find specific results. By selecting the results on the map, users will obtain specific program results about the school, including institution name, address, and website as well as program specifications and types of programs offered.

While the initial survey was closed on December 31, 2019, the survey has been made available again to capture more data, request updates to existing data, as well as to share that data with the global LIS community. The long-term goal of the mapping project is to provide a resource for the global LIS community and allow for easier access to LIS schools. Students can use this resource in order to find an LIS school either locally or internationally. In addition, researchers can use this tool to network with their colleagues, both nationally and internationally.

The BSLISE Working Group began as an initiative of the IFLA Education and Training Section (SET), LIS Education in Developing Countries Special Interest Group (LISEDC SIG) and Library Theory and Research (LTR) Section, and its work is integrated into the action plans of SET and LTR.

The LIS community is invited to follow the BSLISE work at https://bslise.org/ and https://www.facebook.com/bslise.

A Webinar Series for LIS Students: Images Gallery

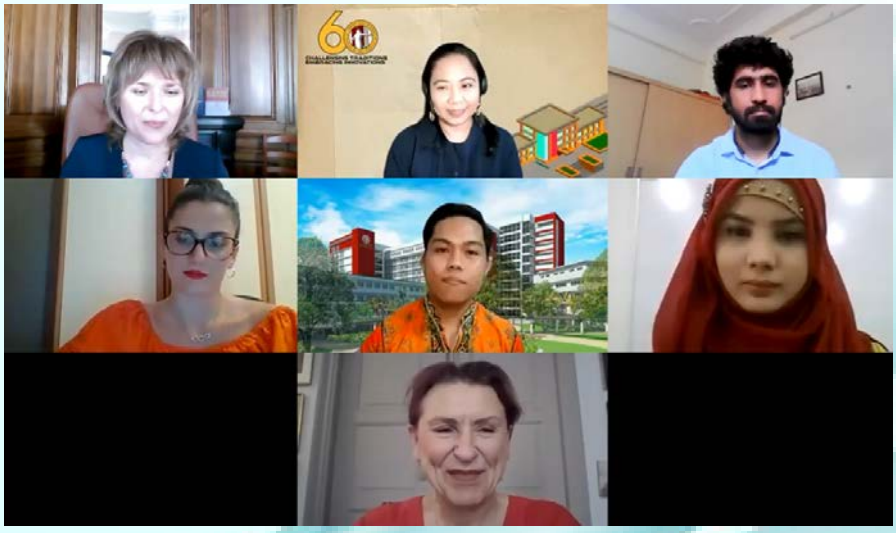
by Albina Krymskaya, krymskayaalbina@gmail.com, Library and Information Science Department, St. Petersburg State University of Culture, Russia

In April 2021 SET in cooperation with the Division IV sections launched a unique project – A Webinar Series for LIS Students. Over three months – April through June 14 LIS students shared their research results and projects in LIS field. These students represented 8 countries: Bulgaria, Croatia, India, Norway, Pakistan, Russia, the Philippines, and the United States. One of the keynote speakers was IFLA President-elect Barbara Lison who talked about the library profession and considered LIS students as the future assets of our profession.

I'd like to thank the project team members (see their names on the image, p. 14). Special appreciation goes to SET Chair Kendra Albright, who has always been supporting all initiatives with projects for LIS students.

"Getting Engaged with Library Associations – Benefits, Issues, Factors", April 22, 2021

"Projects in the Libraries – Ideas, Innovations, Initiatives", May 26, 2021

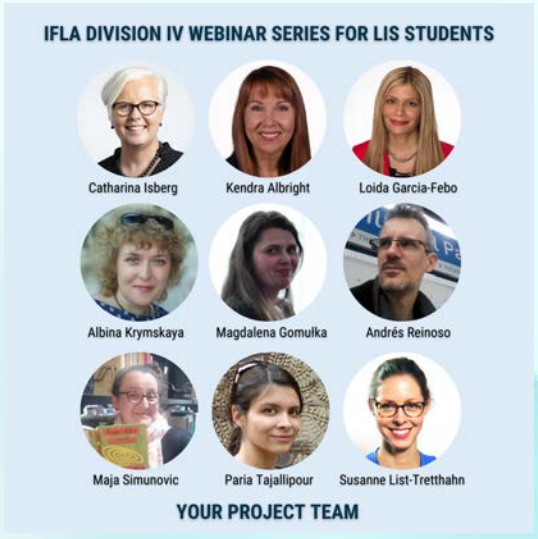


"LIS Degree Requirement: Internships, Practicums, or Field Experiences", June 23, 2021

IFLA Division IV Webinar
Series for LIS Students
LIS Degree Requirement: Internships,
Practicums, or Field Experiences
June 23, 2021
13.00-14.30 CEST
KEYNOTE SPEAKER
Barbara Lison
IFLA President-elect
Librarian – a profession
with many challenges

IFLA Division IV presents
A Webinar Series for LIS Students
Projects in the Libraries –
Ideas, Innovations, Initiatives
Moderated by
ERIK BOEKESTEIJN,
Senior Advisor,
the National Library at
the Netherlands (KB)
May 26, 2021
13.00–14.30 (CEST)

IFLA Division IV Webinar
Series for LIS Students


IFLA DIVISION IV WEBINAR SERIES FOR LIS STUDENTS
Catharina Isberg
Kendra Albright
Loida Garcia-Febo
Albina Krymskaya
Magdalena Gomulka
Andrés Reinoso
Maja Simunovic
Paria Tajallipour
Susanne List-Tretthahn
YOUR PROJECT TEAM

SPEAKER
KATHLEEN
LOURDES B. OBILLE
Crossing over from Theory
to Practice: LIS Internship
Programs in the Philippines
June 23, 2021
13.00-14.30 CEST
LIS Degree Requirement: Internships,
Practicums, or Field Experiences
IFLA Division IV Webinar
Series for LIS Students

Crossing Over from Theory to Practice: LIS Internship Programs in the Philippines

by Kathleen Lourdes B. Obille, kate@slis.upd.edu.ph, School of Library and Information Studies, University of the Philippines, Philippines

Kathleen Lourdes B. Obille

The Philippines is the first in Southeast Asia to offer Library Science courses. In 1914, the University of the Philippines offered Library Economy Courses through its College of Liberal Arts, and in 1916 the Bachelor of Science in Library Science (BSLS) was instituted. In 1961 a separate degree-granting unit was established, the Institute of Library Science now the School of Library and Information Studies, and on July 1 is our 60th founding anniversary. Soon after, other colleges and universities in the Philippines offered undergraduate programs in Library Science. Library internship was already part of the degree requirements for the undergraduate program to enable the students to learn hands-on the processes and services within a library.

Significant changes were made for library education in the 1990s when information technology was used to enhance library services. Such changes resulted in the addition of ICT courses along with the renaming of the programs such as Bachelor (Master) of Library and Information Science (B/M LIS). A law was passed to regulate the practice of librarianship which included the regulation of the education component, and this was RA 6966 *An Act Regulating the Practice of Librarianship and Prescribing the Qualifications of Librarians* which was amended and superseded by RA 9246 *The Philippine Librarianship Act of 2003*. The Professional Regulation Commission (PRC) through the Board for Librarians (BFL) oversees the implementation of the law (i.e. conduct of licensure exams, ensure quality library services, and LIS education) and they work closely with the Commission on Higher Education (CHED) Technical Committee on LIS (TCLIS) for the proper implementation of LIS education in the country. The CHED's Policies Standards and Guidelines (PSG) for the BLIS program prescribes courses along with program outcomes, desired professional competencies that graduates should develop. The PSG is implemented by LIS schools in the Philippines and serves as the basis for quality evaluation by the CHED-TCLIS. This entails alignment with the Board Exam for Librarians administered by the PRC.

LIS is primarily an undergraduate program because this is enough entry-level to the workforce, provided that they pass the librarians licensure examinations conducted by the PRC. The graduate program mainly caters to advanced studies in LIS.

Library practice in the BLIS curriculum

Along with the prescribed courses is the 3-unit Library Practice course (sometimes also named as Field Assignment, Library Internship, etc. depending on the institution) which should be taken twice – one per term during their senior year, thereby making it a 6-unit course. The undergraduate students are required to render 200 to 300 hours of service in libraries depending on the arrangements made

by LIS schools which thus amounts to 400 to 600 hours of internship. These are distributed into manageable working hours agreed upon by the LIS Schools and the institutions offering internships through a Memorandum of Agreement (MOA). Normally, they settle on having it for 4 to 6 hours two to three times a week. The MOA provides the parameters of the library practice such as the responsibilities of the host institution and the LIS School. Aside from this, the CHED also has laid down more stringent policies and guidelines for the conduct of off-campus activities such as Library Practice. The guidelines ensure that the students can efficiently learn from such off-campus activities and that they are safe while engaging in out-of-campus activities.

