

Name of Professional Unit: Education and Training (SET)

Action Plan 1 outlines activities for a project led by LTR

Action Plan 2 outlines activities for BSLISE, a continuing collaborative project of SET and LTR

Action Plan 3 outlines activities for a collaborative project of SET and KM that was postponed from 2019-2020

Action Plan 4 outlines activities for a new project led by SET

Action Plan 1

Focus Area 1			
Improve train of library professionals in research and evaluation methods to engage practitioners in evidence-based practice			
IFLA Strategic Direction			
2. Inspire and Enhance Professional Practice, 2.3 – Develop standards, guidelines, and other materials that foster best professional practice, and 3. Connect and Empower the Field			
Key Initiatives			
2.1	Produce, communicate and distribute key resources and materials that inspire the profession		
3.4	Provide targeted learning and professional development		
Funding Needed	Projects/Activities	Tasks & Responsibility	Timeframe
<input type="checkbox"/>	<p>Conduct an international study investigating library and information science (LIS) education in research methods</p> <ul style="list-style-type: none"> Conduct a mixed methods study to gather data on the approaches to teaching research methods in (LIS) programs and training library professionals in different countries; the study includes an international survey, content analysis of teaching materials, and interviews with LIS educators and practitioners in multiple countries Analyse data and conduct comparative analysis Report the preliminary findings at the ALISE conference in October 2020 Collect examples/case studies of best practices in teaching research methods and training library professionals to conduct research and evaluation Report the findings from the study during the LTR Satellite online conference in summer 2021; the Satellite will be organized by LTR in collaboration with the <i>IFLA Journal</i> and Social Sciences Section Prepare a book proposal to publish collected examples/case studies of best practices 	<p>SET group working in collaboration with Library Theory and Research Section (LTR) members; LTR Chair coordinates the work of the research group</p>	<p>September 2020 – June 2021 Data collection and analysis</p> <p>August 2021</p>

	in teaching research methods		
<input type="checkbox"/>	Provide workshops and webinars <ul style="list-style-type: none"> Provide a webinar on designing research projects and selecting research methodology; in collaboration with Library Theory and Research Section and Continuing Professional Development and Workplace Learning 	LTR/SET subcommittee	2021
<input type="checkbox"/>	Write research articles reporting the findings from the study Generate a report/white paper with guidelines and examples of best practices for teaching research methods in LIS	SET group working in collaboration with Library Theory and Research Section (LTR) members; LTR Chair coordinates the work of the research group	2021 2021

How will you communicate your activities and results?

- Summarize the study in the SET newsletter
- Promote the project and its activities through social media
- Present the findings from the study during the 2021online LTR Satellite conference, “International Research in LIS: Challenges and Opportunities” organized in collaboration with the *IFLA Journal* and Social Sciences Section
- Publish a white paper and journal articles reporting the findings from the study
- Collaborate with regional library associations and international professional organizations, such as the Association of Library Science Education (ALISE) and the Association for Information Science and Technology (ASIST) to promote the webinar and satellite conferences through their listserve
- Report joint results at the conferences in different countries

How will you measure the impact of your activities?

- Gather data on the project presentations and publications
 - o Develop and request feedback through an evaluation form after the Satellite conference presentations

Identify other Unit(s) which may be interested in this Focus Area, or with which you could collaborate on projects/activities.

- ~~Education and Training~~
- DeGruyter, *Libri* journal
- *IFLA Journal*
- Social Sciences Section

