



LIBRARIANS AROUND THE WORLD

Articles of 34 librarians from 19 countries

*Project coordinated by the New Professionals Section
of the Library Association of Latvia*





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Project organized by the New Professionals Section of
the Library Association of Latvia

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INTRODUCTION

“Librarians Around the World” is an online project where 34 participants from 19 countries wrote an article about their study and work experience, about the library system, library related organizations in their country or some interesting projects that they have, even about problems that they deal with (no funding for library, expensive studies, struggle to find work, etc.).

The aim of the project is to promote the librarian profession and to create an e-book about librarians all around the world, library systems and education in different countries in order to educate students and librarians about the libraries around the world. To tell high school students about librarian profession, to tell government about our problems, to make the world see that there are lots of awesome librarians out there. To show that we read (but not only!), do researches, attend conferences, create awesome projects, that also we organize and attend parties together and that sometimes one librarian has to be as an orchestra – to manage and to do everything – create events, catalogue books, buy new books, research, design, sing, dance, act, etc.

Let's show the world that there are libraries and we need them!

Elina Sniedze

Manager of the project
“Librarians Around the World”

To all the librarians all around the world!
Let's share our passion!



ARMENIA



Mary Gabanyan

“Tigran Hayrapetyan” Library; Yerevan
“Mkhitar Sebastatsi” Educational Complex
Yerevan, Armenia

Yerevan “Mkhitar Sebastatsi” Educomplex is a state experimental non-profit public educational institution realizing public education with alternative author educational programs at 5 pre-schools, 5 Primary Schools, a Middle and a High School. Over 2 000 learners study at the Educomplex. The Educomplex has had significant progress in organizing student-centred, individualized and project-based education in Armenia, and [Tigran Hayrapetyan Library](#), functioning in all the schools of the Educomplex, has had its notable role in the educational endeavours of the Educomplex. All the 5 Primary Schools, the Middle School and the High School of the Educomplex have their own reading halls with their librarians and books corresponding to the age groups of the learners studying in the school. Besides borrowing paper books from the library, the learners may also choose digital books and text-books via our library website by pressing the [Media Library](#) button there. We have digitized more than 600 books and school text-books. The events, meetings and different undertakings in the library are organized according to the educational calendar of the Educomplex. Our library cooperates with the largest libraries in Armenia: The National Library of Armenia, Papazyan Library of the American University in Armenia, Children’s Library after Khnko Aper. “Tigran Hayrapetyan” Library is carrying out the following projects which have already become traditional or part of our everyday life.

Library News – Although the library website has the category “[New Books](#)” we have begun releasing online radio library news which is appreciated by most of our readers. These radio materials not only inform about new books but also about the books which haven’t been circulated for a considerable time.

[Book Festival in the Educational Establishment](#) – Thanks to this book festival we have established partnership with different publishing houses in Armenia by organizing expositions and fairs of newly published books.

Educational Media Packages – The possibilities of our Media Library enables us to create educational packages on different school subjects or subject topics enriching them with electronic books, textbooks, photo series, films, different points of view. These media packages are convenient especially for new teachers, because experienced teachers already have them in their blogs.

Mobile Library – Unfortunately, many libraries in the world, as well as in Armenia, have lost their readers and are about to close down, because they haven't changed their mode of work in this new digital era. The aim of the project "Mobile Library" is to arouse the learners' interest in paper printed books. The project is carried out by taking the newly printed books to the schools of the Educomplex and introducing them to the learners.

Water Reading – In summer children are fond of swimming in the swimming pools so we are also there.

Librarians' Trainings – We pay much attention to teaching new school librarians how to manage the electronic registration in the 21st century libraries. We also organize such courses for the librarians of other schools.

Libraries in Armenia

The National Assembly of the Republic of Armenia (RA) adopted the law about libraries on March



Mobile library

21, 2012. According to the report made in 2015 there are 830 libraries in Armenia. Three of them are republican and 827 are public libraries. Out of the 827 public libraries 59 are central regional, 83 are city and 659 are village libraries. The total number of books in them is about 22'800'000. The number of registered readers is more than 116'000. The National Library of Armenia has more than 7 million books. The biggest republican library organizes trainings for the librarians of public libraries in Armenia. It also releases Bulletin of Armenian Libraries, a biannual scientific-methodical journal.

Fundamental Scientific Library of the Academy of Sciences of RA is one of largest libraries in Armenia with 3 million physical books and documents. The library preserves unique collection of Armenian rare books dating back to the XVI century and collection of Armenian periodicals dating back to the XIX century.

Yerevan City Central Library after Avetik Isahakyan is an active cultural centre. It organizes presentations of new books, meetings with writers, artists and other famous people representing cultural life in Armenia.

National Children's Library is not only a cultural centre but also an educational one for the readers belonging to the age group from 3 to 18. It has a collection of over half a million of books, magazines, audio-visual materials, modern electronic information resources.

The Armenian Library Association was founded in 1994 on the initiative of the National Library of Armenia, Fundamental Scientific Library of the National Academy of Science of the RA, Republican Chil-





Water reading



Librarians training

dren's Library after Khnko Aper and the City Central Library after Avetik Isahakyan. The association participates in the conferences and seminars organized by the library associations of America, Georgia, and Russia.

The major libraries of Armenia have established partnership with the national libraries of Czech Republic, Russia, Rumania, Iran, China and Georgia. Digital copies of books have been acquired from Copenhagen Royal Library, National Library of France, and Digital Library of Munich.

22 libraries of the Republic of Armenia are involved in the Armenia's United Automative Network of Libraries. The National Library of Armenia has already completed the input of the literature in Armenian.

100 public libraries participated in the event "Librarian's Day" in 2015. The slogan of the day was "Become the Library Friend". 300 undertakings were held on that day the aim of which was to bring people to libraries and to contribute enriching the collections of books. "The Library Day" was organized on February 19, 2017. The slogan of that day was "Present a Book". In this way we mentioned the birthday of the Armenian national poet Hovhannes Tumanyan.

In 2013 the procedure of accreditation of public libraries was established and since then tens of village libraries have been accredited in the result of which the libraries were provided with the Internet connection, computers, printers and copying devices.

Links to the major libraries and librarian work in Armenia:

- [Armenian Library Association](#)
- [National Library of Armenia](#)
- [Fundamental Scientific Library of the Academy of Sciences of Armenia](#)
- [National Children's Library after Khnko Aper](#)
- [Yerevan City Central Library after Av.Isahakyan](#)
- [Electronic Databases](#)
- [Հայաստանի հանրապետության գրադարանների գործունեությունը 2015 թվականին](#)
- [Biannual scientific-methodical journal BULLETIN OF ARMENIAN LIBRARIES](#)

The article has been translated from
Armenian into English by Yura Ganjalyan,
EFL teacher at Mkhitar Sebastatsi Educomplex.

BANGLADESH



Tahur Ahmed

Assistant Librarian
East West University
Dhaka, Bangladesh

I completed my Bachelor of Arts and Master of Arts in Information Science & Library Management from University of Dhaka in 2011. Now I am working as Library Circulation Officer at East West University, Dhaka, Bangladesh since December 2012. East West university (EWU) Library has a young and energetic team to handle its library with the leadership of Dr. Dilara Begum (Associate Professor and Chairperson, Department of Information Studies and Library Management, and Librarian, In-Charge of the Library, East West University). EWU is the leading private university in Bangladesh and EWU Library is the most modern private university library in Bangladesh. I feel proud to be a part of this library. I have learned a lot of things related to library and information science here. All the library personnel are young, energetic and experienced in this field. Even all are efficient to manage the latest library and information technology. I have to write about this library because I have captured maximum of my knowledge and working experiences from this library.

EWU Library Strength

Library Automation: EWU Library uses open source integrated library system: Koha. It has a nice and resourceful website which is developed with Drupal. It uses Vu-find discovery tool for searching all the library resources. It has also Online Public Access Catalogue: <http://opac.ewubd.edu>. EWU Library website: lib.ewubd.edu

Virtual Reference Service: EWU Library provides virtual reference service through integrated ZOHIO in its web site from Sunday to Thursday from 3.00 to 5.00 pm.

Digital Library: The first Digital Library was introduced in Bangladesh by using Greenstone Digital Library Software at EWU Library. This consists of Journal articles, Reports, News clippings, audio, video



and images. Digital Library website: <http://gsdl.ewubd.edu>.

Institutional Repository: EWU institutional repository collects, preserve and disseminate digital information materials like project reports, EWU publication and news clippings to EWU community. Institutional repository website: <http://dspace.ewubd.edu>.

Reference Management Service: EWU Library provides reference management service to its users by using citation management tools like Mendeley, Zotero, RefMe and Cite This For Me.

Wi-Fi service: EWU library has a fully coverage of Wi-Fi.

EWU library uses social networks: [Facebook](#), [Twitter](#), [Pinterest](#), [YouTube](#), [Google plus](#).

Corporate Membership: EWU Library has corporate membership of International Federation of Library Associations and Institutions (IFLA) and Archer K. Blood American Center Library. Users may avail borrowing facilities and e-journal services of those institutions.

Information Literacy: EWU Library conducts information literacy program for its students and faculty members all the year. They can register themselves through <http://lib.ewubd.edu/il>.

Library Collections:

Types	Quantity
Books	28 000+ Copies
E-Books	99 000+ Titles
Print Periodicals	143 Titles
Newspaper	18 Dailies
Reports/Thesis	1 000+ Titles
CD/DVD-ROMs	1 600+ Titles
Online Journals	44 000+ Titles
Large Maps	6 Copies

E-Resources:

EWU Library subscribes world renowned E-resources through UGC Digital Library Consortium, Individual Subscription, INASP PERii Consortium, Registered Online Resources and Open Access (Free) E-Resources. Users can access these resources through the following link: <http://lib.ewubd.edu/eresources>.

Remote Access Services to E-Resources: EWU Library subscribes MyAthens from which most of the e-resources can be accessed remotely/off campus.

Training, Workshop, Seminar: EWU Library provides a lot of trainings, workshops, seminar on Integrated Library System: Koha, Greenstone Digital Library Software, DSpace, Information Literacy, Health Information Literacy within the country and also outside the countries like Bhutan, Maldives, Sri Lanka and Nepal. Beside these activities EWU Library organized a Regional Seminar on “Open Source Software for Building digital libraries in South Asian Countries.” EWU Library is the General Secretary of Digital Library Network of South Asia (DLNetSA).

Library and Information Science Education in Bangladesh

Bangladesh is a country in the South Asia officially known as People's Republic of Bangladesh. Bangladesh gained Independence by the Liberation war from Pakistan in 1971. The first library and information science education was started before the Liberation war of Bangladesh beginning with the three-month certificate course at University of Dhaka Library in 1952. Then six-month certificate course was introduced in October 1958 by the Library Association of East Pakistan (present Library Association of Bangladesh) which was established in 1956. There are different levels of Library and Information Science education in Bangladesh:

a) Certificate Course in Library and Information Science: First three-month certificate course was introduced by the librarian of University of Dhaka in 1952. Then Six-month certificate course was introduced by Library Association of East Pakistan (present Library Association of Bangladesh) in 1956. At present Library Association of Bangladesh, University of Science and Technology and some institutes are offering certificate course in Library and Information Science.

b) Postgraduate Diploma in Library and Information Science: A department of Library Science was established in 1959 at the University of Dhaka and the Post Graduate Diploma course was introduced in 1959–1960 patterned on the University of London Library School. Then the Library Association of Bangladesh (LAB) began Post-Graduate Diploma course in 1989–1990 sessions. The same course introduced at the University of Rajshahi in 1991 (Uddin, Md. Hanif and Rahman. Md. Anisur). At present Noakhali Science and Technology University, National University (On Campus), Daffodil International University, Khwaja Yunus Ali University offer a one-year postgraduate diploma in Library and Information Science. Beside some of institutes and colleges are offering a one-year postgraduate diploma under the National University. Most of the institutes and colleges are privately running.

c) B.A. (Honours)/B.S.S. (Honours) in Information Science and library Management: The first B.A (Honours) course was introduced by the University of Dhaka in 1987–1988. For the development of information and communication technology and keep up to date with the modern world, the university introduced four year integrated (Honours) course in 1997–1998 (Islam & Chowdhury, 2006). It is also mentionable that the department had been renamed as Information Science and Library Management in 2001. Another public university namely University of Rajshahi introduced three-year B.S.S (Honours) in 1992–1993 and at present. This course has been converted into four-year B.S.S. (Honours) course. Two private universities of Bangladesh are offering Bachelor degree in Information Science and Library Management. Khwaja Yunus Ali University is offering Bachelor degree in Library and Information Science. Another private university is East West University offering Bachelor degree in Information Studies and Library Management under the Faculty of Liberal Arts and Social Sciences. This program introduced at the EWU in Spring Semester 2016. This program has brought a great response to the Library and Information Science education in Bangladesh. Because the courses & curriculum of this program reflect the critical value of Information Science and Knowledge Management across a wide range of fields and institutions. Hands on training provides to the students on emerging topic of information science. “This program is designed talking the course modules from the universities offering “Information Science & Library Man-

agement” in Bangladesh and Information Studies, Information Science and i-schools of India, Australia and western countries” (East West University Library, 2017).

d) M.A in Information Science and Library Management: One-year Master’s degree program was introduced at the University of Dhaka in 1962. Then two-year Master’s degree was introduced at the University of Dhaka in 1976 after the liberation of Bangladesh. Then the university closed the two-year master course in 1994–1995 sessions and continue one-year master’s course for the honours graduate only (Islam & Chowdhury, 2006). The University of Rajshahi introduced one-year master’s course in 1995–1996 session. Now University of Dhaka and University of Rajshahi are also offering two-year Master’s (M.A. Evening / M.S.S. Evening) in Information Science and Library Management. Beside them some private universities like Khwaja Yunus Ali University, Asian University of Bangladesh, Royal University of Dhaka are offering two-year master’s degree program in Library and Information Science.

e) Master of Philosophy (M. Phil) in Information Science and Library Management: Master of Philosophy program in Information Science and Library Management was approved by the University of Dhaka during the 1974–1975 sessions but it commenced in the session 1976–1977 (Ahmad, 1987). M. Phil program is divided into two years, one year is for coursework and another year is for thesis.

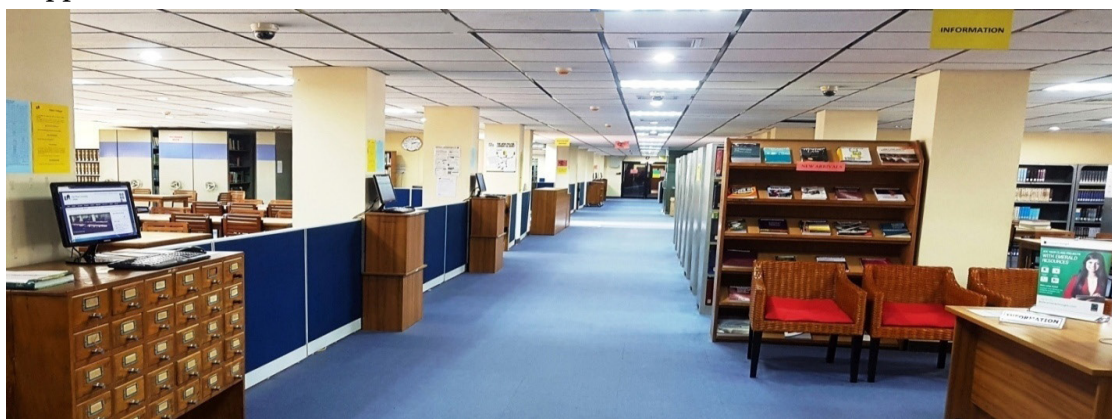
f) Doctor of Philosophy (PhD) in Information Science and Library Management: The Doctor of Philosophy program in Information Science and Library Management was approved by the University of Dhaka during the session 1978–1979 began the doctoral program in 1979 (Ahmad, 1987). The department of Information Science and Library Management of the University of Dhaka has awarded few numbers of Ph. D degree.

Library System in Bangladesh

The first library movement started in Bangladesh with the establishment of four public libraries in the districts of Bogra, Barishal, Jessore and Rangpur in 1854. Beside these public libraries were established subsequently in other districts of Bangladesh. There are different types of library system in Bangladesh with the nature of their activities.

Academic Libraries in Bangladesh: Academic libraries in Bangladesh include school, college and university libraries. School libraries are attached to the primary and secondary schools. Most of the schools do not have libraries. Some school libraries are run by the respective teacher of those schools. College libraries are attached to the college. Most of the colleges have library and these are run by semi-professionals or non-professionals. The situation of the university libraries in Bangladesh is good and doing well day by day. These are public, private and international. There are 37 public university libraries, 92 private university libraries and 3 international university libraries in Bangladesh (University Grants Commission of Bangladesh, 2017). In the past, public universities recruited semi-professional and non-professionals for their library. But in recent time, they started to recruit library professionals for their library. In this case requirements are Bachelor and Master degree in Information Science and Library Management. All the private universities have their own library but all are not in good condition in the consideration of modern library tools and technology and services. The leading private university libraries like East West University, BRAC University, North South University, Independent University of Bangladesh, Daffodil International University, University of Liberal Arts, United International University, South East University, Green University of

Bangladesh and few number of universities are using integrated library system OPAC, digital library software, institutional repository and modern library tools and technology for providing library services. Few international university libraries like International University of Technology, Asian University for Women and South Asian University library are also good in terms of using modern library tools and technologies like integrated library system OPAC, institutional repository etc. Leading private universities are recruiting fully professionals who have acquire Bachelor and Master degree in Information Science and Library Management. And others are recruiting professionals and also semi-professionals for their library. Every university has a library committee and all library laws are approved by the library committee of university with the final approval of the Vice-Chancellor.



East West University Library, Aftabnagar, Dhaka, Bangladesh

Public Libraries in Bangladesh: In Bangladesh there are mainly two types of public libraries from the administrative and management point of view, viz. government and non-Government Public Libraries (Ahmad, 1994, p. 53).

Government Public Libraries: Government public libraries are run by the Department of Public Library under the Ministry of Cultural Affairs. The library rules of these libraries are approved by the Department of Public library with the final approval of the Ministry of Cultural Affairs. At present public libraries recruit library professionals who have Bachelor and Master degree in Information Science and Library Management. Under the department of Public Library, the following libraries are run – Central public library: 1, Divisional public library: 5, District public library: 58, Branch public library: 4 and Upozila public library: 2. Total numbers of public libraries are 70.