It is also prescribed that the students should already be in their senior year when they take Library Practice. This means that they should have learned all the basics of LIS such as foundations, selection and acquisition, organization of information, reference services, indexing and abstracting, management of LIS, and ICT in LIS courses. This is to ensure that the students will be able to put their knowledge into practice and make use of their library practice courses efficiently.

In the graduate program for LIS, library practice is not prescribed, not a common occurrence, and if offered, not a core course. This is because most of those enrolled here are enriching their undergraduate education to take advanced topics in LIS and are already licensed librarians working in libraries.

Ideally, the students should be able to intern in all the four major types of libraries – academic, school, special, and public. Normally, the two courses are assigned with "internal" and "external" libraries. In the UPSLIS, the internal library practice is with the University Library along with the College/Unit Libraries under its umbrella. We consider the University Library as our laboratory library as they provide a holistic internship program for our students. They are tasked to go through all the services and sections of the library – from reference to technical services to the archives including the binding section which they most enjoy. Our external library practice includes all libraries outside the campus, and these can be any of the four types of libraries, but since they have already experienced the academic library in the internal internship, they usually look for public, school, or special libraries. While it would be ideal to experience all four types of libraries, the external library practice enables the students to explore other LIS environments as well as other career options.

Other LIS schools designate the school and academic libraries for their internal library practice, and for external library practice, they designate public and special libraries. Usually, LIS schools have access to school libraries through their institution's laboratory schools (basic education) and their very own academic library and this is where they field their students. The students need to plan their internship accordingly in terms of the location of the library and their schedules as this is usually taken alongside other LIS and/or other courses, usually with Research Methods classes.

The syllabus

The Library Practice is unlike the usual LIS courses, but a course syllabus is in place which provides more detail than the MOA. The syllabus prescribes course goals/outcomes, activities, expected tasks of students and supervisors, and course deliverables for both the students and supervisors. We meet the students before they are deployed to their host institutions during their orientation or pre-internship seminar. The students are oriented on the nature of the course, internship procedures and protocols, work ethics, and sexual harassment, among others. Depending on the faculty in-charge class meetings or individual consultations are done to follow up on their progress or discuss any issues or concerns that they may have. Aside from

this, they are also given activities for enrichment such as but not limited to writing job applications, writing CV, preparing for job interviews, dressing for the workplace, etc. While sometimes, these are discussed during the first meeting for this class, it helps that there are additional meetings assigned for these activities.

From theory to practice

We try to make the interns experience the job application process that is why they write their CVs, letters of application, but more than that, they look for libraries and/or information centers to which they can apply. We have a list of partner institutions from which they can browse and decide to which institution to send their application. The partner institutions are those with which LIS schools have an agreement to allow students to apply knowledge, skills, and competencies learned from the LIS core courses and who have a licensed librarian who can supervise the interns. It is expected that these institutions will enable the interns to experience technical and public services to enable them to apply what they have learned. Technical services include acquisitions work, serials management, cataloging, indexing, abstracting, information systems development, and other services which are related to the preparation of information materials for use of library clients. Public services include reference service, circulation service, customer support, phone calls/reception, and other services that involve interaction with library clients. Ian, our alumnus, shared his tasks as an intern, and these included shelf-reading, creating an orientation video for the library, cataloging, and book repair among others. He also recalls how he was able to put to practice his ICT courses when he was given ICT-related tasks. His internship was with the College of Law, and he was able to apply what he learned from his reference course and law librarianship electives when he answered directional and specific resource questions. He admits he would have had difficulty answering the queries had he not taken the electives.

According to Mr. Dar Juan, one of our junior faculty members in charge of internship, a kind of placement is done where the skills and capabilities of the interns are matched depending on the needs and services of the library in-campus. The students are asked to provide their top three options based on preference, requirements of the library, and perceived matching of their skills with the services of the library. In cases where internship slots are already filled in their choices, the faculty-in-charge helps the student look for alternatives. In the case of Ian, he had clear objectives of pursuing law librarianship as he also had a clear direction of pursuing a law degree that is why he opted to be placed with the College of Law.

In a similar vein, the Adventist University of the Philippines also has a placement of students to the host institutions. The faculty-in-charge first surveys the needs of the libraries to where the students will be deployed and projects or work plans will be created for them which they will follow and also be the basis for their evaluation.

UPSLIS interns with their supervisors at the UP College of Law

Aside from requiring the students to render services, they are also tasked to submit the following: Internship Plan (with timetable); time records signed by supervisor; progress report relative to Internship plan;

journal; work portfolio; and reflection papers. Requirements for submission vary from one LIS school to another depending on their specific policies but the most common requirements are time records, journals, reflection papers, supervisor evaluation, and work portfolio. These document the quality of the work that they do, their work relationship with other interns and supervisors, capture their experiences and realizations on the application of what they have learned. They may provide ideas on how the services can be improved, how the whole internship experience may be enhanced, etc. They can also provide their evaluation on staff behavior/relationship with them, work environment, and other aspects of their internship. Their feedback may be presented to the host institution so they can make the necessary improvement if needed. These can also serve as a decision point to whether the institution is still suitable as a training ground for the interns.

The key to a successful internship program is the good relationship between the institutions through the supervisors in the host institutions and the Faculty in-charge of the internship program. According to Dr. Rose Villamater of Manuel S. Enverga University Foundation, she coordinates with the librarians in their locale to ensure the proper implementation of the program. As most of the librarians were her students, they have a good grasp of what it needs to make the internship program worthwhile. For our case at UP SLIS, most of the supervisors are our alumni. They have a good grasp of our internship program and they have fresh ideas on how to go about it.

Cala, one of our alumnae was able to supervise some interns and she saw to it that she gave the best guidance to her interns. She was very impressed with the students as they delivered their tasks beyond what was expected of them. The performance of the students did not just reflect on how they are as students but how she is as a supervisor as well. In fact, most of her interns were offered part-time jobs in their institution.

Beyond practice

There are times when the internship program results in extension (outreach) programs especially with public school libraries or public libraries. Jena, our alumnae, was assigned to a branch of the nearby public library and noted that the budget was limited. As such, she had to bring in paper supplies just so they can have better bulletin board displays, materials for the activities they prepared for the kids like storytelling and quiz bee. She tutored the kids as well, which is over and beyond her tasks but took it upon herself to optimize her stay.

Asst. Prof. Cozette Gregorios, Faculty in-charge of the internship program of the University of San Agustin (USA), shares how they have adopted the public-school library where they have their internship and this is where they conduct their extension/outreach program as well. They have helped organize and build the collection and have also conducted reading programs for the students in need. This shows a good relationship between the host institution and the students.

USA intern conducting a reading program at their host institution

Internship during the pandemic

As schools moved to remote or flexible learning during the pandemic, we had to re-think how we can still offer the course. There were several considerations such as: students were not supposed to go on-site for any class, laboratory, or internship activities; libraries and other similar institutions (i.e. archives, museums etc.) were closed; all courses had to be administered via flexible learning. For other LIS such as schools, as they were transitioning to the K plus 12 curriculum, they did not have any students for the internship program for AY 2020-2021. However, through the network of LIS Schools in the Philippines with the Council of Deans and Heads of LIS Schools (CODHLIS) and the Philippine Association of Teachers in Library and Information Science (PATLS) LIS syllabi including the Library Practice course were developed for a flexible learning mode.

For UPSLIS, we had students for the internship program and according to Dean Golfo-Barcelona, who handled the internship program during the term, she had to come up with creative solutions for this concern. She coordinated with Ms. Bagunu our SLIS Head Librarian and some UP Diliman unit libraries and determined what possible services the students can render remotely.

The flexible learning set-up accommodated some tasks that would not have been thought of during the normal set-up. Some of the tasks included “cleaning” database entries, creating information materials (videos and infographic) for navigating online resources and other services of the library. Free online (open access) LIS materials were sourced out along with their links and were packaged for easy access. These activities were either done online or offline and submitted online or via courier to accommodate those who have limited or no connectivity at all – in the spirit of flexible learning mode.

LIS internship is an important aspect of the undergraduate program and whether in face to face (normal) or flexible learning set-up, LIS schools in the Philippines along with their partner institutions will continue to provide the necessary learning activities for the students. As an important bridge for students to cross over from theory to practice, LIS schools will maintain and further improve internship programs.