Action Plan 2

Name of Professional Unit: Section on Education and Training

Focus Area 2			
Advance the profession through understanding, developing and promoting best practices in library and information science (LIS) education.			
IFLA Strategic Direction			
SD 2.3 – Develop standards, guidelines, and other materials that foster best professional practice.			
Key Initiatives			
1	Develop an international resource that identifies local structures		
2	Develop a draft international framework (guidelines) for the assessment of quality standards in LIS education		
3	Promote foundational knowledge areas (FKAs), integral to the new guidelines for LIS education, under development		
4	Support the BSLISE Working Group in their actions to address the recommendations of the BSLISE White Paper (2018). doi: http://dx.doi.org/10.15641/0-7992-2542-6		
Funding Needed	Projects/Activities	Tasks & Responsibility	Timeframe
<input checked="" type="checkbox"/>	1) Create an international database and asset map of LIS programs worldwide based on data collected in 2019-20, which will be regularly updated, capturing information about LIS schools and programs and local structures, organizations, and procedures that address the issues of professional qualifications, accreditation, certification, and registration for professional practice. [Database and Mapping Project – funding request]	BSLISE Group A and Working Group	September 2020-August 2021
<input type="checkbox"/>	2) Develop new guidelines for LIS education, incorporating a new definition of LIS and foundational knowledge areas (FKAs), rather than core competencies (see Activity 3 below).	BSLISE Guidelines Sub-Group and Working Group	September 2020-August 2021
<input type="checkbox"/>	3) Promote foundational knowledge areas (FKAs), integral to the new guidelines for LIS education (see Activity 2 above). Eight FKAs were developed rather than core competencies in LIS, and are defined as foundational because LIS professionals, in their diverse contexts, will build on them to enhance their professional knowledge and skills.	BSLISE Guidelines Sub-Group and Working Group	September 2020-August 2021
<input type="checkbox"/>	4a) Work with the BSLISE Working Group to engage with the Section on Library Theory and Research, LIS Education in Developing Countries SIG, other units and IFLA leadership, as appropriate, in their actions to address the recommendations of the BSLISE White Paper (2018). doi:	BSLISE Working Group	September 2020-August 2021

	http://dx.doi.org/10.15641/0-7992-2542-6		
<input type="checkbox"/>	4b) Support BSLISE activities to promote best practices in library and information science (LIS) education, including presentations, workshops, publications, website and social media communications, and stakeholder engagement.	BSLISE communications team and Working Group	September 2020-August 2021
<input type="checkbox"/>			

How will you communicate your activities and results?

The Building Strong LIS Education (BSLISE) Working Group utilizes email lists (e.g., IFLA-L, JESSE, ALISE, ASIS&T, iSchool, etc.), social media (Facebook: <https://www.facebook.com/bslise>, Twitter: https://twitter.com/BSLISE_ifla and Instagram https://www.instagram.com/bslise_ifla/) and a website <https://bslise.org/> to communicate activities and achievements to its members, IFLA SET, LTR, the Developing Countries SIG, and the LIS community worldwide. Presentations, publications and webinars will be other forms to communicate the work resulting from these initiatives which are carried out by the BSLISE, of which SET and LTR SC members play key roles, as well as other IFLA members

How will you measure the impact of your activities?

- Use of the work by LIS professionals, educators, researchers, stakeholders internationally (including local and regional professional associations, higher education institutions, and government higher educational quality assurance bodies);
- its dissemination through presentations, webinars, publications, website, social media among other forms to LIS professionals, educators, stakeholders worldwide in diverse languages; application of the findings and resources by LIS institutions and associations locally and regionally; and
- consideration of a proposed international framework (guidelines) for the assessment of quality standards in LIS education by IFLA leadership.

Identify other Unit(s) which may be interested in this Focus Area, or with which you could collaborate on projects/activities.

LTR, Statistics & Evaluation, Division 5 (Regions), National Libraries and IFLA leadership, LIS Education in Developing Countries SIG

