



SET Bulletin

IFLA Section on Education & Training

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15th BOBCATSSS Symposium 2007 in Prague,
Czech Republic

Message from the Editor

Dear colleagues,

The January 2007 issue is rather late because of a very important actual event: The 1st IFLA Presidential Meeting was held in Berlin, Germany, 18 January 2007. President Elect Prof. Claudia Lux invited colleagues from all over the world, mostly from East European countries to Berlin. The meeting was hosted by the Ministry for Foreign Affairs because of the current German presidency. The comprehensive programme offered a wide range of important papers about German and international successful library and cooperation projects. The main topic was Claudia Lux' slogan: "Libraries on the agenda!"

Our Berlin editor team just wanted to use the chance to give a brand new report from this meeting which is a new kind of "event" for IFLA.

As usual you find not only one report about this meeting but several points of view, given by different participants from different countries. This kind of report might be more interesting than an exact report of the programme.

Furthermore because of the IFLA World Library and Information Congress this year in Durban a report on LIS education and training issues in South Africa is given. It should round the image of South African LIS and prepare visitors of the current WLIC for their trip to South Africa.

Looking back there are also reports on the IFLA conference in Seoul, given by LIS new generation participants. Their enthusiastic as well as critical points of view are very interesting to read (p. 36ff)!

Any suggestions for the next issue? Please feel free to contact the editor,

Petra Hauke

Impressum

The SET-Bulletin is published twice a year in January and July. Please share your ideas and comments by sending your contributions or suggestions to the editor Petra Hauke, Institute of Library and Information Science, Berlin, Germany; priv.: Hochkalterweg 3a, D-12107 Berlin, Fax: ++49 30 74070216, E-Mail: petra.hauke@buchprojekte.com. Latest Revision: 27 January 2007 – Copyright © International Federation of Library Associations and Institutions, www.ifla.org
SET-Bulletin online: www.ifla.org/VII/s23/index.htm

Section on Education & Training Spotlight



Terry Weech

Letter from the Chair

Dear Education and Training Members:

Our Section had had a very productive year in 2006 with a very successful program in Seoul, Korea and the successful reinstatement of the E-Learning Discussion Group in cooperation with the Information Literacy and Continuing Professional Development and Workplace Learning (CPDWL) sections. The Section's Workshop at the World Library and Information Congress/ 72nd IFLA General Conference 18–24 August 2006, which was held at Department of Library and Information Science, College of Social Sciences, Ewha Womans University in Seoul, is reported on in detail elsewhere in this issue of the SET Bulletin. But I do want to share with you my pleasure as chair of the Section to experience how well the program was organized by Mouna Benslimane, 2006 Program Chair, and her committee. Both Mouna and Ismail Abdullahi, a member of the Program Committee, did an excellent job of hosting the program. They, along with the other members of the Program Committee, Jacqueline Dussolin-Faure and Dr. C.R. Karisiddappa, did an excellent job of selecting high quality papers for the presentations and sustained the high reputation our Section has had for quality programs and workshops.

The call for participation in Durban, South Africa in the E-Learning discussion group is presented elsewhere in this Bulletin. Thanks to Anna Maria Tammaro, representing our Section as one of the co-conveners of the group. We also as a Section look forward to working on the E-Learning Discussion Group with Sylvie Chevillotte, from Information Literacy and Ian Smith from CPDWL. We have been looking for ways to work with other sections in Division VII, and this is a great opportunity to work with two of the sections that share many interests with Education and Training.

Ismail Abdullahi, Chair of the Durban Program Planning Committee for 2007,

presents details of the planned workshop in Durban elsewhere in this issue of the SET Bulletin. His committee consists of Anna Maria Tammaro, Cristobal Urbano Salido, Prof. S.B. Ghosh and Prof. C.R. Karisiddappa. The workshop will be held at University of KwaZulu-Natal.

We were disappointed to learn that IFLA decided to place the LIS Education in Developing Countries Discussion Group in Division VIII rather than affiliating it with our Education and Training Section. Ismail Abdullahi, a member of our Standing Committee, continues as the Convener of the Discussion Group and the group will meet in Durban. For further information on the activities of this group, contact Ismail Abdullahi. His email is iabdullahi@nccu.edu.

In 2006 we expanded the translations of our membership brochures from six languages (English, French and Spanish, German, Russian, and Korean) to ten languages (Chinese simplified, Chinese traditional, Japanese, and Arabic). All ten of these brochures should be available on the Section's website by the time you are reading this issue of the SET Bulletin. The website can be found at: www.ifla.org/VII/s23/index.htm. Many thanks to Petra Hauke, our Newsletter Editor, for coordinating the translations of these membership brochures into these other languages.

Terry Weech and Niels Ole Pors have issued their report on the various patterns of education for digital librarianship. You will find a copy of the report in this issue of the Bulletin under the title: "Guidelines: Education for Digital Librarianship." The study will continue as more information on education patterns for librarianship in the 21st century is obtained. One of the recommendations of the study is that the Guidelines for Professional Library/Information Educational Programs – 2000 be revised to reflect changes that have occurred in professional education since 2000.

We successfully revised the Section's Statement of Scope to avoid conflict with the recently established Continuing Professional Development and Workplace Learning (CPDWL) Section. CPDWL grew from a discussion group that was associated with Education and Training. Our Scope statement has not been revised since this discussion group left us and became an independent Section in IFLA. Members of CPDWL have expressed concern with the areas of overlap in scope statements of the two sections. After

submission of the revised statement to IFLA, a communication was received from the CPDWL Standing Committee Chair suggesting some further revisions. These will be considered at our Standing Committee meeting in Durban.

Efforts are still being made to revise the World Guide to Library, Archive, and Information Science Education. Ismail Abdullahi has volunteered to work with Saur Verlag, Munich, Germany, to publish the revision in the spring of 2007. Hopefully we will have good news to report in our next Bulletin about the progress on this project.

Before concluding this communication, I want to note that Petra Hauke and her team of students at the Institute of Library and Information Science, Humboldt Universität zu Berlin, Germany have done an excellent job during their first year of editorship of The SET Bulletin. I hope you have found the issues to be of interest and value as I have. I want not only to extend my thanks to Petra and her team, but also to all members of the Education and Training Section who have contributed to this and to past issues.

I look forward to working with all the members of the Education and Training Section in 2007. Please feel free to contact me if you have questions or suggestions about the SET Bulletin, or any of the activities of the Education and Training Section. I hope I will see some of you at Bobcats in Prague, Czech Republic at the end of January, 2007 and in Durban, South Africa in August of 2007,

if not at other conference or professional venues.

Submitted by Terry L. Weech, Chair of IFLA Education and Training Section, January 11, 2007.

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www.ifla.org/VII/s23/index.htm

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E-Learning Discussion Group: in Search of Learning Quality and Collaboration

By Anna Maria Tammaro, University of Parma, Italy

E-learning is playing an increasingly significant role in our professional lives, either as a medium through which we learn, or as an activity that our library services must support. The IFLA Professional Committee, at the request of the Education and Training Section, the Continuing Professional Development and Workplace Learning Section and the Information Literacy Section, Sylvie Chevillotte from Information Literacy and Ian Smith from Continuing Professional Development and Workplace Learning are co-convenors of the discussion group. IFLA has approved the inclusion of a discussion session on e-learning¹ in the IFLA Conference programme in Durban 2007. The E-learning Discussion Group (DG) had highly successful meetings in

Buenos Aires² and Oslo³, with attendance of around 100 on both occasions. The wish of those present was that it should continue for a further two years, as permitted by IFLA's Statutes.

² The DG theme in Buenos Aires was: *Perspectives on how e-learning is contributing to continuing professional education and development for LIS* URL: www.ifla.org/IV/ifla70/prog04.htm

³ The DG theme in Oslo was: *Making e-learning work – a discussion around the themes of: financial aspects of e-learning; copyright issues in e-learning; the 5 C's - connectivity, content, capability, conservation, collaboration.* URL: www.ifla.org/IV/ifla71/Programme.htm

¹ The E-learning Discussion Group Website at: www.ifla.org/VII/dg/eldg/index.htm

1 Pedagogy, learning assessment and technology

E-learning is a significant feature of education and training for librarianship and information science. Intranets are being used to support 'regular' students on and off campus, while the Web is becoming an increasingly common medium for supporting distance learning. E-learning however is a very confused concept, and the pedagogic aspects of e-learning are perhaps less well understood and appreciated than the IT which underpins it (Ackeroyd 2005). An analysis is provided by Maccoll (Maccoll 2001) in identifying three different approaches to e-learning design:

- 1) Content and support – which, in essence, is the traditional model of delivery whereby content is static and central to learning and backed up by conventional or off-screen support.
- 2) Wrap around – which implies higher levels of interaction with the content itself and which, in turn, may become more dynamic. It equates with the cognitive learning theory – the "knowing how".
- 3) Integrated – which employs a "community of learning" approach whereby learning becomes collaborative and support is mutual.

The framework of the E-learning DG can be traced in the idea of networked learning and network learning support, clearly described by Brophy. The relevance given to interactivity in the web learning experience of the on-line course here discussed, closely recalls the definition of networked learning as defined by Brophy (Brophy 2001):

"Learning in which Information and Communication Technology is used to promote connections: between one learner and other learners, between learners and tutors, between a learning community and its learning resources."

Distance learning currently provided across the Internet includes short 'refresher' courses and introductions to new aspects of professional practice, as well as programmes that lead to both initial and advanced qualifications in the field. E-learning DG in the previous IFLA Conferences presented new challenges for Schools of Librarianship and Information Sciences in pedagogy (Deshoullieres and Djoudi 2005; Griesbaum and Rittberger 2005), resource support (Montague 2005), and in cultural sensitivity if courses are aimed at a global audience, as well as new opportunities for staff development by libraries (Pacheco 2004).

E-learning seems a more flexible, more participatory pedagogy, so that we are moving away from a technology focus to learning processes focus. What we hope is

empowerment of students with better quality of learning. We need also more international collaboration of LIS schools for the selection, creation, use and re-purposing and re-use of content.

The aim of the E-learning DG is discussing best practices for successful implementation and working together for improving future courses.

2 Collaboration and Library support to e-learners

E-learning also impacts on library services, in terms of their provision of learning resources and reference services to support communities of users that are increasingly networked, creating pressure for electronic services. Teachers and professionals need to work together to create the complex standards and technical solutions required for high quality and cost effective teaching. The connections cover the library which is traditionally in charge for the provision of learning resources as well as user education, information skills training and inquire/reference assistance to members of the academic community (Pash and Arias 2004; Royan 2004). In addition, libraries could provide the software, hardware, and training necessary so that the instructor can develop his or her own course materials using an institutional depository (Montague 2005). The role of libraries in distance learning has three different lines of activities:

- 1) Exposing library services including tutorial for information literacy;
- 2) Creating and maintaining digital asset repositories;
- 3) Creating standard for integration and interoperability.

The students, who are at the centre of the educational process, must receive a clear and exact guide on the services offered to them and receive courses and tutorials on information skills. The library has developed experiences and competences in support of students and researchers and in information literacy skills that are necessary to the academic world in a digital as well as in a traditional learning context, and these values should not be wasted.

To enable e-learning, generic systems have been developed, called Virtual Learning Environments (VLE) in the UK and Learning Content Management Systems (LCMS) worldwide, which provide a technological framework to allow teachers to develop and deliver learning content, to interact with students and to facilitate open discussion. They will also generally support a range of administrative functions relating to the course. The VLE/LCMS can also be used to interact

with students to provide a level of online support. This model is perhaps the most common, but it could be argued is a poor use of the potential for e-learning (Ackeroyd 2005; Stiles 2000). At the other end of the spectrum is what is referred to as “content-free learning”, which essentially implies a communal approach to learning, whereby students are facilitated to interact, investigate and improve mutual understanding (Ackeroyd 2005). This approach has some parallels with the development of so called knowledge communities, learning communities or communities of practice, supporting scientific communication. Ultimately it is the idea of social learning which hinges on social interaction, so whereby learning is not seen as the acquisition of knowledge by individuals so much as a process of social participation. To look at the interoperability of Libraries and VLE/LMS, we need to examine the nature of the learning content, implicit in the above models. The role of libraries in e-learning needs a new understanding of professional role of information specialists. The real problem though is not necessarily organizational convergence but service convergence (OCLC. E-learning Task Force 2003). Identifiable common values and terminology are required to facilitate much more imaginative service solutions that transcend traditional organizational boundaries. A clearer articulation of service from the student viewpoint is necessary based upon the notion of easy, convenient access to services at the point of use-service convergence. It follows, therefore, that service convergence and interoperability of systems are interdependent concepts that must find manifestation across all parts of the institution independently of any particular organizational structure.

3 Some issues for discussion

It seems clear that e-learning encourages the rethinking of traditional pedagogy and also the traditional role of librarians. To do this, there are some issues to discuss, starting with the following (but not limited to them):

- How can we use e-learning to ensure that learning processes will be improved? How can learners come out of their experience more information literate, i.e. better able to find the information they need, and better able to evaluate its worth?
 - How will academics, librarians and IT professionals begin to work together as partners in these endeavours? Is a reassessment of everybody's role necessary, and, if so, how may it best be facilitated?
 - Issues of support and training for staff using institutional depository in their work: the systems must be very easy to use, not just for the learner but also for the academic or librarian creating or contributing to the resource. Metadata and IPR issues together with organisation of resources collections and relationships between learning objects could be a specific task of librarians.
 - What is a learning object? It has largely been concerned with the development of new multimedia resources rather than the discovery and reuse of existing resources (Oliver 2004). The re-use concept is an underpinning philosophy of much of the e-learning debate; it has also generated research programmes, standards work (as SCORM), and the potential for an open market for such material. In the framework of Open Access, in short time, there will be an array of quality learning objects within distributed repositories, which can be searched, retrieved and re-purposed into a new course. Finally, although content may be potentially reusable, divergence in pedagogic practices can imply the need for a significant refocusing.
- Finally, could we agree on these statements?
- Archiving policies – Lynch (2002) makes the point that, even though a course may have ceased to run, there may well still be a need for an archive so as to comply with appeals systems, etc.
 - Promotion and exploitation – in that the individuals may well perceive alternative resource banks as being more appropriate, easier to adapt, and so on, while the local repository may well be found to be facing increasing competition both with commercial and consortia efforts.
 - Communities of practice – the final model in the Maccoll analysis is the more radical e-learning scenario, where new concepts are created through the interactions of the virtual learning community. This does not tend to lend itself to any obvious information management analysis, other than a comparison with knowledge management and similar systems. Lynch (2002) talks about student information and published information being co-mingled as the outputs of this kind of learning.
 - Information and library professional role – a new role could be designed for supporting the realisation of repositories, collaborating by sharing the information architecture, guiding the knowledge management, supporting teachers and students in teaching and learning. A digital librarian must replace the librarian's

functions in a radical recasting of traditional librarianship (Carnaby 2004).

- In summary, much of the debate over e-learning has been at a technical level and focused on the specific issues of ensuring interconnections between resources identified in the learning domain and those held in learning resource repositories and elsewhere. But issues of pedagogy and the re-organization of the delivery of courses as well as challenges of collaboration are important too.

If you share an interest in e-learning, I hope I will see you at our E-Learning Discussion Group in Durban.

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Education for Digital Librarianship, an Exploratory Study

By Terry Weech, Champaign, IL, USA, Chair of Education and Training Section

Introduction

In the spring of 2005 IFLA approved an exploratory study to be undertaken to determine the need for developing guidelines for educating librarians in digital librarianship. With the growth of digital library projects internationally, the Education and Training Section supported the study to explore the

extent to which library and information science programs were offering courses to provide identified competencies for developing and maintaining digital libraries and to attempt to assess the need to develop guidelines for this specialized area of librarianship. Niels Pors, Secretary of the Education and Training Section, assisted Terry Weech in developing the proposal and in conducting the study. This

article provides a summary of the results of this exploratory study.