From Library Science to Information Management: the Renaming of LIS Education in Pakistan

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Amara Malik

Library education in Pakistan has been enjoying a historic legacy of more than a century. The University of the Punjab (PU), Lahore, is third in the world and first in Asia to offer a formal seat of learning for library education at university level in 1915 (Moid, 1968). An American librarian, Asa Don Dickinson, was especially invited by the University authorities to organize the library and to teach modern library methods to the working librarians of PU and its affiliated colleges. Dickinson's course was a combination of theory and practice comprising a series of lectures for one month followed by practical work of three months (Dickinson, Extracts from the Diary, "Punjab University Library Training class 1915–1916" published in *Journal of Pakistan Library Association (PLA Journal*), 1968). He also authored "Punjab Library Primer" which is considered as the first ever textbook of library science (Anwar, 1990). The Dickinson's course remained suspended for two years after his departure from PU in 1916 and was revived in 1918. After the partition of the subcontinent in 1947, this course was again suspended for three years due to political turmoil and revived in 1950 (Qarshi, 1992). It was the first university program in Pakistan after partition; the second one was started in 1956 at Karachi University. Initially, certificate course were offered that was converted into diploma and Master's program later on. Currently, nine universities have well established library and information science (LIS) departments; consistently offering programs at BS, Master, MPhil and PhD level. During the 1990s, the names of the departments were changed from library science to library and information science (LIS). Most of the departments follow the traditional nomenclature of LIS. The Department[1] at PU took another lead and changed its nomenclature to "Information Management" in 2014 to correspond to the emerging scenario of information society in the country (Malik & Ameen, 2020). As change is hard to accept, this renaming drew a great amount of attention in terms of both appreciation and heated arguments on social media and other forums among LIS community. However, the change stimulated a discussion of name change in other LIS departments as well. Almost, after six years later, the department at University of Sragodha converted into information management in 2021 while another department at Islamia University of Bahawalpur is also in the process of getting approved this nomenclature from its relevant committees and boards.

The basic intention of renaming at PU was to embrace the broader landscape of information in order to expand the intellectual jurisdiction of the discipline and to capture wider job market. The faculty at PU believe that a focus on "I" instead of "L" would transform their academic programs and would lead to

[1] Recently, Department of Information Management at PU is converted into Institute due to internal organizational restructuring of the university.

newly designed curriculum, better student intake, deserved status within academia and competent graduates capable of working in competitive environment outside the libraries. This is the dream of other LIS departments as well. However, renaming is perhaps, the first and foremost pulling action of such academic transformation.

Another stimulus for name change is the influence of practices in the West particularly in USA and UK. Almost every major transformation in LIS education in USA and UK is later reflected in local literature and practices. This is probably due to British colonization of the Sub-continent and America's leading position in the field. LIS programs of these countries are now dropping the word "library" from their names while opting for a broader nomenclature, largely related to information landscape (e.g. information management, information studies); witnessing a growth in the number and type of academic offerings; and increasing the infusion of ICTs elements in their curricula. A shift in the focus from specific agencies (e.g. libraries, archives) and physical collection to a more holistic perspective of information is considered a survival strategy in a volatile environment over there (Dione, 2014; Pettigrew & Durrance, 2001). Emergence of these trends is observed in Pakistan as well, though at a much slower pace. LIS departments and faculty usually scan these trends to reinvent locally and to seek insights and solutions for their local issues.

Still, the renaming at PU has remained a hot topic within the profession in Pakistan: some appreciate and support the renaming; considering it a positive move in the development of the profession. While others oppose it; considering it as an assault on the identity of the profession. Overall, faculty and students are in the favor of this change and looking forward for its impact on academic programs, profession and job market as they are concerned more about enrolment and employment which affect their finance and even survival in academia. On the other hand, the idea is less popular among practitioners who are deeply attached with the physical existence of libraries. They perceive this act as their exclusion or disownment from the profession and the parent LIS departments. It is a great challenge for faculty to make them assure that this change is more about inclusion and expansion rather than exclusion. It can be advocated that "information" is a broader term with more potential to reflect the opportunities created by the promising information industry into which libraries must be fused.

Renaming is only a step towards transformation, reorienting academic programs in terms of mission and objectives is the real essence. Academic programs need to be aimed at preparing information professionals who are capable of designing and developing information services by using technology not just for libraries but for information industry including publishing houses, media, business, telecom and banking sectors. It requires restructuring of academic offerings and extensive revisions in curriculum.

Curriculum is the core of this change to make it fruitful and not mere a cosmetic. As a move, Institute at PU revised its curriculum thoroughly in 2015. A new four-year "BS in Information Management" program is being launched by replacing two year Master's program in 2021. Many computer and modern information technology related courses such as application of information systems, semantic web and linked data technologies, research data management, scientometrics, information visualization, informatics, data science are added which reflect the impact of name change.

Another challenge of recasting academic programs is to develop and entice competent faculty. Faculty members are the key people, responsible for implementing the curriculum in true letter and spirit. It is highly pertinent and challenging to strengthen the faculty either through new recruitments with strong background in

computer science or by providing study opportunities to already hired faculty for renewing their knowledge structure.

The move to information does not denote to abandon 'library science' all together. Libraries are neither going to vanish nor the need of librarians in near future. We still need librarians as library is a major job market in the country though library service is low paid with low social status and prestige (Malik & Ameen, 2017). Considering local needs, Pakistan still need LIS professionals with a blend of traditional and modern skills (Warraich, Malik & Kanwal, 2016). In this transitional phase, successful programs will be those which increase their focus on the broader information landscape while at the same time retaining their traditional libraries focused programs as suggested Audunson et al. 2003. The information management program at PU is well- cognizant of this reality; that's why retaining traditional library science component in its program as well.

To sum up, renaming from LIS to information management is still controversial which needs to be discussed in a scholarly method. The success or the failure can be measured by the effect of the change. It seems too early to say whether renaming is good or bad. I believe that no one disputes the need for change in LIS education, but how to change provokes concerns. If departments are eager to change just their names without revisiting and redesigning their educational objectives and curriculum, it will be sound like "new bottles with old wine" to seek a fashion and image package. On the other hand, if the change diminishes library science component at once, who will train future librarians for libraries? LIS education must find a solution how to broaden their focus while maintaining their unique identity and monopoly in the information industry. It is a hard situation for academics, just like, "walking in a tightrope" to accommodate the demands of the ever changing profession.

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Sustainable Development of Library and Information Science Education in Nigeria: An Update

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Introduction

Library Education in Nigeria began with the establishment of library school at the university of Ibadan to commence post-graduate programme (PG) in 1960 and eight years later it was followed by Ahmadu Bello University Zaria in 1968.The second library school was established to run undergraduate programme following Sharrs (1960) report that recommended the need for the establishment of library school in Northern Nigeria (Olden, 1982) though Aguolu and Aguolu (2002)posits that the establishment of the second library school created crisis between librarians in South and those of North in Nigeria as librarians in the South were strongly in support of PG programme while those of the North were of the opinion and in strong support of undergraduate (BLS) programme of Ahmadu Bello University, Zaria. Since 1960 to date library schools have been established in universities, polytechnics and monotechnics, while those established in colleges of education were affiliated to some university-based library schools.

With the prominence attached to information being essential commodity and ingredient to decision making, and enhancement of higher productivity in organizations, the concept of information was not only placed as the fifth factor of production but important in all spheres of life. It was added to the diploma, bachelor and higher degree programmes of various library schools as well as inclusion of Information/Information Management component in the programme of medical school sub-sector in Nigeria. For example, New Gate College of Health Technology Minna, Niger State runs a course in Health Information Management; a course that deals with the study of management of the medical records of patients using the concept of information.

Within the context of this paper, library and information science education fall within tertiary education as enshrined in the National Policy on Education (2013) section 5 sub-section 80 which maintain that tertiary education is the education that is offered in institutions such as: Universities, Inter-university centres, Colleges of education, monotechnics, polytechnics and specialized institutions such as Colleges of Agriculture, Schools of Health and Technology and the National Teachers Institutes (NTI). As such LISE programme is offered virtually in all the mentioned institutions. LIS Education covers the aspects of reading and writing which Okebukola (2012) posits that literacy is one of the three indicators to national development. This is because library schools are training grounds for future LIS professionals. They are to put them true by way of teaching, training and assessment (test, assignment, term paper presentation and examinations).

The massive establishment of libraries was as a result of the demand for more librarians couple with the creation of various establishments and organizations as no organization that does not require the services of information professionals. With this issue, there has been proliferation of LIS schools and programmes without due regard to standards in terms of staffing, accommodation, facilities, nomenclature, etc (Ochogwu and Nwokwocha, 2014). As part of standards for the establishment of library schools and preparation for resource verification for the proposed undergraduate

and postgraduate programmes, a minimum of six academic staff with at least one Professor/Reader, two senior lecturers and three lecturers 1 and below are required. For PG programmes the requirements are: a minimum of six academic staff with at least one Professor and two senior lecturers while the rest should be PhD holders capable of teaching any PG degree. It has been discovered that some library schools are established without mounting or commencing the programme; typical examples are Ibrahim Badamasi Babangida University, Lapai (IBBUL) in Niger State and Baze University in Federal Capital Territory (FCT) Abuja.

Saka and Mohammed (2006) wrote a position paper on LISE in Nigeria and maintain that the growth and development of library schools in Nigeria was negatively being affected by acute shortage of teaching staff at professorial cadre; facilities, attitude of government and Nigerian societies, divergent curriculum, funding, etc.