Non-Government Public Library: Most of the Non-Government public libraries are not in good condition. Lack of funds and collections they are not running well. The number of non-government public libraries is 972 (Library Directory, 2011). Few of them are running well. At present, government is starting to provide fund for books and other reading materials. These libraries are run by non-professionals or semi-professionals.

Special Libraries in Bangladesh: There are varieties of special libraries in Bangladesh. Islam and Panda 2008, categorized special libraries in Bangladesh are autonomous, government, semi-government, non-governmental organization/private and international. Some example of special libraries in Bangladesh are ICDDR,B Library, Bangladesh College of Physicians and Surgeons Library, Archer K. Blood American



Centre Library, UNIC Library, BIDS Library, Bangladesh Bank Library, Prime Minister Office's Library, PATC Library and different ministries libraries. Special libraries are run by their parent organization and the library rules are approved by the library committee with the prior approval of the parent organization. Special libraries recruit both professionals and semi-professionals for their library. In this case, Bangladesh Bank Library, ICDDR,B Library and BIDS Library are totally exceptional. They recruit those who have Bachelor and Master degree in Information Science and Library Management.

National Library of Bangladesh: National Library of Bangladesh is one of the largest library in Bangladesh. It is run under the Directorate of Archives and Libraries, Ministry of the Cultural Affairs, Bangladesh. National library is called national repository of a nation. National library laws are approved by the Ministry of Cultural Affairs, Bangladesh. National library recruits both professionals and semi-professionals for its library. But in recent time in the post of first class officers they recruit those who have Bachelor and master degree in Information Science and Library Management.

National Archives of Bangladesh: The national archive was formally established in Dhaka after the independence of Bangladesh under the Ministry of Education, Sports and Culture division on 6th November 1972. After creation of Ministry of Cultural Affairs in 1988, it automatically came under the ministry of Cultural Affairs. National Archives of Bangladesh preserved many historical, ancient and some confidential documents for country's future purpose.

Library Associations

At present there are two associations of libraries in Bangladesh. One is Library Association of Bangladesh. It was established in 1956. It works for the library and information professionals. Those who have Diploma degree, Postgraduate Diploma, M.A/MSS, M.A (evening), Bachelor degree, Master's degree in Information Science and Library Management they are eligible for becoming member of [Library Association of Bangladesh](#). Another professional body is [Bangladesh Association of Librarians, Information Scientists and Documentalists](#). It was established on 23rd January 1986. It works for both library and library professionals.

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ESTONIA



Anneli Erik

Librarian at Jüri Library
Jüri, Estonia

My path to library work did not start right after high school. At first I got my degree in photography but after multiple years of digitally retouching photos, doing studio shoots etc., I decided that it was not something I wanted to do with my life. I started looking into other options and found that library work might be something worth considering. In 2012 I applied to Tallinn University's program of information sciences and four years later got my BA degree. During my studies I got a job at Jüri Library, which is located in Jüri in Harju county near our capital. Although my home was in Tallinn at the time, I did not want to work in the hectic city environment anymore.

My main job is in the library's lending department, where I register loaned and returned books in the electronical library catalogue, answer enquiries, manage interlibrary loans, provide assistance with computers and arrange book collections (alphabetizing, changing departments and/or deleting). In addition to that, I also write library-related articles for the local paper and Harju county's public library, partially manage paperwork and manage our library's social media accounts. Apart from that, I like to create little exhibitions about literature, writers and other literature-related things. In 2015, I participated in Estonian Librarians Association's and Eduard Vilde Museum's contest "Intangible Vilde" with my exhibition about Eduard Vilde's life through his journeys and personal life. Out of 36 contestants, our library won the First prize. Partially because of that I was nominated as a candidate to the Best Country Librarian award in 2016. All in all, library work in a small community is always diverse and fun. Opposed to big city libraries, where every librarian has individual tasks, in smaller ones librarians can have many different assignments. I have been a librarian for 5 years and I would not want it any other way.





Kadri Haavandi

Manager of the school library at Pärnu
Ülejõe Secondary School
Pärnu, Estonia

When I was little, I loved reading. I dreamt of becoming a librarian, so I could read books and drink tea all day long. During my teenager years I worked as a journalist, so everybody expected me to go study journalism. But I decided that becoming a librarian was the steady job I needed at that point in my life. Boy, was I wrong about the steadiness! I realized during my studies of information management that librarianship was so much more than I ever thought. I was lucky enough to fall in love with it. In my third year of studies I started working as a manager of a school library and (I) am still here. I love the diversity of the job, the possibility to do new things. I still love to read, but (since) literature is not my strong suit, I mainly focus on the research and Information and communications technology (ICT) part of the job. I also love the fact that working in a school I can have extra tasks and do different things, connect different parts of the education world with the library. For example, I am also a career coordinator, a research paper coordinator, a project manager and in charge of ordering and handling stationery and other resources. I got my Master's degree in education management to better learn how to connect all my interests and passions. I think that librarianship is an intricate and interesting field where everybody can find their place if they want to and it is easy to find new directions to evolve to and connect those with your job. I strongly believe that a (small) library has the face of its librarians. Working at a school library you are so many things at once – a librarian, a researcher, a teacher, a psychologist, a friend, a caretaker, a storyteller and sometimes even a hairdresser or seamstress. I love it!



Maris Nool

Librarian at Tallinn University of Technology
Library Services Centre
Tallinn, Estonia

When I was young, I spent most of my days in my school library or public library. I loved to be there and chat with librarians, but I never thought that in the future I would be one myself. After finishing high school, I wanted to study Estonian philology, but the rational part of me thought that I should also have a second option. I searched through Tallinn University's webpage and found Information Sciences program, which happened to be my first choice overall. During the studies I was interested but still not quite sure about working as a librarian. I figured it out on my third and last year when we had a one-month practice period in the library. I was sent to the Tallinn University of Technology Library and after that I knew I wanted to work there. Luck was on my side – after finishing BA studies in 2012 I got a job as a librarian at the TTÜ Library. The job gave me several opportunities to develop – in addition to main tasks as a service librarian I did library tours and information sessions to international students, managed the library's Facebook page and represented the library in different events in Estonia and abroad. Therefore, in 2013 I got the title Librarian of the Year.

In 2015, I decided to study again and did my Master's degree in Tallinn University's Information and Knowledge Management program. Since I am managing the library's Facebook page I wanted to focus my master's thesis on social media and did a research about Instagram as university library marketing tool based on the example of the Tallinn University of Technology Library. I created an Instagram account for our library and analysed that process. Now I am managing both Facebook and Instagram. I still work with international students and take part in different events related to librarianship. I think university library gives many opportunities to be active and use time wisely. I am interested to see what the future has for me!





Maarja Pildre

Head Librarian of Children and Youth Services at
Tallinn Central Library
Tallinn, Estonia

When I was finishing high school and debating where to apply for higher education, I was in between two choices – Youth work and Library services – both higher vocational education qualifications. As it happened, they both had their entrance exams at the same day, but in different towns, so I had to choose. As the Youth work course was in the capital, which made the commute easier, I chose that and so I went and studied to become a Youth worker in Tallinn Pedagogical College (now a part of the Tallinn University). After finishing vocational qualification training in Youth Work (ISCED (1997) 5B1) I worked for a couple of years in different education-based jobs and in the end of 2009 I applied for a children's and youth librarian position in Tallinn Central Library, which I got. During the years as a children's librarian I took many courses regarding literature, services etc. but nothing longer or more academic. In 2016, I got promoted to Head Librarian of Children and Youth Services and then I decided to enroll for a one-year Librarian course (Level 6 vocational program) held by The National Library of Estonia. With the work experience and completed vocational course I can now apply for a Level 6 Librarian Occupational Qualification by the Estonian Qualification Authority.

Libraries in Estonia

The library network in Estonia functions well, and is adequately compact and evenly developed regionally. As of 2016 there were 936 libraries of different types in Estonia – one national library, 536 public libraries, 43 research and special libraries and 362 school libraries. The public library network corresponds with the main areas of population while research and special libraries are generally concentrated in Tartu

and Tallinn, the two biggest cities, and the location of school libraries mirrors the organisation of Estonia's educational network. The Estonian library system has a long tradition and is used by every second inhabitant of Estonia. There are 2 285 librarians in Estonia including 1 199 in public, 406 in school and 680 in research and special libraries (Pai & Sepp, 2012; Jõgi, 2016).

The Estonian National Library is a public institution that is tasked with the collection and preservation of books published in Estonia or containing information on Estonia, making these books available to everybody; with research and development in library studies and related disciplines; and with fulfilling the duties of a parliamentary and scientific library. The national library coordinates and advises the other Estonian libraries, and also serves as a culture centre (Talihärm, 2018).

The research libraries of the six public law universities are open to everybody, not only to students and academic staff. Their collections are rich, containing national heritage, historical scientific collections and extensive electronic resources, as well as digitized materials. Special libraries usually function as institutional libraries. Among them are libraries of vocational schools, ministries, museums, hospitals, etc. (Pai & Sepp, 2012).

A public library is a regionally important community centre where one can read periodicals, borrow books, and attend educational and cultural events and workshops. Libraries are situated close to the residents and often there are no other institutions offering public services in rural districts. As of today there must be a public library in a district with at least 500 residents and in towns one for every 15 000 residents (Pai & Sepp, 2012).

A school library supports the learning process and is thus a component of an educational establishment. Pursuant to the Basic Schools and Upper Secondary Schools Act, each school must have a library. In case there is no library in the school, the local public library shall provide library services to students (Talihärm, 2018).

Regulating laws

Library work in Estonia is regulated by many different government laws. The most important of them are:

1. National Library of Estonia Act (2016),
2. Public Libraries Act (2018),
3. Basic Schools and Upper Secondary Schools Act (2010),
4. Organisation of Research and Development Act (2015).

In addition, the libraries act according to Legal Deposit Copy Act (2017), Personal Data Protection Act (2016), Public Information Act (2017), Copyright Act (2017), Local Government Organisation Act (2018) and other laws that are related to library work and information service. Besides government laws there are also a lot of library work concerning orders, ordinances, regulations, directives, ISO-standards, international and national vision documents by which libraries operate. On 2017 started the process of updating the Public Libraries Act (Talihärm, 2018).

Library Organisations

Estonian Librarians Association (ELA) is a voluntary organisation which unites active library and information workers and other persons who are interested in librarianship. The highest body of the ELA is the General Meeting of its members. The General Meeting is competent to amend the articles of association and to approve annual reports. The Meeting elects the president and the members of the Board, and evaluates their activities (Jõgi, 2016).

The Association organizes events to introduce libraries for the wider public. Yearly highlights for the Association are the Annual Meeting and the Forum in February and the Library Days in October. The Forum discusses subjects relevant to libraries and librarians. Summer camps for rural and school libraries, seminars, information days, Congresses of Estonian and Baltic librarians are held periodically and regularly (Jõgi, 2016).

The Estonian Librarians Association and the National Library of Estonia jointly publish library journal *Raamatukogu* six times a year. The journal reflects all types of libraries – it gives an overview of new trends in library studies, discusses problems, and shares information on the activities of libraries and the Estonian Librarians Association (Talihärm, 2018).

Estonian Libraries Network Consortium (ELNET) is a non-profit organisation representing the common public interests of libraries. The Consortium's main areas of activity are:

1. Management and development of the shared online catalogue ESTER and the database of Estonian articles, and the integrated library system Sierra/Millennium,
2. Management and development of the Estonian Subject Thesaurus,
3. Coordination of the acquisition of electronic publications between the member libraries of the Consortium,
4. Initiation and coordination of various cooperation projects (ELNET Consortium, n.d.).

Education

In Estonia, it is not mandatory for librarians to have a higher education, but it is preferred. Two different universities offer the chance to study to be a librarian. In both, you get a wider education but also the competence to become a librarian. The studies are free.

In Tallinn University you can study information science, which consists of librarianship, bibliography, document management and information management, also ICT. The studies last for 3 years and are in daytime form. Completing the studies, you get a bachelor's degree and can continue your studies, getting a master's degree in information science or in digital library learning (in English!) (Tallin University, n.d.).

In Tartu University you can study information management which consists of information database management, information systems management, document management and information laws. You can choose to concentrate on librarianship. The studies last for 3 years and are in a cycle studies form. Completing the studies, you get a professional higher education diploma and can continue your studies, getting a master's degree in information and knowledge management (University of Tartu, n.d.).

In addition to academic studies it is also possible to get vocational training at National Library of



Estonia. National Library organizes continuous professional development and since 2006 also vocational training for librarians. Vocational training is at the first place intended for those librarians who do not have library and information science education. Continuous professional development is provided on the following topics vital for library performance: the essence of information literacy, information search and retrieval, social networking, the preparation for and delivery of user training, etc. Very popular are literary programs, in particular those on Estonian literature. The target groups of trainees include librarians from research, specialized, public and school libraries (National Library of Estonia, n.d.).

21st Century Library

Libraries serve an important role helping people orientate in our modern information society. From elementary reading and writing to having knowledge in specific field – libraries have a purpose to assist and guide people to be informed in their reading choices and thereby having better ability to manage their lives.

In spring 2016, Estonian Librarians Association with support from the Ministry of Culture created a vision document to analyse the current state of Estonian librarianship and the future trends affecting the field and to agree on the main strategic, developmental goals. The document is the basis for working out the detailed strategies for different types of libraries. The process involved more than thirty area specialists from different institutions and different regions in Estonia (Estonian Librarians Association, 2016).

The 21st century library is a trustworthy, diverse, equal opportunity, inspirational information and cultural centre that is guided by the needs of the user, ready to keep up with the times and able to react flexibly to societal and technological changes. It involves library services, environment, specialists and cooperation (Estonian Librarians Association, 2016).

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FINLAND



Ria Gynther

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Game Studies at University of Tampere, Finland
Information Services Secretary at Lahti University of Applied
Sciences, Lahti, Finland

I started my career at the library in 2002 as a summer trainee in Mikkeli City Library. After my first summer I spent two years doing temporary jobs in the public library sector. After this time, I was convinced that this was my dream career and I enrolled in library school to get my vocational qualification. I finished my vocational studies in spring 2006 and I have worked in the academic library sector at Lahti University of Applied Sciences since then.

I learned a lot by working there but it became clear to me that I wanted to advance in my career so more studying was in order. Between 2012 and 2015, I completed my Bachelor's Degree in Tourism Management and, while doing my other degree in 2013, I also started studying at University of Tampere. First I did my Bachelors in Information Studies and Interactive Media, and in 2016 I started my Master's degree in Internet and Game Studies. I have been working most of this time with few exceptions in form of study leave.

During my 10+ working years in an academic library my responsibilities and titles have changed many times. Most recently I have worked as an information specialist and at the moment as an information services secretary. In day-to-day life my responsibilities included upgrading and maintaining LibGuides sites, teaching and coordinating information skills related topics, such as information skills test and on-line study courses. Also customer and information services are something I do on daily basis. I am also very familiar with Voyager Integrated Library System which is used in academic libraries in Finland. I am a member in our communications team and I also coordinate and implement demo and pilot projects. Latest example of this is working with the idea of library as a restorative space as a part of ongoing design project of our new campus for 5 000 students. We are also planning an escape room styled education game for information literacy teaching tool. You can find out more and contact me through [LinkedIn](#).





Jasmiina Sillanpää

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I worked at the Tampere City Library as a librarian trainee. I got to work not only in a regional library, but also in many smaller branch libraries. I worked in a mobile library, information services, loaning, home services, computer learning center, children's department and I also got to take part in organizing a gaming event for almost 100 people. Alongside my studies, I have worked as a teacher responsible and as a research assistant in the School of Information Sciences at the University of Tampere. I have also been an active member of the Information science student organization UDK ry.

Currently I am the student board member in the Finnish Library Association (FLA) which is a lobbyist for public libraries in Finland that organizes campaigns and provides decision makers with expert information on libraries. I am also a deputy council member of KUMULA, which is a trade union that presents the interest of people who work in specialist and supervisory positions in administration of municipalities or libraries.

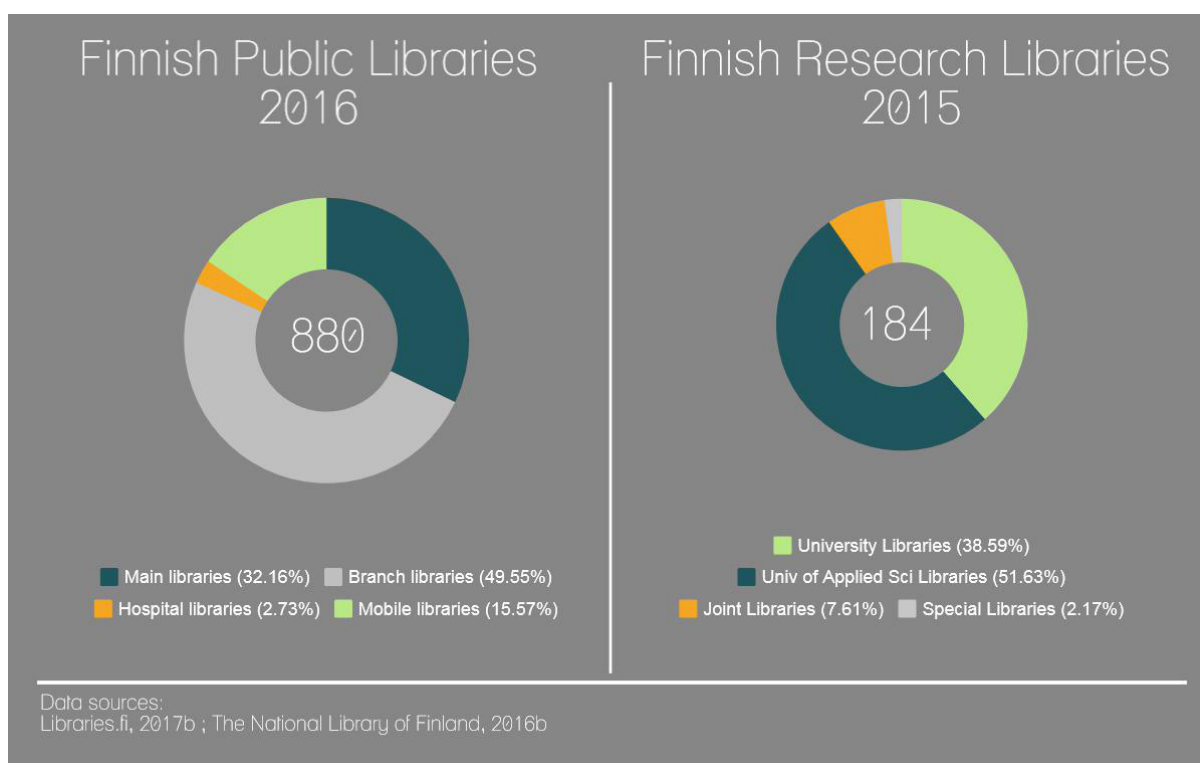
I was a part of the co-organizing team of the Library and Information Science Symposium BOBCATSSS that was held in Brno 2015, where I was one of the students to suggest that Tampere could host the 2017 conference. When the BOBCATSSS was given to Tampere in the summer of 2015 I took on the task of the conference coordinator. Our team of three different universities from three different countries worked for 20 months and I was glad to welcome more than 250 participants to the 25th BOBCATSSS in January 2017. You can find out more and contact me through [LinkedIn](#).