Definitions

LIS Education Program

A Library and Information Science (LIS) Education Program is defined in this research as a program that educates or trains individuals for positions in the institution of the library at all levels (School, Public, Special, Academic, and Research libraries).

This educational program may vary from country to country, in some cases being a continuing education program, or an undergraduate program, or a graduate or post-graduate degree program. But in all cases, graduates are placed in libraries in professional positions to work as professional librarians.

These programs may provide alternative career paths to the graduates, such as work in information science, as knowledge managers, or other related information based research or professional activities. But the primary mission of LIS educational programs are the education of professional librarians to work in libraries.

Digital Library

There is little consensus in the literature on what digital libraries are. The definitions range from "Digital libraries basically store materials in electronic format and manipulate large collections of those materials effectively." (Digital Libraries, 1998) to "A digital library comprises digital collections, services and infrastructure to support lifelong learning, research, scholarly communication and preservation." ("Digital library" Wikipedia, 2005). Some use the terms "Virtual Library" or "Electronic Library" to refer to what others call a digital library.

For purposes of this paper, a definition based on the Digital Libraries Federation working definition has been adopted: "Digital libraries are organizations that provide the resources, including the specialized staff, to select, structure, offer intellectual access to, interpret, distribute, preserve the integrity of, and ensure the persistence over time of collections of digital works so that they are readily and economically available for use by a defined community or set of communities." (Waters, 1998).

This definition includes the functions found in most traditional libraries and seems most compatible with the tradition of education for library services found in most schools of library and information studies today.

The major difference, of course, is the term "digital works" which takes the library beyond the traditional formats found in most libraries.

Digital Librarian

As with Digital Libraries, there is a range of definitions for "digital librarian." One recent definition by Choi and Rasmussen seems to limit a digital librarian's responsibility to the duties once designated as "technical services" within library organizational literature. They write that "The digital librarian as defined in this study is responsible for and involved in technology-based projects to deliver digital information resources in nonpublic service areas." (Choi and Rasmussen, 2006) But the literature suggests a wider definition of the responsibilities of a digital librarian, such as Hastings and Tennant's definition that "Digital librarians are required to select, acquire, organize, make accessible, and preserve digital collections." (Kirk Hastings and Roy Tennant, 1996) But a review of job descriptions suggests that the duties focus either on collection develop responsibilities or technical oversight of the digitalization of the materials, which still places the primary responsibilities in what has traditionally been termed the technical service area of librarianship as opposed to the public service area.

Current State of DL Courses of Study

Methodology: In the summer of 2006 over 300 LIS program web sites were examined in an attempt to determine the extent to which digital library courses were offered. The URLs for the LIS programs were drawn from the "World List of Departments and Schools of Information Studies, Information Management, Information Systems, etc." found at: <http://informationr.net/wl/>

Only courses that had the term "Digital Library" or "Digital Librarianship" or other related concepts were counted as a Digital Library Course. This of course, would lead to an undercount, since a course that might have very similar content to a Digital Library course might be called by a more general name. Thus courses on "Special Problems in LIS" or "Trends" courses would not be included if "Digital Library" was not identified in the course title. In addition, not all schools maintain current web pages with course information listed.

And in some cases where course information was listed, lack of knowledge of the language of the site may have resulted in missing Digital Library courses. So the following table should be considered a preliminary report and is likely a significant

undercount of the actual courses offered. Courses at both undergraduate and graduate

(post-graduate) level were included in the analysis.

Table I: Summary of 2006 Review of LIS program Web Sites

	Web Sites Examined	Web Sites with DL course(s)	Web Sites with DL Concentrations
Africa	20	1	0
Asia	62	15	0
China	8	4	0
India	21	0	0
Japan	6	1	0
Malaysia	1	0	0
South Korea	10	7	0
Taiwan	7	3	0
Thailand	6	0	0
Turkey	3	0	0
Europe	127	6	1
U.K.	57	3	1
Rest of Europe	70	3	0
Latin Am.	25	0	0
U.S./Canada	56	26	4
Other	37	4	0
Australia	23	2	0
Israel	4	1	0
Lebanon	1	0	0
New Zealand	9	1	0
TOTALS	327	52	5

Africa

The web sites for LIS programs in Africa presented a challenge since many of the links were broken. One course on Digital Library Services was found in Uganda at Makerere University.

Asia

Language was a challenge for analysis of the web sites in Asia. The assistance of graduate

students at the University of Illinois was enlisted for some of the analysis. To some extent the results reflect the involvement of volunteers from specific countries. Thus the high number of courses identified in South Korea may reflect the fact that students from South Korea were among the volunteers who participated in the analysis. In any case, Digital Library courses are well represented in the web sites access in China, South Korea, and Taiwan. No doubt there are such courses in the other Asian countries, but they were not

evident from the web analysis. It was especially surprising that such courses could not be identified from web sites in LIS programs in India. But there were many LIS program in India that appeared not to list the titles of any courses on the Web.

Europe

It was a surprise to this researcher to find so few courses in European LIS programs on Digital Libraries. There may be several explanations. As with other regions of the world, there were many broken links to the LIS program web pages. But even when the links were operating, courses either were not in one of the official IFLA languages, or they were not listed, or access to the listing required a password to log in. So as in other instances, the listing of only six web sites (two in Poland and three in the U.K and one Italian-U.K cooperative program.) with Digital Library courses is likely to be a significant undercount.

Of all the European web sources examined, only the University of Strathclyde in Glasgow listed a Digital Libraries concentration: <http://www.gsi.strath.ac.uk/gsi/dl/>. Communication with one of the faculty from Strathclyde suggested that this school may have the only such concentration in Europe as of the summer of 2006. This concentration is offered within the Graduate School of Informatics: <http://www.gsi.strath.ac.uk/gsi/> There are a number of proposals for future programs in Europe. Some of those being planned are listed below:

- Proposal for an International Master's in Digital Librarianship submitted by the University of Parma, Tallinn University and Oslo University College in 2006.
- Proposal for a joint program of study: Management of Cultural Heritage Digitisation Project. This E-learning course is sponsored by University of Parma, in cooperation with Department of Information Studies, and JJ Strossmayer University, Department of Information Science, Osijek, Croatia.
- There was an international Master's degree program organized by the University of Parma and the University of Northumbria, which offers courses on the digital environment and digitisation management. This program is being phased out and the above noted International Master's in Digital Librarianship might be considered a replacement. See <http://www.unipr.it/arpa/benicult/biblio/master/bando.htm>

In addition to established LIS programs offering courses on Digital Libraries, the summer program at Tilburg University and

Ticer (Tilburg Innovation Center for Electronic Resources) has courses on digitalization. See: <http://www.ticer.nl/> The university is located in Tiburg, the Netherlands, and has eight faculty/departments and numerous centers. Ticer is one of the Centers and seems to be run by the Library and the University computer staff. It markets itself as a vendor of services and holds a summer school each year. The orientation is technical and the audience is broad with librarians as well as information officers, publishers, and other targeted groups. This program was not included in the statistical analysis since it appears to be a continuing education effort rather than a LIS program as such.

Latin America

Very few web sites listing courses offered were found for LIS programs in Latin America. It may be necessary to contact the LIS programs directly if the number of courses on Digital Library are to be determined.

U.S. and Canada

As the table presented above indicates, a review of web pages in July of 2006 found that twenty-six of the 50 ALA accredited schools have one or more courses listed on their web pages that are specifically on digital libraries. This is likely an underestimate for the reasons given in the introduction to the methodology. In addition to looking at courses on digital libraries, specific programs on digital librarianship were also investigated.

Four schools were identified in 2006 as having formal programs of study to educate students specifically in digital librarianship. These four schools are:

- Indiana University - Master's Degree - DL Concentration, <http://lair.indiana.edu/research/dlib/>
- Rutgers University - Master's Degree - Digital Libraries Concentration online, <http://www.scils.rutgers.edu/programs/lis/OnlineMLIS.jsp>
- Syracuse University - Certificate of Advanced Study in Digital Libraries, <http://istweb.syr.edu/academics/graduate/mls/digitallibraries/index.asp>
- University of Illinois - Certificate of Advanced Study (6th year CAS degree) - DL Concentration, http://www.lis.uiuc.edu/gslis/degrees/cas_dl.html

Note that two of the four programs are for the master's degree while the University of Illinois' program is for the 6th year (post master's degree) certificate of advanced study and the

Syracuse University program appears to be a post-bachelor's non-degree certificate. Also note that the Rutgers program is offered exclusively online. The other programs may have online delivery components, but they are also offered as residential programs on campus. The details of the courses required and/or recommended for each of these programs may be found in Appendix 1 of this paper.

A review of these four programs of study suggests a variety of skills are seen as appropriate for librarians working with digital libraries. Most have both computer science and LIS course content, although some specify that the courses are to be taken from the Computer Science schools, not LIS. Of the two master's degree curricula, Rutgers seems to have the most traditional LIS content within their electives, with courses such as Cataloging and Classification and Management of Libraries and IT for Libraries listed among the electives and two required noncredit LIS "core" professionalization courses. Indiana University, however, also requires a basic "core" of professional courses be taken in addition to the more technical electives listed. In both cases, the master's degree with a DL concentration is based on the foundation of library and information studies.

The CAS degrees, however, are not as clearly based on the LIS foundation and differ greatly from each other. The Syracuse University Degree is not a 6th year degree, requiring only a bachelor's degree for admission. This CAS also indicates that "A library background is not a prerequisite for applying to this certificate program, although prior exposure to library work is desirable." (Syracuse University, 2005).

The University of Illinois CAS is a 6th year degree beyond the master's degree and requires a master's degree in LIS or a closely related field. While "closely related field" is likely to be interpreted broadly to include computer science and other technical fields, the Illinois program does suggest a potentially closer tie to the LIS profession than the Syracuse University CAS.

How these courses of study finally work out will be something that time will determine. But clearly there is not a consensus on the skills required if the requirements for admission and graduation for the four programs being established in the U.S. are an indication.

Other Regions of World

It was surprising that more courses on Digital Libraries were not found in Australia, given the extent to which libraries have been involved

with digital projects in the region. Again, it may be the limitations of the methodology that depends on web listings that resulted in the low number of courses being identified.

What can we conclude from this review of LIS programs

With the recognition of the limitations of using web sites as the resource for information on courses offered, this review suggests that the offering of specific courses on Digital Libraries is most common in Canada, the U.S. and Korea. In fact, Korea has the highest percentage of LIS schools offering Digital Library courses of any of the countries examined. Only the U.S. and the U.K. currently have specific programs of study directed to Digital Librarianship, although the content of these programs varies considerably from school to school.

It should be noted that in one sense, the results of this research may not be so much about "digital librarianship" as it is the uncovering the diversity of terminology that LIS schools have adopted to market their graduates within their cultural and education tradition contexts. As a matter of fact, it is possible to explain a lot of the names of programs as a reflection of the status of the libraries in society in the same way as it is possible to explain or at least indicate the omission of the word library or librarianship through efforts to brand educations in new ways to attract students. A review of lists of LIS schools on the Web as well as a Google search of digital librarianship does not give many specific hits and the hits that appear are mainly from the United States. This may reflect the societal differences in the status of libraries and librarianship, as well as the market being targeted. It may also reflect the financial resources from various grant sources to support courses and programs with "digital" in the title.

In Europe for example, we see at the moment two different educational traditions. They will probably merge together through the Bologna process. In the central part of Europe including Eastern Europe, we still have the traditions from Humboldt and in other parts of Europe – especially UK; we do have a much more skills oriented tradition in contrast to the theoretical tradition of Humboldt. The skill oriented tradition focus very much on competences and are often organised in modules. Because many of the library schools in UK are very small, we see that they have employed a way of niche thinking when they market their programs. A good example is what they have done in Aberdeen. They have probably a very good program in what you

would call Digital Librarianship but they name it differently because there have been a trend in the 1990s where the Library word disappeared from most of the schools in UK. This trend can also be found in Germany for example with programs concerning media, communication, information management and so on.

Then you do have other educational traditions – especially in the Nordic countries – with rather large LIS schools. As a whole – there is a very high degree of electives in the programs. It means that students tend to put together their own profile through electives – some specialising in cultural works, others in IT and digital resources but the name of the degree is the same regardless of the differences in specialization taken by students in the degree program.

Responses to Specific Questions:

What is future role of LIS graduates in digital library development and maintenance?

The answer to this question is still to be determined. The ultimate answer will be the result of the perception of employers as to the skills and competencies of LIS graduates as they are related to digital library development and maintenance. There are a number of efforts to determine the skills and competencies desired for Digital Librarianship. Two recent efforts in this area are by Bawden, Vilar, and Zabukovec (2005) and Choi and Rasmussen (2006). As with the variations in the definitions of “Digital Libraries” so there are variations in the skills reported in these and other reports in the literature. But one thing that nearly all the efforts to establish a list of competencies agree on is a blend of technical and administrative skills, and traditional library skills are often the center of this blend, with the focus on project management and leadership abilities one of the more desirable administrative traits. It seems obvious that without these competencies, LIS graduates will not have a role in the future beyond coordinating the skills of those with the skills for other disciplines.

What should LIS Education do to respond to digital librarianship?

Clearly many LIS programs are incorporating courses and in some cases degree programs to ensure that LIS graduates play a central role in digital library development and maintenance. But as also noted a large number of LIS programs have not developed specific programs, but have rather taken a more integrated approach to educating LIS graduates in digital librarianship. Ultimately, the employment market will determine which

response is best. Since most specialized programs are less than two years old and few have been in existence long enough to have a sufficient number of graduates in the field to test the success of specialized programs, we may have to wait another two or three years to gain feedback as to the success of the specialized and dedicated program alternative.

What role should IFLA LIS Education Guidelines play in this future?

Do we need a revision of current guidelines? The answer is “yes,” if for no other reason that the variety of alternative ways LIS education can respond to the digitalization of information is so great. As noted, the approaches taken around the world represent a wide range of options, from the theoretical tradition of Humboldt to the more practical and orientation of Information Technology (IT). The revision of the IFLA LIS Education Guidelines should take into consideration this diversity in approach and provide markers for all LIS education internationally to follow as they work through the changes that the digital era will require. The revision of the guidelines should consider, in addition to digital library issues, the variety of alternative careers related to, but outside the institution of the library. As information technology, knowledge management, social informatics, information scientist, and numerous other related career paths become part of the repertoire of LIS schools, the IFLA LIS Education Guidelines will need to accommodate these alternatives.

Do we need separate specialists in digital librarianship? As noted above, the answer to this question will likely be determined by the job market in the next two or three years. As has been the case in the past, LIS Schools will accommodate the market accordingly. But again, a revision of the IFLA LIS Education Guidelines can provide assistance in options and directions that schools might consider as they seek to meet the needs of their students and of the market that employees them.

The next step in this research might be to sample some library schools from Europe, Asia, Africa, South America, New Zealand and Australia and go into depth with the actual content of programs and modules. The investigation of the actual programs could depart from a kind of checklist about what constitutes digital librarianship and provide an even more accurate account of the state of incorporation of digital librarianship in existing programs.

Readers of this report are encouraged to share specific information on digital library courses and concentrations that are offered in formal LIS programs in their countries and

regions. Please share by emailing weech@uiuc.edu

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Meeting Minutes

Minutes from the Standing Committee on Education and Training Meeting, Saturday, August 19, 2006, 11:30 – 14:20, Seoul, South Korea

(24/9/06 Draft)

Standing Committee Members present:

Marielle de Miribel, Shaunsaku Tamura, Jacqueline Dussolin-Faure, Mouna Bensilmane, Françoise Lerouge, Ismail Abdullahi, Barbara Dewey, S.B. Ghosh, Terry Weech (chair), Niels Ole Pors (secretary), Anne Maria Tammaro (Information officer), Petra Hauke (editor of SET Bulletin)

Apologies from: Aira Lepik, Tatiana Kouznetsova, Kornelija Petr, Josiane Roelants-Abraham, and Cristobal Urbano.

Absent without apology: John Feather.