Education is the largest sub-sector of the social services and as such **National Policy on Education (2013)** maintain that financing the sector should be collaborative responsibility of the three tiers of government; while local communities, individuals and organizations can also contribute to the funding of the sector. To achieve this policy statement, at least 26% annual national budget from the three tiers of government (as recommended by UNESCO) should be devoted for funding education. However, poor or inadequate funding of education sector in Nigeria has been a problem hence the budgetary allocation ranges between 10-13% which is contrary to the UNESCO benchmark of 26% annual national budget allocation to education sector (primary, junior and senior secondary schools, polytechnics, monotechnics, universities, non-formal education programmes, etc). The ineffective implementation of UNESCO benchmark of 26% annual national budgetary allocation to education sector means the quality of educational programme would be affected such that the system will produce ill-equipped school leavers and graduates leading to high rate of unemployment which can further result to social vices (Kingdom and Maeakae, 2013; Adida and Asinde, 2020).

Despite this setback, the writers further maintain that library schools in Nigeria have made concerted effort by running postgraduate programmes and inclusion of some ICT components in the curriculum of library school programmes. After 14 years, the writers of this paper have identified the increase in number of problems in LISE notably in the areas of de-listing of LIS undergraduate programmes of some specialized universities; crisis in the promotion prospects for library practitioners to the rank of professor as well as inadequate infrastructural/ICT facilities. In the same vein, some sustainable development have been discovered due to the design and regular review of curriculum which has positively affected the areas of SIWES programme beyond the four walls of library, entrepreneurship as a course unit and employment opportunities for future LISE professionals

Sustainable Development Indices

The concept of "Development" denote growth, progress, or improvement in the life of individuals and citizens in all aspects of social, economic, educational, scientific and technological perspectives. National Development refers to the positive changes, growth, improvement or achievement of success in a country with respect to its economic, social, political, educational, scientific and technological ramifications (Mathew.et.al, 2018; Mudi,et.al, 2020). The improvement in all ramifications of a country without interruption, stoppage or alteration but by maintaining high degree of improvement in economic, social, political, religious, science, technology and education is referred to as sustainable development. The continuous progress and improvement in Library and Information Science Education without interruption as regards curriculum, programmes, resources, etc

can be referred to as sustainable development in Library and Information Science Education.

Sustainable development in LIS education is the ability to provide continuous training for prospective LIS professionals; facilities to support the curriculum and for conducive teaching-learning environment for survival of LIS education. By so doing, a number of innovations, progress and remarkable development have been achieved and taken place. These innovations and development include: restructuring of curriculum to accommodate job market needs of labour, increase in number of library schools, etc although the problem of education in Nigeria according to Kingdom and Maekae (2013) include those of inadequate funding/budgetary allocation, changes in educational policies, politicizing of appointment, etc.

This brings us to policy or blueprint known as Sustainable Development Goals (SDGs) being initiated by the UNDP (2015). They are blueprint that address the challenges faced worldwide in terms of poverty, inequality, climate change, etc. The SDGs consists of 17 global goals to be achieved globally in future between year 2020 or 2030. Among these 17 global goals is Goal Number 4 which addressed **Quality Education** tagged: *"Ensure inclusive and equitable education and promote lifelong learning opportunities for all"*. Although this goal number 4 centered on access and equal education at primary school level for both boys and girls hence the need to teach this category of learners, library education at primary school level becomes important as it serve as foundation for future LIS professionals/educators.

Establishment of more library schools and commencement of LIS programmes

As part of sustainable development in LISE, between 2015 to 2019 reasonable number of library schools have been established and commenced undergraduate and ND programmes as contain in Table 1.

Between 2015 and 2019, 13 library schools have commenced BLIS/ND (LIS) programmes in various institutions in Nigeria out of which 11 are university-based while two are polytechnic-based. From these 13 library schools, three Federal, seven State and one Private Universities, and two state polytechnics have also commenced BLIS degree and National Diploma in library and information sciences programmes respectively. Some of the below universities and polytechnics have established and commenced LIS undergraduate and ND programmes, while some have undergone NBTE/NUC resource assessment and have gotten approval to commence the programmes. On the other hand, some polytechnic and university-based library schools are expecting NBTE/NUC resource assessment and accreditation as the case may be, thus the universities and polytechnics affected are as follows:

- University of Jos, Jos
- Federal University, Lokoja
- Federal University Dutsin-Ma
- Federal University,Wukari
- Saleem University, Lokoja
- Al-Hikimah University, Ilorin
- Kano University of Science and Technology, Wudil
- Bauchi State University, Gadau
- National Open University of Nigeria (NOUN), Abuja
- Federal College of Education, Zaria (Affiliated to A.B.U Zaria)
- Federal Polytechnic, Bida
- Niger State Polytechnic, Zungeru[1].

The NOUN Abuja library school has commenced its four-year BLIS programme domiciled in Faculty of Education. Furthermore some of these library schools have graduated sets of students while some have undergone resource assessment in November, 2019, scaled through and now ready for inclusion in the JAMB website against next session. Some universities (not in this list) are waiting for

[1] Source: Correspondence with professional colleagues. (June/July, 2020).

Table 1: List of Library Schools in Nigeria with their Year of Commencement (2015–2019)

S/N	Name of Institutions	Year of Commencement	Ownership	Degree/ Diploma Awarded
1	University of Port-Harcourt	2015	Federal	BLIS
2	Ignatius Ajuru University of Education, Rumuolumeni, Port-Harcourt	2015	State	BLIS
3	Yusuf Maitama Sule University, Kano	2015	State	BLIS
4	Chukwuemeka Odumegwu Ojukwu University, Igbarian	2016	State	BLIS
5	University of Abuja, FCT	2017	Federal	BLIS
6	Rivers State University, Port-Harcourt	2017	State	BLIS
7	Delta State Polytechnic Ogwashi-Uku	2017	State	ND
8	Federal University, Lafia	2018	Federal	BLIS
9	Ebonyi State University, Abakiliki	2019	State	BLIS
10	Kebbi State University, Aliero	2019	State	BLIS
11	Niger Delta University, Wilberforce Island, Yenogoa	2019	State	BLIS
12	Ajayi Crowther University, Oyo	2019	Private	BLIS
13	Osun State College of Technology, Esa Oke	2019	State	ND

Source: Directory of NALISE members and list of Library & Information Science Schools in Nigeria (2020) pp. 159–164.

their respective university senate approval to enable them prepare for and undergo resource assessment to be conducted by National Universities Commission. The library school of Niger State Polytechnic with campus in Bida is awaiting NBTE resource assessment and accreditation.

Not only the establishment of the new library schools but also more /new programmes have been established in the new and old library schools. The new programmes cover specialization areas and postgraduate programmes respectively. For example, FUT Minna library school commenced postgraduate programmes (PGD, and MTECH) in 2013/2014 and PhD in 2015/2016 sessions respectively. University of Agriculture, Makurdi library school started with master degree programme. Umudike, Minna, ATBU Bauchi and Yola library schools that are running the undergraduate programmes have been de-listed by JAMB in 2017.

Curriculum design and review

As part of the planning for the establishment of new library school and expansion of the existing programme, the NUC BMAS (especially for undergraduate programme) is usually consulted and used as a guide

for tool. At this stage the academic brief is normally designed to include minimum core, electives, and Information Technology (IT) and SIWES courses. Most library schools have gone beyond the NUC/NBTE Benchmark by incorporating more ICT and knowledge management courses so as to meet the target. As for the existing programmes, the curricular are subjected to review, restructure and incorporation of ICT courses taken into consideration the existing NUC/BMAS 2018 edition. Curriculum content has taken care of core, electives, IT, SIWES and Entrepreneurship courses which are also contained in Librarians' Registration Council of Nigeria (LRCN) uniform curriculum for library schools in Nigerian Universities (LRCN, 2016).

SIWES programme beyond the 4-walls of library

The current undergraduate curriculum / academic brief contain SIWES as a core course and is 2-credit units and apart from the fact that it is now being graded by supervisors and employers; students are encouraged to observe their 6-month SIWES exercise not only in libraries but also information centres as well as organizations that are ICT inclined. LIS/LIT students now observe their SIWES in banks, hospitals, private organizations especially in the ICT units – all geared towards meeting the requirement of curriculum content, reality of the 21st century as well as employers job market needs.

Employment opportunities

Unlike 20th century librarianship when employment was confined to the four walls of libraries with the provision of traditional core – library services, the 21st century library schools have designed curriculum that prepares prospective LIS/LIT graduates and information professionals for employment opportunities in organizations other than libraries. Such jobs include: digital librarianship, information broker, information business, public relations, records/ archival management, etc.