The Finnish Library

Libraries have a special place in the hearts of Finns and communities of Finland. Libraries are considered as basic services and we even have specific Library Act that ensures quality and availability of library services. The Finns are active library users and readers: in 2016 the annual lending from public libraries was over 87 million items, the number of library visits was 49 million and the internet services of the libraries were used almost 50 million times. In Finnish Research Libraries in 2015 2,8 million items were checked out, over 56 000 information retrieval assignments received and 22,7 million data retrievals were made from collection databases (Libraries.fi, 2017; The National Library of Finland, 2016).

Finland is an international forerunner not only by having a Library Act but also having strategic documents outlining library development. Finland also has a public library in every municipality and most of them have smaller branch libraries and even mobile libraries. Libraries in Finland are more than just book storages, annually almost 71 000 events and user trainings are organized in public and research libraries throughout the country. Public and research libraries employed about 5 500 librarians in 2015 (Libraries.fi, 2017; The National Library of Finland, 2016).



Amount of libraries in Finland 2015–2016

Finnish Library Act

In Finland our linguistic and cultural rights are safeguarded by the Constitution which is also the base foundation for our Library Act (Finlex, 1999). The Library Act specifies tasks and formal guidelines for work to be done in publicly financed libraries i.e. Public libraries, the act does not apply to private or academic libraries. The goal of The Library Act is to improve equal opportunities for education and culture, the availability and use of information, reading culture and diverse literacy, opportunities for lifelong

learning and active citizenship, democracy and freedom of expression. The Finnish public library services are free of charge. These free of charge services include the collections within the library, borrowing and making reservations to the collections. Also all the guidance, information services and advice are free of charge. This said the local libraries can charge fees for example on overdue loans or uncollected reservations. Our Library Act also includes library users' responsibilities, loss of borrowing rights and loss of user rights (Finlex, 2016).

The public library services are one of the most frequently used municipal services in Finland and the Library Act requires all municipalities to offer library services for its residents. Part of the funding for libraries comes from the central government, but it is mostly paid by the municipality. Approximately 1-1,5% of the municipality's expenditure goes towards the libraries (The Ministry of Finance, 2017; Ministry of Education and Culture, 2010). The responsibilities of the public library are listed in the Library Act and are as follows:

"To provide access to the materials, information and cultural content; to maintain a diversified and renewable collection; to promote reading and literature; to provide information services, counseling and support for the acquisition and use of knowledge, as well as for the diverse literacy; to provide a space for learning, activities, work and civic life and finally, to promote social and cultural dialogue." (Finlex, 2016) *In the Library Act it is also stated that: "To complete these tasks the library must have: appropriate facilities, up to date equipment and a sufficient amount of competent personnel."* (Finlex, 2016)

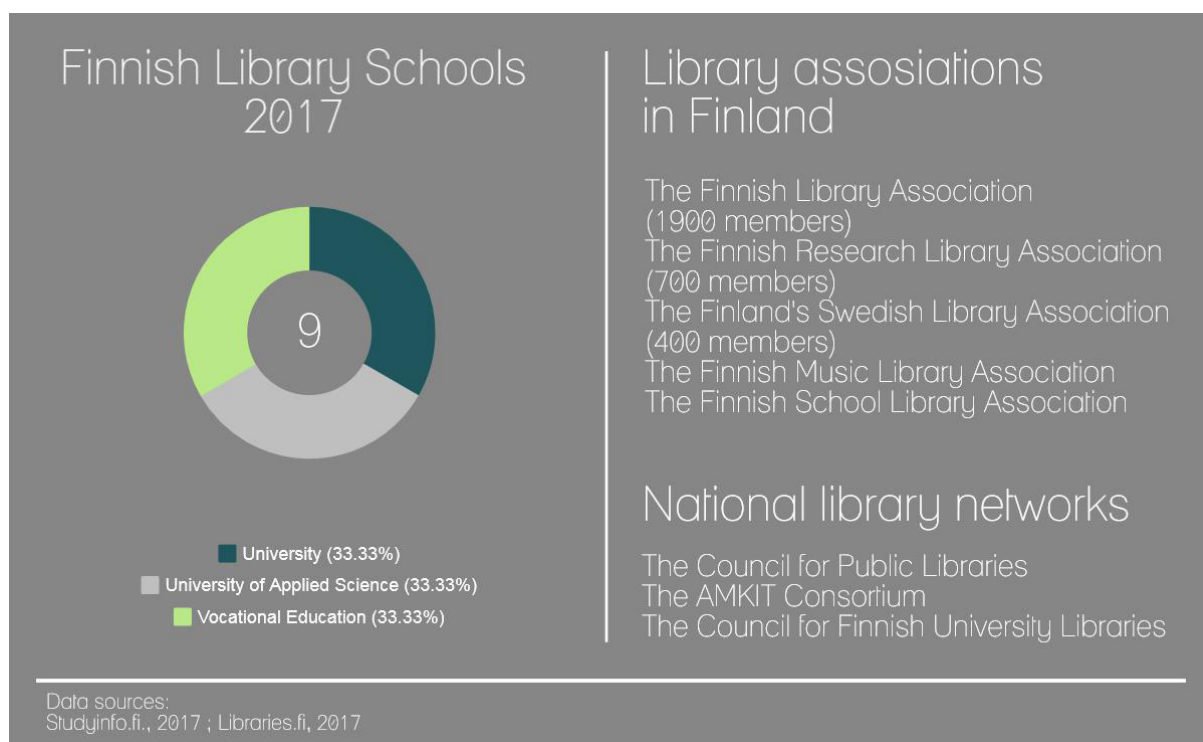
The qualification requirements for the public library staff are also set on the Library Act. Public libraries should have a sufficient amount of staff with Library and Information Science education. Staff members in expert positions are required to have a suitable academic degree, and the manager of the municipal library is required to have a Master's degree, management skills and good knowledge of the functions and activities of libraries (Finlex, 2016). Finnish Library Act was revised in 2017 and in addition to the basic duties of the public library starting January 01, 2018 new developmental tasks can be assigned to public libraries that are meant to complete the tasks set in the Library Act. The tasks in the Library Act are national library development responsibility, a regional library development responsibility or a special task. The interlibrary loans issued by the libraries with these additional national or regional task are free of charge (Finlex, 2016).

Finnish Library Act guarantees an extensive network of public libraries that have a greater social role than ever before. It is important that libraries cooperate with other municipal actors and with organizations, associations and other local communities enhancing the vitality of a municipality of the region (Ministry of Education and Culture, 2016). Public and academic libraries also work together and with other Finnish memory organizations (archives and museums) in various projects such as the National Digital Library (NDL). Example of this work is an open source code software (VuFind) based customer interface: the Finna-portal that systematizes metadata of the accompanying organizations and offers the end users information on available materials and even a direct access to some of the digitized materials (The National Library of Finland, 2016).

The Education system in Library and Information Science in Finland

Library and Information Science can be studied in three different levels in Finland: in vocational colleges, university of applied sciences and universities. The Finnish education system has no dead-ends which means students can always continue their studies on an upper level of education, whatever choices they make in between. In Finland the education is usually free of charge at all levels, even up to higher education. This also applies to foreign students from EU and EEA countries. Addition to these schools mentioned above, there are also possibilities to study the LIS at open university. There are different continuing education training and tailored training possibilities available at every level. These are mainly for mature students who want to change career or upgrade their diplomas alongside work. These differ from basic study options in a few ways, most significantly by not being free of charge study programs and you might not be eligible for states financial study aid when attending this form of studying (Finnish National Agency for Education, 2016).

Language options for students are wide. Finland has two official languages, Finnish and Swedish, both language groups have their own institutions also at higher education level. Minorities are taken into account and all or at least some instruction is provided in a foreign language, most commonly in English (Ministry of Education and Culture, 2012).



Finnish Library schools and Library associations in 2017

The Finnish library associations

There are three main library associations in Finland: The Finnish Library Association, The Finnish Research Library Association and the Finland's Swedish Library Association. These library associations



are independent, non-governmental organizations and they have strong connections to international networks of their field. The associations also work together on national level and are open to all working in the library sector or otherwise interested on it (The Finnish Research Library Association, 2017; The Finnish Library Association, 2017; Libraries.fi., 2017a).

Each library association has their own agenda and focus group. The Finnish Library Association works with issues concerning the public library field. It is the biggest, oldest and most influential of the library associations with strong nordic, baltic and international connections (The Finnish Library Association, 2017). The Finnish Research Library Association focuses on issues concerning academic libraries such as research and education (The Finnish Research Library Association, 2017). The Finland's Swedish Library Association concentrates on Finno-Swedish library issues in Swedish speaking and bilingual framework. They have members from both public sector and from the academic library field. They aim to support the Finno-Swedish culture and identity in libraries (Libraries.fi., 2017a). There are also two smaller library associations for music and school libraries.

In addition to the library associations there are few library networks for different library fields such as AMKIT consortium for university of applied sciences and councils for public and university libraries. All the Finnish library associations and networks organize trainings, issue public statements and publish materials for their members and for the public. Part of their work is also done in expert working groups, some fixed, some assigned on specific fields when needed. The associations also collaborate and participate with related organizations and events locally and internationally.

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FRANCE



Amélie Girard

Les Rousses, Jura, France

I studied in Paris in the University Paris Descartes (Paris 5) between 2010 and 2013. My bachelor degree can be cut in two periods – the first two years I studied for a “Diplôme universitaire de technologie”, you can call it a technical degree. I studied the three branches of the Culture (libraries, bookstores and publishing). During these two years, we had numerous internships to do. I did my first one in a public library in Les Rousses for a month. And then during the second and final year, I did an internship at the book fair in Paris with Robert Laffont (a French publisher) and also did an internship in a private library (the library of the Legion of Honor in Saint Germain en Laye) for two months.

The second part of my bachelor degree lasted one year and it was a “Licence professionnelle” or a professional degree. I decided to orient my studies on the libraries’ sector. I did my first semester with Erasmus in Sweden, where I studied at the Swedish School of Library and Information Science (SSLIS) in Borås. It was truly a great school where I learnt a lot. I finished this last year of the professional degree with an internship at the French Institute in Bratislava (Slovakia) for two months. And then in order to validate my bachelor degree I did my last few months in Paris at the university and also at the private library in Saint Germain en Laye.

I did not work straight away in libraries after the end of my studies because I wanted to travel and to improve my English. I went one year in Australia in order to achieve this skill. After that I worked one year as an animator in resort and then finally, I worked in two different libraries. The first one was in Les Rousses for a substitution that lasted three months and then also for a substitution at Jura Nord for five months.



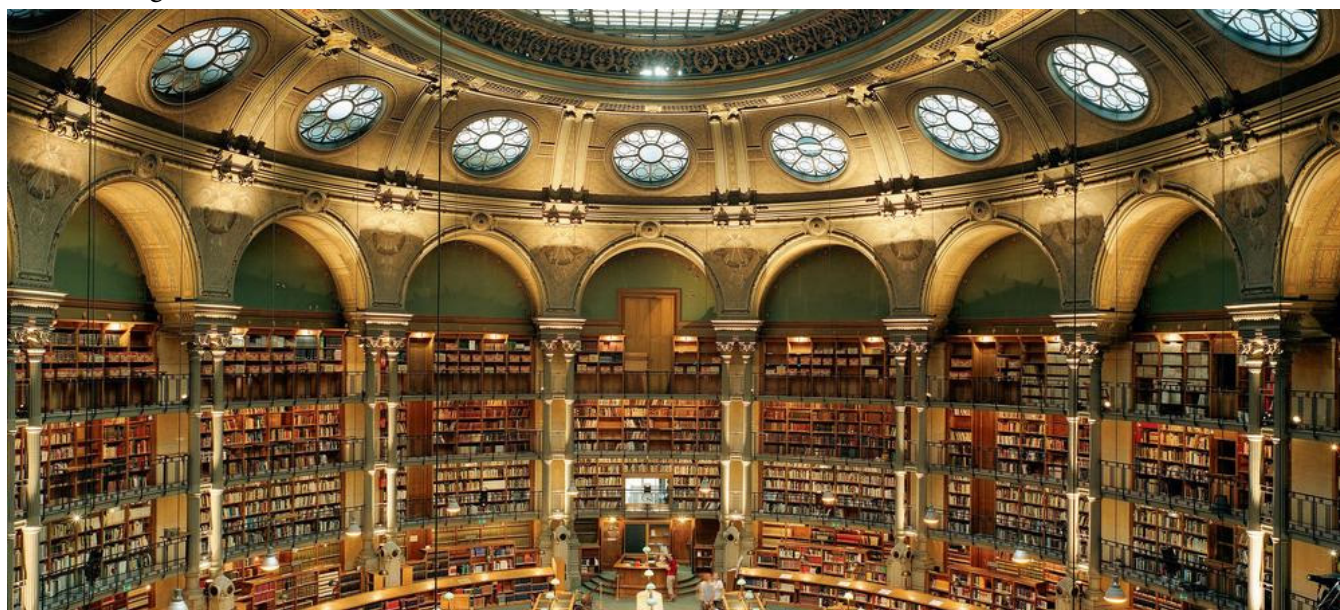
The situation in France

Different categories

First, we have the public libraries. In this sector, we can name the Communal and Intercommunal Public Libraries but also the Lending Departmental Libraries. This sector counts around 15 600 public places (7 500 libraries and 8 100 books' access point) (LACROIX, 2013). In France, everything is very categorized. To make it clear, Communal and Intercommunal libraries are situated everywhere in France and the Lending Departmental Libraries (97 total) helped the libraries which cover less than 10 000 inhabitants. The Lending Departmental Libraries have a mission to bring Culture in rural and deserted area by lending documents to the libraries (books, DVD, music etc.), and also thank to the bibliobuses which circulate in these areas. We generally have one Lending Departmental Libraries by department situated in the prefecture (Blanchard, 1997).

Then we have the university libraries. In France, we identify 123 of these libraries in the school system. These libraries have the mission to help the students during their studies by giving them access to all the possible resources. They need now to face the power of the online resources and develop their own resources (Ministère de l'éducation nationale, de l'enseignement supérieur et de la recherche, 2007). I can also talk about the school libraries or also named CDI (centre de documentation et d'information). These libraries are present in the primary and secondary schools in order to help the students with homework and presentations. The librarians have to pass a teacher diploma in order to work in this area. Usually, the librarian will cooperate with the other teachers in order to create an adequate and qualified program to all the students (IFLA School Libraries Section Standing Committee, 2015).

Then we have what we call "bibliothèques de comités d'entreprise". It is a specificity in France. I could translate this by employee representative committee libraries. This special library appeared in 1946 when employee representative committee set it as mandatory condition for factories over 49 employees. The libraries were created to bring joy and conviviality inside the work place in order to give them motivation and thoroughness in their work (Pineau, 2008).



National Library of France, Photo source bnf.fr

And finally, we have two big libraries: The National Library (Bibliothèque nationale de France, 2017) opened in 1998 and the Public Information Library (Bibliothèque Centre Pompidou, 2017) opened in 1977, both situated in Paris. These libraries are open to everybody but usually are used in scholar aim. The National Library has seven sites in France: Site François-Mitterrand, Site Richelieu-Louvois, Bibliothèque de l'Arsenal, Bibliothèque de l'Opéra in Paris; Maison Jean Vilar in Avignon and two technical sites in Bussy-Saint-George and Joël-le-Theulé.



Bibliothèque Centre Pompidou, Photo source bpi.fr

The library laws

Since 1537 and our king François 1er, we have a legal deposit. Every bookseller or publisher has to give a copy of the book or newspaper to the royal library. It is a way to collect and save our patrimony, and since the digitalization, the National Library have created Gallica (Bnf Gallica, 2017) which is an online catalogue with all the resources from the National Library.

In France, like in many European countries, the fixed book agreement was signed in 1981 for the paper and in 2011 for the e-books. It allows the small bookstores to be able to survive against the giant like Fnac or Cultura.

Qualifications

When you work in a library in France, you depend of the public service. It is why, we need to pass an exam even if we did our studies in the Culture area. As a public official, we have to pass what we call “concours de la fonction publique” or Civil Service Competitions. These competitions have many levels depending of your diploma/degrees. Level C: high school diploma; Level B: bachelor degree; and Level A: master degree. Then if you pass, you can apply for different positions in the hierarchy. These exams are very competitive and apply for only few places.

The association

The libraries are associated with “l’Association des bibliothécaires de France”(ABF) (2017) which include around 3 000 individuals linked to the books in general (librarians, also publishers, booksellers, volunteers etc.). The association is represented in the 23 regions of France and adjusts its missions depending of the areas. The ABF has seventeen different commissions and each of them has a specific mission (from the basic improvement in a library to the creation of libraries in jails and also the battle of the advocacy group in order to give a stronger position to the librarians’ revendications in the political sphere).

The association is also here to help the people who want to become a librarian by offering formations and workshops about different themes. The volunteers helping the librarians are also connected to the ABF, it is usually them who offer the portage service to the elderly who cannot drive anymore.