Observers: Patricia Oyler, Frederic Blin, Susan Lazinger, Sylvie Chevillotte, Hanla Al Humoad, Shabam A Khalifa

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

1 Introduction and Welcome

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

The agenda for the meeting was approved. The minutes from the meeting in Oslo were approved. The minutes for 2005 can be found at the following address: www.ifla.org/VII/s23/annual/set-minutes05.pdf

Niels Pors summarised the meeting of the Division VIII Coordinating Board of August 18. The main point from that meeting was a

planned new structure for sections. It has been recommended that a section needs at least 50 members to exist as a section and that the number of the standing committee should be at least 10. Unless these two conditions are fulfilled the section will get time to market itself and if the section does not succeed, it will cease its existence as a section and probably be merged with another section or converted to a discussion group or interest group. Member statistics from some of the sections in Division VII were: Education & Training 207, Theory and Research 114, Reading 70. Information Literacy 69, CPDWL 66, Library History 15.

He also mentioned that the review of the sections were still in progress.

2 Officer reports

Terry Weech and Anna Maria Tammaro summarised and gave short reports of the activities during the year. The report from the chair has been published in the Newsletter of the section to the members of the section.

The brochure for the section has been translated into nine languages and are all available from links from our IFLAnet Website. Mouna agreed to explore the possibility of a translation of the brochure into Arabic.

Terry also asked for volunteers to manage the IFLA booth the following Monday morning. Anna Maria Tammaro and Jacqueline Dussolin-Faure volunteered.

Anna Maria Tammaro, Information Officer for the Section, reported on last year's activities. She asked for suggestions from members on how to improve communication and information distribution. She mentioned that she would work for better alerts for call for

papers and other kinds of conference related information. She also gave an overview on the Section's webpage and the efforts to create a more transparent archiving system. To make the web-pages more transparent, she is working on a system with archival links.

Terry Weech went through the budget. The section has around 1000 Euro of which 800 go to the production of the newsletter and the rest is used for brochures and the like. The amount of administrative funding is based on the membership numbers and it is pertinent to increase the number of members to increase the Section's budget.

Petra Hauke informed about the coming issue of the newsletter and outlined plans to get in touch with the younger generation of librarians.

3 Conference Programme Planning

Mouna Bensilmane, chair of the planning committee for the Seoul programme (The other members of the committee were Ismail Abdullahi, Françoise Lerouge, and Jacqueline Dussolin-Faure) gave an overview of the planning and the programme for the Section's offsite programme. The morning session consists of 4 invited papers contributing to the topic of regional cooperation among LIS-institutions in the area. The programme for the afternoon focuses on lifelong education for LIS-educators. She also delivered travel instructions to the offsite event.

Terry Weech gave an orientation on Division VII's divisional programme on Cultural diversity in LIS-teaching and research.

Ismail Abdullahi (chair of the programme planning committee for South Africa) outlined the work on the programme so far.

The Quebec conference was discussed. Possible topics were aired and it was decided to take the item on the agenda of the next meeting to form a planning committee.

4 Projects and publications

4.1 The World Guide to Library and Information Studies Education:

Ismail Abdullahi gave a short and preliminary report on the progress. It was decided to postpone the item to the second meeting. All standing committee members have received through emails the discussions and statements concerning the matter so far before the conference. Terry Weech's May, 2006 report on the project can be found at <http://leep.lis.uiuc.edu/seoworkspace/weech/ifla06/WorldGuideTWRpt06.htm>

4.2 Report on the project concerning Education in Digital Librarianship:

Terry Weech and gave a short state of the art information about the project: Education for Digital Librarianship, and asked for Standing Committee members to review the preliminary report that was sent to them by email and provide information on relevant courses or programmes in their countries or regions. Niels Pors will be working on the European component of the study. The project will be finalised by the end of 2006.

4.3 Proposals for new projects:

Terry Weech and Anna Maria Tammaro put forward a new proposal. The proposal concerned the need for an update on the Guidelines for Library and Information Science Education and the incorporation of quality assurances and newer developments in the digital area. The proposal was discussed and it was decided to continue the discussion on the second meeting. In the meantime Terry Weech and Anna Maria Tammaro would continue to work on the proposal to focus it more.

4.4 LIS Education in Developing Countries Discussion Group:

Terry Weech gave an orientation about the discussion group: LIS Education in Developing Countries. The Professional Committee had decided to place the discussion group in Division VIII. It was discussed how it would be possible to cooperate, and the possibility for a joint sponsorship between Division VII and Division VIII was discussed. The standing committee supported that motion, which will be brought forward to the next meeting in the coordinating board of Division VII. Ismail Abdullahi, coordinator of the discussion group invited all to the group meeting at the Seoul Conference.

4.5 E-learning Discussion Group:

Due to a communication failure, the application for the renewal of the discussion group for E-learning was not sent in time. The committee decided to reapply for the re-establishment of the discussion group. Anna Maria Tammaro, Information Officer for the Education and Training Section, Sylvie Chevillotte, Secretary of Information Literacy Section, and Ian Smith, Secretary of CPDWL Section will be co-conveners for the discussion group if it is renewed. The request for renewal was unanimously approved by the Standing Committee and the request will be forwarded to Division VII for submission to the Professional Committee for action at their December, 2006 meeting.

5 Other business

The meeting ended at 14:15 with the chairman thanking all participants for their contributions.

Minutes from the Standing Committee on Education and Training Meeting, Friday, August 25, 2006, 8:30 – 10:50 a.m., Seoul, South Korea

Standing Committee Members present: Ismail Abdullahi, S.Tamura, Petra Hauke, Mouna Bensilmane, Niels Ole Pors Anna Maria Tammaro, Terry Weech

Observers: Chih-Feng P. Lin (Corresponding member), Frederic Blin, Susan Lazinger, Kerry Smith, Kanwal Ameen

1 Introduction and Welcome

The chair of the section, Terry Weech, opened the meeting. The agenda was approved with the following additions:

- New suggestions for next year's conference in South Africa
- World guide to Library and Information Science Schools
- Revision on the Strategic Plan

2 Reports from Conference Programme Planning Committees

2.1 Seoul, Korea 2006:

Mouna Bensilmane gave the report on the workshop. It was a successful workshop with good papers. There were 75 attendees during the morning session and 35 for the afternoon programme. The hosting was excellent and the attendees participated with enthusiasm.

It was decided that Mouna Bensilmane should select 2 or 3 of the best papers from the conference and send them to the standing committee members for comments. On that basis a proposal for publication would be made. This will take place in September.

A summary of the off-site event will be published in a coming issue of SET Bulletin.

2.2 Durban, South Africa, 2007:

Ismail Abdullahi reported on the progress of the conference planning for the programme in South Africa. The planning is directed towards an off-site event taking place at Stellenbosch University approximately 10 km from the Convention centre. It will be possible to host 100 participants. The planning committee is committed to arrange a session with possibilities for deep discussion about curriculum problems for African library schools. Thus the number of papers will be limited to 5 for the whole day.

The papers will be invited. Several members of the Standing Committee expressed concern about not planning for an open session at Durban in 2007 where a call for papers could be made. Niels Pors reported

that the Reference Services Section had expressed interest in a possible joint open session. Terry Weech and Ismail Abdullahi indicated they would attend the Reference Services Section meeting to determine the possibility of establishing a joint open session with them. Terry also indicated he would explore the possibility of doing a joint session with one of the other sections in Division VII.

2.3 Quebec, Canada, 2008:

Mouna Bensilmane will take up the co-chair function with Francoise Lerouge for the conference Programme Planning Committee for Quebec, Canada in 2008.. Barbara Dewey and Jacqueline Dussolin-Faure also agreed to serve on the 2008 planning committee.

2.4 Milan, Italy, 2009:

Anna Maria Tammaro was appointed chair of the programme planning committee for 2009. Anna Maria Tammaro suggested that the section should investigate the possibility of planning a pre-conference in either Parma or Firenze in 2009. Anna Maria Tammaro will report on the progress of these plans in Durban, South Africa in 2007.

3 Projects and Publications

3.1 LIS Education in Developing Counties Discussion Group:

Ismail Abdullahi reported on the progress in the discussion group on LIS education in developing countries. There had been a session on Monday August 22nd with app. 50 participants and a planning or coordinating committee consisting of 5 people has been formed. Ismail Abdullahi further stated that the discussion group aims at giving a report in South Africa concerning curriculum problems and that this report would be part of a session or workshop. This event will probably take the form of a panel discussion with invited papers and with emphasis on discussion.

The discussion group is contemplating a listserv hosted by a library association. Ismail Abdullahi further stated that the discussion group probably will investigate the possibility of becoming a section in the future. This statement caused a long discussion about the relationship between discussion groups, sections and divisions, and some members of the standing committee expressed concern of the fact, that the establishment of earlier round tables, now discussion groups and the like caused problems for the section and its base.

3.2 The World Guide to Library and Information Studies Education:

Ismail Abdullahi gave an update on the status of the World Guide to Library and Information Science Schools. The publisher Saur has been

very helpful and supportive in the process and the plan is now to have a revised version of the guide in 2007.

3.3 Proposal to Explore the Feasibility of International Guidelines for Equivalency and Reciprocity of Qualifications for LIS Professionals:

Terry Weech and Anna Maria Tamaro presented their revised proposal (see the minutes of the previous meeting). The focus was now on equivalency and reciprocity of academic qualifications among LIS educational institutions.

Some members expressed concerns about the complexities of the task, but there was a general agreement that the topic is serious and worthwhile pursuing. The proposal was supported by the Standing Committee and will be brought forward to Division VII and if approved by the Division, it will be submitted for review by the Professional Committee for 2007 funding.

4 Budget for 2007

Terry Weech suggested that we put aside 800 Euros for the Bulletin and the remaining funds (approximately 200 Euros) for editing and distribution of finalised projects. It was approved.

Mouna Bensilmane stated that she would get the section's brochure translated into Arabic.

5 Section Mission Statement and Strategic Plan Revision:

A draft of the revised Section Mission Statement and the revised Strategic Plan with changes will be sent to the committee members for comments in September or early October.

6 Other Business

The question about the attendance of standing committee members was raised. A standing committee member has to be present at 3 out of 4 conferences. If not, the chair can ask for a letter of resignation. This has happened at least 5 times. Reappointments are difficult. It was noted, that a few members elected during the last years have not turned up to meetings at all.

As suggested by the Standing Committee members present the chair will take the appropriate measures in regard to those elected members who have not attended any of the Standing Committee meetings since they have been elected.

The meeting ended at 10.45 with the chairman thanking the participants for their contribution.

Submitted by
Niels Ole Pors, Secretary, September 2006.

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The discussion group is contemplating a listserv hosted by a library association. Ismail Abdullahi further stated that the discussion group probably will investigate the possibility of becoming a section in the future. This statement caused a long discussion about the relationship between discussion groups, sections and divisions, and some members of the standing committee expressed concern of the fact, that the establishment of earlier round tables, now discussion groups and the like caused problems for the section and its base.

3.2 The World Guide to Library and Information Studies Education:

Ismail Abdullahi gave an update on the status of the World Guide to Library and Information Science Schools. The publisher Saur has been very helpful and supportive in the process and the plan is now to have a revised version of the guide in 2007.

3.3 Proposal to Explore the Feasibility of International Guidelines for Equivalency and Reciprocity of Qualifications for LIS Professionals:

Terry Weech and Anna Maria Tamaro presented their revised proposal (see the minutes of the previous meeting). The focus was now on equivalency and reciprocity of academic qualifications among LIS educational institutions. Some members expressed concerns about the complexities of the task, but there was a general agreement that the topic is serious and worthwhile pursuing. The proposal was supported by the Standing Committee and will be brought forward to Division VII and if approved by the Division, it

will be submitted for review by the Professional Committee for 2007 funding.

4 Budget for 2007

Terry Weech suggested that we put aside 800 Euros for the Bulletin and the remaining funds (approximately 200 Euros) for editing and distribution of finalised projects. It was approved.

Mouna Bensilmane stated that she would get the section's brochure translated into Arabic.

5 Section Mission Statement and Strategic Plan Revision:

A draft of the revised Section Mission Statement and the revised Strategic Plan with changes will be sent to the committee members for comments in September or early October.

6 Other Business

The question about the attendance of standing committee members was raised. A standing committee member has to be present at 3 out of 4 conferences. If not, the chair can ask for a letter of resignation. This has happened at least 5 times. Reappointments are difficult. It was noted, that a few members elected during the last years have not turned up to meetings at all.

As suggested by the Standing Committee members present the chair will take the appropriate measures in regard to those elected members who have not attended any of the Standing Committee meetings since they have been elected.

The meeting ended at 10.45 with the chairman thanking the participants for their contribution.

Submitted by
Niels Ole Pors, Secretary, September 2006.

Who's Who: SC Member Profiles



S.B. Ghosh

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Information Science
Indira Gandhi National Open
University (IGNOU)
Maiden Garhi
New Delhi – 110068, India
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11-2953 3845

Personal profile

Prof. S.B. Ghosh has a unique combination of experiences in teaching and Library Management. Prof. Ghosh graduated from the Calcutta University and obtained Doctorate degree from Jadavpur University (India). He began his career as a Librarian of a National Geological Library in India serving for 18 years. Subsequently, he switched over to the teaching profession joining the Indian National

Scientific Documentation Centre (INSDOC), New Delhi (a CSIR organization) where he served for 17 years. At present he is the Professor in the Faculty of Library and Information Science, Indira Gandhi National Open University (IGNOU), New Delhi, India engaged since 1998.

Academically, Prof. Ghosh has a very distinguished career receiving Fulbright Fellowship of US Government. For his distinguished academic contribution, the Indian Association of Teachers in Library and Information Science (IATLIS) conferred him with the Best Teacher Award in 2003. The Indira Gandhi National Open University also honoured him with the second Best Researcher Award in 2004. Prof. Ghosh has also been a member of the Curriculum Design Committee of the University Grants Commission of India. He is a prolific writer contributing more than 50 research articles and papers in national and international learned periodicals. At present serving in the Faculty of an Open and Distance Education University, he has been responsible for developing study materials/kits for different LIS programmes of the University starting from Bachelors to Ph.D. level.

Professionally, Prof. Ghosh is very active since the beginning of his career. He was involved in various Library and Information Science Institutions in the country. He served as a Council Member of the Indian Library Association for 2 years. He has also been the Vice-President of the Indian Association of Special Libraries and Information Centres (IASLIC) for 6 years from 1998 to 2003. At present, Prof. Ghosh is the President of the All India National Library Association. He also holds the position of Vice-President of Indian Association of Teachers in Library and Information Science (IATLIS). He has been an active member of IFLA and erstwhile FID. He was the Secretary General of FID General Assembly and Congress (1998) held at New Delhi. He represented India at FID/CAO Congress at Melbourne (Australia) in 1992.



Kornelija Petr

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 Philosophy,
 University of J.J.
 Strossmayer,
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Personal profile

Current position: Associate Dean, Department of Information Sciences, Sub-division for Library Management and Organization of Information.

Main issues in teaching and research:

Bibliographic organization and control; Performance measurement; Information literacy; Public perception of LIS profession

Major publications:

- Informationsdienstleistungen im Krieg. // Bibliotheksdienst 29(1995), 1614-1626.
 - Academic library user survey : Faculty of Education library in Osijek. // Knjižnica 45, 4 (2001), 67-82.
 - with Vrana, R.; Aparac, T. Web based LIS education : potentials and feasibility of regional models. // Continuing professional education for the information society : the fifth World conference on professional education for the library and information science professionals / ed. by P. L. Ward. München : Saur, 2002. 205-213.
 - with Aparac-Jelušić, T. Public perception of the role and tasks of library and information science professionals in Croatia : an overview of recent activities. // New Library World 103, 1181(2002), 364-375.
 - with Aparac-Jelušić, T. Uloga sveučilišnih knjižnica u novim pristupima akademskom obrazovanju. // Zbornik radova "Težakovi dani". Zagreb : Filozofski fakultet, Zavod za informacijske studije Odsjeka za informacijske znanosti, 2002. 159-172.
 - with Erl, V. Ravnatelj knjižnica : poznavatelji struke i/ili menadžeri. // Vjesnik bibliotekara Hrvatske 45, 3/4(2002), 65-74.
 - The Croatian experience : 1991-1995. // Disaster management for libraries and archives / ed. by Graham Matthews and John Feather. Hampshire : Ashgate, 2003. Str. 169-190.
 - Information needs of the Romany minority in Eastern Croatia: pilot-study. // New Library World 105, 1204/1205(2004), 357-369
 - Obiteljska pismenost. // Dijete i društvo 6, 2(2005), 364-378.
 - Toward a successful taxonomy for Croatian academic libraries. // VINE 35, 4(2005), 210-220.
- Higher education and degrees:*
- MSc in the field of Library and Information Science from the Faculty of Philosophy in Zagreb, Croatia in 1999; PhD in the field of Library and Information Science from the Faculty of Philosophy in Zagreb, Croatia in

2004; Croatian library award "Eva Verona" for outstanding young librarian in 1998.