Project Funding Request 2020 – 2021

Name of Professional Unit: Section on Education and Training

<p>Project or activity</p>	<p>Database and Mapping Project – Create an international database and asset map of LIS programs worldwide based on data collected in 2019-20, which will be regularly updated, capturing information about LIS schools and programs and local structures, organizations, and procedures that address the issues of professional qualifications, accreditation, certification, and registration for professional practice. SEE below for project details.</p>
<p>Resources and Amount of Funding</p> <p>For what do you need resources in relation to this task? What is the estimated amount of funding required for these resources? Refer to the Project Funding Request Criteria.</p>	<p>Research/student assistance with the mapping survey in terms of data clean-up and checking, targeted data requests, and data analysis.</p> <p>Amount requested: 3,000 Euros</p>
<p>Estimate time and cost.</p> <p><i>Give a breakdown of the tasks in your project that require funding. Give an estimate for the work time and funds dedicated to each task.</i></p>	<p>200 hours at 15 Euros/hour = 3,000 Euros</p>
<p>Reimbursement.</p> <p>When would the money need reimbursement? <i>Usually reimbursements are made following completion of the work, however, pre-payment can be arranged in some circumstances</i></p>	<p>Pre-payment would be preferable as the assistant is expected to be a student or post-doctoral researcher.</p>

Project Funding Request 2020 – 2021

Support for Action Plan #2

Section on Education and Training section seeks PC Project funding to support one of the activities outlined in SET Action Plan 2 (Focus Area: Advance the profession through understanding best practices in library and information science (LIS) education). The planned database and mapping project **aims** to build on data collected in 2019-20 from an international survey. The proposed regularly updated, international database and asset map captures information about LIS schools and programs and local professional qualification structures. Prior to our recently collected data, existing data were either outdated, or limited in its geographic coverage, with no built-in mechanism for updating to keep the data current and accurate. The **results** are a database and corresponding map that complements IFLA's Library Map of the World (LMW). Individual LIS education schools will be mapped and corresponding program information will be displayed and the professional qualification for librarianship for each country will be shown on the map. There will be browsing and searching capabilities, and the database will be accessible to anyone in the world for research purposes. The BSLISE has selected to use GeoServer, an open source mapping system that addresses international access and sustainability, based on its research and no funding to use a licensed/commercial platform.

In the interest of collaborating with the Library Map of the World to achieve the project's goals, the BSLISE had discussions with IFLA Headquarters and Division IV Chair, Catharina Isberg, earlier this year. After reviewing the technical needs and resources required and the LMW software, it was decided that the IFLA website would link to the BSLISE map as the LMW has a different structure and the system would not be able to accommodate the data of the proposed map.

The resulting map and data will be beneficial to library and information sectors and stakeholders and will have the following **impacts on the global library community**: (a) Researchers, LIS education administration and stakeholders will have the ability to conduct comparisons of programmatic offerings, examine the diverse degree offerings, identify equivalences, establish baselines, understand the scope and changing nature of the LIS education field, and make evidence-based decisions; (b) LIS professional associations, policy makers, and ministries of education will be able to identify which programs of study exist and where they are located in order to understand local, regional and international strengths, and consider competitors or collaborators in order to strengthen LIS education programs in their geographic interest, and (c) students to identify where the education opportunities exist worldwide, explore where they wish to study, and identify differences, equivalences, and strengths and weaknesses of programs.

This work will be carried out by the IFLA BSLISE Working Group <https://bslise.org/>, an initiative of the [IFLA](#) Education and Training Section ([SET](#)), LIS Education in Developing Countries Special Interest Group ([LISEDG SIG](#)), and Library Theory and Research ([LTR](#)) Section. This project and the activities of SET Action Plan 2 and a related LTR Action Plan addresses the recommendations from the White Paper published by the BSLISE:

IFLA BSLISE Working Group (2018). *Building Strong LIS Education: A Call to Global and Local Action – An IFLA BSLISE Working Group White Paper*. Cape Town: University of Cape Town Libraries. doi: <http://dx.doi.org/10.15641/0-7992-2542-6>

The BSLISE Working Group is made up of volunteer LIS professionals, educators, scholars and students with the experience to successfully carry out the project: (1) multilingual skills and geographic representation to ensure the broad distribution, accessibility and return of the survey, (2) GIS mapping knowledge to create and manage the map using GeoServer, an open source mapping system; (3) research expertise to develop and conduct the survey, and do data analysis; and (4) volunteers to keep the map and database updated. The various activities of the IFLA BSLISE Working Group is

being done by its 35 members from around the world representing 5 IFLA regions, including the global survey recently conducted to develop a world directory of LIS education programs, proposed mapping of LIS education programs worldwide, identification of LIS foundational knowledge areas (FKAs), development of an international framework (guidelines) of LIS professional qualification, and publication and presentation of BSLISE work among other activities.