Entrepreneurship

Before the oil boom in Nigeria, prospective school leavers and graduates were offered employment but today the story has changed such that thousands of school leavers and graduates are produced yearly basis and roaming the street. In order to reduce the problem of un-employment in the country, Mudi, Bashari and Magaji (2020:243) posits that:

in the year 2006, the federal government of Nigeria directed that entrepreneurship education be incorporated as mandatory components of all programmes run by tertiary institutions in the country.

This mandate by federal government in 2006 was supported and **buttressed** by Yerima et.al (2016) who posits that institutions of higher learning should not only include entrepreneurship in their curriculum but should also embark on the teaching of the course to enable graduates to be self-employed or job creators upon their graduation. The library schools' curricular coupled with General Studies (GST), Entrepreneurship as a course unit is being taught at undergraduate level more so that there is no aspect of library and information science /technology courses that is not entrepreneur inclined. LIS/LIT graduates can be self-employed as cataloguers, classifiers, information business managers, indexers, abstractors, publishers, bibliographers, etc more so that Amidu et.al, (2019) reported available entrepreneurship opportunities to include: lecturing, library networking and digitization.

Field of specializations

Librarianship is a multidisciplinary field such that every aspect gives birth to a number of specialized fields. Ibadan library school has the following specialized fields: Library science, Archival studies, Publishing, Information science, etc. In some library schools that are running postgraduate programmes, specialization normally comes during student thesis write-up.

Obstacles to sustainable development of library and information science education in Nigeria

Proliferation of LIS schools and programmes:

This is a serious problem to LISE in Nigeria as new library schools and programmes were established without due process or due regard to standards in terms of resources, staffing, structure, location, and curriculum. This situation has led to massive enrolment of students, inadequate classroom accommodation and failure in accreditation such as interim or denied (Saka, Garba and Zarmai, 2018).

Disparity issues

The development of LISE has negatively been affected by disparity in the curricular of library schools (polytechnics, monotechnics and universities). There is disparity in some library schools regarding core, elective and ICT courses as opposed to the content of the NBTE/NUC Benchmark. In some library schools, core courses contained in NUC/NBTE can be found in their curricular as electives and vice-versa.

The second aspect of disparity is the admission requirements for candidates with 'o' level subjects ND, HND into degree programmes. The 'O' level credit/subject credit combination varies from university to university which is contrary to UTME, and NUC/BMAS guidelines particularly the 2018 edition.

The table 2 contains variations in 'O' level subjects requirements at credit level and UTME cut-off point for admission in selected new and old university-based library schools in Nigeria for 2019/2020 admission exercise.

The NUC/BMAS (2018) for undergraduate programmes in Nigerian universities with particular reference to LIS programme states the basic admission requirements for undergraduate program as : credit passes in senior secondary certificate examination (SSCE) or equivalent in five (5) subjects at not more than two (2) sittings in addition to acceptable pass in Unified Tertiary Matriculation Examination (UTME). The BMAS did not specify any other three (3) subjects (from art, social science, pure science or commercial) apart from English language and Mathematics as well as the number of UTME scores. Therefore there is disparity in admission requirements between NUC/BMAS(2018) and library schools as well as among library schools respectively.

The third aspect of disparity is the diploma and degree being awarded by library schools. Universities running diploma (DLS) in library science e g A.B.U Zaria used to award DLS; diploma in library and information management, while F.U.T Minna awards Diploma Library Information Management (DLIM). Accredited polytechnic-based library schools such as Kaduna, Nasarawa just to mention but few award National Diploma (ND) in library science, while non-accredited polytechnics-based library schools e.g. College of Administrative and Business Studies, Bida campus of Niger State Polytechnic Zungeru award ordinary Diploma or Diploma in library science .This disparity has caused problem for candidates seeking admission into degree programme. For example, while A.B.U Zaria accepts holders of its DLS for direct admission to BLIS programme, those with ordinary diploma or diploma in library science from other institutions are denied direct admission into BLIS programme. The implication is that those with ordinary diploma in library science apply for one year programme to nationalize their diploma thus converting to national diploma in library science which can qualify them for admission into HND or Bachelor degree programme in LIS of polytechnics or universities respectively.

Nomenclature of degrees being awarded by various university-based library schools are: BA/B.Sc library science, B.LIS, BLS, B.Sc library science, B.Tech Library and Information Technology, B.Ed

Table 2: UTME/O Level Subjects Admission Requirements

Library Schools	"O" level subjects at credit level	UTME cut-off point
Federal University Lafia	5 "O" credits in Mathematics, English and any other three subjects	180
University of Jos, Jos	5 "O" level credits in English, Mathematics, and any other three subjects	180
Abubakar Tafawa Balewa University, Bauchi	5 "O" level credits in English, Mathematics, and any 3 subjects which include science commercial and Art subject	180
Federal University of Technology, Minna	5 "O" level credits in English, Mathematics, Physics and any 2 of Economics, chemistry, or Biology	N/A
Michael Opara University of Agriculture, Umudike	5 "O" level credits in English, Mathematics, Agric Science, Chemistry or Physics; Geography or Economics	180
Ignatius Ajuru University of Education, Port-Harcourt	5 "O" level credits in English, Mathematics and any other three subjects	180
Federal University, Dutsin-Ma	5 "O" level credits in English, Mathematics and any other three subjects	160–170
Nasarawa State University, Keffi	5 "O" level credits in English. Mathematics and any other three subjects from Art, Science or Commercial subjects	160
Kebbi State University of Science and Technology, Aliero	5 "O" level credits in English. Mathematics and any three **science** subjects because it is a University of Science and Technology	160
Federal University, Wukari	English. Mathematics and any other three subjects	N/A

Source: GSM correspondence with professional colleagues, June/July, 2020.

Library science. Holders of various nomenclature of degree awarded might appear in labour market for job; some employers might prefer holders of B.Tech (Library and Information Technology) to holders of BLIS (Library and Information Science) for employment opportunities because of "technology" being included in the degree awarded.

The fourth disparity is the duration of undergraduate programme. While Federal University of Technology, Minna; Abubakar Tafawa Balewa University, Bauchi and Modibbo Adama University of Technology, Yola library schools run 5-year undergraduate (B.Tech) programme; other specialized university-based library schools such as Michael Opara University of Agriculture, Umudike; Kano University of Science and Technology, Wudil and, Kebbi State University of Science and Technology, Aliero run 4-year undergraduate (BLIS) programme respectively.

De-listing of LIS programme from JAMB website

In 2017, bachelor degree programmes of some universities, more especially specialized ones were de-listed from JAMB website by the order of federal government of Nigeria because LIS Programme is not part of the mandate of these universities as at the time of their establishment. University–based library schools of Minna, A.T.B.U Bauchi, Federal University of Agriculture Umudike and MAUTECH Yola **were** affected by the de-listing thus not able to admit candidates to degree programme through UTME and direct entry. Some of these library schools as at 2020 have last batch of undergraduate students in 400level and 500level. A.T.B.U Bauchi later applied to be merged to the department of science education as library and information science unit while FUT Minna library school have re-designed and revised its curriculum and modified its department name to reflect "Department of Library Information Technology " with proposed undergraduate and review postgraduate curriculum to reflect **"Library Information Technology"** – meaning application of technology (ies) in library operations and services (FUTMinna, 2019). Other library schools are struggling to regain their department/programme.

Promotion prospects of library practitioners in university system

In some universities with library schools, library practitioners especially those on the rank of Deputy University Librarian now teach/lecture and supervise undergraduate and postgraduate courses research works in library schools or department of library and information science. Some Universities governing council accept and promote them to the rank of professor; some do not work with this system. This is a problem and crisis among LIS professionals in universities – hence the existing confusion is the status of academic librarian and lecturer as well as academic status and academic privileges.

Inadequate facilities

This has been a long term issue as some institutions of higher learning experience acute shortage of classroom /staff accommodation and ICT laboratories **of** some library schools are not adequate enough to accommodate teaming population of students. ICT facilities such as computers, electronic photocopiers, printers, telecom facility, multimedia projectors and slides, overhead projectors and Internet facilities are not available in some library schools and non – availability of these facilities has an adverse effect on students' education (Ojoboh and Oserada, 2018).

Staffing issue

This has been a long time issue that has been deliberated. Acute shortage of LIS educators especially at **professorial** cadre **is** a problem to LISE such that both old and new library schools rely on part-time lecturers.(Aguolu and Aguolu, 2002; Saka, 2015; Saka, Garba and Zarmai, 2018). This situation is worse in some library schools to the extent of using library practitioners in university libraries to teach some professional/technical library science courses such as cataloguing classification, indexing, etc. The effect of the acute shortage of LIS educators is that there will be absence of close monitoring of students' performance (Ojoboh and Oserada, 2018) even though some senior academics have been mentoring the younger ones while some are not. So many factors could be the reasons but the culture of mentorship is desirous to enable the younger academics grow. Adamu (2019) reported that lecturers teaching technical courses are holders of Master's degree in other fields of librarianship as opposed to cataloguing and classification.