International experience

Participated in numerous international conferences; Eastern European Fellow, Oxford, UK, Sept. 2002; taught a course "Organisation der Informationen für Expertinnen" at Fachhochschul-Studiengänge Burgenland GMBH, FH-Studiengang Informationsberufe, Eisenstadt, Austria within CEEPUS programme, March 2006; Fulbright Scholarship, Rutgers University, USA, 6 month scholarship in 2006/07; IFLA SET member from 2005.

LIS school profile:

Foundation: 1998/99

Number of staff, positions: Full-time faculty: 10 members; positions: 1 professor, 2 associate professors, 2 assistant professors, 1 senior lecturer, 4 research assistants

Number of students: Each year the Department enrolls approximately 45 students.

The number was closer to 55 in the last two years due to government regulation concerning the enrollment of children whose fathers fought in the 1991-1995 war; altogether approximately 180 students in all years of study

Main research issues, special projects: Research of the reading interests and habits of children and young adults; Library evaluation

International exchange (partner universities): School of Communication, Information and Library Studies, Rutgers University, USA; Fachhochschul-Studiengänge Burgenland GMBH, FH-Studiengang Informationsberufe, Eisenstadt, Austria

Next issue SC SET Members:

- Jacqueline Dussolin-Faure, France
- Mouna Benslimane, Morocco
- Barbary Dewey, USA

SC Members List

SET Standing Committee members, officers and corresponding members with list of tasks (09/17/06)

NAME	ADDRESS	TERM	TASK(S)
Abdullahi, Ismail	North Carolina Central University School of Library and Information Sciences 1801 Fayetteville Street Durham, North Carolina, 27707 USA T: +1-919--530—5213; F: +1-919-530-6402 e-mail: iabdullahi@nccu.edu	2001-2005 2005-2009	1) World Guide Advisory Committee 2) Chair, 2007 Conference Planning Committee (Durban, South Africa)
Benslimane, Mouna	Ecole des Sciences de l'Information Avenue Allal el fassi, Cite Al Irfane Rabat Instituts - B.P. 6204 Rabat, Morocco T: +212 37 77 4904 / F: +212 37 77 0232 e-mail: moubens@yahoo.com	2003-2007	Co-Chair, 2008 Conference Planning Committee (Quebec)
Dewey, Barbara	Dean of Libraries, Hodges Library, University of Tennessee Knoxville, TN 37996 USA T: + 1 865 974 4127 / F: +1 865 974 4259 e-mail: bdewey@utk.edu	2005-2009	Member, 2008 Conference Planning Committee (Quebec)
Dussolin, Jacqueline	Iufm de la Réunion Allée des Aigues marines 97400 Saint Denis de La Réunion T: +332 6290 4343 e-mail: jacqueline.dussolin@reunion.iufm.fr	2003-2007	Member 2008 Conference Planning Committee (Quebec)

Feather, John	Department of Information Science Loughborough University Loughborough Leicestershire LE11 3TU, UK T: +01509-223050 / F: +01509-223053 e-mail: j.p.feather@lboro.ac.uk	2005-2009	
Ghosh, S.B.	Faculty of Library and Information Science Indira Gandhi National Open University (IGNOU)d Rm 117, Block F Maiden Garhi New Delhi – 110068, India T: 91-11 2953 6342 F: + 91-11-2953 3845 e-mail: sbghosh@hotmail.com	2005-2009	Member: 2007 Conference Planning Committee (Durban, South Africa)
Hauke, Petra	Institute for Library & Information Science at Humboldt Universität zu Berlin Hochkammerweg 3a, D-12107 Berlin, Germany T: +49 (0) 30741 5903, F: +49 (0) 30740 70216 e-mail: petra.hauke@buchprojekte.com	2005-2009	Editor, SET Bulletin
Kouznetsova, Tatiana	Academy of Postgraduate Education in Culture and Art Russian Federation T: +/ F: + e-mail: aprikt.biblio02@inbox.ru	2005-2009	
Lepik, Aira	Department of Information Studies, Graduate School of Social Sciences, Tallinn University 25 Narva Road 10 120 Tallinn, Estonia T: +372 6409 480/ F: +372 6409 481 e-mail: aira.lepik@tlu.ee	2001-2005 2005-2009	
Lerouge, Françoise	Enssib 11-21 Boulevard du 11 Novembre 1918 69263 Villeurbanne Cedex, France T: + 33 4 7244 4332 / F: +33 4 723 3244 e-mail: francoise.lerouge3@wanadoo.fr	2001-2005 2005-2009	Co-Chair of 2008 Conference Planning Committee (Quebec, CN)
Miribel, Marielle de	Head Librarian, Mediadix, Pôle Métiers du Livre, Université Paris X, 11 avenue Pozzo di Borgo 92210 Saint-Cloud, France T: + 33 1 5530 1278 / F: - e-mail: miribel@u-paris10.fr	2005-2009	
Petr, Kornelija	CLA, Faculty of Philosophy, University of J.J. Strossmayer, Osijek, Croatia T: + 385 31 211 400 F: +385 31 212 514 e-mail: kpetr@ffos.hr	2005-2009	
Pors, Niels Ole	Royal School of Library & Information Science Birketinget 6 - DK-2300 Copenhagen S, Denmark T: +45 3258 6066 / F: +45 3284 0201 e-mail nop@db.dk	2001-2005 2005-2009	Secretary of Standing Committee on Education and Training - 2003-2005, 2005-2007
Roelants-Abraham, Josiane	Library Science & Library Automation Free University of Brussels ULB SIC Infodoc CP 123 – 50, av. F.D.	2003-2007	

	Roosevelt B-1050 Brussels, Belgium T: +----- F: + 32 2 511 4111 e-mail: jroelant@ulb.ac.be		
Tamura, Shunsaku	School of Library and Information Science, Keio University, 2-15-45 Mita, Minato-ku, Tokyo, 108-8345, Japan T: +81 3 5427-1222 / F: +81 3 5427-1222 e-mail: tamaran@slis.keio.ac.jp	2005-2009	
Tammaro, Anna Maria	Information Officer for Standing Committee University of Parma Via Montebeni, 9 I-50014 Fiesole (FI), Italy T: +39 055 69 7585 / F: +39 0521 90 2365 e-mail: annamaria.tammaro@unipr.it	2003-2007	1. SET Information Officer, 2003-2005, 2005-2007. 2. Member: 2007 Conference Planning Committee (Durban, South Africa)
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Weech, Terry	Graduate School of Library & Info. Science University of Illinois at Urbana-Champaign 501 E. Daniel Street, Champaign, IL 61820, USA T: 1-217-333 0646 / F: 1-217-244 3302 e-mail: weech@uiuc.edu	1999-2003 2003-2007	Chair and Treasurer of Standing Committee on Education and Training - 2003-2005, 2005-2007
NEWSLETTER EDITOR			
Hauke, Petra	Institute for Library Science at Humboldt Universität zu Berlin Hochkalterweg 3a, D-12107 Berlin, Germany T: +49 (0) 30741 5903, F: +49 (0) 30740 70216 e-mail: petra.hauke@buchprojekte.com	2005-2009	Editor, SET Bulletin
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Karisiddappa, Dr. C.R.	Dept. of Library and Information Science Karnatak University Dharwad - 580 003 Karnataka (INDIA) T: +91-836-2747121 ext 260, 348 F +91-836-2747121 e-mail: karisiddappa@gmail.com	2003-2005 2005-2007	Member: 2007 Conference Planning Committee (Durban, South Africa)

Lin, Chihfeng	Department/Graduate Program of Information and Communications Shih-Hsin University No. 1, Lane 17 Muzha Road, Section 1 Taipei, Taiwan (11603) T: +886 2 2236 4906; F: +886 2 2236 1722 email: chihfeng@cc.shu.edu.tw	2005-2007	
Aleksandra Vranes	Department for librarianship and informatics - library Knez Mihajlova 40/V - 11000 Belgrade T: +381 11638-622/ext 102; 181- F: - email: alvrans@EUnet.yu	2005-2007	

SET News

Education and Training Section: Off-site Session for WLIC / 72nd IFLA Conference in Seoul, Republic of Korea, Tuesday 22 August 2006

The Education and Training Section has the tradition to organize an off-site whole day workshop or session during IFLA congresses. It generally takes place in a school or a department of library and information science of the IFLA conference hosting country. This event represents a great occasion for LIS educators and professionals to discuss, share knowledge and learn more about LIS education and practices in the country and the region. It is also an opportunity to visit universities of different countries. During the last WLIC in Seoul, a SET off-site program was held on Tuesday 22 August, at the Department of Library and Information Science, College of Social Sciences, Ewha Womans University. Founded in 1886, Ewha Womans University is one of the best universities in Korea. It is located at western part of Seoul city in a nice neighbourhood and offers a beautiful campus. The university has more than seventy different majors, sixteen thousand undergraduates, four thousand graduates and one thousand full time faculty members. You can find more information about Ewha Womans University at: www.ewha.ac.kr/.

The program was divided in two sessions: a morning and an afternoon session. The morning session topic was on "Regional cooperation of LIS education in East Asia". The topic of the afternoon session has address "Education and lifelong learning among LIS teachers and educators". You will find the program and the full text papers on the IFLA Website at: www.ifla.org/IV/ifla72/Programme2006.htm#22August.

"Regional cooperation of LIS education in East Asia"

The main goal of this session was to have an overview of cooperation programs and projects in the East Asian region. 4 papers were presented on this topic. One of the papers summarizes several conferences, workshops and seminars which have been taken place in the region. It also submits suggestions and recommendations for the development of the regional cooperation. This paper was presented by Professor Mei-Ling Wang and Professor Chih Feng P. Lin from Taipei, Taiwan. A french translation is available on IFLA Website. Professor Lin is a Corresponding Member of the SET Standing Committee. She helped the 2006 Program Planning Committee to select speakers from the East Asian Region for the morning session. Many thanks for Chih Feng! A representative of a Japanese research project's team, Professor Makiko Miwa from Keio University in Tokyo, has shared with the participants the final results of a three-year research project on the study of LIS education systems and curricula in Japan and overseas for a possible reform of the Japanese LIS education system. The name of the project is LIPER (Library and Information Professions and Education Renewal). Professor Abdus Sattar Chaudry and Professor Christopher Khoo Soo Guan from Nanyang Technological University in Singapore have presented in their paper a repository of learning materials for LIS education programs in Asia to facilitate sharing of teaching materials and other knowledge resources. A french translation is available on IFLA Website. The last paper presented by Professor Sam Oh (Sungkyunkwan University, Seoul) discusses a perspective on how to

structure "metadata and ontology" curriculum in LIS education.

"Education and lifelong learning among LIS teachers and educators"

LIS teachers and educators are continually addressing new challenges and needs of the knowledge and information society. They have to face changes that occur in the field of library and information science in one side, and the evolution of the educational environment in another side. In this context, continuing education and professional development are not a choice or an option, they become an obligation for LIS teachers and educators to obtain and maintain new knowledge. The afternoon SET program offers 4 papers on the topic of "Education and lifelong learning among LIS teachers and educators". Some case studies were presented and discussed by LIS educators from Australia, India, Uganda and USA. Professor S.B. Ghosh from Indira Gandhi National Open University in New Delhi has examined *"the various efforts made to provide lifelong learning to LIS teachers and educators in India through open and distance learning using Information Communication Technologies"*. Professor Ghosh is also Member of the SET Standing Committee. A french translation of his paper is available on IFLA Website. Professor Kerry Smith from Curtin University of Technology in Perth has suggested some professional development possibilities for the Australian LIS academic. Her paper has also evaluate *"professional development ventures in light of many factors including gender, age, university and professional politics, academic and professional obligation, and preference"*. Professor I.M.N. Kigongo-Bukenya has examined change and paradigm shiftage in the library and information fields and the implications to curriculum content. His paper was based on the Uganda Library and information Workforce Project (ULISWPP) sponsored by Sida/SAREC and administered by the Graduate School of Makerere University. Another paper presented by Professor Clara M. Chi (UCLA Department of Information Studies, Los Angeles) focused on the importance of adapting LIS curricula to the reality of the new multicultural society. The speaker explained how *"LIS educators can integrate multiculturalism in their lifelong learning process and position themselves as participants and teachers of transformative learning and critical knowledge building"*. She also shared with the participants some examples of negative consequences of the practice of cultural hegemony in LIS education. Professor Chi's paper is not available yet on the IFLA Website, but it will be posted soon.

The afternoon SET program has planned a fifth paper, but the authors could not attend Seoul WLIC. You can find their full text paper on IFLA Website: "Foundations of lifelong learning and the objective of LIS education connoisseurs" by A.Y. Asundi (Bangalore University, Bangalore, India) & C.R. Karisiddappa (Karnatak University, Dharwad, India).

Attendance and hosting

There were 75 attendees during the morning session and 35 for the afternoon programme. The hosting was excellent. Participants found direction signs for the IFLA SET session room at the main entrance of the Ewha-Posco Building. Students from the LIS Department spent all the day taking care of the participants. The University offered the logistic (room and audio-visual equipment) and coffee breaks. Each participant has received the session programme and a campus map with restaurants and their menus for lunch break.

Many thanks for Professor Dong Youl Jeong from the Department of LIS at Ewha Womans University who helps the SET Programme Planning Committee to make the Seoul SET session a successful one.

Submitted by Mouna Bensilimane, Morocco

**World Library and Information
Congress
73rd IFLA General Conference and
Council
19-23 August 2007, Durban, South
Africa**

Section on Education and Training and
Division VIII Regional Activities

CALL FOR PAPERS

The IFLA Section of Education and Training and Division VIII, Regional Activities is organizing a joint open session at the IFLA Congress in Durban 2007.

Programme Theme: *Advancing LIS Education in Developing Countries: Views from LIS Educators and Practitioners*. Papers should discuss issues of Curriculum, Faculty, Students, Technology, Certification, and Standards.

An abstract of no more than 300 words and relevant biographical information of the author (s) should be submitted by March 1, 2007. The program committee will review successful proposals. Authors will be notified of the committee's decision no later than March 20, 2007. Submission of full paper is due May 1, 2007.

Proposal should be sent to:
 Dr. Ismail Abdullahi
 Chair, Program Committee, Section on
 Education and Training.
 North Carolina Central University
 School of Library and Information Sciences
 1801 Fayetteville Street
 Durham, North Carolina 27707, USA.
 Tel. + 1 919-530-5213
 Email: iabdullahi@nccu.edu

Please note that the expenses of attending the Durban conference will be the responsibility of the author (s) of accepted papers.

SET Workshop IFLA 2007 Durban, South Africa

Location: University of KwaZulu-Natal, Durban, South Africa

Durban is a vibrant coastal city renowned for its beaches and coastal resorts. The city is also a major South African port. The magnificent game reserves and estuaries of Maputaland, north of Durban, are a favorite getaway for residents and visitors alike. Opened in 1931 following a generous donation by Mr. T B Davis, whose son Howard Davis was killed during the Battle of Somme in World War I, the Howard College campus is situated on the Berea and offers spectacular views of the Durban harbour. The campus is situated in a successful environmental conservancy and

the lush gardens of the University reflect a commitment to indigenous flora and fauna.