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HUNGARY



Márton Németh

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Márton Németh graduated in 2003 from a five-year, comprehensive master's-level university program in history, with high-school teacher-training specialization in the Faculty of Arts, University of Szeged, Hungary. In 2005, he completed his master's degree in library and information science in Szeged. He holds a master's of social science degree (2007) in European studies from Aalborg University, Denmark. In 2013, he graduated from the International Master's of Social Science in Digital Library Learning. This program is offered jointly by Oslo and Akershus University College, Parma University, and Tallinn University. From 2005 till 2012, he worked as an IT librarian in the Directorate of Informatics, National Széchényi Library, and from 2014 till 2017 as a digital information specialist at Monguz Ltd. in Budapest. He is also a part-time PhD student at the Doctoral School of Informatics, Debrecen University, Hungary. His research topic is focusing on the new information retrieval standards related to the Linked Open Data movement and the use of semantic web.

He published an overview about the development of Hungarian Libraries and Librarianship between 1990 and 2013 at *Library Trends* (Németh, 2014). The Library Institute has also published an overview in 2006 about Hungarian Libraries (*Libraries and Librarianship in Hungary*, 2006). A detailed overview can be made by using these resources. The recent short article is mainly focusing on the recent development among the basic facts about Hungarian Librarianship.

Source of statistics in Hungary

Official statistics have been made annually and is ordered by the Ministry of Human Capacities and is maintained by the Hungarian Library Institute. It is an official body of the ministry in order to manage Hungarian libraries, however on the other hand is an integral part of the National Széchényi Library (the national library of Hungary). Data are filtered, grouped and cumulated and includes any kind of library types with public services including school libraries as well.

According to the latest available official statistics from 2015 made by the Library Institute, the number of libraries in Hungary is 929 (including all public libraries, research libraries, school libraries, university libraries, special libraries) with 2 456 service points. Number of librarians is 5 907. Number of registered library users is 1 480 831. The overall population of Hungary is 9 856 000 (Somogyi, 2015).

Some basic facts about Hungarian libraries and Librarianship

The name and scope of the ministry responsible for cultural policy have changed several times since 1990; in the past, cultural policy was either represented by a single, independent ministry or was joined with education ministry. Today, a single Ministry of Human Capacities is responsible for healthcare, social issues, culture, and education and is administered by several state secretaries that are responsible for its particular subfields. The Ministry's Department of Public Collections is now responsible for the public-policy issues of libraries, museums, and archives. A separate library department had a central role in writing of the 1997 library law, Act CXL; additionally, it was also mainly responsible for establishing the library sector's priorities for EU funding at the time that Hungary was entering the European Union. Act CXL (on Public Library Provision) set a legal framework for the new library system, incorporating the following concepts:

- Libraries are the core institutions of the information society,
- The library system is a prerequisite for the free flow of information,
- All citizens have the right to access services provided by the libraries, which are open to all users,
- The development of the library system and national library services must be financed by the state.

Hungary has two libraries with national library tasks: The National Széchényi Library (OSZK) in Budapest and the National and University Library (DEENK) in Debrecen on the eastern part of the country. In fact, the major national library tasks are being managed from Budapest. Both libraries receiving legal deposit copies.

The public library system is based on city libraries. These are operating library bus services and local service points. Independent county libraries have recently amalgamated with city libraries at the capitals of counties. The major institutions of the academic library system are the university and college libraries and the library system of the Hungarian Scientific Academy. Several other smaller research libraries can be found as well. The Metropolitan Ervin Szabó Library has a special status in the Hungarian library system. It has an extensive network of branch public libraries in Budapest. The central library of the Metropolitan Library however is a special research library of Sociology and by its perfect physical location at the city centre, nearby many universities it has major university library functions as well. A broader description of

different library types, some major joint collaborative library services and an overview about digital library services can be found by (Németh, 2014). Hungary has a joint library catalogue with a document delivery system (MOKKA-ODR). This is the core system of library collaboration.

Digital library services

Three digital library services can be mentioned in a nutshell. The Digital Literary Academy was founded in 1998, the Hungarian government financing its collection by buying the copyrights of the most respected Hungarian authors (as identified by a professional board of writers and cultural experts). New critical editions of the works of these writers are digitized, along with rich metadata, and made available through the web portal of the Petőfi Literary Museum, which is the host institution for the collection. The Hungarian Electronic Library (MEK) first appeared on the internet in 1994 in the form of a shared information service scattered among servers of Hungarian universities. The following year, this became one of the projects of the National Infrastructure Development Program. In 1996, MEK's first web interface was created. In 1999, following changes in the direction of electronic publishing, the MEK project was integrated into the NSZL, thus achieving its proper place and significance in the hierarchy of library services. During the past few years, MEK has become a basic information source on Hungarian education and culture, both in Hungary and abroad. The National Electronic Periodicals Archive and Database (EPA) is a bibliographic database that collects, archives, and provides access to Hungarian and Hungary-related electronic periodicals that are freely available on the internet or on the servers of public academic and scientific institutions and libraries. These e-resources may be either the digital versions of printed periodicals or electronic originals. In addition, to maintain the central searchable database of the metadata and offer access information of these e-resources, EPA also provides hosting services and offers full-text content based on agreements with their copyright holders.

Professional organisations

The Association of Hungarian Librarians (MKE), founded in 1935, restructured itself after 1990 into twenty regional and ten professional library sections. It now has approximately 2 200 members and sixty institutional members. The MKE's main aims are to assist in shaping and implementing a national library and information policy; to represent the library sector in national development strategies; to safeguard the interests of library and information professionals; to advise librarians in building strategic partnerships with authorities, sponsors, and institutions in other sectors; to enhance the public relations of libraries; to promote cooperation among libraries at both the national and inter-national levels; to support the professional development of librarians (Skaliczki, 2011). The MKE organizes an annual professional conference. This conference is the most important permanent library event in Hungary and attracts around 600 to 800 participants every year. Other meetings and conferences have also helped to reposition the library profession in the rapidly changing social and IT environments. A major problem for the association is that professional attitudes are changing too slowly in Hungary, hence it cannot fully realize its potential as a library-support organization offering major, innovative professional activities.

The Chamber of Library and Information Institutes (later renamed the Alliance of Libraries and Information Institutes [IKSZ]) was founded in 1990 as a new library organization. Currently, it has more than 230 institutional members and is organized into various geographical and professional branches. Its mission is to strengthen the profile of libraries both at the national and local levels through the development of library activities, the enhancement of library services, and the cooperation of various types of libraries for their mutual benefit (Hungarian Library Institute, 2006). The IKSZ has become very active in establishing beneficial collaborations with foreign partners from all over Europe to share common projects, brainstorming sessions, training, and so on. Another important issue for the alliance has been the promotion of best practices from abroad, both in the higher education and public library sectors. Every year, the IKSZ oversees a national project called “Collaboration for Libraries,” which attracts a high level of media interest and focuses the public’s attention on the importance of library services in everyday life (Skaliczki, 2011). Many others of its programs throughout the country also promote libraries as attractive, community places. Beginning in the late 1990s, a program called “Internet Fiesta” publicized the use of the internet and online library services for all major social groups, from children to the elderly.

Hungarian library journals

Library Review (Könyvtári Figyelő) was founded in 1955 with an initial focus on reviewing international professional literature. Today, its content comprises theoretical studies, literature reviews, conference reports, and book reviews; it also publishes short Hungarian-language summaries of selected articles from foreign library and information journals. These articles are chosen according to the current interests of Hungarian librarians as far as library development trends and new services are concerned. Library Review is published quarterly by the NSZL and indexed by several international bibliographical databases.

Since Scientific and Technical Information’s (Tudományos és Műszaki Tájékoztatás) founding in 1954, the monthly journal has been dedicated to the publishing of articles related to both the theoretical and practical aspects of library and information sciences and the promotion of the latest information technologies to Hungarian libraries. The journal is published by the Library of the Budapest University of Technology and Economics and indexed by several international bibliographical databases.

The monthly journal Books, Libraries, Librarians (Könyv, Könyvtár, Könyvtáros) primarily targets public librarians. Today, it is published by the NSZL and covers a broad range of topics in the fields of library policy, library and book history, library services, and methodology.

LIS education, job perspectives in Hungary in a nutshell

The library education system on higher education level is based on universities and colleges. Library and Information Science (LIS) education programmes can be found on Bachelor, Master and PhD level as well. The institutional environment has highly varied. Beyond the LIS programmes, cultural heritage master programmes are available as well with a broader scope. The major departments are the following: ELTE Budapest, LIS institute, [Faculty of Arts](#) (LIS bachelor, master and PhD programmes. Debrecen University, LIS department, [Faculty of Informatics](#) (education are in bachelor, master and PhD level, LIS

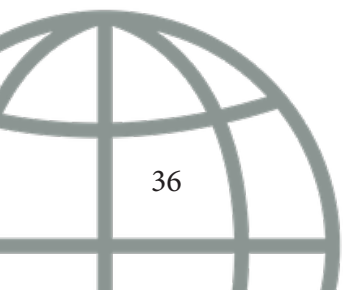
education is highly integrated with subjects from informatics as a special feature of this university in all three levels). Szeged University, Faculty of Arts [Department of Cultural Heritage and Human Information Science](#) (LIS education is on bachelor and master level, the education on both levels is really practice-based by the involvement of professional experts from the University Library. Specialisation in digital humanities. Cultural heritage studies programme is available as well on MA level). University of Pécs, [Faculty of Adult Education and Human Resources Development](#) (LIS education on bachelor and master level. Specialisations in media and information literacy, information management and in bibliotherapy. Cultural Heritage studies is available also on MA level beyond LIS MA). Károly Esterházy University College, Eger, [Department of Human Information Science](#) (LIS education on BA and MA levels with specialisation on information broker and web publication fields. Cultural Heritage Studies MA programme, integrated programme by 5-year education BA-MA level for school librarians are available as well. Education-based PhD school hosts research topics related to the interrelation of education science, information literacy and LIS). Library trainings are being organised on basic level (in order to educate library assistants) in major city libraries.

The number of students in LIS education in most universities are constantly growing recently. However, the competences and skills of freshly graduates do not always meet with the expectations of libraries. A special problem is the lack of education background on related science, social science and humanities fields that could be essential mainly in many university and research library positions. The pre-Bologna system with two obligatory majors for students in universities and colleges was more helpful to the academic libraries than the current system with one major and an elective minor subject on BA level and highly specialized programmes on MA level. In teacher education the old system has established again. School librarian (library teacher) programmes are being offered in a 5-year education framework that integrates BA and MA level with only one MA diploma (similarly to integrated education forms in legal and medicine fields). Each student has to choose another major in parallel with school librarian programme. In this way on elementary and high-school teacher jobs the necessary competences hopefully will be guaranteed.

Another major challenge of the LIS job market is the lack of skilled people with IT competences. The libraries have to follow the central salary rules for civil servants. The level of salary is not suitable to employ people with necessary IT-skills because they can find suitable jobs in the market sphere by at least 3-4 times higher salaries. When a library can afford, many kind of IT-related library jobs are being outsourced to private firms due to the lack of skilled people.

Future plans

A recent government order granted 10 billion Hungarian Forints in order to get a new library management system to the National Széchényi Library and establish a new framework for the major national library services. Recently a library consortium has established led by the Central Library of the Academy Library of Science and National Széchényi Library in order to coordinate efforts to re-establish a joint service environment for the major academic libraries in Hungary.



Conclusion

The future of the Hungarian libraries is heavily depending on the societal developments in Hungary. Librarians try constantly to adapt their institutions to the rapidly changing socio-technological environment, their professional identity is still characterized in many cases by outmoded, traditional paradigms. While some of the country's libraries have become viable social-community centres in order to meet their users' expectations, this has not generally been the case. According to a study by Eszter Bencze (Kiszl et.al., 2013), the authority of library leadership is not based on professional values but instead on hierarchical positioning. Because the management culture of libraries is generally hierarchical, it has discouraged professional innovation. However, the major university, public, and research libraries in the country have been, on the whole, led by librarians who are highly respected and operate in a collaborative milieu. Nevertheless, Hungarian libraries continue to face a major problem: according to the Eurobarometer report (European Commission, 2013), the majority of Hungarians do not intend to use them. They tend not to understand the value of information services, both physical and virtual, that are provided by libraries and other cultural heritage organizations. This suggests that libraries need to establish a new kind of identity that will secure them a more prominent place in Hungarian society than they now enjoy. Clearly, this will require a long-term effort by the country's librarians.

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LATVIA



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I have always considered my first experience as a librarian to happen at the turn of the millennium when I was ten years old, and my grandmother, a librarian in a local rural library, allowed me to help with various tasks. For example, putting returned books back in shelves, writing catalogue cards and book registries in those rare occasions when the library received new books. It was a time before automation and all issued items, just as other documentation was still on paper. Even though I began my employment only six years ago when even the small rural libraries had joined the modern world and were automated, the experience I gained back then was still very useful in later years.

After graduating from the secondary school, I was determined to continue studies in the library field, therefore I chose the Faculty of Social Sciences of the University of Latvia as the most suitable place to do so. After the first year of studies, the programme renewed its accreditation and was improved to have a wider range of informational institutions, not just library. The programme I graduated from was called “Information Management” and all graduates were now information managers, not librarians. This change could be explained by the fact that librarian as a profession is not too popular among secondary school students, while information manager sounds more modern and up to date.

I remember we began as a large number of students and all the spots, state paid or self-funded were taken – 55 in total, however at the graduation, we were only 20 including external students. As I already mentioned, being a librarian in Latvia is not a prestige status, however there also is a second opinion which is why so many students begin studies each year – they believe librarians do not have to do anything and need to have no knowledge, therefore, it should be easy to receive higher education in this field. Students without an actual calling to become librarians quickly drop out as the reality becomes different from their

expectations. Once as a part of the “Library Week” event, we surveyed readers in adult and children sections asking if they would want to become librarians. Responses were split into two parts and were complete opposites. Children believed that being a librarian was hard as they have read all books in order to know what recommendations to make to others, while adult responses had a humorous touch to them – they believed it does not take much to give out books and knit socks in the remaining time. I am always glad to talk to people who make stereotypical remarks like these. In most cases, it turns out these people have not been to a library in more than 10 years and have completely no idea what has changed.

I believe I got my first work – a part-time librarian in Riga Central Library, because of my experience as a child, and thanks to the volunteer work, I had done in the same library under the supervision of another new librarian, because with the introduction of computers to the libraries my grandmother had retired. I completed my volunteer work during re-cataloguing and during the implementation of library information system ALISE. Even if it was not much, I still participated in this complicated process even though there was a chance I would never work in a local library and would not have to do tasks like this again. In my first workplace, I got very lucky with colleagues and my supervisor who taught me to think outside the box regarding the library and its processes. I learned to organise exhibitions and events for children, which was very useful experience when I later began to work in a school library.

I began working in a school library in 2016, however, it was still in pre-automation level. Here all of my previous experiences and skills came in handy to continue upgrading the library and slowly implement automation. Back in 2006, Bill and Melinda Gates Foundation funded project “Trešais tēva dēls” (Father’s Third Son) in order to equip more than 850 libraries with computers and internet, however not all libraries accepted this funding. Situation like this was observable in not only school libraries, but also in college and university libraries as well.

I am the only employee in the school library, therefore I have to perform all duties from dusting the shelves and servicing the clients up to writing reports and plans. The most intensive work period is during breaks between lessons when the small library is full of children. Cooperating with the teachers is of utmost importance as they are the ones who recommend (or discourage) children to visit the library. School librarians are not excluded from the usual duties such as organising library information literacy lessons, creating exhibitions, promoting reading and the library, etc. Since the library is still in pre-automation level, most of the day is taken up by stock re-cataloguing.

A major benefit of working in the library is that even though most of the readers think that librarians spend their days by reading or knitting, it is hard to sink into routine. Since I work with children, aside from my standard duties, I also sing, dance, perform and read scary stories in a dark room illuminated with just a flashlight. This list goes on and on. Every day for a librarian can be very different – we can organise events, prepare exhibitions, process newly acquired items, arrange shelves, etc.

The biggest challenge in this profession is the fact, that librarians are still not considered as educated, an up-to-date technology specialist who can provide support and knowledge to clients of all ages. Librarians must be very determined to fight for their place and achieve their goals of making the library a place where people are happy to spend their free time or study, and most importantly – accept the fact that li-



brarians are knowledgeable, modern specialists who can provide support in various situations.

For me as a librarian, there is a place where I can gain new ideas and share with them – for several years I am a member of the New Specialist Section of the Library Association of Latvia (LBB JSS). This section unites not only librarians of young age, but also those who feel young and wish to make the library a modern institution. I have also participated in student annual conference “BOBCATSSS” that took place in Lyon, France with a presentation regarding librarian code of conduct and its usefulness in daily situations.

I certainly believe I am not the only librarian who does everything possible in order to make every visitor feel welcome in the library because it is thanks to them, that we get to work in one of the most interesting and creative professions.

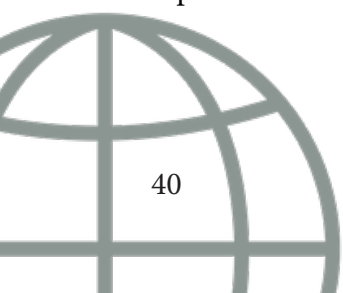
Libraries in Latvia

When we are thinking about the library field in Latvia, not just librarians, but also everyone else can agree that an opening of the new building for the National Library of Latvia (NLL) in 2014 was the biggest and most impactful event. Since the opening of the new building, the amount of registered users has increased, including the number of families who visit the library during weekends (Rozenberga, 2016). For new specialists, the new and modern library building is one of the most desired workplaces already during the study period.

However, when we are looking at the 2013 research data regarding the education of Latvian librarians, the overall situation is pretty sad. In April 2013, 56% of the employed librarians were without special education (biblioteka.lv, 2016). Majority of the remaining librarians are school librarians who usually have a pedagogical education. According to the law, school librarians must have either higher librarian education and must have completed 72-hour programme in pedagogy or must have higher pedagogical education and completed 72-hour programme in library science (likumi.lv e, 2014).

There is a wide range of opportunities in Latvia to obtain and improve librarian qualification and learn special skills. Higher education in library science and information can only be obtained in Faculty of Social Sciences of the University of Latvia. Bachelor's degree can be obtained in a study programme Information Management, while master's degree in programme Librarian Science and Information (SZE, 2017). No universities in Latvia offer doctoral degree programmes in library science and information, however, it is possible to obtain a doctoral degree in communication science because according to the Latvian Council of Science categorisation library science is a part of communication science. Even though both programmes are academic, during the 2nd year of the bachelor programme students must complete an internship in either library, museum or archive. Bachelor's degree can be obtained during 3 academic years, master's degree during additional 2 academic years. Programmes offer both: state-funded study places and places financed by personal resources.