Mentoring issue

In every organization there must be some knowledgeable, skillful and experienced individuals that are expected to train, coach, instruct and guide the less-knowledgeable and experienced people.

The challenge of mentoring in LISE is that the old and experienced professors are dying; some have retired, while some have left library schools for greener pasture (Saka, 2020).

Prospects for library and information science education in Nigeria

Despite the enumerated obstacles, there is prospect for LISE in Nigeria. In near future LIS schools located in universities and polytechnics will have their own faculty and school thus named as Faculty/ School of Library and Information Science or Faculty/School of Information Science. While Faculty will be for library schools in conventional universities, School will be for those in specialized universities, and polytechnics respectively. Within faculty or school in university and polytechnic respectively, there will be various Departments e.g Department of Library Science; Information Science; Archival Studies; Communication Science, Information and Communication Technology, e t c. Within each department, it is hoped that there will be options, units or /and areas of specialization at undergraduate and postgraduate levels.

Conclusion

There are some gaps to be filled in the LISE in Nigeria. Library Schools have to carry the regulatory bodies along in matters of establishment of Library Schools, curriculum design and review, admission requirements and appropriate institutions to run diploma programme. Mentorship is another area to be addressed through motivation of the existing professors in our library schools, while those on retirement be offered contract appointment and with this, they can mentor the younger LIS educators. The National Commission for Colleges of Education (NCCE) in conjunction with LRCN needs to design a document for the establishment of library school or department to run NCE Library and Information Science programme.

Recommendations

- For sustainable development in LISE, stakeholders in the LIS sector should ensure strict compliance to NUC/NBTE and LRCN standards with respect to establishment of Library Schools and Programmes, staffing, accommodation, and guidelines on promotion of librarians (practitioners and educators).
- Adequate funding by government (Federal and State) is a function of sustainable development in LISE sub-sector. Government and the concerned authority and the stakeholders in information profession should ensure and commit government in funding LISE in Nigeria.
- The NUC should come out with clear cut uniformed requirement for promotion to the professorial cadre to be strictly followed by all governing councils in Nigerian Universities.
- Senior Academics such as professors should be encouraged to mentor the younger ones especially Graduate Assistants, to lecturer I.
- Younger academics should be willing to learn and to be humble thus facilitating mentorship relationship with the Senior Academics.
- Library Schools should establish working relationship with their libraries where practical skills are impacted on the students.

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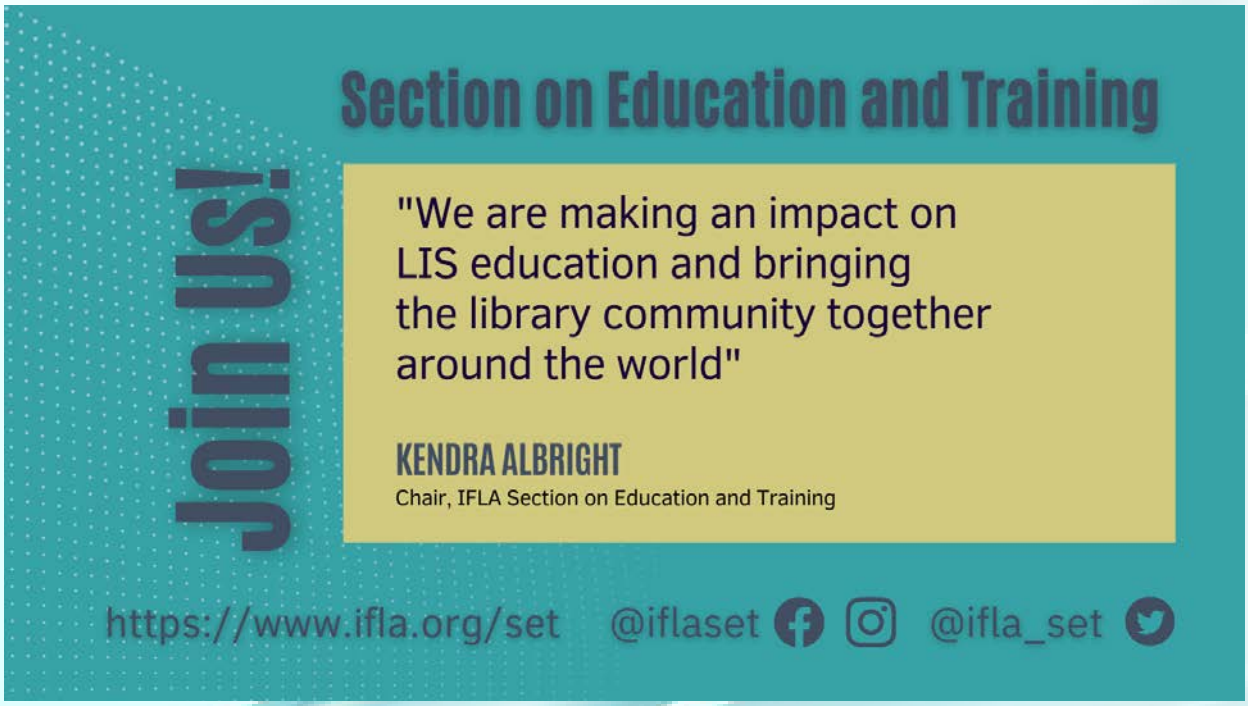


Creating Connections. Sustaining Relationships. US Russia Library Dialogue

by Ellen Knutson, ellen.knutson@gmail.com, School of Information Sciences, University of Illinois Urbana-Champaign, Charles F. Kettering Foundation, USA

Ellen Knutson

The US Russia Library Dialogue began in 2017, under the umbrella of the Dartmouth Conference, and provides delegates from the two countries the opportunity to share, discuss, and document current strategies to work together with their communities to promote learning and for libraries to become strong community centers. Since 2018 we have been using the UN Sustainable Development Goals (SDGs) to help frame the Dialogue themes and proposed library projects. The SDGs are a useful framework for libraries to address global issues that require our countries to act. We will continue working in this framework in our future meetings. We meet annually and over our four working meetings we have had 54 people actively participate (29 Russians, 25 Americans). We came from 12 cities in 11 Russian Regions and 17 cities in 12 US States representing 34 libraries/organizations including the presidents of the two countries library associations. Libraries bridge and connect with everyday people like no other institution, not only educating individuals but also creating economic, civic, and cultural opportunities for local communities and these numbers show the geographic reach the library dialogue is having. The map below shows just the cities involved from our fourth Dialogue meeting.

Due to the global coronavirus pandemic, we had to adjust our plans for this fourth meeting from a face-to-face meeting in September 2020 in Novosibirsk, Russia to an abbreviated virtual dialogue. A benefit of the virtual space is that we could invite more participants (32 rather than the usual 20) because we did not incur travel expenses. Moreover, holding the Dialogue over Zoom allowed us to stream the Dialogue to reach more librarians beyond the people invited to attend. The All-Russia Library for Foreign Literature in Moscow streamed the Dialogue on its Facebook page with more than 2000 viewers.

The topic for this 4th working meeting was “Libraries Rise to the Challenge: Meeting the UN Sustainable Development Goals in the Times of a Global Pandemic.” In her opening speech to the Dialogue, Deputy Minister of Culture of Russia Olga Yarilova said: “It is very important that Russia and the United States, the countries where library networks are vast and effective, create space for a professional dialogue.” She went on to say that the Dialogue demonstrated what “real cooperation should look like: efficient, mutually beneficial and constantly developing.” The participants discussed not only the problems, but also the opportunities that the pandemic has opened for cultural institutions of peace including: the active development of new ways to provide access to information, the creation or expansion of remote and virtual services; and viewing the pandemic as an opportunity to rethink the way libraries work with their communities.

At the conclusion of each meeting the library dialogue group issues joint statement. The statement from September 2020 included the following:

We affirm that:

- Libraries and library workers are second responders to emergencies and disasters such as the pandemic.
- Libraries in both countries ensured continuity of services as the pandemic began that forced us to close our doors; we continued to provide existing and new, essential services such as assistance with job loss and well-being issues.
- Libraries in Russia and the United States are united by demonstrating and providing a sense of purpose in our communities, a sense of relationship building with people, and empathy for human needs; we constantly advocate for human needs and provide services at a human level. Together we give people hope.
- Libraries create infrastructure for people; the human relationships that we cultivate are most important.
- Library leaders of both countries are greatly concerned about equitable Internet broadband connectivity for all people; we must determine funding sources and advocate for funding that address the role of libraries in closing the digital divide and allows for the necessary connectivity for the new reality of our community members, e.g., at-home learning, work from home, etc.
- Especially during the pandemic, libraries need to pay particular attention to the physical and mental health issues of both the community we serve and our staff, paying attention to collective self-care not only individual self-care.
- Libraries support and inspire their communities to achieve the UN SDGs.
- To support SDGs 3: Good Health and Well-Being, 8: Decent Work and Economic Growth and 17: Partnerships for the Goals, during the pandemic requires a "whole community response" including from libraries as an integral part of society.
- Libraries act as "panic-free islands" that bring a sense of calm and normalcy to our communities.
- Libraries provide health and wellness literacy information for holistic well-being (physical and emotional), while demonstrating empathy for the

human condition.