Local Contact person: Professor Christine Stilwell, Information Studies, School of Sociology and Social Studies. Other local organizing committee members include: Fiona Bell, Nora Buchanan, Omesh Jayarnath, Ruth Hoskins, Maned Mhlongo, Sagren Moodley, Prof. Jayarani Raju, Reggie Raju, Michelle Webster.

Morning Session: Topic: Collaboration among Library and Information Science Schools in Africa

Afternoon Session: Topic: Cultural Mediation in Library and Information Science Teaching and Learning.

Both morning and afternoon sessions include group discussion and report.

Chair of Chair SET Workshop 2007 Durban, South Africa Programme Planning Committee: Ismail Abdullahi, Committee members: Anna Maria Tamaro and Cristobal Urbano Salido, Prof. S.B. Ghosh and Prof. C.R. Karisiddappa

Submitted by Dr. Ismail Abdullahi, USA

The **SET Section Brochure** is now available also in **Arabic**. Please ask for printed copies or visit the Section's homepage:

www.ifla.org/VII/s23/index.htm

The Section Brochure is of course furthermore available in English, French, Chinese, German, Japanese, Korean, Russian and Spain.

Library & Information Science – Education & Training Worldwide

Wither Library Education and Training in South Africa?

by Ujala Satgoor, Pretoria, South Africa

Post-apartheid South Africa has experienced a myriad of changes since 1994. Government, community-based organizations and the general citizenry have made and are committed to making positive and constructive changes that promote a democratic civil society. There is great national and international pride in our transformation to a democracy but also acknowledgement that we are still challenged in many ways.

The South African government is at present focusing on the development of an information

society thereby facilitating access to information for all sectors of society, and to examine the role of the information community in promoting socio-economic growth. However amongst the many challenges, illiteracy is a national problem. South Africa's functional literacy level is 85 % (UNESCO). This is inadequate for the modern workplace which demands a fair degree of critical thinking and knowledge management.

Today, many South Africans still do not have access to information, which could make

a difference to their lives or circumstances. Libraries as institutions that should and want to provide access to this much-needed information have made great strides in offering services and information to their users. But the transformation of libraries into vehicles of open and free access to information is slow and hampered by a lack of funds, confusion about local and provincial government governance issues, and poorly trained staff.

South African libraries have developed over a period of more than 150 years. In 2000, Prof. Peter Lor, former National Librarian, declared that South Africa has more than 11,373 libraries, with 77 higher education libraries, 9,416 school libraries, 79 government departmental libraries, 1 national library with two branches, 9 provincial library services and 6 Metro libraries. There are about 32,000 schools in the country and less than 10 % of the secondary schools have school libraries.



Carnegie Project Library, Alexandra Township, Johannesburg

There are approximately 1,800 public libraries, which are serviced by either provincial or local government, in the country for a total population of about 47 million. This works out to 1 library service point for 25,000 people. Undoubtedly, there are differences amongst the provincial services based on budgets and demographics, however the library related skills are standard and further attempts are being made to standardize the policies and procedures so that the national objectives around libraries may be realized, as enunciated by the then Minister of Arts, Culture, Science & Technology.

Higher education libraries hold the bulk of South Africa's scientific and scholarly information resources and fill more than half of all the interlibrary loan requests. Pressures on the higher education libraries include redistribution of educational resources, the

impact of the fluctuating exchange rate upon the acquisition of both print & electronic resources and declining student numbers. The academic libraries have responded by forming consortia that investigate access and explore digital resources.

The sub-directorate for Meta-information, within the Department of Arts & Culture has a co-ordinating function for government departmental libraries and is also responsible for international relations. It also manages the South African Library for the Blind. There are presently 5 legal deposit libraries viz. the National Library, the Library of Parliament, the Bloemfontein Public Library, the Msunduzi Library and the National Film, Video and Sound Archives. A National Advisory Council on Library and Information Services (NCLIS) was established to advise the Minister of Arts and Culture; to assist in the formulation of national LIS policy; to provide a vehicle for co-ordination at national level, and, to advise provinces on linkages between the national and provincial governments.

Given this scenario, libraries in South Africa are poised to participate in the development of an educated and engaged citizenry. However this begs the question to what extent are libraries capacitated to contribute to the national development agenda? Especially when faced with the following challenges:

- The former recreational role being replaced by an increasingly demanding educational role.
- The legacy of separate development, facilities and training that has created a certain mindset amongst local professionals that manifests as barriers to service delivery.
- An aging profession that is steadily seeing the declining numbers of qualified librarians.
- Lack of interest in joining the profession, either as a first or second choice, which is perceived as poorly paid and lacking in stature. Many current students are in the programme as a last choice.
- Increasing competition from a burgeoning information technology sector that offers data management, knowledge management, business information, etc.

In order to meet these challenges, the profession has to undergo a major revitalization process and transformation at two levels, viz:

- Formal training with a strong social development thrust that directly addresses and locates libraries and librarians in the national development agenda.
- Continuing professional development - Enhancing skills of existing workers thereby enabling libraries to function beyond a

traditional service and transform into socially relevant community institutions.

Current Education and Training

All the necessary education and training of librarians and information professionals are offered at tertiary level at Universities and Universities of Technology (former Technikons). They are:

1. University of Johannesburg – Department of Information Studies
2. University of Pretoria – Department of Information Science
3. University of South Africa – Department of Information Science
4. Potchefstroom University of Christian Higher Education – School of Communication Studies
5. University of the North – Department of Information Studies
6. Durban University of Technology – Department of Library and information Studies
7. University of KwaZulu Natal – Information Studies Programme
8. University of Zululand – Department of Library and Information Science
9. University of Stellenbosch – Centre for Knowledge Dynamics and Decision-making
10. University of the Western Cape – Department of Library and Information Science
11. University of Cape Town – Centre for Information Literacy
12. University of Fort Hare – Department of Library and Information Science
13. University of Transkei (incorporated within the Walter Sisulu University) – Department of Library and Information Science

Many library schools have now been incorporated into social sciences, humanities or information technology faculties. The programmes are known variously as librarianship, library science, information science, library and information studies, as evidenced by the name of the departments listed above. The University of South Africa is the leading distance learning institution that offers a programme in this field of study.

The qualifications offered by these schools are:

- The traditional 4-year B.Bibl. degree with majors in Library Science and Information Science
- A 3-year degree with majors in Library Science or Information Science. The former 3-year diploma which is now offered as a 3-year

B.Tech degree by the University of Technology is still deemed a para-professional qualification.

- A 1-year post-graduate higher diploma in Library and Information Science, attached to a first 3-year degree, thereafter deemed a professional qualification.
- Post graduate qualifications which include Honours; Masters and Doctorate degrees.

All LIS students, during their formal training, participate within compulsory in-service training which exposes them to library related activities and functions.

Aside from school librarianship, these departments predominantly offer opportunities for specialization in information literacy, informatics, knowledge management, etc. that meet the demands of the evolving technological workplace. Very little is being done for developing public and community based librarianship, which could vastly assist in the empowerment and enabling of disadvantaged and rural communities. The social responsibility of libraries and librarianship needs to be included as an integral component of the curricula, and students need to be made aware of the link between libraries and development.

Continuing Professional Development (CPD)

The South African Library and Information Services (LIS) sector is currently being challenged by the redefinition of its role and provision of services. The changing role and structures of public and academic libraries in South Africa, as evidenced by re-engineering and transformation processes, has critically increased the need for further workplace skills development and training of personnel. The redressing of former employment inequity; improving library leadership and management; the changing ICT needs and demands of users; and, the necessity of upgrading library related skills, has placed tremendous challenges upon library employers and employees to identify relevant training programs, which improve the quality and sustainability of their services.

The changing role from librarian to manager requires management and organization related skills and knowledge such as marketing and advocacy, project management, financial management, strategic planning, human resources management, IT management, etc.

The Library and Information Association of South Africa (LIASA) was established in 1997 to unite and represent all institutions and persons engaged in library and information

services in South Africa. It has successfully achieved this and is now recognized nationally and internationally as the official representative of LIS in South Africa. Amongst its aims, LIASA includes “the promotion and provision of education and training for LIS workers” and “to encourage the promotion of service standards and acceptable good practice”. To this end LIASA has adopted CPD as one of its strategic objectives. It has received a grant from the Carnegie Corporation of New York for the development of the Centre for Information Career Development (CICD) which will focus on providing CPD opportunities for LIS workers.



CPD Library Leadership Orientation

The challenge for the library schools is to be able to meet the practical demands and needs of the current LIS workplace, given their current curricula and how it could be rewritten to address these needs. Through the aegis of the Research, Education and Training Interest Group (RETIG) of LIASA, discussions have begun in this regard. This co-operation between the professional association and library schools is imperative to ensure that the profession develops apace with national trends and demands.

The South African Vision for Training & Development

Government Strategy

The National Skills Development Strategy of the South African government has, through the Skills Development Act, 1998, the Skills Development Levies Act, 1999 and the South African Qualifications Authority (SAQA), identified the need for qualitative, relevant and appropriate training for the upgrading of workplace skills within the country. The processes of Outcomes Based Education (OBE), Recognition of Prior Learning (RPL), and further skills development aim to equip South Africa with the skills to succeed in the global market and to offer opportunities to individuals and communities for self-

advancement to enable them to play a productive role in society.

Role of the South African Qualifications Authority (SAQA)

The South African Qualifications Authority (SAQA) is a body that is responsible for overseeing the generation of standards for training program and for accrediting training programs and service providers that meet and adhere to approved minimum standards. SAQA is also responsible for overseeing the National Qualification Framework (NQF).

The former informal and ad-hoc training processes are now being closely scrutinized by SAQA to meet specific standards, outcomes and assessment criteria. SAQA has embarked on a national initiative to accredit training programs from registered service providers with quality assurance being the imperative.

The LIS sector has also been included in these developments. The LIS Standards Generating Body (SGB) comprising of representatives of the sector is now responsible for generating internationally related standards for national qualifications that will be offered from senior secondary level to post graduate levels. This will then eventually lead to the standardization of training and qualifications offered by universities. The first qualification was generated in 2006 and will be offered at Further Education and Training (FET) colleges. This will enable learners to finish with an entry level library assistant qualification. The second qualification, a senior library assistant's qualification, will be generated in 2007.



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Better-trained staff will certainly be able to articulate clearly and effectively the role of libraries in South Africa and will encourage South Africans to take full advantage of the libraries' resources. South African librarianship is being challenged in terms of its traditional role. However the opportunity exists for library schools to ensure that the profession evolves into a dynamic and socially relevant and proactive profession.

Submitted January 2007

Who's Who: LIS New Generation



Fifona Bradley
Sydney, Australia

E-Mail: fiona.bradley@uts.edu.au

School/Subjects:

Department of Information Studies, Graduate Diploma in Information and Library Studies 1999; Department of Media and Information, Master of Arts (Research) 2003, Curtin University of Technology

Main interests:

Open Access, social software, mentoring, scholarly communication

Awards/Grants:

Tony Evans Travel Grant for attendance at the 2006 IATUL Conference in Porto, Portugal Silver Pin, Australian Library and Information Association

Publications:

- 'Enabling the Information Commons' ALIA 2004 Biennial Conference, September 21-24 2004, Gold Coast Convention and Exhibition Centre.

<http://conferences.alia.org.au/alia2004/pdfs/bradley.f.paper.pdf>

- Information literacy and news libraries: The challenge of developing information literacy instruction programs in a special library environment. Unpublished thesis. Perth: Curtin University of Technology, 2003.

- 'Online professional development'. inCite, March 2006, 27(3). pp. 12.

Memberships:

Australian Library and Information Association, American Library Association, IFLA

Participation in National/International Conferences (selection):

- ALIA New Librarians' Symposium: "Pathways and Possibilities", Sydney Australia, December 1-2 2006 (Programme Coordinator)

- American Library Association Annual Conference, New Orleans USA, June 22-28 2006

- International Association of Technological University Libraries Conference: "Embedding Libraries in Learning and Research", Porto Portugal, May 22-25 2006

- 2nd Research Applications in Information and Library Studies Seminar, Canberra Australia, 16-17 September 2005

- Blogtalk Downunder, Sydney Australia, May 19-22 2005

Practical Experience:

- Information Services Librarian, University of Technology Sydney (from 2005)

- Librarian, SBS Radio, Special Broadcasting Service (2000-2005)

Career Expectations:

Participate in scholarly communication initiatives, investigate uses of social software in academic libraries, gain work experience overseas.

Other Activities:

Committee member of New Generation Policy and Advisory Group; Research Committee; Convenor of Mentoring NSW Group, Australian Library and Information Association; Co-chair Online Discussion Forum; member of Scholarship Research and Writing Committee, New Members Round Table, American Library Association; Contributor to Libraries Interact, an Australian group blog: <http://librariesinteract.info>



Bruce Munro
Sydney, Australia

E-Mail: b.munro@unsw.edu.au

URL:

<http://info.library.unsw.edu.au/Welcome.html>

School/Subject(s):

Document Services, Information Resource Department, University Library, University of New South Wales, Sydney Australia

Main LIS interests:

Music; arts education; information literacy; collection management; copyright; document delivery; mentoring

Awards/Grants:

2006 (current) - The ALIA YBP/Lindsay & Croft Research Award for Collection Services, Bibliographer vs academic: who is responsible for academic library collection management

Publications:

2005. Copyright implications for creating online print music databases. *Continuo: Journal of the International Association of Music Libraries, Archives and Documentation Centres (Australian Branch)* vol 34, 2005, 27-34.

Memberships:

ALIA – Australian Library and Information Association

Participation in national/international conferences:

- NLS 2006 – ALIA New Librarians' Symposium 2006, 1 Dec - 2 Dec 2006. Committee Member; Session Chair
- CLICK06 – ALIA 2006 Biennial Conference, 19 - 22 Sept 2006
- ALIA Acquisitions Seminar – Electronic library resources: where are we going in the digital age of electronics?, 18 Sept 2006

Current and finished projects:

- Certificate IV in Business (Frontline Management), 2007
- Collection management research project, 2006 - present

- Testing and Development of Ex Libris UNSW Interlibrary Loans Module, 2005 - present
- Post-Graduate Diploma in Information Management, University of Technology, Sydney, 2005
- Masters of Music, University of New South Wales, 2002
- Post-Graduate Diploma in Education, Queensland University of Technology, 1998

Practical experience:

- Document Services team member, The University of New South Wales, 2005 - present
- UNSW Reference enquiries, The University of New South Wales
- Cataloguing music manuscripts and scores, The Australian Music Centre, 2005
- Information Literacy development, Bethany College Sydney NSW, 2004
- Teacher, Bethany College Sydney NSW, 2003-2004
- Teacher, Fairvale High School Sydney NSW, 2001-2002
- Teacher, Education Queensland, 1999-2000

Career expectations:

- Information literacy development in academic library environments
- Research and development
- Leadership and management
- Coordination and implementation of training programmes

IFLA News

IFLA Presidential Meeting 2007-2009 – “Libraries on the Agenda!”

1st International IFLA Presidential Meeting during the German IFLA presidential term of Claudia Lux 2007-2009, 18-19 Jan 2007, Berlin, Germany



About 140 library and information professionals attended the first IFLA Presidential Meeting on the occasion of the presidency of Claudia Lux.

As stormy as the weather has been in these days, Prof. Dr. Lux asked the participants to think about her motto “Libraries on the Agenda!” – What do people associate with libraries? Respectively what do they think what libraries are? Probably you have heard

about the story of the female librarian wearing horn-rimmed glasses and grey pullovers, who only reads books and books and books? Right, what else should librarians have to do?!

We should discuss our potential role for the society all over the world. And not only discuss but also react and in community. This unsatisfactory attention of the people not only exists in Germany! In her speech Claudia Lux mentioned our strength which should already be integrated in the urban and economical development, migration politics and of course in education and Public Health. Knowledge management, answering and training are the main services we can offer. Associations could help to assign libraries into strategic projects on international, national, regional and also communal areas. “We have to be present! We

should take part in all kinds of areas and leave lasting affect in politician minds.” This is what Claudia Lux invites us to do. At any time we should make good case for the librarianship, so that other people talk positively about. Even public relationship should take a big part in the marketing strategies of library institutions.