We have been successful at tapping all the resources available from and to our group of 35 volunteers (professors, librarians and students) from 19 countries and representing 18 languages, and when available for specific activities, BSLISE members who work for a university have been able to provide a student research assistant (e.g., website development) at no cost to the BSLISE. While our volunteers provide many hours of service and much expertise, we request funding to support hiring of a research/student assistant to do the work that requires more attention to detail, and dedicated time and technical knowledge not readily sourced from the group. These include data clean-up, verification and analysis, targeted data collection, and GeoServer programming.

Action Plan 3 (Postponed from Last Year to 2020-2021)

Focus Area 3 (as a two-year plan to be revised at the end of 1 st year) (with KM)			
Advance the profession through understanding best practices in knowledge management education.			
IFLA Strategic Direction			
SD 2.3 – Develop standards, guidelines, and other materials that foster best professional practice.			
SD 4.2 – Effectively mobilise our human resources and networks.			
Key Initiatives			
1	Survey and develop report of findings on knowledge management education programs across the world.		
2	Hold a satellite conference to present findings and hear from participants about their approaches, experiences, and feedback in 2021.		
Funding Needed	Projects/Activities	Tasks & Responsibility	Timeframe
<input type="checkbox"/>	<ul style="list-style-type: none"> a. Form a subcommittee from SC members from 2 Sections (KM + SET). KM SC members: <i>Frank Cervone (co-chair), Agnes Hajdu Barat, Leda Bultrini, Monica Mooney Ertel, John Wang, Mary Augusta Thomas</i>; SET SC members: <i>Howayda Kamel, Albina Krymskaya (co-chair), Hiroyuki Tsunoda, Saif Al-Jabri, Jiming Ji</i> b. Compile a potential list of knowledge management education programs across the world c. Seek partners outside IFLA, such as ALISE or ARL d. Design an international survey for knowledge management education programs across the world e. Create the survey in Survey Gizmo f. Test the survey on volunteers from SC KM and finalize the survey g. Identify and invite targeted programs to participate in the survey h. Identify and invite members of targeted discussion lists and other social media for participating in the survey i. Open the survey for 2 months j. Compile the results of the survey and distribute to subcommittee members k. Review results and write a draft summary of the findings l. Meet during WLIC 2020 to discuss mid-term results and review the project plan m. Decide on specific actions: recommendations, best practices, models of KM education programs n. Work on the decided actions 	<ul style="list-style-type: none"> a. Invite a SET SC member to the BM I in WLIC 2019 b. Identify administrator of the survey c. Create it d. Test it e. Search for KM programs (all members) f. Invitation on social media g. Administrator opens it h. Administrator compiles it i. Subcommittee collaborates j. Collaborate with KM program team k. KM + SET l. Team decides m. Subcommittee works on it n. Publication on sections' websites, social media, and/or newsletters o. Collaboration with KM programs 	<ul style="list-style-type: none"> a. 1 week b. 2 months c. 1 month d. 1 month e. 1 month f. 2 weeks g. 2 months h. 1 month i. 2 months j. 2 months k. 1 month l. 1 month m. 3 months n. 1 month o. 1 month p. 2 months

	<ul style="list-style-type: none"> o. Present recommendations to the participating KM programs p. Pursue feedback from targeted KM programs q. Evaluate the project to be presented at a KM 2021 and IFLA 		
<input type="checkbox"/>			
How will you communicate your activities and results?			
Via official Sections' websites, social media of Sections, emails to participants, Basecamp as a communication tool, KM communication plan updated			
How will you measure the impact of your activities?			
Contact the KM targeted programs to communicate the findings; make recommendations for KM education models, if possible			
Identify other Unit(s) which may be interested in this Focus Area, or with which you could collaborate on projects/activities.			
Section on Knowledge Management			