In order to work as a librarian in Latvia, it is not necessary to obtain master's or doctoral degree, which is different from other countries where bachelor's degree allows a person to work only as a librarian assistant. There also are no requirements to pass a qualification examination, it is enough to obtain a diploma from either University of Latvia or Latvian Culture College (LCC).



LCC also prepares librarians with the qualification “Library Information Specialist” (LKK a, 2016), which equals to a first level professional higher education and allows further studies in study programme “Information management” to obtain higher education. LCC programme is mostly chosen by people who already have worked in a library and wish to or are forced to obtain necessary education, which is why LCC programme is external and only offers paid study places with no state funding. There are also benefits why to choose this programme: the higher seniority in library work, it is possible to finish the programme in a reduced time frame, for example, with seniority of 10 years in a library, it is possible to obtain a degree in just one year. LCC also offers 2,5-year programme to obtain qualification “Educational Institution Librarian” (LKK b, 2016). It gives all teachers who also work as school librarians a chance to obtain corresponding education and skills that are useful in their daily work.

Librarians also have a chance to participate in various courses offered by NLL Competence Development Centre, main regional and town libraries. Latvian librarians are active participants of various projects that offer experience exchange and chances to obtain new knowledge, practices and skills to implement in their own library.

When we are talking about the number of libraries, 2015 data shows there were 1708 libraries, and according to Central Statistical Bureau of Latvia, the population at the time was 1 968 957 people – one library for approximately 1 152 people. Libraries in Latvia are categorised accordingly (LNB a, 2016):

- 1 national library (National Library of Latvia);
- 48 higher educational institution libraries:
 - incl. 28 university libraries;
 - incl. 20 college libraries;
- 34 special libraries;
- 804 public libraries:
 - incl. 796 municipal public libraries;
 - incl. Latvian Library for the Blind and its 8 branches;
- 821 secondary academic and vocational educational institution libraries:
 - incl. 738 secondary education school libraries;
 - incl. 23 secondary education evening school libraries;
 - incl. 60 vocational educational institution libraries.

For every calendar year, libraries write statistical reports that are submitted to the NLL where this information is summarized into common statistics regarding Latvian libraries. The annual reports are submitted online (kulturaskarte.lv) via an online application.

Ministry of Culture is responsible for libraries in Latvia. Ministry of Culture registers libraries and every 5 years performs accreditation of libraries. As a result of accreditation, libraries obtain either state, regional main or local library status (likumi.lv b, 1998). Depending on their status, libraries have different functions and responsibilities.

Libraries are funded by the state, municipalities or legal persons, as well as funding can be obtained

through various projects. Funding for every registered library user is determined according to Regulations issued by the Cabinet of Ministers and they are different depending on the type of library. Municipal libraries receive no less than 0,43 euro cents for each user, school libraries no less than 9,96 euros for each user, and higher education institution libraries receive no less than 11,38 euros for each student and academic staff member (likumi.lv f, 2006). This way libraries can plan their budget for the purchase of books and periodicals. Other expenses are planned differently according to the number of registered users.

There are several regulations and methodical recommendations that are legally binding to all libraries. Most important is “Law on Libraries” that defines social relationships in library field to ensure successful work and improve preservation of Latvian cultural heritage. The “Law on Libraries” is legally binding to all libraries that directly or indirectly receive funding from state or municipalities, as well as registered private libraries (likumi.lv b, 1998).

Two regulations are specific for NLL: “Law on the National Library of Latvia” (likumi.lv a, 1992) and “Law on Implementation of the Project of the National Library of Latvia” (likumi.lv c, 2003). The objective of the later law is to ensure that NLL project is fully implemented as it includes construction of the building, infrastructure, information services, layout and development of united library information system.

The objective of the “Legal Deposit Law” (likumi.lv d, 2006) is to ensure constant preservation, processing and public use of national cultural heritage. Law states the order following which legal deposit copies are delivered to NLL and other libraries that are entitled to receive them, as well as the order following which NLL collects and archives online publications and performs transfer control of mandatory legal deposit copies to other libraries.

When selecting a suitable potential employee, equally important are social and professional skills. Since the librarian always is in contact with other people, either users or colleagues, great social skills are very important in performing daily duties. Highly evaluated is the ability to manage time because librarians have many duties and all of them must be completed in a timely manner. Useful additional skills include project writing, ability to play any musical instrument and other skills that are part of informal education, this way boosting the potential candidate among others.

However, the most important skills still are practical experience and professional knowledge. When advertising a vacancy, as a mandatory requirement is higher education in library science or degree in social sciences, which is treated as equal in Latvia. In cases when the employee is necessary in a special library, corresponding education, for example, medical education in medical libraries, could be made a requirement. A positive tendency is the fact that the heads of Latvian libraries are recruiting specialists of the specific fields because it is more convenient to train someone in library science, rather than make a librarian learn the specific field in depth.

Skills to work with Library Information Systems are considered a mandatory requirement. Most used in Latvia are “ALEPH” and “ALISE”. Higher educational institution libraries usually use “ALEPH”, while public libraries tend to use “ALISE” which is developed in Latvia, therefore offers more competitive price than other systems.

Librarians also must be able to perform their direct duties, such as, creating bibliographical descrip-



tions or work with children in case they are working with children's literature. Experience suitable for work in libraries combined with the ability to perform specific tasks is essential, however not always it is the deciding factor. Candidate's personality and enthusiasm are also important. Each candidate, experienced or not, must understand the objective of libraries and their tasks.

There are several organisations in Latvia that unite librarians based on common interests. The Library Association of Latvia (LAL), founded in 1923, is a volunteer-based professional organisation that unites specialists related to work organisation of libraries, theoretical and practical aspects of libraries, as well as people who are directly or indirectly related to the library field (LBB a, 2016). LAL unites 414 individual and 53 institutional members who participate in one or several sections. Currently, LAL has five active thematic sections (LBB b, 2018):

- Children and school libraries;
- Book and library history;
- Library development;
- New professionals;
- Study of local history.

Latvian school librarians are united into the Latvian School Librarian Association which was founded in 1996 after a two-day conference regarding issues concerning school libraries and librarians (LSBB, 2017).

The Association of Academic Libraries of Latvia was founded on October 11, 1994, with 10 member libraries. During 20 years since then, it has become an important organisation and includes all largest Latvian academic and specialised libraries as members – 26 in total (LATABA, 2017).

In order to become a member of any of the associations, one must submit an application and pay an annual membership fee which is different for every association. All associations expect active participation from the members by participating and organising various events that are relevant and useful for its members.

There is another professional organisation – The Latvian Library Council (LLC). Different from the above-mentioned associations, LLC consists of specialists invited by the Ministry of Culture, who represent libraries, library field in non-governmental organisations, and institutions related to the library field. LLC is a public consultative institution that participates in the development of national strategy in library matters, promotes the development and co-operation of libraries, as well as the taking of decisions on issues related to the operation of libraries. Meetings of the council take place no less than once every two months. LLC meetings are organised according to LLC annual work plan, including urgent issues. Council consists of 17 members who are elected for three years (Kultūras ministrija, 2017).

The Latvian National Library Foundation must also be mentioned as it organises various charity events in order to support the National Library of Latvia and other libraries in Latvia to become culture, educational and social centres that have plenty of opportunities for everyone (LNB Atbalsta biedrība a, 2012). Foundation annually hosts the contest “Local librarian – bringer of light”, in 2017 it celebrated its

10th anniversary. By hosting events like these, the users of library services have a chance to express gratitude to librarians for their hard work and allows librarians to receive a country-wide recognition.

Funding of libraries is distributed according to the number of its users, the more registered users, the more funding it receives. This way rural libraries receive less funding than others. The objective of the Rural Library Support Association is to financially assist small rural libraries and to change state policy in favour of the rural population.

Libraries also participate in reading promotion programmes. Back in 2001, as a result of a small experiment, “Children, young adult and parent jury” now has become an annual event. It encourages people to read five newest and most interesting books for their age group and then allows them to rate the books. As a result, list of most popular books is made and announced in a celebratory event (LNB b, 2017). Almost all state libraries participate in this promotion programme. Aforementioned Latvian National Library Foundation organises first meeting with the library for younger children through a programme called “Book start” with target audience consisting of pre-school children. During the visit, each participant receives a specially made “Book start” owl set – a backpack, a reading book, a toy and useful materials for parents regarding reading (LNB Atbalsta biedrība b, 2012).

We can definitely say that Latvia has a stable base for librarians to work with enthusiasm and aim to improve their workplaces to a higher level by helping libraries become a cultural and social centre that not only provides economic benefits but also provides high-quality individual advantages.

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LITHUANIA



Martyna Pliaskūnaitė

Central Library of Vilnius City Municipality,
New Vilnia Library
Vilnius, Lithuania

As my previous bachelor degree studies was made in Information and Library Science I never thought I will be a successful library worker, or be even interested in this work section, even I was, and still am, an active reader and book lover. I always related myself to the communication, public relation or information section. But as it always happened in life, one-day library just “knocked in my door”, as I applied for librarian position “just for fun” and got the job in one of the biggest public library in Lithuania, still being a student in my master studies. I was pleasantly surprised about the inside library work and understanding that the times of old, quiet, boring, dusty book era is gone. I discovered library as an open cultural and education centre, open for all 21st century innovations.

My first half of the year in library was very intense in learning how the system works, how public and community events are arranged, how deep workers have to understand and know the local society, they problem needs and hopes from the library. As I was designate to work in one of the socially weakest and mostly cultural mixed area of the city, I was able to learn how to work with all social groups, recognize the needs of the local citizens as specially children and youth, which is my work’s main target group at the moment as the library I work in has established a day centre for local children and youth from socially weak families.

My position in the library at the moment – oldest librarian. My duties includes different sections of the work fields as non-formal education for children and youth (teaching of the foreign languages, social skills and adopting it in daily life), arranging of the events and meetings for local community in arts, positive parenting learning, family straightening, cultural development fields; public relation area; corporation with local schools and kindergartens including the development of the reading and learning skills; project writing and implementation in local communities and in national level.

As a young librarian I understand of the constantly changing needs of the society, innovation and lack of time impact for cultural institutions and I know that the library I work in moves in the same rhythm and becoming more social communication centre and less just book saver.





Dalia Jankauskienė

Plungė Public Library, Children department
Plungė, Lithuania

In Plungė Public Library, I am working almost 10 years. Now, almost 4 month I work as a librarian in children library, before that I worked in town library as a head of it. The main work was to organize its work. I had organized exhibitions of children works; meetings and lessons in a non-traditional space for kindergarten children and secondary school students, meetings with writers and members of the community. I was responsible of the image of the library; the satisfaction of reader's needs; books fund. Had possibility to be a team in the project "Plungė Smart Park", which got awards like "The Most Successful Tourism Project of the year 2016" (More about it: <https://plungesparkas.lt/en>). Now I work Plungė Public Library Children's section. The work has not changed much: events, work with children, the library of image formation.

Gintarė Visockytė

Youth, Art and Music department of Kaunas
Municipal Vincas Kudirka Public Library
Kaunas, Lithuania

I am working as senior librarian at Kaunas Municipal Vincas Kudirka Public Library about two years. My responsibilities – event and project management. The main projects: creative writing program for 12–18 years-old youth "Journalist Academy", "Literature Loft reading club", "Old town cinema" club. Also I have been organizing and participating in projects – "Find Yourself in 3D City" ("Libraries for Innovation 2"), "European Day".



Educational system in libraries and information science

Library as an institution working in education and information science field can divide its services in few categories. Early childhood education includes early age children and mostly they parent visiting in a library for specially arranged meetings or conversation groups which includes different topics relevant to their daily life, early reading impact, positive parenting. Big part of the libraries has specially adopted playgrounds which allowed learning by playing.

Pre-school children education (Reading promotion programs) mostly includes pre-school children groups visits in a library together with a class teacher and open plan active, creative discussions in various topics related with a pre-school program.

School age children and youth education – this group of visitors is attracted in interactive library visiting model (chat and discussion rooms for groups, individual work space areas), libraries environment based on new technologies. Seminars and meetings with high school lecturers, education programs for productive learning, etc.

Community education includes wide working with community and its needs. Covers cultural and social levels. As example: art exhibitions, meeting with writers, musical evenings, learning of the languages, thematic meetings (clubs), social and health education.

Senior education covers learning to use modern technologies in a daily life, thematic clubs, discussing and reading groups, projects encouraging and developing cooperation between teenagers and seniors.

Non-traditional services are based on modern technologies. At the moment no one is surprised when in a library you are able to borrow an e-book reader, or read a book online. In these days, in libraries in Lithuania you are able to find more and more interactive services as ability to use 3D printers and get free lessons how to use it, spend your time in learning by using 5D technology, become a member of robotic schools. Borrow vinyl records or just simply listen them in a library by using special equipment, borrow musical instruments, play interactive games which allow you to improve knowledge (Game “Iššukis” (“Challenge”) for school age children) or helps you to solve your psychosocial problems (Interactive game platform “Mes knygų saloje” (“In a book island”) for children and their parents from social weak families which gives a possibility to meet with psychologist in virtual space by not identifying the person), spend your free time in library by joining remote courses by using www.pluralsight.com. Use mobile app created by librarians which helps you to be involved in city life and see all the famous places in a capital of Lithuania (Vilnius go). We have to mark that all these services are provided for free.

All these education forms allow the library to be attractive for different age group visitors, creates cosy and welcoming environment for everyone.

Libraries in Lithuania

Today there are established 2563 libraries in Lithuania. Our library system includes:

- Martynas Mažvydas National Library of Lithuania;
- Lithuanian Library for the Blind;
- 5 Public libraries of regions (Vilnius County Adomas Mickevicius Public Library, Kaunas

County Public library, Klaipėda County Ieva Simonaityte Public Library, Šiauliai County Povilas Višinskis Public Library, Panevėžys County Gabrielės Petkevičaitės-Bitė Public Library);

- 1 275 Municipal public libraries;
- 6 Research institutions libraries (1 Lithuanian Research Academy Library, 5 research institutions libraries);
- 35 Special libraries;
- 41 High school libraries;
- 1 110 Educational institutions (school) libraries.

Qualification requirements

There are several librarian categories in our country: librarian, older librarian and the oldest librarian. Also there are higher level qualification jobs in our libraries such as: Head of the Library Department, Culture Manager, Event Organizer, Project Coordinator, Public Relations Coordinator. Behind all of them we could also find librarians.

The main requirements of the librarian qualifications are as follows:

1. Librarian – person, who finished secondary school and have one-year work experience or higher education (bachelor degree at least),
2. Older librarian – should have special higher education (library and bibliography science or communication and information studies) and 2 years work experience at least,
3. Oldest librarian or Head of the library department – should have higher university education and 4 years work experience.

Traditionally, a librarian is associated with books and information, so the main competence still is – working with library readers – giving them books and recommendations. So librarian should be interested in literary world and often be good psychologist. Of course librarians provide and information not only about books, but also – electronic resources, magazines, newspapers, audio and video recordings, photographs, bibliographic databases, web-based and digital resources.

More and more the computer literacy competence is becoming an importance. This includes computer literacy educations – for example, for seniors or unemployed persons. So librarians have to be good at information sciences, ECDL certificate of computer literacy is worth enough. Using e-mail, internet, Microsoft Office programs, and good vocabulary is necessary. As additional programs we could also mention photo correction, design or even 3D printing programs, for example – Adobe Photoshop, CorelDRAW or SolidWorks. And of course, for computer literacy and working with database their foreign language (the main language – English, Russian as additional) should be good as well (level A1–C2). Foreign language skills are necessary in communication face-to-face with foreigners, especially university students. New and attractive activity in our libraries – is becoming mentor or tutor for volunteers from foreign countries. In this case not only English, but also French, German, Spanish or Italian language could be useful.

Besides, project management is becoming more and more important in our libraries. So librarians, who are working in this field should have many competences – from writing projects and having original



ideas, till organizing projects, the abilities of leadership, team working, use of English, administration, marketing, searching partners and sponsors, etc. In our country there are two main funds for projects – “Libraries for Innovations 2” and “The Lithuanian Council for Culture” (Ministry of Culture of the Republic of Lithuania). Also libraries are writing and organizing projects from other Lithuanian or foreign funds, for example, Europe Commission program “Creative Europe” or “Europe for Citizens”.

Another, yet not so popular, but also important competence is – methodical work, which includes new librarians training, work with trainees, making new training programs, their leading, participating in scientific and international conferences as lecturer. Also another specific and rare enough competence is – preparing and writing articles or training materials. It could be researching, scientific, methodical articles or bigger publications, books.

How could librarians improve their qualification and competences and renew their knowledge? They can participate in various courses, lectures, seminars, creative workshops, local and international projects and conferences. From art workshops, creative writing activities, non-formal learning, team-working, leadership, cinema education till project writing, marketing, business, etc.



*Science innovation workshop
for youth “Future Laboratory”
at Youth, Art and Music
department of Kaunas Municipal
Vincas Kudirka Public Library
(2016-09-28)*

Library associations

There are several library associations in Lithuania. First, the biggest and the oldest – Lithuanian Librarians’ Association, which was founded in 1931. Second – Lithuanian Academic Libraries Directors’ Association, third – Lithuanian Counties Public Libraries Association, and also – Lithuanian Municipalities Public Library Association and Lithuanian Research Libraries Consortium. The main associations goals are: to develop librarianship, raising the role of libraries in society; to promote this field of scientific research work; to raise qualification of the members, to develop their professionalism, conferences, seminars, courses, training and other events; to draw up proposals to the Government and the local government bodies for the improvement of library work; to develop relationships with foreign counterparts as associations, organizations and institutions.

The main juridical document regulating library activities is the Republic of Lithuanian Law on Libraries. The act came in force in 6 of June 1995 (it was updated in 2013).

The network of Lithuanian libraries consists of:

1. The Martynas Mažvydas National Library of Lithuania was founded in 1919. The library is open to the public and also operating as a parliamentary library. The national cultural institution is open to all users and active in the areas of dissemination of information, culture, science and education, as well as performing library activities and ensuring implementation of the national information policy falling within its competence. It is budgetary institution owned by the state. The rights and the duties belong to the Ministry of Culture.