But the Intention of this Presidential Meeting was not only to discuss this, rather to give a review of the situation of libraries especially in eastern European countries. Librarians from e.g. Croatia, Rumania, Georgia, Russia, Hungary and Ukraina described their situations and their problems in their national or regional environment.

This Conference seized the chance to show alternative ways to handle difficult situations. On the occasion of the presidency of Claudia Lux, papers about German librarianship were given to name good examples and challenges of shared networks; e.g. the German Research Foundation, Electronic Journals Library, “Deutsche Internetbibliothek” and Karlsruhe Library Portal. Also the judicial background and possibilities of free access to print and digital information took big part of the Conference.

The meeting ended with the declaration on free access to information: *“The participants from 26 countries at this first Presidential Meeting in Berlin, 18-19 January 2007, reaffirm the vital importance of libraries in promoting freedom, equity and inclusion through free access to information and call upon governments to put libraries on the agenda to support these goals.”*

The following articles should give a review on the intention people came here with and the answers they took home:

IFLA Presidents move ahead putting libraries on the agenda

IFLA Presidents are moving ahead to make IFLA a practical and political aware world association. Kay Raseroka broke through the seemingly closed circle discussions with her brainstorming sessions.



Members expressed their opinion on the need for IFLA to focus, especially on advocacy of major issues, such as literacy. Alex Byrne pleaded for including main human right values such as freedom of expression and access to information applied to library policies and practices. Claudia Lux is taking a firm step with her theme ‘to put libraries on the agenda. A new tool was introduced: international

brainstorming sessions. Members expressed their opinion on the need for IFLA to focus, especially on advocacy of major issues, such as literacy. Alex Byrne pleaded for including main human right values

presidential meetings. Three of these meetings will be held 2007-2009.

The first one held in Berlin, 18-19 January, smartly combined with the German EU presidency – and therefore having the Ministry of Foreign Affairs as the venue-, demonstrated how fruitful the theme of library agenda setting can be regardless of the stage of development, or wherever the library scene in a country has to start from. With or without library legislation, libraries must be on the agenda as they can ‘contribute to the solution of problems in society.’ Examples are social inclusion, lifelong learning, basic and media literacy.

Based on Free access to information, participants from 28 different countries, from ministries and library associations and institutions – many from eastern Europe and further – explored ways to make libraries more visible in society. The set up of the conference-participants from emerging democracies travelled around on a library study tour before the conference; simultaneous translation in German, English and Russian; examples from German library practice, combined with short presentations by country, proved to be valuable for many participants. They could get a taste of international library work, the role of IFLA and get an appetite for more international communication and exchange to improve library infrastructure and services.

As a participant from Bulgaria noticed: ‘We have been working inwardly on standards, collections etc., but now it is really time to look outward, to lobby for libraries.’

More ‘established’ European library associations could have benefited from meeting colleagues in less known countries. The channels of EBLIDA, NAPLE, LIBER could have been used to attract those necessary partners in Europe.

But more presidential meetings are to come, and this was a good first step. (Marian Koren, Netherlands Public Library Association, The Hague)

Many Cultures, one Vision

I was 39 years old and a public library director in England when the wall came down. Until then Berlin had always been, for me, a symbol of the fault-line dividing East and West during the Cold War. But now, at this IFLA Presidential Meeting, I was travelling easily across Berlin with no sense (to a visitor) of being in the “East” or the “West”. Berlin was the best possible location for this



Meeting which brought together colleagues from Germany and Western Europe with colleagues from across Eastern Europe.

The two themes, of the incoming IFLA President Claudia Lux (“libraries on the agenda”), and of this Presidential Meeting (“free access to information”), both explore the relationship between libraries and society. We may come from different backgrounds with a heritage of different political systems and experience of different economic, social and cultural conditions – but we share a common vision for the future, as professional librarians and also as people.

I have many good memories of the Meeting – the friendliness of everyone I met, the excellence of the translations into English, the efficiency of the arrangements (of course) and the quality of the beer in the bar where I sought refuge from the wind and rain! I returned home with lots of new contacts, plenty of good ideas, and a long list of actions to follow up.

But, for me, the overriding impression was simply of people coming together on common ground and enjoying the experience – recognising our diversity but setting aside our old divisions. In the information age we, as librarians, can offer everyone the opportunity of access to this unified world of knowledge, understanding, tolerance, diversity, and respect. That is why there was loud applause for the declaration that closed the Meeting and which reaffirmed the role of libraries in promoting freedom, equity, and inclusion.

Despite the deep divisions which currently fragment our world, the example of Berlin gives us hope and inspiration. Division can, over time, become unification – and we, as librarians, can in our modest way do something to help. (Bob McKee, Chief Executive, CILIP, UK)

“Free access to information”

As a librarian at the German Institute for Human Rights, I was particularly interested in the presentations on the work of IFLA/FAIFE given by Alex Byrne and Bob McKee. FAIFE is an initiative within IFLA to defend and promote the human rights enshrined in Article 19 of the United Nations Universal Declaration of Human



Rights: “Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information

and ideas through any media and regardless of frontiers.”

The International Covenant on Civil and Political Rights (ICCPR), Art.19, also safeguards freedom of expression and the right to seek information. The ICCPR is legally binding on all states that have signed and ratified it, currently 160 states. States parties are obliged to take action to respect, protect and fulfil these rights in their countries.

Using human rights as a means of empowering librarians in their effort to offer free access for all persons to either printed or electronic resources is a relatively new approach in Germany. It strengthens the position of librarians to demand political and financial support from governments. Putting “Free access to information” on top of the agenda has made an encouraging start to the German IFLA Presidency and I am already looking forward to the subsequent Presidential Meetings. (Anne Sieberns, German Institute for Human Rights, Berlin, Germany)

Expectations fulfilled – Excursion to libraries in Leipzig, Dresden, Cottbus and Berlin.

The invitation by the IFLA presidency, from the designate IFLA president Claudia Lux, in cooperation with the German Ministry of Foreign Affairs and the Goethe Institute was a personal acknowledgement, and it was an honour to represent the Croatian librarianship, together with the member of the Croatian Ministry of Culture. It is also an acknowledgement to the institution I am a head of – the Zadar City Library, which is recognized internationally as a model-library of the public librarianship, and which has got a great cooperation with the Goethe Institute in Zagreb for many years.



All of my expectations regarding the first IFLA Presidential Meeting in Berlin were fulfilled. I was impressed by the good concept of the Meeting, the motto of the president („Bibliotheken auf die Agenda“), the well chosen theme („Free Access to Information“), the concept organization (with librarians and politicians from the field of culture of South-Eastern Europe), the visit to the most important German libraries, and finally with the Presidential Meeting with well-chosen

speakers, the final discussion and the short but clear message, the declaration on free access to information.

My direct contact with the designate president Prof. Lux convinced me that we have got ourselves an extremely diligent, determined erudite, cheerful and charismatic president who will lead the IFLA organization even further in recognizing the image of the librarianship in the world. My expectations regarding Prof. Lux were fulfilled on the very first day of the visit, when she joined the representatives of the SE Europe on their first trip from Berlin to Leipzig, where she got acquainted with each of them.

The tour of the chosen libraries showed a great improvement of the German librarianship, but each library recognized the same problems: how to stock the huge amount of media and information, and what is the most suitable way to make them accessible to library users. Therefore, it was not hard to accept the statements made by the eminent speakers who shared their experiences and successful projects, with conclusion that knowledge is international, and we have no right to convert ourselves into islands; the cooperation in knowledge is our future, and our task is, as well as our government's, to practice with our users the rights of knowledge, information and free thinking.

The good example was Singapore, where libraries have got the right place and the right role in the society, and this example is to be realized in other countries.

All the exchanges of opinions, positive experiences and new knowledge about the librarianship in different countries, as well as the Croatian one, were closed with the panel discussion and the question „Quo vadis, library?“, which resulted with many answers which will be well-used in our practical work. (Ivan Pehar, City Library Zadar, Croatia)

The chance to meet 140 participants from more than 25 countries

As a trainee at the “Wissenschaftszentrum Berlin für Sozialforschung” my boss invited me to participate in the conference. I was happy to get the chance to meet 140 participants from more than 25 countries, who represented the broad spectrum of librarian work. They came from national, university, public, and special libraries as well as from library associations and responsible ministries.

After opening statements and the inaugural address of IFLA President Dr. Alex Byrne, who emphasized the comprehensive importance of free access to information, Prof. Dr. Claudia

Lux, IFLA President Elect, made her speech for the headline of her presidency: Libraries on the Agenda! She highlighted that marketing and public relations are the central areas, where libraries, librarians and library associations have to improve their activities. To make the general public realize the importance and the effects of librarian work – A work which is already done, but which often remains unperceived.

Having heard many interesting lectures about exemplary cooperation between libraries in Germany, aspects of free access to information, and several statements from library representatives and politicians from Eastern European Countries, I listened to the final panel discussion which focused once again on central questions relating to the presidency headline: Which help do libraries expect from their associations, to push their requests more successfully in the political arena? What are the best arguments to guarantee a sufficient support of the librarian landscape by the political actors?



Beyond the – in parts ironic – analyses, if librarians and political decision-makers are on the opposite sides of the river, at the same side or even in the middle of the river, the conference members came to the conclusion that politicians often take a favourable view of libraries. But they need support to push this goodwill through the distributional struggle of available funds within government departments.

My impression was that the main task is to hold a variety of arguments available, to demonstrate the importance of librarian work and help to promote it in the public sphere. Those arguments are for example: the role of the library as a supporting pillar of the information or knowledge society; its role as guardian of the cultural heritage and identity; its function as a place for communication; its social services to help learning basic cultural principles. In short: Public relations has to show the surplus a society receives by the work of librarians. So – libraries on the agenda! (Max Mälzer, LIS Student, Berlin, Germany)

An expression of the Romanian Ministry of Education and Research support for libraries

The Romanian national system of libraries consists of two national libraries – Romanian National Library and Romanian Academy

Library, university and school libraries – coordinated by the Ministry of Education and Research – and public libraries – coordinated by the Ministry of Culture and Cults.

University libraries are financially supported by universities and school libraries by the local administration. By minister order, every high school has its own library and, in the gymnasiums, depending on the number of pupils and the number of volumes, there is a full time librarian, a part time one or even less (e.g., 0,11% part time, the rest of the job being a teacher). In the whole country, in 42 counties, there are 4772 school libraries with full time and part time librarians. Main condition for having a high quality education, Romania has a tradition in having school libraries since the 18th century. Despite the Romanian governments willingness to support the education, after 1989, not enough funds have been allocated for renewing the collections of the school libraries, for improving the IT contribution to the activity and for continuing training courses. Unfortunately, because of the lack of funds, general situation of the school libraries became very poor.

In 2006, the Romanian Ministry of Education and Research has started a supporting project: 10 mill. Euro has been distributed to 9,036 schools, for acquisition of books and publications requested by school bibliography. This project will continue in 2007 and, in addition, funds will be used for automation of the school libraries. In this respect, in the first phase, the Ministry of Education and Research will provide support for buying at least one computer/library and, in the second one, will provide support for acquisition of an integrated library system, as the minister, Mr. Mihail HĂRDĂU promised.

My present position is Counselor for library affairs in the Ministry of Education and Research. There is the best opportunity to use 13 years experience as a librarian and the degree of the Faculty of Librarianship to make lobby for improve the level in this field. As an example, last year I have organized a continuous training course for school librarians from Prahova County, which has been fully financial supported by the Ministry of Education and Research. This course will be accredited by the National Centre of Training of the Human Resources from Undergraduate Education and is going to be continued in 2007 for a part of the other 41 counties.



As an expression of the Romanian Ministry of Education and Research support for libraries and librarians, the State Secretary, Mrs. Gabriella PÁSZTOR, was present here, to the IFLA Presidential Meeting from Berlin. Her contribution, by its continuous efforts, is the main vector of supporting the school libraries through the above mentioned program. (Carmen Bitir-Istrate, Counselor for Library Affairs, Ministry of Education and Research, Romania)

Helping hands – a chance for students interested in international cooperation

Usually it's a long tramp – and especially with the small student's purse – to visit IFLA's big events like the World Library and Information Congress.

Therefore the lately IFLA Presidential Meeting was a must-see for students



interested in international cooperation in librarianship. As the participation fees were prohibitive for us, we asked for a possibility to take part: Finally five LIS students from Humboldt University assisted the German organisation team.

If so the meeting arrangements and our work started some weeks before January 18th in the German Library Association's office by creating and copying participation and programme lists etc. During the conference we have been occupied by all these little things which are usually to do (cloakroom, dispense referent nameplates, technical assistance), but we also had the time to listen to the speakers and for discussions with the participants who might be our future employers.

As mentioned above, not all of us had or have the chance to participate at the "real" IFLA conference and we were happy to experience this IFLA atmosphere. Thus a great advantage of the IFLA Presidential Meeting was the relatively small number of participants (approx. 140).

Taking place in the Department for Foreign Affairs (Auswärtiges Amt) the meeting was limited to two rooms. Different from big conferences, were you rarely find each other more than once – it is a good chance to find your chat partner – either to talk about developments in librarianship or the delicious buffet. As students we like to ask questions and want get answers on these questions mainly concerning critical points. This

conference was a great opportunity to ask some of these questions. We thank all participants who freely and kindly give us answers.

One final statement: The slogan of the new IFLA President Claudia Lux is "Libraries on the agenda!" She stated that librarians have to focus on politics and other executive organisations. But we noticed that the first point is to learn how to move forward in sense of how to present our libraries and how to argue for them.

During the final discussion the participants have been asked about THE argument to maintain or to support a library. Unfortunately no one of the speakers really answered directly to the question or needed a long time to formulate it. We miss the self-confidence to say: "Our library is the most important thing in town. Come and find out if it's the truth!" Hopefully these things may change during the presidential time of Claudia Lux. (*Maxi Kindling, Elke Greifeneder, LIS students, Berlin, Germany*)

LIS News worldwide

DILL Digital Library Learning

Oslo University College, The University of Parma and Tallinn University are starting up a joint Erasmus Mundus-master programme in digital librarianship in August 2007. 30 students can be admitted, and 20 of them are supposed to come from countries outside the European Union, included the countries candidating for membership, and the European Economic Area.

Students from these non-European countries are eligible for applying for scholarships. Deadline for admission requests in 1st February 2007. More information about the master programme in digital librarianship can be found at: <http://dill.hio.no/> or contacting Maria Husum Øygarden Maria.Oygarden@jbi.hio.no

Indian Association of Teachers in Library and Information Science

The Indian Association of Teachers in Library and Information Science organised its XXIII National Seminar from 23-25 Nov 2006 at the Punjabi University, Patiala, India. The theme was "Building Curriculam with a Difference: A Vision for the Education in 21st Century." The Seminar particularly discussed the heterogeneous curricula followed by the different institutions in the country. The participants reviewed the UGC Model Curriculam in details. The most important part of the Seminar was the recommendation for need of accreditation of the LIS Courses. It also recommended integrated modular

curriculum leading to the award of Master's Degree.

Quality Assessment

The Nagpur University, Nagpur, India organized a 2-day Seminar on Quality Assessment and Quality Indicators in LIS Education from 10-12 Nov 2006.

IASLIC

The Indian Association of Special Libraries and Information Centres (IASLIC), organized its XXIInd National Seminar on Open Source Movement – Asian Perspective from 13-16 Dec 2006 at the Indian Institute of Technology, Roorkee, India. The Seminar reviewed the open source scenario in LIS with particular reference to the various aspects of work in Libraries. During this national event, a seminar on Quality indicators in LIS education was held on 13 Dec by the Special Interest Group (SIG) on Education and Training of the Association.