- The pandemic has prompted libraries to seek new partnerships for the benefit of both institutions and communities to help advance the UN SDGs.

Keeping in line with this agreement we held a joint webinar on how libraries in both countries can support the well-being of their communities, including the mental health of library users and staff, as we start to emerge from isolation and libraries reopen. The webinar took place June 3, 2021 and was hosted by the International Relations Office at the American Library Association. Over 160 people registered and 63 participated live and more watched on Facebook.

Julius Jefferson, Jr. and **Mikhail Afanasyev**, the presidents of the two national library associations, opened the webinar. Both have participated in the Dialogue and noted the importance of dialogue to provide productive connections, and the ways we can inspired and motivated by our collective experiences. The US panelists were **Nicole Cooke**, Augusta Baker Endowed Chair and Associate Professor, School of Information Science, University of South Carolina, and **Loida Garcia-Febo**, International Library Consultant and Past ALA President (2018-2019). The Russian panelists were **Anna Galeeva**, Deputy Director, Novosibirsk Regional Library and Head of Da Vinci Casa Art Platform, and **Liudmila Pronina**, Director, Tambov Regional Library and LIS Professor, Tambov University. **Ellen Knutson**, US Cochair of the US Russia Library Dialogue, and **Svetlana Gorokhova**, Russian Cochair of the US Russia Library Dialogue, moderated the session.

Panelist discussed the way the pandemic has affected the necessary professional competencies of librarians, the social and emotional challenges in returning to in-person service, strategies for supporting individuals and communities including through art and culture, and how collective self-care can become an ongoing part of library service. The topic of supporting the well-being of the communities must include our staff. The library workforce is tired and scared, but they're being asked to continue to provide service. Panelists discussed how they have provided learning opportunities and self-care strategies for library staff, and within University Library and Information Science programs. A key point was that we need to be able to take care of ourselves internally before we can take care of our communities. When we do move beyond our staff to our communities, the role of art and culture can be pivotal. Libraries are more than just "great repositories of culture" as former US president Franklin Delano Roosevelt (FDR) called them, but with an engagement focus librarians can actively support artists and creators of culture and/or be creators themselves. Finally, we need to think beyond just what individuals can do and to create that ethos of collective care. To quote panelist, Nicole Cooke "Collective care means that the entire organization cares for each other, as opposed to individualized self care. This is a collective effort if it's going to be sustainable." We created a Padlet with notes from this webinar, so if you would like to learn more, please visit: https://padlet.com/eknutson3/kp7715sgtath3654

In addition to creating professional development workshops like the one described above, the Dialogue itself contributes to the professional development of participants. Polina Avtonomova, Leading Methodist at the Center for Coordination and Support of International Activities at the All-Russia Library for Foreign Literature notes: "The US-Russia Library Dialogue is a unique project. To be part of it is a great honor and a big step for self-development." She continues, "While political borders may be sharp, the cultural discussion is growing rapidly. The Dialogue, people who create it and people who participate in it, inspires the professional community to work together and interact for addressing common problems."

"It has been inspiring to learn from Russian librarians!" said Amy Honisett,

Learning and Development Specialist at Multnomah County Library in Portland, Oregon. "Participation in the US Russia Library Dialogue has helped broaden my thinking about providing training to equip library staff with the skills needed to meet an ambiguous future." She pointed out that finding connections and similarities with Russian colleagues encouraged her to do staff training with a community focused lens. Additionally, she found it "motivating to discover that experiential learning, mentorship and training that includes support for staff well-being are essential to building resilience and encouraging innovation and leadership for both Russian and US library staff, as we work to learn how to best meet changing community needs."

In the US Russia Library Dialogue our changing community needs are not just on the local level, but also the changing needs on a global level. As we face global crises, such as the coronavirus pandemic, climate issues, or geo-political tensions, the professional connections and relationships we have developed are as important as they ever have been, and we remain committed to seeing them continue to deepen and enrich our professional work. Moreover, these connections and relationships have a ripple effect. Librarians are working with their communities from young children to pensioners, from laborers to scholars and thus they are an excellent conduit to help build public support for improving relations between Russia and the US and toward realizing the UN Sustainable Development Goals through education and information provision as well as through culture and leisure.

More on the US Russia Library Dialogue read in January 2020 Newsletter Issue.

The Library World Tour project. The Library is for Everyone and Everywhere

by Mario Coffa, mario.coffa@aib.it, Associazione Italiana Biblioteche - Osservatorio Formazione, Italy

Mario Coffa

Whether it is Europe, Asia, Africa or America, libraries together with their librarians have been for centuries, I would say always, places of knowledge: a place where we can find our history, our knowledge and from which places we always come out with a little more experience. Unfortunately, these places are not always recognized as having their real educational and cultural function and their social role is not always recognized despite their importance being objectively ascertained. But, in these situations, it is precisely the librarians, those who take care of the collections and the precious treasures kept in each library, who in a very courageous way do their utmost to ensure that these values, as we have said sometimes obscured, go outside the walls of the library indiscriminately at all. Yes, because libraries belong to everyone! It is my dream to be able to travel one day and get to know all these workers but, not being able to do it for many reasons, I decided to visit them anyway. How? Through a virtual journey through the libraries of the world, perhaps through an interview and an article that however carries within it the "voice" of each of them.

The project *Library World Tour* was born in 2017 (even if it was not called that way yet) with a first interview with a colleague and friend who has contributed significantly to contemporary librarianship, such as David Lankes[1]. The experience told by Lankes

[1] R. David Lankes is the director of the School of Information Sciences at the University of South Carolina and the author of two revolutionary texts on the activity of libraries and librarians: *The Atlas of New Librarianship* (2011, published in Italian by Editrice Bibliografica in 2014) and *The new librarianship field guide* (Mit Press, 2016).

struck me so strongly that it gave me the stimulus to feel other experiences always using the interview method, perhaps a quick and immediate form but which also gives the opportunity to grasp various nuances of the character and the story professional that binds him to the world of libraries and beyond. So I began to contact other librarians who, from the beginning, have always shown great availability towards me, even though they have never met us, demonstrating the fact that sometimes (although rarely) it takes very little to create a network and give birth a professional collaboration, without too many requests or unnecessary and sometimes even harmful bureaucratic steps. So what? To date, the project, which in the meantime has also obtained the patronage of AIB Umbria (Italian Library Association) and the collaboration of Insula Europea,[2] has 18 interviews from all over the world and included in my site[3] where it is possible to access individuals articles without restrictions as they are published in Open Access; in addition, an interactive map[4] guides the visitor “traveling” around the entire planet. I have always thought what this project "tomorrow" will be when I finish the interviews: well, first of all a sort of album full of experiences, ideas and projects of librarians and librarians who, with their passion, in every part of the world, are committed to being promoters of reading, dispensers of information, readers for children and adults, educators, teachers and administrators of institutes and libraries and each with their role contributes to enrich their community and, as in a motto of Loida Garcia Febo, to make them strong. Each voice tells us about a different and heterogeneous way but ultimately united by a single great passion. But in addition to passion there is also a lot of professionalism: to be a librarian you need specific skills and adequate academic preparation. Furthermore, in a world that changes and especially after the unfortunately dramatic experience of Covid 19, digital in all its forms (tools and methods) have given a considerable boost to a digital revolution that has been underway for years and which could now , with the awareness of what has happened and

[2] Insula europea is an online cultural magazine. Created to accompany the «Premio Insula europea» (Perugia 2009), a transnational literary competition aimed at all citizens of the European Union under 35 (the Romanian writer Adrian Chivu among the winners), the page has been transformed over the years in a blog and later in a magazine.