Objectives of library operations: to collect, store and bring up-to-date the national documentary cultural heritage, ensure its dissemination and integration into the digital content space of Europe; to ensure access to information and knowledge, develop information and cultural competence of the society; to encourage the society to seek new knowledge and ensure the dissemination and application of that knowledge; to carry out applied research of information and communication sciences as well as consulting and expert activities.

The main functions of library as: the state universal repository of Lithuanian, Lithuanian and foreign documents; the national bibliography centre; the centre for statistical accounting of documents published in Lithuania; the centre of assigning and registration of international standard numbers; the information centre for social sciences and humanities, politics, economy and culture; the national coordinating centre for research and methodological activities in library science; the centre of the Lithuanian Integrated Library Information System (LIBIS); the deposit library of the European Union, the European Bank for Reconstruction and Development, the World Bank, the World Trade Organization, the International Monetary Fund and the International Atomic Energy Agency.

*Valentine's day
photoshoot
"Love of music"
at Art and Music
department of Kaunas
Municipal Vincas
Kudirka Public Library
(2017-02-14)*



The National Library is open to all visitors from Lithuania without any restrictions. The priority is to meet users' educational and cultural needs. The National Library provides access to collections of books; periodicals; serial and information publications; manuscripts; microforms; video and audio documents; old and rare printings; compact discs; and documents of Lithuanian, foreign and international organizations. The Library offers exhibitions and other cultural events that are open for visitors. The library staff introduces the visitors to library services and provides qualified information and reference services.

2. 5 county public libraries. The state is the owner of them and the rights and the duties also belongs to the Ministry of Culture. The region in which the library works has to be conciliated with the municipal council of that region. The main functions of county public libraries: format a universal collection of documents taking into account economic and cultural development of the region in which it works and its residents' needs; accumulating and saving documents related to region in which it works; serving to users, satisfying their reading and information needs; organizing various cultural activities: conferences, meetings, literary evenings, art and book exhibitions; coordinating methodical, bibliographic, information and local studies work of the public libraries of region in which it works; performing the function of Interlibrary lending (TBA) in the region; conducting research work in library science, bibliography, information and book science in region, in which it works.

3. 60 public libraries which has 1 197 branches in towns and countryside's. The rights of owners belong to municipality of town. Considering to the local conditions and with the agreement of city Council (providing the number and the location of branches) in the territory can be established: branches of public library; structural territorial subdivision in the town (if in region lives 20–30 thousands of citizens), in the little towns or villages (if there lives 700–800 citizens); the territorial subdivision which service children or other gropes of the users; mobile libraries; if there are agreement with the city and public library, they can be combined as the public libraries and the school libraries.

The main functions of public libraries: format a universal collection of documents taking into account economic and cultural development of the municipality and its resident's needs; serving to users, satisfying their reading and information needs; coordinating methodical, bibliographic, information and local studies work of the libraries of region in which it works; to participate in the Lithuanian libraries fund and library information system.

4. The Wroblewski Library of the Lithuanian Academy of Sciences, 4 science institutes libraries and 40 academic libraries. In the Republic of Lithuania Law on Libraries there are mentioned that every academy has to have the library of her own.

The functions of these libraries are: format a universal collection of documents which satisfy the needs of scientists and students, could guaranteed for academy to implement the needs of sciences, studies and possibility to improve qualification of academics; to participate in the Lithuanian Libraries Fund and library information system.

5. 1 077 school libraries. They belong to the Ministry of Education and Science. The category of school libraries includes libraries in basic (primary) and secondary schools, vocational schools, and higher education institutions. Funding to these libraries comes from the Ministry of Education and Science and

the legislation prepares the Ministry of Culture. The main functions of these libraries are formation of mandatory textbooks and teaching aids fund.

6. 35 special libraries. They can act as a budgetary agency or any other type of legal person or legal persons entitled to carry out activities of libraries, a structural division.

The functions are: to collect and store specialized documents published in Lithuania and foreign countries; serve readers; to participate in the Lithuanian libraries fund and library information system.

7. Lithuanian Library for the Blind. According to the Lithuanian Library Law (1995), Lithuanian Library for the Blind was designated among the libraries of state significance. The main tasks of Lithuanian Library for the Blind: to meet the literary and information demands of Lithuanian blind, visually impaired and other print disabled people; to contribute more actively to the educational, cultural and rehabilitation processes of the blind. In order to meet these tasks, the Lithuanian Library for the Blind forms a universal stock of special literature, consisting of talking books, books in braille and print, periodical publications, music, digital material and tactile books.

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Water city „Libraries for Innovation 2” funded project – “Find Yourself in 3D city”, created by 12-18 years-old students at Youth, Art and Music department of Kaunas Municipal Vincas Kudirka Public Library (2017-03-04)

NETHERLANDS



Lowie van Eck

Librarian at the Library Organisation AanZet, Dordrecht
Bachelor degree student Information &
Media Studies at the Faculty IT &
Design of The Hague University of Applied Sciences, The Hague
The Netherlands, Stad a/h Haringvliet

From 2008 till 2012 I studied Media Management at the Grafisch Lyceum Rotterdam, Graphic school in Rotterdam. After I achieved my diploma I started to work at the Marketing & Sales department of Optelec BV, where I worked on the content to launch their current site: <http://optelec.com>. Optelec develops products for low vision, that helps the visually impaired to live an independent and full life. This includes products that help people with a low vision with reading. For an example, see my author photo, where you can see the portable video magnifier RUBY 7 HD.

This work experience was the reason for me to choose to study Information & Media Studies (IMS) at The Hague University of Applied Sciences in 2013. At the time it (the site of Optelec) was a temporarily project, and I wanted to study at the University after I was finished. Helping people with a low vision with the relevant information was the motivation for me to choose a study where I can work for organisations with a corporate purpose. To be honest, I did not study IMS to become a Librarian at first, I will now explain how libraries and working for one came on my path. In 2014 my teacher Marjolijn de Jager encouraged me to participate at BOBCATSSS 2015, Brno. This was the first time I wrote a paper related to libraries. This was a theoretic research where I compared e-books to physic books, named “Learning Technologies: Interactive learning technologies versus textbooks”. After a successful conference I decided to participate again at BOBCATSSS 2017, Tampere. This time with an exploratory research to identify how libraries around the world experience and think about the changes technologies bring, named “How technology shapes the future of libraries: Opinions from libraries and related organisations worldwide”. After finishing this research, I decided to apply at libraries for a job. Since February 2017 I work for the Library Organisation AanZet, Dordrecht. My project is to inventory the wishes and needs for a Social Map in the



city Gorinchem. This digital tool will give the user an overview of the nearby and relevant organisations in the social domain, their services and activities. Later in the main article I will get back to this. My research has consistency with how the purpose and methods of public libraries in the Netherlands changed in the last years.

I am also active as published Dutch poem writer, since 2012. I organize literary cafés four times a year. At these afternoons there is a combination of poetry, literature and music. I write for different exhibitions. For example, poems about objects for the regional museum. I do performances at festivals and literary cafés. And I am part of a writers collective, who published their own magazine and books. I think that this hobby and passion is another reason to work for a library as librarian.

Library organizations

For this article I focus on the organisations which fall under the law “Wet stelsel openbare bibliotheekvoorzieningen” 2015 that describes the role of Public Library services. This law came into effect on 1 January 2015. We can define three types of organisations that are included: Library Organisations, The Royal Library and Provincial Service Organisations. In the Netherlands Library Organisations are incorporations. Which means they are responsible for their own finance and for carrying out the public services described in the law. As stated in the law Library Organisations must provide in Knowledge and information, offer possibilities to develop, the rights to education, promote reading and literature, organize meetings and debates, and stimulate art and culture. The most important income for Library Organisations are subsidies from the city government, the province and subsidies from others. They also get income from memberships and other paid services.

Related to the public libraries the Royal Library KB have the following tasks: Maintain the shared Digital Library. This include responsibility for the e-book services and related apps. Lending e-books is available for members of every public library. Another task is to coordinate the public library services. As described in article 10 of the law the Royal Library establish every four years a collection plan for consistency between the Digital Library and the physical libraries. This happens in collaboration with representatives of Library Organisations and Provincial Service Organisations. An example of how the Royal Library creates uniformity is a website template and corporate identity which they developed and is free to use by Public Libraries. The e-book services and Digital Library are also examples of services the KB offers and maintains, and is free of charge for Library Organisations.

The Provincial Service Organisations support the Library Organisations in their province. These services include transport of the books for the national borrowing system, ICT advice and technical support, with for example the collection system.

The “Library at school” program is a collaboration where schools, libraries and city governments are working together to accomplish the follow goals: language development, reading promotion & media literacy. To accomplish these goals, it’s important to provide an up-to-date collection at the participating schools. Besides that, also the role of the library consultant (or reading consultant) in the classrooms ensures the success of the program. This professional from the library is in collaboration with the school



responsible for an inviting collection, and recommends and facilitates at projects that promotes reading.

A well-known motto stated by different Dutch public libraries is “From collection to connection”. The public library Midden-Brabant described it as followed on their website: “The Library is no longer a place where you borrow books, but where sharing knowledge and stories is the main goal”. In the Netherlands libraries want to transform from book lending organisations to information and meeting centre. It is a new vision where libraries link information, organisations and people.

“Librarians are masters of sharing, and we need more ways to network our resources and spread our innovations.” – Laurie Putnam (Putnam, 2015).

The following two practice examples of “from collection to connection” are from the Library Organisation I work for, AanZet. First I want to introduce the Philosophy of AanZet, so I can explain the strategy, situation and choices better. They want to be the finders and connectors of information, knowledge, people and organisations.

1. At the location in Gorinchem there is a collective of social organisations called “It takes a village to raise a child” that offer activities, knowledge and information for parents with young children. This collective is located at the section children books in the library. During my current project it is my task to inventory the wishes and needs for a Social Map in the city Gorinchem. This digital tool will give the user an overview of the nearby and relevant organisations in the social domain, their services and activities. This is linked to the activities and professionals in the library.

2. Het Kruispunt (translated as the crossroad) in Barendrecht is a meeting centre with a diversity of facilities: A public library location of AanZet, Radio station Exxact Barendrecht, Catering facility Spruit eten & drinken, and Theatre Het Kruispunt. In the Netherlands there arise more meeting centres where the library is combined with restaurants, theatre, cinema and other societal organisations.

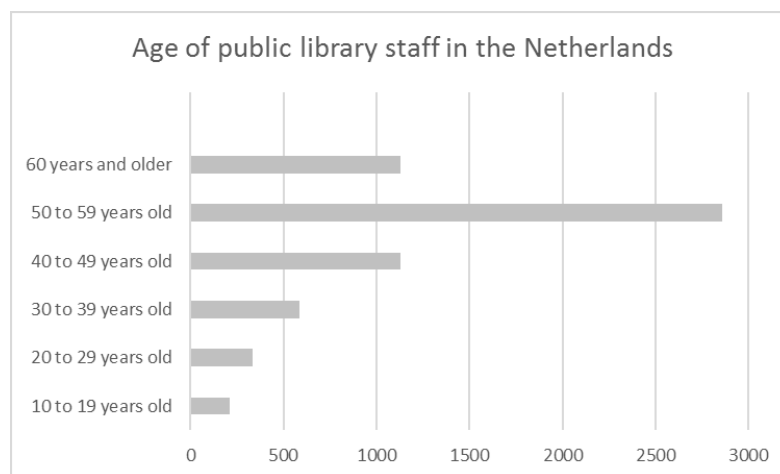
I believe in these changes, and that a public library must be more than books. In January 2017 an article in a newspaper was published about the fact that visits to public libraries among youths has growth increasingly since 2015 (Keultjes, 2017). Our Minister of Culture Jet Bussemaker, discussed that she has worried about the future of libraries, since 2011 the memberships and library locations decreased enormous: *“The Public library has reinvented itself. It has become an inviting meeting place for youths and adults. They can borrow books, but also follow a language course, using a 3D printer or participate in a debate.”* – Jet Bussemaker.

This results looks like the effect of the new law that came into force in 2015. Another explanation for the increase of members under the age of eighteen years old is that they are exempt from paying membership dues since the introduction of the law. And the Library at school program had also a positive effect that results in an increase in loaned books and memberships.

In 2015, the Foundation Bibliotheekwerk published a report (Bibliotheekwerk, 2015) in which they described their vision of the future librarian – “The library will become a network organisation, and the librarian will become a community manager. In this role he/she will operate in the centre of society, to link people and knowledge.”

I tried to give some interesting examples during this article, but I must admit that these changes

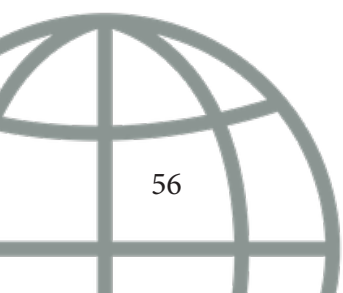
are also the results of issues and challenges. There are struggles with the image of the public libraries and it is also very hard to attract young professionals to work for a library nowadays in the Netherlands. As I mentioned earlier in my “Author biography” the conference BOBCATSSS for me was the reason to apply for a job at libraries. Below you can see a graph with the age of public library staff in the Netherlands (Rijksoverheid, 2017).

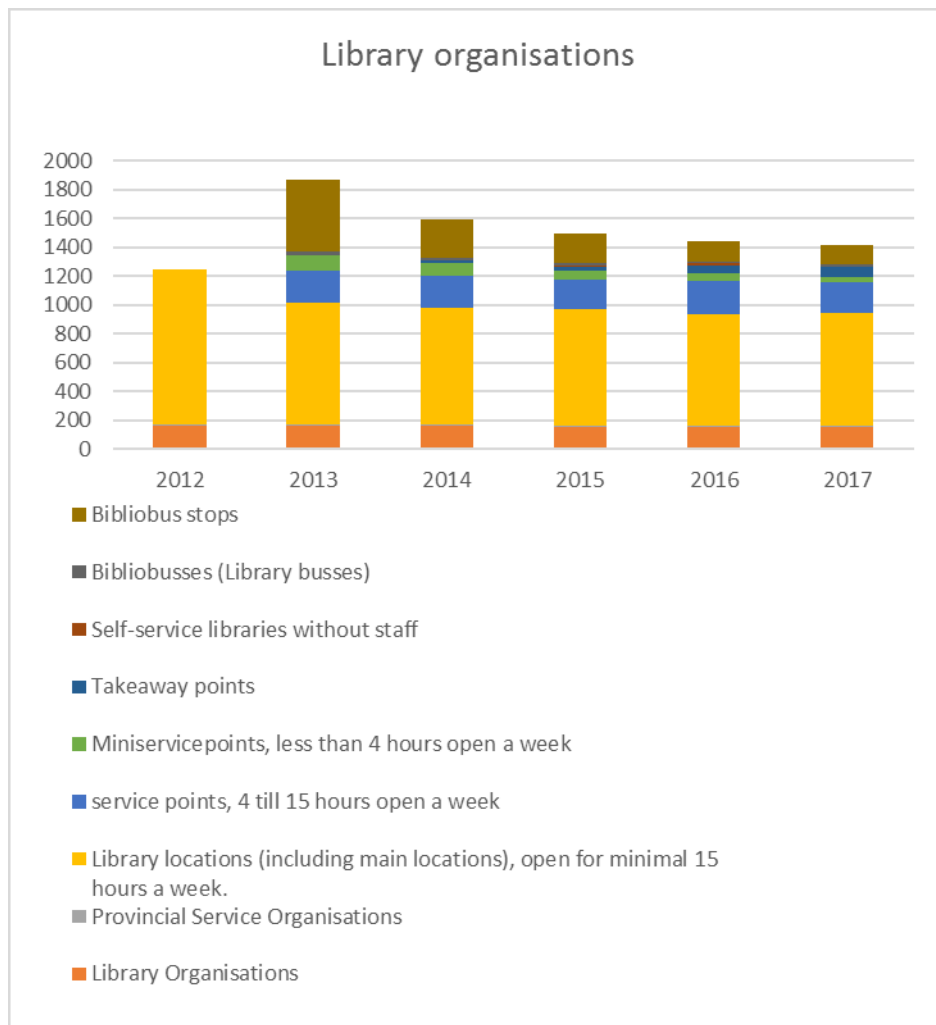


What I find very interesting about this report is that they name journalists and elementary school teachers as the new librarians. That makes sense if you take in mind the reinvented library I describe above. But it is important that the library need the skills of the librarian or information professional. I find the new developments I shared in this article very exciting, but I think that it is important to keep the main function in mind – to make any form of information available for the public.

Library organisations (Source: G!ds)	2012	2013	2014	2015	2016	2017
From January 1st						
Library Organisations	163	162	160	157	154	154
Provincial Service Organisations	11	10	9	9	9	9
Library locations (including main locations), open for minimal 15 hours a week.	1 073	843	810	802	770	781
Service points, 4 till 15 hours open a week		220	225	209	232	212
Miniservicepoints, less than 4 hours open a week		106	87	59	56	39
Takeaway points			14	31	56	67
Self-service libraries without staff		6	4	4	11	6
Bibliobusses (Library busses)		26	20	16	10	10
Bibliobus stops		499	262	212	141	138

Statistics Public Libraries (Organisations)





Source: G!DS (Rijksoverheid, 2017).

Statistics Libraries at schools

- At 89% of the primary schools there is a school library (Cito, 2014).
- 78% of the primary schools have an own book collection (Cito, 2014).
- 37% of the primary schools (also) make use of an exchange collection lend from a Public Library (Cito, 2014).
- 78% of the high schools houses a school library (DUO Onderwijsonderzoek, 2016).
- 47% of the Dutch teachers have (also) literature available in their classroom (DUO Onderwijsonderzoek, 2016).
- 141 of the 154 Library Organisations participates in the program '*de Bibliotheek op school*' (*the Library at school*). The main goal of this program is to stimulate reading among children. (Nielen & Bus, 2016).
- The '*Library at school*' program started in 2008-2009, the number of memberships growth with 65%, and the number of loaned books growth with 115% since then (Kwink Groep, 2015).