The SIG(E&T) after a long deliberations recommended the following. a) Creation / identifying National Accreditation body for LIS, b) Development of standard quality indicators for LIS education, c) Development of quality indicators both for conventional as well as nonconventional methods of teaching, particularly distance education which has developed a firm root in the country. Prof S. B. Ghosh, President of the Association and Member of the Standing Committee conducted the proceedings.

Conference Reports

72nd IFLA World Library and Information Congress 2006, Seoul, South Korea

The last IFLA Conference was really a big event, and you will find a lot of conference reports in many national and international LIS journals. Because we will not "carry coals to Newcastle" we here bring together short report

from young conference members, newcomers as well as volunteers and poster presentators. Enjoy their very special and individual point of view:

New ideas for new projects

Although I am serving at the Egypt Bibliotheca Alexandrina since 6 years, it was the first time that I visited the IFLA Conference. I was impressed by the broad COEX Conference Center which was large enough to host nearly all meetings for more than 3,500 people. I appreciated especially the "Newcomers' session", where one could easily get in contact to other participants.



My special interest in the conference programme was focussed on library user subjects. There have been both theoretical papers and more practical orientated projects which are more useful for my job. I liked also the Poster Session, e.g. with the prizewinning poster about special library offers for homeless people which offered new perspectives of librarian's self-understanding.

The most impressive visit was the Seoul Library for the Blinds. Also in my library there is a department for the blinds, and we are just going to start a project of producing Daisy-soundbooks. The manifold products of the Seoul library gave me a lot of new ideas for our own project.

Even as a newcomer I met some new colleagues with which I'm now discussing new ideas and new projects. Hope to see you at any other IFLA Conference in the world! *By Manar Badr, Bibliotheca Alexandrina, Egypt*

Heavily influenced by the the IFLA virus

Studying Library and Information Science not only should include theory. At Humboldt-Universität zu Berlin in Germany the students have the chance to attend seminars with practical contents. In summer 2005 I joined the project seminar called "Turning an Idea into a Book". LIS-Students are confronted in publishing a book containing topics about main

or even new ideas or even problems in the Library and Information Field. The book in summer term 2005: "With a Little Help from my Friends" deals with "Friends of libraries groups" and Voluntary work in libraries as main topics. Close to the publishing process the students were also involved in the Public Relation. We decided, together with our teacher Mrs. Hauke, to apply for the IFLA conference with a paper as well with a poster presentation – and we were successful!

Thursday, 17 August, the IFLA adventure started – together with three colleagues, volunteering as interpreters for the IFLA Express. Only when sitting in the airplane to Seoul I recognized what I was going to do. Meeting students and professionals from all over the world, and all with their special interests in the field of LIS – I was very impressed. It was great to get new ideas because of many new contacts or even to receive a current survey. Over all the Korean organisation team organized so many Social Events. Every day a culmination of Korean culture and hospitality! Can you imagine that the whole city focus their attention on this Conference. Everywhere the inhabitants were informed about the IFLA meeting and their participants.



I also visited the Newcomers meeting and I was really relieved to see how many Newcomers have been there. Getting to know some main facts about the IFLA, tips for a successful attention, some sightseeing tips for the metropole Seoul and also conversation with like-minded participants afterwards are recommendable. On Monday we gave our Paper at the Section Management and Marketing of Libraries' session. Quite impressing the interested reaction of the auditorium.

The Postersession took place the next two days. Before attending this presentation you had to prepare a Poster of your Project – in our case the seminar "Turning an Idea into Book". Already five books were published with this project. In this way of presenting a Project you

get get easily in contact to interested people and you can immediately answer on their remarks. Even I'm still in contact with some of them – students from Taiwan or Korea and professionals from Italy etc.

And don't forget the Korean Culture Events every evening, where you could taste the marvellous Korean specialities, and the well organized Sightseeingtours in this great city!

To be honest: I'm heavily influenced by the the famous IFLA virus. See you in August 2007 in Durban, South Africa! *By Christin Mollenhauer, Berlin, Germany*

Neighbour's keywords

As a part time graduate student in the LIS field, I was very glad to have this opportunity to attend the 72nd IFLA in Korea. I came there with other 12 students from National Taiwan Normal University's Graduate Institute of Library & Information Studies.

This is the second time I traveled to Korea, Seoul was really a big city and their government also provided full support to this international conference. We learned a lot from this trip, where we not only joined the seminars but also took city and library tours. Below are my IFLA and Seoul experiences:

Location – 72nd IFLA was hold in COEX Convention and Exhibition Center. It's really a big place with good formulation, the office buildings, hotels and shopping mall are all around, below those buildings, the underground space was very huge, the first weekend during IFLA, there were Chinese called "people mountain people sea" there (meaning : huge crowds of people), although IFLA had thousands of participants, but it's not easy to meet each other.



Seminars – The story of a flash flood ripped through Manoa Valley on October 30, 2004

and annihilated the ground floor of the University of Hawaii at Manoa Hamilton Library astonished me. They showed many pictures and told how they saved their maps collection and how to ask for help and support from government, this true story reminded me that maybe libraries should do something to prevent from this kind of natural disasters.

Poster Session – I saw the poster of "The Winner of Best Poster Session Award 2006", the topic is "A Study on the Use of Public Libraries by the Homeless People in Taipei" by Ms Sheue-Fang Song and Ms Hui-Tzu Hung, Ms Hung observed and interviewed the homeless people and also indicated that National Taichung Library provided a shower room for homeless people, this facility was very useful to them. This study gave me a new vision about how to handle homeless people problems.

Library tours – I visited The National Library of Korea, it has a collection totaling 6 million volumes and their digital library is still under construction. I liked one of it's service, the reader can reserved books via internet, then the system will deliver the books to the box in floor one, and when the reader is off duty, they can use their library card to check out those books.

City tours – Our accompaing Professor Chen led us to the Gyeongbok Palace, The National Palace Museum, Cheonggyecheon (a brook in the Seoul), Cheong Wa Dae (the executive office of their President), Gyeongbok Palace was established in 1395, the Korean preserved their heritage very well.They did a good job in mix of contemporary and. classic styling in their city.

Most impressed – The Opening Ceremony and Minister's Gala Reception were very cool, thousands of librarians came from more than 100 countries, sit together and had dinner together, I am very impressed.

Most valued – It's friendship, I acquainted many friends there, they came from Japan, Korea, Germany, and that's why I have the chance to write this report. The years rolled by, but the friendship will still exist.

Most marvelous - I was very impressed by the Cultural Evening, when a bus took us to the Sejong Centre, the traffic polices blocked all the cars on the high way, just let our bus pass by, I felt so honor, and no doubt, the show was spectacular.

Most delicious - Kimchi was everywhere, and it was very delicious. But not everyone loved this food. *By Evan Shih, Taipei, Taiwan*

Luckily able to join as a volunteer

Recruitment advertising for the volunteers of the 2006 Seoul World Library and Information Congress (WLIC) was announced at February 2006. Without any delay I applied it simply because it would give me a chance to meet many of the overseas librarians in one place. I was luckily able to join as one of the volunteers. Volunteers were about 200 persons in total, and we worked as translators, room attendants, guides for exhibition and library visits, and assistants for registration, etc. I worked as a guide for Minister's Gala Reception, Mayor's reception and cultural evening.

The opening ceremony took place on 20th August 2006. It was a magnificent and very moving for me. Over 5,000 information specialists from all over the world started to celebrate their festival and I was very proud to be one of them! Participants discussed various topics through 200 different sessions and shared their experiences. The exhibition hall was opened for three days. There were many kinds of National Libraries, publishers, associations such as National Diet Library, National Library of South Africa, Springer, and OCLC, etc. I particularly enjoyed visiting the ALA's (American Library Association) booth. A gentleman who works in ALA explained that what they do. It was meaningful times to know the ALA for me.



On the 22 August, I had the chance to attend the cultural evening which was held in the Sejong Center. I realized that our Korean traditional performance is unique and impressive. I am sure many of the overseas librarians had the same feeling.

Overall, the 2006 Seoul WLIC was really helpful to me. As a volunteer, I had the chance to talk with many of foreign librarians and professors. Their advice was a big bonus in setting my long-term plan for the career in this discipline. Also a lot of booths from the exhibition showed their new technology and

prospect which gave me a deep thought about Korean library's present and the future.

Korean libraries have relatively a short history than most of the western libraries in terms of their infrastructure. However, I think Korean libraries have a bright future, since Korea is one of the powerful countries in IT. Moreover, librarians, professors, information analysts and technical engineers have been striving for the better libraries. In this aspect, WLIC 2006 Seoul is a chance to Korean libraries' takeoff. As I am a potential librarian, I will also try to play a key role for the 'Libraries: Dynamic Engines for the Knowledge and Information Society' in this world. *By Ji Hee Beak, Undergraduate student, Kyungpook National University, Republic of Korea.*

Berlin students with IFLA Express team

Though it was a uniquely exhausting time we spent in Seoul during IFLA WLIC we experienced these days as being wonderful and incredible. We guess each of the congress' attendees – except the Seoulites themselves of course – was overwhelmed by the city's size and vibe. And we guess as well that almost no one – except the organizational committee of course – expected such a coeval extensive and intensive supporting programme, which impressiveness will be hardly to beat. But maybe such a competition might lead the congress in a slightly wrong direction – after all it is thought to be still a forum about trends, developments and inventions in the field of librarianship. Seeing it from a distant place we think it would be helpful to keep an eye on how the side activities develop and recalibrate the focus of attention a little back from the "light show"-standards towards including even more content value.

The WLIC is as much a social event as it is a professional meeting. And obviously it is generally intended to be an event to demonstrate the importance and prominence of librarianship in a global development labelled "information" or "knowledge society". Therefore we see some necessity and scope for upgrading the First of all we emphasize IFLA Deutschland for granting us – as financially average equipped students – the opportunity to travel to the conference and participate actively by editing the German edition of the conference's newspaper IFLA Express. The fact which obliges us to point that out, is that from our point of view the traditional workflow and mode of publication does not seem appropriate in the years we are shifting towards the so called Library 2.0 which includes basically dynamic and interactive

forms of communication respecting technologies as wikis, weblogs, podcasts etc.

Concretely we would imagine within the IFLA Express context a more visible and more "user" (means: "participant")-centered way of "conference journalism" to be a guiding principle. There are plenty of topics to be reported which by now remain for the very moment being forgotten the one coming after. We would like to see the participants telling their stories in addition to those coming from the secretary to stimulate a dialogue between them. And we'd very love to see more young librarians or LIS-students being given the chance not only to attend but also to express their perspectives, thoughts and ideas regarding the future of librarianship at the conference more than it is done to this day to foster a very needful dialogue between those newcomers, those who lead the business and the vets of librarianship.



Following this our essential point for the coming future conferences organized by IFLA is the wish to refresh it on some corners to make it more even as dynamic and trendsetting to make the 2006-motto "Libraries: Dynamic Engines for the Knowledge and Information Society" being much more than a motto but a state of reality. *By Ben Kaden, Maxi Kindling, Manuela Schulz, Berlin, Germany*

LIANZA Conference 2006 "Next Generation Libraries" He Huarahi Whakamua 8-11 Oct 2006

By Viv Smith, Nelson Public Libraries and Michaela O'Donovan, National Library of New Zealand and conference convenor.

Some 720 delegates from the Australasia Pacific region attended this lively conference in Wellington, which provided a balance of sassy professional development, great celebrations, and strong strategic leadership.

The hottest debate was over the proposed LIANZA professional registration system, eventually approved at the LIANZA AGM. The conference also provided an opportunity for

members of the Library and Information Advisory Commission (LIAC), which provides advice to the Minister on library matters, to tap into the issues and directions of the sector.

Programme highlights were the insights provided by the under 25s on the Millennials Panel and the passionate discussion of the Keynote Armchair Finale. Some 70 concurrent sessions, in seven strands, gave many views 'from the outside', with sessions delivered by high school students, authors, media representatives, a documentary filmmaker and technology industry commentators, as well as representatives from the library and information professions.

After a formal Maori welcome by the local people, conference began with provocative future views from Stephen Abram – a wake-up call for the profession given our customers' use of technologies - and Tara Brabazon – who exhorted librarians to play a pivotal role in reinstating educational rigour in our learning environments. Martin Nakata and Evelyn Tobin explained worldviews and challenges of knowledge and information management from their cultural perspectives, while Bonnie Cheuk discussed smart workplace information literacy.

A session 'sampler' follows:

The Future Public Library coming soon to ACL proposed the vision of the 'boundless library, where we make full use of Web 2.0 functionality - respond quickly and show courage. *Apple* computer stores were highlighted as great examples of contemporary design which the library community can learn from - they invest heavily in their physical space to offer 'an interactive experience in a social setting'.

Reinvent! Some Must Knows for a future thinking librarian warned that we as a profession don't 'own' the system anymore – and in a shared system, we need to *intercept* the customer. We must aspire to do more than current library softwares can at present, to intercept our customers' journey and add value to it – this will be our future role as librarians.

Nimble Information Adventurers! looked ten years into the future at us working in cross-generational talent teams -- libraries used for band practice, pod casts, recording rooms, imagination rooms and theatres - with cross-generational management (including workforce members in their 70s or 80s!) a key feature.

The keynote speakers' *Panel Finale*, chaired by CEO of the National Library of New Zealand Penny Carnaby, discussed the effects of Web 2.0, and the 'human element' on our services. Does Web 2.0 entrench and marginalise those who are already in a social

divide or does it in fact provide an opportunity to close the gap?

For conference papers, presentations and audio files, visit <http://lianza.org.nz/events/conference2006/index.html>. Check out Stephen Abram's experience at: http://stephenslighthouse.sirsidynix.com/archives/2006/12/lianza_in_welli.html

Sofia 2006: "Globalization, Digitization, Access and Preservation of Cultural Heritage"

By Prof. Alexander Dimchev, Dean of the Faculty of Philosophy, Sofia University "St. Kliment Ohridski

On 8-10 Nov 2006 the city of Sofia hosted the Sofia 2006: "Globalization, Digitization, Access and Preservation of Cultural Heritage" conference. The organizers of the event were: The Department of Library and Information Sciences at the Faculty of Philosophy of the St. Kliment Okhridski University of Sofia; the Department of Library and Information Management at the Emporia State University, Kansas, USA; the St. St. Cyril and Methodius National Library and the Union of the Bulgarian Libraries and Information Services Officers (ULISO).

The conference was organized under the patronage of Mr Georgi Pirinski, Chairman of the National Assembly (the Parliament of Bulgaria) who opened the forum and personally greeted the participants in it.

This was the fourth issue of the conference held in Bulgaria. Sofia 2006 was part of a series of conferences held in Kansas City, Kansas, USA in 1995; Warsaw, Poland in 1997 and Sofia, Bulgaria in 2000, 2002 and 2004. All of the above events shared the common goal of searching the effect of globalization and global changes on libraries, information infrastructure and civil society, (<http://slim.emporia.edu/globenet/Sofia2006/In dex.htm>).

Sofia 2006 gathered a great number of experts in the field of library and information sciences, information infrastructure, technology, international library cooperation and information policy. The attendees were from different parts of Europe, America, Asia, Africa and represented national and university libraries NGOs, universities etc. The President of the American Library Association, Mr. Michael Gorman, presented the main paper at the conference: "The Role of Libraries in Access and Preservation of Cultural Heritage."

The interest to the conference was considerable. There were participants from more than 30 countries: Albania, Austria,

Bulgaria, Bosnia & Herzegovina, Canada, Croatia, Czech Republic, Denmark, Estonia, France, Great Britain, Germany, Italy, Latvia, Lithuania, Macedonia, Mexico, the Netherlands, New Zealand, Norway, Poland, Romania, Russia, South African Republic, Slovakia, Slovenia, Serbia, Spain, Thailand, Turkey, USA, etc. There were participants who represented IFLA, EUCLID, ALA and other prominent professional organizations.