Action Plan 4

Focus Area 4			
<p>To adapt education and training to the Global vision, and IFLA commitment to equal and free access to information and knowledge. Educators and Professionals must be educated to give capabilities to play a social role and supporting society needs for Equity, Diversity, Inclusiveness. SET gives a new importance to creating learning material for a global curriculum and organizing training and a Summer School about libraries transforming society, supporting objectives such as the UN SDGs.</p>			
IFLA Strategic Direction			
<p>Strategic direction 2: Inspire and enhance professional practice Strategic direction 3: Connect and empower the field</p>			
Key Initiatives			
2.1	Produce, communicate and distribute key resources and materials that inspire the profession		
3.1	Provide excellent opportunities for face-to-face networking and learning		
3.2	Support virtual networking and connections		
3.4	Provide targeted learning and professional development		
Funding Needed	Projects/Activities	Tasks & Responsibility	Timeframe
<input type="checkbox"/>	To design an international curriculum learning material (OER), suitable to fulfill the Library and Information services role foreseen in the Global Vision		October- January 2021
<input type="checkbox"/>	To develop, reuse, store and make available OER with open license for their reuse and adaptation to local needs	Publication and translation of OER, printing of leaflets, professional guidance handbook and learning materials.	February- March 2021
<input type="checkbox"/>	Plan a Training the trainers event, testing the OER and the Curriculum developed; Organize a Summer School with students and professionals before or after WLIC 2021 (2022)	1- Communication and social media interaction with the help of two students; 2- Translation and capturing subtitles of videos.	1- Before or after virtual WLIC 2021; 2- Before or after WLIC 2022
How will you communicate your activities and results?			

SET Standing Committee will be engaged to share their competencies and experiences and to participate to the activities planned.
A professional guidance handbook and learning material and publications are also planned
SET Secretarial support will be provided for communication and social media interaction
Channel: IFLA SET Website, SET Newsletter, IFLA Academy brochure, OER dissemination and promotion

How will you measure the impact of your activities?

The expected impact is to improve LIS education on a global level, maintaining the different local needs and differences.
A survey is planned before and after training events to assess learning outcomes
A focus group inside SET members is also planned to evaluate the findings and milestones produced
A final evaluation report will be produced at the end of the project

Identify other Unit(s) which may be interested in this Focus Area, or with which you could collaborate on projects/activities.

IFLA Sections LTR, IL, CPDWBL, IT

Project Funding Request 2020 – 2021

Name of Professional Unit: IFLA Standing Committee on Education and Training (SET)

Project or activity	IFLA Academy
<p>Resources and Amount of Funding</p> <p>For what do you need resources in relation to this task? What is the estimated amount of funding required for these resources? Refer to the Project Funding Request Criteria.</p>	<p>- Resources are needed for the following tasks:</p> <ol style="list-style-type: none"> 1- Publications and learning materials. 2- Communication and dissemination plan. 3- Translation and capturing subtitles of videos. <p>- Estimated amount of funding: 5000 EURO</p>
<p>Estimate time and cost.</p> <p><i>Give a breakdown of the tasks in your project that require funding . Give an estimate for the work time and funds dedicated to each task.</i></p>	<ol style="list-style-type: none"> 1. 2000 EURO: Publication and translation of OER, printing of leaflets, professional guidance handbook and learning materials, by January 2021. 2. 1000 EURO- Translation and capturing subtitles of videos, by August 2021. 3. 2000 EURO- Bursary for two students (1000 EURO each), that will help in communication and dissemination plan, by March 2022.
<p>Reimbursement.</p> <p>When would the money need reimbursement? <i>Usually reimbursements are made following completion of the work, however, pre-payment can be arranged in some circumstances</i></p>	<p>- Prepayment is required for all funded tasks: Bursary, publications and translation.</p>