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NIGERIA



Magnus Osahon Igbinovia, CLN

PhD Scholar,
Department of Library, Archival and Information Studies,
University of Ibadan; Ibadan, Nigeria

M. O. Igbinovia holds a BSc in Library and Information Science from Ambrose Alli University in 2011. During this period, he did an internship programme in 2010 as a requirement for the award of a degree in librarianship. The programme which lasted for six months exposed him to library activities such as shelving and shelf reading; cataloguing and classification; accessioning; compilation of bibliographies and indexing of abstracts. He was mobilized for National Youth Service Scheme in 2012 where he served as an English educator at Agadama secondary school in Ughelli North Local Government Area of Delta State, Nigeria. During this one year of national service, he revamped the school's library which was no longer in use. The library was given a "face-lift" by properly organizing the collections in the library and sensitizing the students on the relevance of library use to their academic performance and career accomplishment.

In 2014, M. O. Igbinovia proceeded to University of Ibadan (popularly known as UI) for master's degree in Library and Information Studies (MLIS) and the award of the degree took effect on December 15th, 2015. Also, in 2015, having met the requirements of the Librarians' Registration Council of Nigeria (LRCN), he was authorized to practice as a certified librarian in Nigeria. In 2016, he embarked on entrepreneurial services in library and information science domain. One of the key projects carried out during this period was the indexing of a 212 pages text in law and practiced published by Humanitas Consult Ltd & Centre for Labour Studies (CLS). Also, during this time he was consulted for research services by undergraduate and post graduate's library school students.

In 2016, M. O. Igbinovia began a voluntary service with John Harris Library, University of Benin and was attached to the serials section of the library with key responsibilities to include magazine indexing, journal cataloguing, shelving, and attending to users. While in 2017 he was offered admission to study for PhD in library and information studies in University of Ibadan, Nigeria.

His areas of interest include users' studies, reference services, organizational psychology and knowledge management. From these areas he has written more than 10 articles in international and local journals as well as presented papers at conferences.





Ijeh Cyril Iloba, CLN

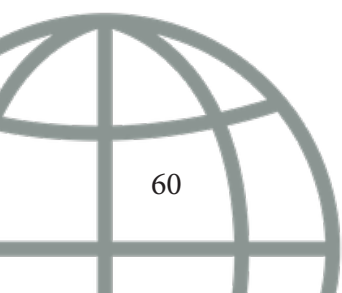
Reader Service Unit (Head) Librarian
The Federal Polytechnic,
Ile-Oluji, Ondo State, Nigeria

When I was young, I had so much love for books and reading, so I always visited the library that is what motivated me to study Librarianship in the University. I hold a B.Sc. degree in Library and Information Science from Delta State University Abraka which I obtained in the year 2011. I was mobilized for my compulsory National Youth Service Scheme in 2011 as a Librarian with Wesley University, Ondo. Afterwards I was employed on a permanent basis in the year 2012; this was due to my outstanding contribution during my temporary time with them as a youth corps member.

I started practicing as a Librarian in the year 2012 as an Assistant Librarian with Wesley University, Ondo, Nigeria. I was in-charge of the e-library. Having met the requirements of the Librarian Registration Council of Nigeria in 2013 I became certified as a chartered librarian. Presently, I am with The Federal Polytechnic, Ile-Oluji, Ondo State, Nigeria. I was employed on 31st of November 2015 as Librarian II, and on 11th of February 2017 I was made Head, Reader Service Unit. Some of the duties performed by me: Responsible for teaching/lecturing the “Use of Library” to first year students of the Institution (Lib 101); Selecting, Acquiring and Cataloguing information using library and information tools; Dealing with user’s enquiries, which may involve one on one advice session; Participating in professional groups/networks; E-library service; Library Instructor; Reference Service etc.

My areas of interest include e-Library service, Reference Service etc. I have a bachelor’s of Science Degree in Library and Information Science. Some of the projects I have carried out include the following: facilitated the Wesley University Library’s Free Access to online Access to Research in the environment (OARE) – A science database of over 1 million; Liaison with Book for Africa United States of America for the donation of 40 000 volumes of Books to Wesley University free of charge; educating Secondary School students on the effective use of library, to enable them develop a reading culture.

The major problems encountered as a librarian here in Nigeria is low internet facilities, shortage of power supply, lack of fund for sponsorship to attend trainings, workshops and seminars within and outside the country.





Aminu Aliyu, CLN Isa

Kaita Library,
Kaduna Polytechnic
Kaduna, Nigeria

Aminu Aliyu graduated in the year 2007 from Bayero University Kano and holds a Bachelor of Library Information Science/Sociology. Before his graduation he participated in a Student industrial work scheme (SIWES) in Isa Kaita library, Kaduna Polytechnic, where he was exposed to practical work of the library which include among others, cataloguing and classification, acquisition processes, reader services etc. After graduating from the university he was in 2008 posted to Kogi State to serve for the One-year mandatory service under the National Youth Service corps. He taught in a secondary school throughout his service year.

Having met the requirements that qualified him to be registered as a certified librarian, Aminu Aliyu was mobilized for an induction course in 2012, where he was duly registered and was issued with a certificate as a certified librarian by a Governmental body that regulates the library profession in his country, known as Librarians' Registration Council of Nigeria. He is equally a member of the Nigerian Library Association (NLA), Kaduna state branch.

Aminu in 2015 presented a paper at the 15th Annual conference/AGM (Annual General Meeting) of the Nigerian Library Association, Enugu state branch with a title "Emerging trends in Library Services".

In the same year, he co-authored a journal article titled "Assessment of Staff Training and development programmes in Isa Kaita Library of Kaduna Polytechnic" which was published in the Ebonyi Journal of library and Information Science, Vol 2, Number 1, December 2015.

Aminu presently works in the acquisition section of Isa Kaita Library, an academic Library located at Kaduna Polytechnic, a job he secured since 2010.

Education system in library and information science in Nigeria

Recognizing that information is pivotal to national development, The United Nations Education, Scientific and Cultural Organization (UNESCO) organized a seminar on The Development of Public Libraries of Africa held at Ibadan in 1953. Among several recommendations there made was the establishment of an institution for training of librarians in Africa.

Library education received a boost in 1957 when the Carnegie Corporation of New York sponsored Professor Harold Lancour, in order to improve library services in West Africa, recommended the immediate establishment of a library school. The recommendation was put in place and the first Library School was established in 1959 at the University of Ibadan. Consequent upon that, more library schools came into being as noted by Ibrahim (2008) that after the establishment of the university of Ibadan Library school, the need for more Library training institutions became apparent, subsequently departments of library science were established at A.B.U, Zaria, University of Nigeria, Nsukka, Bayero university Kano, University of Maiduguri, among others. Currently there are 25 universities approved to offer library and information science (LIS) programmes in Nigeria (LRCN, 2017).

These library schools have provided the needed human resources to manage the increasing numbers of libraries established in Nigeria. Moreover, universities, polytechnics, and colleges of education now offer trainings in librarianship at diploma, degree and advanced (professional) levels. In Nigerian universities, to attain a bachelor degree in LIS, one must have spent a minimum of four years for a full time programme. While for polytechnics that offer a diploma programme in LIS, one must spend a minimum of two years for a full time programme.

The LIS as an academic discipline operates in an environment that is changing drastically. Part of the change can be attributed to advances in technology. This makes library schools to constantly review their curriculum which corroborates Tumhairwe (2013) who opined that: “Curriculum and methods of LIS education evolve to meet the new expectations. Curriculum content is the core of the reform, and in many instances, LIS schools and departments revise or redesign their curricula in which some traditional courses disappear and new ones come in to cater for the emerging issues and trends”. The National Universities commission gives the benchmark minimum academic standards (BMAS) which most library schools were able to meet. This is because of the employers’ demand and labour market.

The Nigeria Library Association

The seminar held in 1953 at University of Ibadan, coordinated by UNESCO also resulted in the establishment of the West Africa Library Association (WALA) in 1954, with one of its divisions in Lagos, Nigeria. Thus, following the independence of Nigeria in 1960, WALA division in Nigeria was transformed to the country’s National Library in 1962. However, Oyinloye (1992) records that the National Library began operation in 1964.

The establishment of National Library for the country initiated the establishment of the Nigerian Library Association (NLA) as a professional body which caters for library professionals in Nigeria. The objective of NLA includes the following:



- To unite persons interested in libraries, librarianship and information services,
- To safeguard and promote the professional interests of libraries,
- To promote the establishment and development of libraries and to assist in the promotion of such legislation as may be considered necessary for the establishment, regulation and management of libraries in Nigeria,
- To promote and encourage bibliographic study, research and library co-operation,
- To do all lawful things as are incidental or conducive to the attainment of the above objectives.

The ruling body of the association is the council made up of elected national officer, all chairmen of State chapter and the Federal Capital Territory, eight elected councillors and all heads of the recognized eleven special interest groups of the profession.

Nigerian library system

Library tradition in Nigeria was introduced by the British in the Colonia era, fostered by education through European missionaries and colonists (Ojo-Igbinoba, 1995). Today, the library system in Nigeria has developed and its operations are reflected in the various types of libraries depicting a sort of multi-library system. These various types of libraries operational in Nigeria include private, academic, school, national and public libraries. They differ in their users, collections, level of services, funding bodies and mode of operations.

According to the report on the state of public libraries in Nigeria by LRCN submitted to federal ministry of communication technology, there is one national library headquarters, 25 branches of national library in Nigeria, 37 state library boards headquarters and 253 state library branches with staff strength of 386; 352; 2 489; and 190 respectively (LRCN, 2017).

For effective and efficient library system, it was found necessary to have a form of regulation. With this, The Librarians' Registration Council of Nigeria (LRCN) was established by Act 12, of 1995 by the Federal Government of Nigeria as the regulatory body to enact laws by which the profession is governed.

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PHILIPPINES



Darrel Manuel O. Marco, BLIS 2005

Knowledge Manager

Baker & McKenzie

Bonifacio Global City, Taguig

I have been in the field of Library and Information Science (LIS) for 7 years now. After graduating from college and passing the Board Exam, I landed a job which was naturally close to my heart – a school librarian. I am always fascinated by kids and their curiosity, so while I played as teacher and librarian at the same time for Early Grade School (i.e. Kinder to Grade 3) students of De La Salle Zobel School, they served as my inspiration to strive harder and do something worthwhile as a school librarian. It was at this stage that I discovered that I can tell stories – I am a storyteller! This passion for telling stories has led me to different parts of the country served by our Book Mobile, and to write research papers that I was able to present in IFLA in Finland in 2012 and Osaka Japan in 2015.

I continued my passion for providing information for, and satiating curiosities of both children and teens by being a teacher-librarian for Xavier School Nuvali (XSN), where I served as a one-man librarian for students from Kinder to Grade 10. This stage has taught me that in order to be an effective teacher-librarian, one needs flexibility and the drive to innovate. I would still recall the collaborations I did with the different subject areas and how students would love them! It is one way of inculcating to the students and teachers alike the value of the library in a community. The library would usually spearhead literacy activities during July's National Children's Book Week and November's National Book Month. However, the most important lesson I learned when I was the librarian of XSN was that, more than the books and information librarians can provide, what children really look forward to in the library are empathy, compassion and personal touch; that beyond the stories and illustrations in books are librarians who are willing to listen and create human connections.

At present, I work as a Knowledge Manager for a global law firm situated in the Philippines. I never really let go of my role as a teacher/school librarian. On weekends, I work as a volunteer for The Storytelling Project, with the objective of promoting literacy and leisure reading to public school students.

Consequently, together with some of my librarian friends, we also organize literacy activities for various communities such as Reading along the Railways – for urban poor communities living near railroads; Regalo – for Aeta people, an ethnic group in the Northern Philippines; Summer Reading Camps – for children in rural communities where we also donate books; bibliotherapy for children with cancer in the Philippine Medical Center.

Through all these stages, I learned the power of stories – to create connections and see the world in different perspectives, to imagine, create, share new and fresh ideas, and to make the world a better place one chapter at a time.



Martin Julius V. Perez

Archivist

Department of Foreign Affairs

Pasay City, Philippines

In 2007, I took the course Bachelor of LIS at the University of the Philippines (UP) Diliman. Back then, I had no idea what kind of future is at stake for me with it. As far as I can remember, what made me stay and finish the course are following: (a) the inspiring and family-like environment of the UP School of Library and Information Studies, and (2) the vibrant and encouraging LIS student organization which I joined, the UP Future Library and Information Professionals of the Philippines (UP FLIPP). After graduation, I took the statewide examination (Librarians Licensure Examination) in November 2011 and passed it with flying colors.

Aside from my internship experience in college, my early work experiences after graduation include the part-time archivist & librarian job in a Catholic Church convent, and a library assistant job in a school library. My first formal employment was at the Far Eastern University (FEU) Library, an academic library, as a library assistant, and later on as a librarian. During my years in the FEU Library, I was assigned in its various sections: Periodical Section, Electronic Library and the University Librarian's Office. The last position I held in this Library is as Collection Development and Special Projects Librarian wherein I assisted the University Librarian in her projects including the design and renovation of the Library.

After a few years, I decided to join government service by being a librarian at the Carlos P. Romulo Library of the Foreign Service Institute, which is a special library. However, I decided to follow my passion on archives, currently, I work as an archivist of the Department of Foreign Affairs, Republic of the Philippines. As an archivist, I am in charge of establishing and managing the DFA Archives – which is an



exceptional opportunity. Aside from this, I am also a part-time faculty member in UP Diliman teaching archives and records management.

I may share, more or less, the same experience with the librarians and archivists around the world. This made me realize that being a librarian and archivist has opened many doors of opportunities for me. Foremost, it provided me the opportunity to connect with people who would have shaped and influenced me in one way or another. I have met prominent people who are really inspiring and dedicated to their jobs/advocacies. Secondly, I was able to travel and see the world. I was able to attend international conferences such as CONSAL in Bali, Indonesia, IFLA WLIC in Finland and Singapore, and ICA Congress in South Korea, and even participate in the 2015 IFLA OCLC Jay Jordan Early Career Development Fellowship in Ohio, USA. Lastly, I was able to write, present and publish scholarly papers and articles, and even edit a book entitled “Special Library Administration, Standardization and Technological Integration” (2015). This indeed is my humble contribution to the profession. I can definitely say that I am happy and proud to share the same passion with the rest of the information professionals in shaping and changing the world through the LIS profession.

Kimberly Ann Occeña-Soria, MLIS

Asst. Chief Librarian
Mapua University
Manila, Philippines



Working as an Acquisitions Librarian for five years now in an academic institution, I always look forward to providing service to the community I am in. It is the love to communicate and coordinate with the faculty members that drives me at work. There is joy in hearing their academic needs, plans and aspirations. There is much joy when you are able to provide solution to said needs and be able to support their academic plans and projects. It has been thirteen years now after completing my Bachelor's degree in Polytechnic University of the Philippines since 2003 and three years after earning my Master in LIS in University of the Philippines, Diliman since 2014. I have worked into various library types, from academic, school, special and back to an academic library. Whichever type of library I may be, I would always look into building a good connection and partnership with the people in the institute. I believe that it is in this way that we can really know how to respond to and address their curriculum and research needs.

The institute where I am working has about 10 000 plus enrolled students. Students are majoring mainly in engineering programs. Although the institute also offers non-engineering courses. I rarely have

interaction with the students being an Acquisitions Librarian. But I provide library orientations and facility tours to first year students. Also, every November, I and the team of librarians gather up to create and implement programs for the library clients. It is in this month that we offer free seminars and trainings, facilitate games, and appreciate our avid library users through awarding of tokens to top library users. Generally, I have more partnership with their teachers and deans. Collaborating on the development of the materials for curriculum and teaching use. Through the Library Committee of the institute, I closely monitor each programs' resources and acquisition activities. Even though the institute is on a quarter system and faculty members are always on a strict schedule of their academic activities, I make it sure that the selection and recommendation of materials for their programs are not missed out. One of the tasks I am in-charged in is the training and orientation of new databases or tools acquired. I make sure that necessary training is provided to maximize the use of the new materials or services. Also, I am coordinating with subject experts on the development of a study, by which for one, I was assigned as one of the panellist in an undergraduate engineering thesis. It is one of the projects between the library and the programs to see and evaluate the relationships between tasks and how one can help each other. Currently, I am partnering with the faculty members on their research activities.

Joseph M. Yap, MLIS

Instructional Media Services Coordinator
De La Salle University Libraries



Year 2016 marks my ten years in the LIS profession. I have seen my growth and development for the last decade from being a graduate of Bachelor of Library and Information Science in 2006 and earning my Master of Library and Information Science from University of the Philippines Diliman in 2010. 2016 was also the year where I have written my experiences both as a medical and an academic librarian in my own book chapter entitled, "Flipping the Pages: Tracing Experiences from Both Sides of the Road" published by Rowman & Littlefield (Yap, 2016). The book's title is Career Transitions for Librarians: Proven Strategies for Moving to Another Type of Library edited by Davis Erin Anderson and Raymond Pun. My first work as a medical librarian gave me the opportunity to collect, travel, and select medical and health resources for malaria and vector-borne diseases. At a young age, I was given the responsibility to build library networks in the Asian region. Health information collected was organized, digitized and shared to all the members of the network. Partnerships blossomed and many researchers benefited from the re-

source-sharing project. While I was still a health librarian, my application to participate in a three-month training course on Information Management was approved. I was able to meet young LIS professionals in Brussels, Belgium. The program was called Scientific and Technological Information Management for Universities and Libraries: An Active Training Environment (STIMULATE) sponsored by the Flemish universities and the government of Belgium. It was an enriching experience to learn about creating databases and digital libraries. It was a fruitful event in my life. Before the end of 2009, I was able to cross the bridge and transfer to an academic library. Currently, I am the Expert-Manager/Reference Librarian at Nazarbayev University Library in Astana, Kazakhstan. Previously, I worked as a faculty librarian of De La Salle University Libraries where I became a cataloger, reference librarian, business librarian, public programs librarian, and Instructional Media Services Coordinator. Being an academic librarian paved me the way to learn more about the profession. I am honoured to have worked in one of the best libraries in the Philippines. It nurtured me to become a responsible individual which I can always cherish for the rest of my life. I was given projects that I can lead and be a part of. I was able to handle the information literacy program dubbed as IamInfoSMART, the award-winning program called the Human Library, the annual book fair named GreenSpine, our community engagement program termed as Teach-Meet with LORA the Librarian and many others. In one way or another, I have given my best and contributed to the best of my abilities, and I am thankful to them for giving me such confidence. As a librarian with a faculty status, we are also expected to do research, publish peer-reviewed articles, and present papers in local and international conferences.