The specific goals that the organizers of the 2006 conference aimed to achieve were:

- To examine the influence of globalization on digitization processes, preservation of cultural heritage and information access in society. The problems discussed were in the field of:

- Libraries, museums, archives, and record centers,
- Digitization and access,
- Intellectual property,
- National and international information policies and projects,
- Preservation,
- National libraries,
- Association initiatives,
- Library/information science education
- Collaboration and cooperation.
- To activate and expand the relations of the library associations in Central and Eastern Europe.

The conference aimed to facilitate the establishment, maintenance and the development of good relationship and practices of library associations in the region. The participation of representatives of the library associations from the countries in the region in the conference made possible for the ideas and willingness of cooperation shared by them to turn into steps leading to joint activities. The work meeting contributed to the discussion on the problems of increasing the part of the library associations in the civil society development.

The student workshop involved students from USA and Europe who study in the library and information sciences courses. The ultimate goal was to increase the student mobility, the establishment and maintenance of contacts and of a network of cooperation, which will facilitate the communication of the participants and the constituency of work groups in different topics ("Cooperation of students in the courses of International Library and Information Sciences"; "The role of libraries and information science specialists in the cultural heritage preservation, providing access to information and civil society development"; "The future of information-related professions and of librarians"; Technologies in information-related professions"; "Opportunities of career

and professional promotion"; "Educational exchange of students, curricular, etc"). The students from Bulgaria, the USA, Greece, Macedonia, Croatia and other countries showed their skills and knowledge in the field of library and information sciences.

-During the forum the participants discussed the problems connected with outlining the perspectives and defining the new tasks of the libraries in Central and Eastern Europe in compliance with the contemporary tendencies and responsibilities of libraries in the civil society. They suggested policies and models to cope with the current problems such as digitalization, preservation of and access to information and cultural heritage. The activities discussed and proposed during the conference aim at improving the interaction between the public authorities and libraries, between libraries and citizens, and at providing quick access to and efficient use of information and information resources.

For more information please visit the conference's website:
<http://slim.emporia.edu/globenet/Sofia2006/Ind ex.htm>

The papers of the conference Sofia2006 will be published in the proceeding this year.

The next conference is planned to be held again in Sofia in November 2008. The proposed topic is "Digital libraries". It will be discussed and confirmed till October 2007.

ALISE Conference 2007

By Heidi Julien, University of Alberta, Edmonton, Canada

The 2007 ALISE conference, held 15-18 Jan in Seattle, Washington, U.S.A., brought together over 450 individuals to focus on "Habits of Mind and Practice: Preparing Reflective Professionals". The conference opened with a keynote address by William M. Sullivan from the Carnegie foundation for the Advancement of Teaching, who spoke on "The Civic Life of Information: Teaching Professionalism for the Knowledge Age". This was followed by a Taskforce on Teaching panel discussion of

Sullivan's "three apprenticeships". A third plenary session provided the president-elect of the American Library Association, Lorlene Roy, with an opportunity to introduce her plans to support LIS education through practice.

In addition, as always the ALISE conference was alive with award presentations, juried papers, panels organized by various special interest groups, and opportunities for social networking. One of the ALISE conference hallmarks is diversity in subject matter, which was evident again this year in the range of topics and issues addressed, from virtual reference services, to information and professional ethics, to gender issues. Historically, the conference has played a central role in bringing together job seekers in education for library and information science, with educators looking to hire new faculty members. This time was no different: from the mid-fall, over 50 positions were being advertised on the ALISE website, and the conference hosted many preliminary interviews between employers and applicants looking for faculty and administrative positions in LIS programs. Doctoral students have had a significant presence at ALISE conferences for some time; one of the highlights is the doctoral student poster session, which attracted over 50 doctoral student poster presentations.

A number of other awards were presented at the conference, including Teaching and Service Awards as well as Research Awards.

Summing up her conference experience, the 2007 ALISE President, Connie Van Fleet, said, "This was an exciting and stimulating conference that has energized us for the year to come." The conference co-chairs this year were Melissa Gross and Michele Besant; congratulations on a terrific job! This ALISE conference was the first one managed by our new management firm, the Medical Library Association. Sincere thanks to Kathleen Coombs and Carla Funk and their team for a very successful gathering. We look forward to our next conference in Philadelphia!

Conference Calendar



January 15 – 18, 2007; Seattle, Washington

2007 ALISE Annual Conference

Habits of Mind and Practice: Preparing Reflective Professionals;

Call for Doctoral Student Research Poster Competition

<http://www.alise.org/conferences/>

January 18 – 19, 2007; Berlin, Germany

1st IFLA Presidential Meeting 2007-01-25

Motto: Libraries on the Agenda!

January 29 – 31, 2007; Prague, Czech Republic

BOBCATSSS 2007 Prague

Marketing of Information Service

<http://www.bobcatsss.org/>

February 17 – 20, 2007; Albuquerque, New Mexico

E-Learning 2007

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

<http://www.itcnetwork.org/elearning2007.htm>

March 5 – 6, 2007; Columbus, Ohio

Ohio Digital Commons for Education (ODCE) 2007 Conference

The Convergence of Learning, Libraries and Technology

<http://www.olin.edu/conferences/ODCE2007/ODCE2007.php>

May 6 – 11; 2007 Chapel Hill-Durham, NC, USA

4th International Evidence Based Library & Information Practice Conference

The program will provide a forum for the presentation of high quality research papers and posters as well as dynamic discussions of the transformative role of evidence-based practice in the profession.

<http://www.eblip4.unc.edu/>

May 11 – 12; 2007; Reykjavik, Iceland

Annual EBLIDA Council Meeting

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



May 23 – 26; 2007; St. John's, Newfoundland

CLA / APLA / NLLA 2007-01-25

Retain – Recruit – Restructure: Regenerating the Library Community

<http://www.cla.ca/conference/2007/index.shtml>



May 30 – June 01, 2007; Colone, Germany

10th International Symposium for Information Science

Open Innovation – New Perspectives in the Context of Information and Knowledge?

The Symposium offers also students the possibility to give a paper. Furthermore on topic at the Call for papers is E-learning and virtual learning environments, which could be interesting also for the our SET participants. <http://www.iuk2007.de/>

June 22 – 25; 2007; Ljubljana, Slovenia

InSITE 2007

Information Science and Information Technology Education Joint Conference 2007

<http://2007.informingscience.org/index.htm>

June 25 – 29; 2007; Vancouver, Canada

ED-MEDIA 2007

World Conference on Educational Multimedia, Hypermedia & Telecommunications

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

August 13 – 16; 2007; Boras, Sweden

CoLIS 6

6th International Conference on Conceptions of Library and Information Science “Featuring the Future”

<http://www.hb.se/colis/>



August 19 – 23, 2007; Durban, South Africa

IFLA - World Library and Information Congress

Libraries for the future: Progress, Development and Partnerships

<http://www.ifla.org/IV/ifla73/index.htm>

New Books & Articles

Marketing Library and Information Services: International Perspectives, ed. on behalf of IFLA [International Federation of Library Associations and Institutions] by Dinesh K. Gupta, Christine Koontz, Àngels Massísimo, Réjean Savard. Munich: Saur, 2006. XV, 419 pp.
ISBN-13: 978-3-598-11753-4
ISBN-10: 3-598-11753-1

68,- EUR
(E-book 75,- EUR, 440 pp.)

I like the way IFLA books are produced. I like the community and networks involved creating something on a global basis. This time it is a 400 plus pages book about a topic, the editors themselves call a mindset or even a mindshift in librarianship. How can you represent a mindshift in 40 contributions of an international

volume? Yet it is really the right moment for stocktaking after more than a decade of global efforts to assimilate the old marketing business talk – from product focused to customer focused markets – into the minds of librarians. For quite a long time you could still encounter the misconception of marketing being merely publicity or public relations. Most of the contributions of this volume demonstrate that finally librarianship has accepted Philip Kotler's four Ps (namely: besides publicity also price, place and product) to be the fundamental basis of every endeavor involved in offering any service or product on every market whatsoever.

The editors of the book are the well known IFLA officers Dinesh K. Gupta, Christine Koontz, Ángels Massísimo, Réjean Savard who have been for a long time involved in the work of one of the most dynamic IFLA sections: the M&M "Management and Marketing" section for which this book constitutes a sort of a stocktaking of its achievements. Whoever had the opportunity to be at one of their early "Marketing and Promotional Materials Sessions" knows about these incredible dynamics and the spirit of this IFLA group. (Réjean Savard reports about it very lively in a special chapter.) Reading this book which brings together 40 contributions from 47 experts from 21 countries you may still feel it. It is not only the fact of having so many articles from so many colleagues from all over the world but the way they have been collected as a vivid panoply of best practices, country reports or academic papers which makes the book persuasive and readable as a whole.

The contributions are divided into six sections. It would be too much to talk about every article. The first section "Marketing Concept: A Changing Perspective" contains two remarkable texts (from Dinesh Gupta and from Barbara Ewers and Gaynor Austen) on the developments of the marketing mindshift in librarianship and on the general marketing concepts relevant for Library and Information Services (LIS). I think one might consider these texts for inclusion on the marketing reading lists for our students. The second section is of special and more inter-cultural interest but nevertheless constitutes a milestone in international librarianship and will certainly be worth reading for a long time. It consists of country reports from 14 countries and their achievements with regard to their "marketing mindset". You can learn for instance why the French documentalists do not like marketing (Florence Muet) and you can learn and compare many things about countries like India, South Africa, Kenya, Australia, Denmark, Finland, Romania, Croatia

and China. The articles may serve as excellent examples in courses on comparative international librarianship because they reflect both the state of librarianship in a country and the different cultures supporting it. Interestingly enough the financial services sector in New York appears as a country on its own in this section with an article which tries to open up the library marketing discourse to knowledge management. Unfortunately it totally ignores the ongoing discussion in LIS about knowledge management (cf. IFLA Publications n° 108). But this remains virtually the only misplaced text of the book.

Section three deals with the "Role of Library Associations" and is certainly worthwhile to be called another valuable stocktaking of the topic. The six contributions presented here show the importance of the part the Associations and professional federations have had over the last decade or so in furthering the marketing approach in librarianship. Of course, ALA is mentioned with its "@ your library" campaign but IFLA itself, CILIP or UNESCO are treated as important milestones in international marketing for library ideas. Even if OCLC may not be counted as professional Association the reader might have expected here (at least elsewhere in the book) a contribution on its influential environmental scan 2003 and the subsequent library market studies which have a great influence on customer orientation of libraries all over the world.

Section four – with 80 pages not the biggest one but quite substantive – is entitled "Education, Training and Research". Six of the eight contributions in this part give descriptive analyses of curricula and syllabi in different countries and at different educational levels. The authors' main statement is that despite the fact that management and marketing has gained more space in the LIS curricula, especially the marketing aspect is still underemphasized in the light of its importance in the economic world. This is the case for the undergraduate but even more on the graduate level. Sheila Webber demonstrates this very clearly for the British LIS community. Too often marketing remains just a small part of a general management course or is reduced to an elective subject. Unfortunately there seems to be no debate on the question which other subject of the LIS curriculum should be dropped instead of the modern management topics. Whereas the editors are talking about marketing as a state of mind (just like classical marketing literature) the studies on its education do not consider how to teach this new mindset. The question of new didactics necessary for the new minds has never been

raised. The articles (as often in LIS texts) remain largely descriptive. Only two contributions deal with genuine marketing research. The contribution from the University Library Bielefeld (Germany) should be specially mentioned here because it is one of the rare examples of applied marketing research using instruments common in the normal world. The results of a quite impressive conjoint analysis of user preferences in Bielefeld academic libraries interestingly meet the results of some of the environmental scans undertaken by OCLC 2003. This reminds the reader how much the contributions of this part (but also in the whole volume) remain attached to IFLA internal discussions or even stay at section level discourse. Of course, there are other sections and activities in and outside IFLA which have made important contributions to the marketing "mindset". In the whole volume there is nearly no allusion to quality management, performance measurement or even user satisfaction assessments like LibQUAL™ - which I would not separate from any marketing discussion.

Part five "Excellence in Marketing" outlines different (international) marketing awards like the IFLA 3M International Marketing Award or the CILIP Public Relations and Publicity Award. It provides a detailed list of the award winners but does not go into analytical detail, for example answering the question which effect the award has had on the recipient and its community or why some campaigns received an award and others did not. It would have also been useful to look at other initiatives as, for example, the Bill & Melinda Gates Access to Learning Award which give awards on the basis of good marketing ideas. Their foundation awarded 1 million USD to the Information gas station created by the Helsinki Municipal Library.

The last section called "Databases and other Marketing Literature" is a peculiar mixture of contributions dealing with reference literature for library marketing or with reference products as part of marketing services. Databases in all aspects and in very different relations to marketing are mentioned but one cannot generally assign the articles to the overall business term of "database marketing". The last but one contribution of the volume resumes the plot of the first two: it gives an interesting bibliometric content analysis of the topic of the four Ps in library marketing literature and eventually proves the entrance statement that Philip Kotler has been read and understood by library and information scientists.

The overall positive impression the reader gets of this volume is partly due to the high

standard editorial work and academic style of writing. This is not so astonishing when you consider that nearly half of the authors are academics. The general concept of the volume and the qualitative selection of the articles further contribute to fruitful reading. From outside IFLA one might want more thinking out of the box, more academic reflection. As holds true for comparable IFLA publications (including this writing) you sometimes have the feeling that you read an "international text" because some of the foreign language citations or diacritics are not quite correct. It is always a pleasure though to read an "Indian English" text, which reminds us Ranganathan's prose. For a 400+ pages book with four editors one might expect some more overall editorial value added, like subject indices, some more biographical notes on the authors or notes on the editorial history of the contributions (at least some of them have been presented as conference papers at IFLA conferences in a first draft). But these are weaknesses the IFLA insider accepts. I recommend this book in fact as "the" global stocktaking of a never underestimated topic of our field.

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European Curriculum Reflections on Library and Information Science Education. Ed. by Leif Kajberg and Leif Lørring. Copenhagen, 2005

The book entitled *European Curriculum Reflections on Library and Information Science Education* is a direct result of the EUCLID (European Association for Library & Information Education and Research) efforts to motivate change of European LIS curriculum in the spirit of changes introduced to European higher education by the Bologna Declaration.

The book itself is unique in the way it came to life. About 150 colleagues in the field of LIS education from all parts of Europe have been asked to take part in the preparation of the book. First there was a virtual discussion phase with hundreds of dialogues, which was consequently followed by a working seminar where some 40-50 colleagues convened in groups identical to the book chapter titles and worked on the manuscript for the book. They all discussed and reflected on several traditional topics in the curriculum of European LIS schools: digitization of cultural heritage, information literacy and learning, information seeking and information retrieval, the information society and barriers to the free access to information, information i.e. knowledge management, knowledge

organization, library in multi-cultural information society, library and information history, mediator of culture in a European context, issues of practical placement as a part of curriculum, and library management.

The main objective of the book was to focus on reflections on LIS curricula to stimulate and qualify the European debate between the many different educational environments and to strengthen co-operation between the LIS schools and implementation of the Bologna Process. Most European LIS schools were traditionally practice-oriented and profession-centred, typically of four years' duration including more or less comprehensive elements of practical training. In some European countries, LIS-specific education has still been provided either by university departments or by "profession schools" with considerably differing curricula. In yet other countries, there have been examples of very practice-oriented courses still emphasising the apprenticeship approach and with the theoretical elements of the curriculum offered as course units and modules of varying duration. Only a few European countries have managed to implement the Bologna process with its 3 + 2 + 3 academic sequence.

In each chapter of the book the following general questions were followed:

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

It is our firm belief that the publication *European Curriculum Reflections on Library and Information Science Education* will become an invaluable source of information for all heads of LIS schools, LIS educators and administrators, LIS academics involved in curriculum development as well as LIS academics concerned with internationalisation of courses and student mobility.

Kornelija Petr, PhD, Assistant Professor
Sub-department for Organization of
Information, University J. J. Strossmayer



*Best wishes for a contented, prosperous and peaceful
2007!*

*Hope to see you in Durban, South Africa
The SET Standing Committee @ WLIC 2006 Seoul, South Korea*