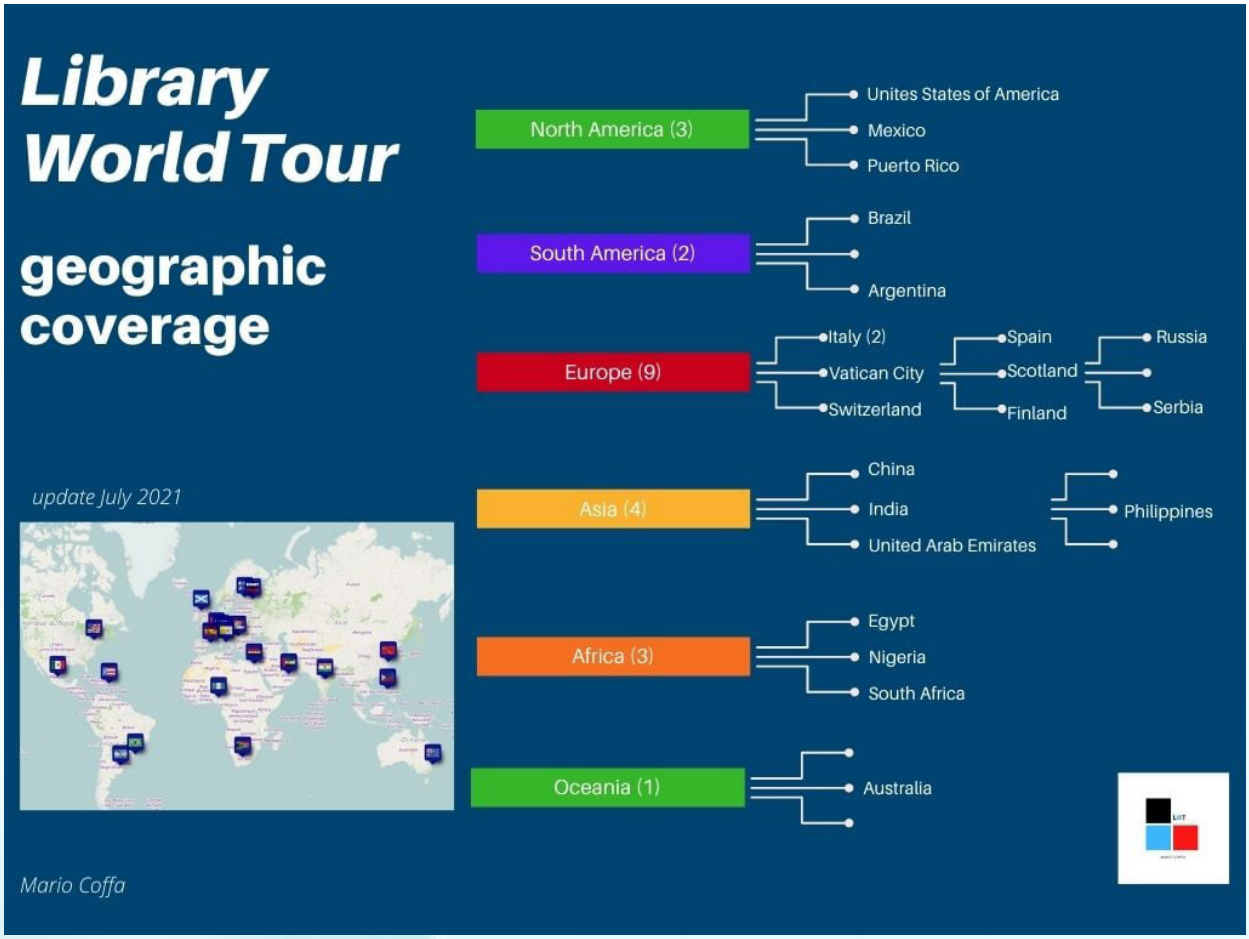
[3] https://mariocoffa.wixsite.com/e-portfolio/library-world-tour.

[4] https://umap.openstreetmap.fr/it/map/library-world-tour_616951#3/25.72/30.41.

what we have all learned, consolidate even within libraries. This is why there is a need for the librarian to acquire new skills and adapt to a new process and highly functional innovation and adequate with the new squares of knowledge. Each voice of this journey is showing us how this process is taking place all over the world both in the areas that were already equipped and in other places where we are thinking about the reorganization of spaces according to the provision of services that are not so new, but evolved. if we can say so.

It would be nice in ten years to re-read all these experiences and understand, in a sort of statistical report, what happened and what changes or transformations have occurred. Furthermore, one of the main purposes remains, that of "provoking" reflection in listening to other experiences beyond our country, hoping that models, perhaps sometimes more virtuous than those we are used to working on every day, can be a reason for an incentive to do better and to grow for us and in favor of our communities.

I thank and I will thank all those who have directly and indirectly supported this project because it is thanks to them that we can see and understand what it means to do the best job in the world, that of the librarian.



An Open Forum on LTR research projects: Beyond Helicopter Research: Unpacking International Studies on LIS Education and Research Methods

WHEN: August 18, 2:15-3 pm Chicago (CDT) / 3:15-4 pm New York (EDT) / 9:15-10 pm The Hague (CEST) / August 19, 3:15-4 am Beijing (CST) / 5:15-6 am Melbourne (AEST)

WHERE: Libraries Inspire - Zoom Discussion Room 1. WLIC registration required.

This open forum sets the stage for a dialogue on conducting international LIS research that is sensitive to diverse communities, multiple ways of knowing, and local participation. The session will present two cases, describing what worked, how hurdles were overcome and critical concerns, to provide context for the conversation to follow.

The first, conducted by the IFLA Building LIS Education (BSLISE) Working Group, is an international survey, directory and map of LIS education programs https://bslise.org/lis-education-map/ developed as a response to one of the recommendations of the IFLA Building Strong LIS Education White Paper (2018). The second, conducted by the IFLA Library Theory and Research (LTR) Section, in collaboration with the Education and Training Section, focuses on teaching research methods in LIS programs. The goals of the study are to examine what approaches to teaching research methods are currently being applied in LIS programs worldwide and to compare international educational models for preparing library practitioners to conduct research and evaluation studies. The designing of effective international LIS research calls for robust discussion and critical reflection, involving a wide range of perspectives, which moves the endeavor closer to truly international research.

SPEAKERS

- Nuria Bautista-Puig (Spain) – Moderating the Design of Effective International LIS Research
- Fatih Oguz (United States) – International Survey, Directory and Map of LIS Education Programmes
- Krystyna Matusiak (United States) and Egbert Sanchez (Mexico) – An International Survey on Teaching Research Methods in LIS Programmes

A Solutions Room on Implementing the "IFLA Guidelines for Professional LIS Education Programmes": Stakeholder Perspectives and Buy-in Locally and Globally, with IFLA President Christine Mackenzie, President-Elect Barbara Lison and others

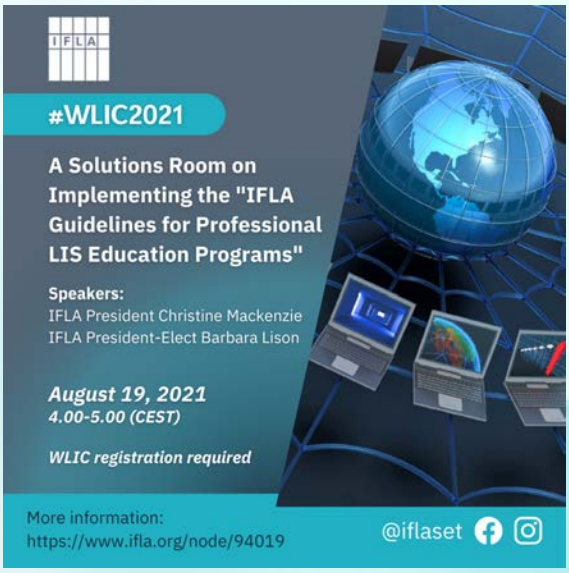
WHEN: August 18, 9-10 pm Chicago (CDT) / 10-11pm New York (EDT) / August 19, 4-5 am The Hague (CEST) / 10-11 am Beijing (CST) / 12-1 pm Melbourne (AEST)

WHERE: Libraries Enable - Zoom Discussion Room 1. WLIC registration required.

The session will bring leaders and stakeholders together for robust engagement and creative approaches to adopting, supporting and promoting the IFLA Guidelines to develop LIS education programs, appropriate to a diverse community and relevant to its local contexts in a globalised economy. The IFLA Building Strong LIS Education (BSLISE) Working Group will explore how the IFLA leadership, staff, and units, as well as other appropriate LIS entities, can move the Guidelines forward. Moreover, the deliberations will inform the implementation of the Guidelines, and its alignment with opportunity #10 in IFLA's Global Vision: *We must give young professionals effective opportunities to learn, develop and lead.* The Section on Education and Training, the Library Theory and Research Section, and LIS Education in Developing Countries SIG will consider the input and perspectives shared in the Guidelines implementation process.

SPEAKERS

- Christine Mackenzie (Australia) – Welcome to Solutions Session on "IFLA Guidelines for Professional LIS Education Programmes"
- Jaya Raju (South Africa) – Setting the Stage for the "IFLA Guidelines for Professional LIS Education Programmes"
- Clara M. Chu (United States) – Global North Stakeholder Perspectives and Buy-in
- Diljit Singh (Malaysia) – Global South Stakeholder Perspectives and Buy-In
- Barbara Lison (Germany) – IFLA's role in the implementation of new "IFLA Guidelines for Professional LIS Education Programmes"



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List of SC members for 2021–2023 will be published at https://www.ifla.org/standing-committee/23 after August 25, 2021.