Aside from being a fulltime librarian, I also became the Public Relations Officer of the Philippine Librarians Association, Inc. (PLAI) – National Capital Region Librarians Council (2017–2018), Secretary of the PLAI House of Delegates, and the Chair of the National Book Week. In 2019, I am elected Secretary of the Special Libraries Association – Asian Chapter.

Introduction to Libraries and Library Education in the Philippines

Putting into context, the history of libraries in the Philippines is intertwined with the political and social history of the country. It was believed that pre-colonial/indigenous documents were destroyed by colonizers, and that the first libraries in the Philippines were established by religious orders. Early libraries in the Philippines may have existed during these early years of Spanish colonization, but the first documented reference to the existence of a “library” in the island of the Philippines was in the letter to Philip II of Fr. Domingo de Salazar, the first Bishop of Manila, on June 18, 1583 complaining about the destruction of a “very good library” in the fire, which consumed his living quarters (Hernandez, 1996). Along with the colonizers came the evangelization by the Catholic missionaries. These have probably provided a direct impact in the history of libraries in the Philippines, as surviving library collections and convent libraries formed the nucleus of modern day rare books collections and heritage libraries in the country (Perez & Pineda, 2014).

In terms of LIS education, the first library science course was offered in 1914 in the University of the Philippines (UP). In 1916, in the same university, a curriculum that leads to Bachelor of Science in Library Science (BSLS) degree was introduced. It was in 1952 when graduate courses were initiated at UP,



while the Master's degree in Library Science existed only in 1962 in the same university (Vallejo, 1994). At present, around 83 schools had offered or are still offering library science courses or full bachelor's and/or master's programs in LIS, however until the present time, no school in the Philippines is offering a doctoral degree in LIS.

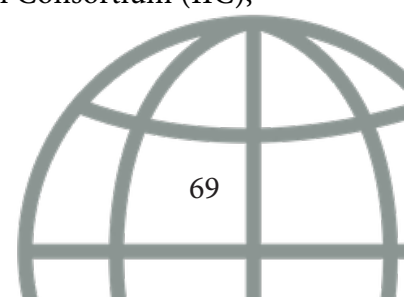
In the modern days, the Philippines is one of the countries that have enacted a law to regulate the practice of librarianship. As stated in the Republic Act (RA) No. 9246 (of 2003) "An Act Modernizing the Practice of Librarianship in the Philippines", the Philippines "recognizes the essential role of librarianship as a profession in developing the intellectual capacity of the citizenry thus making library service a regular component for national development." Under this law, the term "librarian" is defined as a Filipino citizen who is "a bona fide holder of a Certificate of Registration and Professional Identification Card issued by the Professional Regulatory Board for Librarians and by the Professional Regulation Commission (PRC) in accordance with this Act." This directs a graduate of a bachelor's degree or master's degree in LIS to take and pass the Librarians Licensure Examination in order to be a registered librarian in the Philippines. As of 2017, there are approximately 8 000 registered librarians in roster of the PRC (Professional Regulation Commission, n.d.). Below is the summary of the approximate numbers of libraries and information centres in the Philippines, without the figures for the special libraries:

Type of Library	Count	
National Library	1	
Primary Schools Libraries	46 404	59 282
Secondary Schools Libraries	12 878	
College & Universities Libraries	2 299	
Public Libraries	1 399	
Special Libraries	(unknown)	
Approx. Total	62 681	

The state of LIS associations / consortia in the Philippines

The oldest library association in the Philippines is the Philippine Librarians Association, Inc. (PLAI). It was founded on 22 October 1923 (Philippine Librarians Association, Inc., 2017). PLAI became the only accredited organization of professional librarians in the Philippines when RA No. 6966 was passed into law. The law professionalizes librarianship in the country. In 2004, the law was repealed by RA No. 9246 or the Philippine Librarianship Act of 2003. Other library associations include: Association of Special Libraries in the Philippines (est. 1954), Philippine Association of Academic and Research Librarians (est. 1973), Philippine Association of School Librarians, Inc. (est. 1977) and Association of Librarians in Public Sector (est. 2013). Specialized groups like Agricultural Librarians Association of the Philippines (est. 1972), Medical and Health Librarians Association of the Philippines (est. 1988), Philippine Group of Law Librarians (1980) and Philippine Theological Librarians Association (est. 1985) were also formed.

The emergence of library consortia in the Philippines started in the 1970s (Fresnido & Yap, 2014). The earliest library consortia established in the country is Academic Libraries Book Acquisition Services Association (ALBASA). It was founded in 1973. The year after, the Inter-Institutional Consortium (IIC),



now South Manila Educational Consortium (SMEC) was organized. Member institutions agreed to have cross enrolment of students and maximization of resources through joint offerings, restructuring of curricula, exchanging of vital information for academic excellence, and sharing of facilities. Furthermore, Mendiola Consortium, consortia of four academic institutions in the Mendiola area aimed at maximizing utilization of resources by sharing, was created in 1975. Nowadays there are more than ten consortia in the country. Here is a partial list of existing consortia in the country: Academic Libraries Information Network in Mindanao (ALINET), Aurora Boulevard Consortium (ABC), Bicol Consortium of Academic Libraries (BCAL), Consortium of Academic Libraries in Albay (CALA), Davao Colleges and Universities Network (DACUN), Intramuros Library Consortium (ILC) and many others.

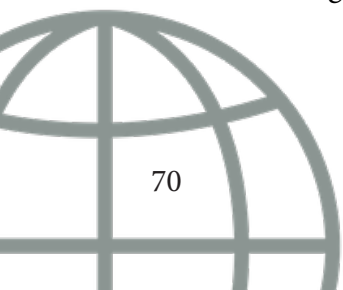
Special and Public Libraries

The first public libraries in the country were set up according to the Regulations for Public Instruction approved by the Spanish Congress in June 1821 in the Philippines. It was called “provincial universities”. Libraries was mainly managed by the Dominican, the Franciscan, the Augustinians, the Vincentian and the Benedictine Orders. During the American regime, the first public library, the American Circulating Library, was founded to create a source of instruction and profitable entertainment for the residents of Manila. During the short period of American regime, a total of 12 public libraries were set-up.

The Association of Special Libraries of the Philippines (ASLP), is an active group of special librarians who published a directory of special libraries in the country. Based on said directory, a total of 229 special libraries are in existence. Although few in number, there are special libraries that are influential and outstanding in the country. The Asian Development Bank Library has an excellent physical facilities and library service offered to its’ clients, while the International Rice Research Institute (IRRI) at Los Baños, Laguna which is supported by the Ford and Rockefeller foundations, the governments of this country and other countries as well, is leading the rice research advocacy. There are also other special library organizations in the country who are active and are engaged into developing relationships and connections. There is the Agricultural Librarians Associations of the Philippines (ALAP), Court Librarians Association of the Philippines (CLAPHIL), Medical and Health Librarians Association of the Philippines (MAHLAP), Philippine Group of Law Librarians (PGLL) and Philippine Theological Librarians Association (PTLA).

Academic and School Libraries

With the introduction of the K-12 program in all basic education institutions in the Philippines, school and academic libraries are both being challenged to shape up and provide the information needs of students, teachers, faculty and those who work in and for the Philippine education system. As a relatively new practice in the Philippine setup, the K-12 system is shaking both school and academic libraries to provide materials and resources, which would cater to the burgeoning demand for information especially about the Senior High School programs – how it will affect the honing of students’ skills while in high school and the preparation and readiness of the academe for their intake. Alongside this development there are the trainings and innovations for librarians. School librarians are now in the forefront of teaching media



and information literacy – skills that used to be taught by teachers. Academic librarians are empowered to do research on vocational schools and how they can assist Senior High School students further.

Aside from the K-12 program, the more pressing issue that most public schools experience in the Philippines is the lack of libraries. In most instances, libraries are book repositories-cum-classrooms; worst, there really are no libraries at all. Consequently, there is also a lack for trained librarians, who can manage these libraries and assist students with their information needs. While it may be a sad state, there are many organizations pushing for the existence of libraries in public schools such as the Philippine Association of School Librarians and the National Library of the Philippines. The Department of Education for its part continuously develops Library Hubs, which aim “to develop the love for and habit of reading among pupils and students in public elementary and secondary schools by building “warehouse” libraries equipped with supplementary reading materials (SRMs)”. The Library Hub provides reading and reference materials to be borrowed by the public school teachers for distribution to their pupils/students to support their lessons and help improve reading skills, vocabulary, knowledge, perspectives, and critical thinking.” (DepEd Order, 2011).

The Philippine Association of Academic and Research Libraries (PAARL), on the other hand, is the primary national organization pushing for recognition of academic libraries. In contrast to the state of public school libraries, most state colleges and universities have their own libraries albeit small. Many academic libraries in the Philippines take pride of their collections which include Filipiniana i.e. books about and published in the Philippines, written and published by Filipino authors, and everything that features the Philippines. There are academic libraries, which cater to persons with disabilities (PWDS) such as those handicapped with hearing and sight. Moreover, academic libraries are innovating thru introduction of different information commons, makerspaces and human libraries.

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QATAR



Abeer S. Al- Kuwari

Director of Research and Learning at Qatar National Library

In her current role, Abeer is providing leadership, strategies, planning and implementation for the Public Services section units within Qatar National Library (QNL) which includes the Community Learning and Engagement Center, public services and Children's and Teen services. This is in addition to providing leadership and strategic directions and vision in designing and administrating all Research and Learning services, and collaborates with library counterparts at Education City, Local and International Organizations in defining new library models and trends to accomplish success.

Previously, she was in charge of Library Branches Affairs. During that time, she worked closely with Dar Al Kutub and its branches – these fall under the Ministry of Culture, to provide advice on how the libraries can be updated to attract more users and establish children section in each library sponsored by QNL. In this role she developed a comprehensive program for QNL branches and their role for society and access opportunities to the world's knowledge and to the heritage of Qatar and the region. In addition to working towards developing branch libraries to be part of a modern library network in Qatar. This comprises of location, design, IT infrastructure and infrastructure.

She is also a founding member in the Library and Information Association in Qatar (LIA-Q) and very active in advocating the Association activities. In this role she worked closely with other founding members in designing the strategy of the Association and its operational business plan. She acted on behalf of the association in various events related to the library and information sector both locally and internationally.

Abeer is a participant in INELI-MENA Library Innovators Program of the Bill and Malinda Gates Foundation. She is also a corresponding member of the Metropolitan Libraries section in IFLA. She has Bachelor's degree in English Literature & Education from Qatar University and is currently finishing her Master's degree in Library and Information from the University College of London in Qatar.



Sebastian Wilke, M.A.

Senior Information Services Librarian, Humanities, Public Services,
Qatar National Library
Doha, Qatar

Originally from Berlin, Germany, Sebastian has been working in the Public Services Department of the Qatar National Library since February 2014, first as Information Services Librarian for Music, since August 2016 as Senior Information Services Librarian for Humanities.¹ His work involves many different areas such as: Collection development in music, law and other subject areas; Organization of public programs such as book discussions, workshops, trainings, conferences, movie screenings and other recreational activities; Outreach activities at conferences, book fairs and Qatar-based institutions; Reference services at reference desk and virtually through Question Point; Training and supervision of new staff and other librarians in Qatar; Coordinating activities of Public Services Humanities Team; Selected special assignments: Managing statistics of Public Services Team, Building and maintaining library services for local Law School, Creating extensive bibliography on Qatar-based research for Qatar Foundation Headquarters.

Sebastian has broad experience in international library projects and associational work. During his study years (Master's degree in Library Science and Musicology, Humboldt-Universität zu Berlin, 2004–2012), he was member of the organizing team of the 16th BOBCATSSS symposium in Zadar, Croatia, responsible for the exhibition and sponsoring matters (2006–2008), co-founded LIS-Corner, the first co-operative booth of students from LIS schools in Germany, Austria and Switzerland at the Frankfurt Book Fair (2008–2010), organized the “New Professionals Forum”, a series of sessions at the annual German Library Conference (2011–2013) and presented at several national and international library conferences on topics related to new librarians and early career development.

From 2009 to 2014, Sebastian was the Convenor of the New Professionals Special Interest Group (NPSIG) of the International Federation of Library Associations and Institutions (IFLA). In this position, he organized conference sessions, workshops, satellite-meetings and webinars, presented on numerous occasions and participated in committee work. He is still supporting the activities of NPSIG. Since 2016, he is also a member of the Advocacy Committee of the International Association of Music Libraries, Archives and Documentation Centres (IAML).

¹ More details on Sebastian's professional activities can be found at <http://sebastianwilke.wordpress.com/> (Retrieved March 27, 2017).



Hind Al Khulaifi

Head of Children and Young Adults, Qatar National Library

BA in Business Administration

Doha, Qatar

Hind Al Khulaifi is a Qatari graduate from Carnegie Mellon University Qatar, having graduated with a bachelor degree in Business Administration. She is the co-founder and strategic advisor of Maktaba, the first public children library in Qatar, registered under Law 21, as a private institution for public good. Hind has supported Maktaba secure sponsorship as well as develop the collection, catalogue, market and set up the space. Hind has also closely worked with the Ministry of Education and Higher Education to secure their trust to allow all government schools to collaborate with Maktaba.

Hind has also translated a New York Times bestseller, *Press Here* and *Mix It Up*, by the French author Herve Tullet, into Arabic as well as printed it for readers in Qatar. This project was Hind's attempt at providing more quality Arabic content for young readers.

In 2013, Hind was one of the founding members of the Office of the Vice Chair in the Supreme Education Council. The office was dedicated to improving educational outcomes of the students of the independent schools (which are now the government schools under the Ministry of Education and Higher Education). The projects Hind lead was a library enrichment program for librarians and a reading program for children during the Holy month of Ramadan. She also supported the formulation of a formal department in the Supreme Education Council to support all librarians of the independent schools. In 2015 she became the Acting Head of Strategic Initiatives for the program Maharaty, designing and executing projects for engaging parents and empowering school staff of the 18 schools under the pilot program.

In late 2016, Hind joined Qatar National Library, as the Head of Children and Young Adults. She is currently leading the team and the library children and young adult section for the grand opening, ensuring the programing and the space is ready to inspire and support children and young adults love of reading and learning.



Muneera Al-Buainain, MLIS,
Information Services Librarian, Qatar National Library
Doha, Qatar

Muneera Al-Buainain is an Information Services Librarian at Qatar National Library (QNL). She completed her undergraduate degree at Northwestern University in Qatar where she received a Bachelor of Science in Journalism with a concentration in political science in 2013. She also was awarded a certificate of Middle East Studies for taking several courses focusing on the topic of the Middle East.

Prior to joining QNL, Muneera has worked at Al-Jazeera Children's Channel as a Research and Audience officer from 2013 to 2015. During that time she gained experience on how to conduct research for children programs in addition to exploring different methods to interpret data using Google Analytics and a special software tool known as "tview," which is a TV audience measurement system operating in the United Arab Emirates (UAE).

In August 2015, Muneera was enrolled at University College London in Qatar to pursue her higher education in Library and Information Studies. Part of the program, students were privileged to get hands-on experience, which enabled Muneera to get an exposure on the library business in Qatar and to compare it with the international library standards. She now holds a master in MLIS from UCL-Q.

As a result of her passion to books and libraries, she joined Qatar National Library in February 2016 to work with a multi-cultural team of librarians working together to open one of the high-tech libraries in the region.



The Library and Information Science undergraduate program was founded in 1988 in Qatar by the country's National University "Qatar University", under the college of Arts and Sciences. Since its establishment, the program proved to be of high demand by students and attracted many applicants. Nonetheless, Qatar University's Management decided to phase out the LIS program in 2011.² This decision were carried out, despite the fact that the major was popular among high school graduates. Reasons behind this decision were not made public. However, it is believed that this was due to the high number of program graduates and the lack of labour market that fits the qualifications of these graduates. During those times Qatar had only one Public Library, *Dar Al Kutub*, with five branches located in remote areas outside the capital, Doha.

After the announcement of Qatar National Library (QNL) in 2012, a non-profit organization a member of Qatar Foundation for Education, Science and Community Development (QF), the Foundation decided to partner with the University College London (UCL) to offer a postgraduate degree in Library and Information Studies to support the development of the library professional working or to be working in QNL. Two programs were introduced: a Diploma in Academic Research and Methods (DARM), which is a six-months program, in addition to a Masters in Library and Information Studies. UCL-Q also offers a master program in Museum and Gallery Practice.

The MLIS program in UCL-Q obtained accreditation from CILIP – Chartered Institute of Library and Information Professionals – to be the first MLIS program to be accredited in the Gulf region.³ The program consists of seven compulsory modules: Cataloguing and Classification, Information Sources and Retrieval, Collection Management and Presentation, Introduction to Management, Principles of Computing and Information Technology, Professional Awareness and Dissertation. In addition to other optional courses including Digital Resources in the Humanities and Information Literacy Education.

The MLIS program was developed to meet the needs of the library professionals as it provides students with essential theoretical and practical skills to be proactive leaders, in order to make an impact within the community they live in.

Establishment of a Library Association in Qatar: Challenges and inspirations

Abeer S. Al- Kuwari

Qatar National Library project was announced in 2012 during the annual AFLI (Arab Federation for Libraries and Information) conference which was hosted by the Ministry of Culture in Doha, Qatar. The Conference also coincided with the 50th anniversary of *Dar Al Kutub* "House of Books" – the oldest public library of Qatar which also held the national role of the legal depository in the country. The conference was able to attract more than 400 professionals from the library and information sector in Qatar and the Arab

2 ur Rehman, S. (2015). Paper submitted to *Quality Assurance in LIS Education: An International and Comparative Study*. Springer New York: Imprint: Springer.

3 Johnston, N., Mavodza, J., & Jirjees, J. M. (2015). Exploring the extent to which English LIS Masters programs in the UAE and Qatar meet the skills and knowledge needs of employers in the library and information studies field.

region. Such event drove the attention of 21 people from different professional sectors in Qatar who shared the same interest in supporting librarianship and information professionals in the country to provide better services to their users. These 21 people became the founding members of the Library and Information Association in Qatar (LIA-Q)⁴, which was conceived in 2014 during the founders' first meeting.

LIA-Q's vision aims towards leading the development of the library and information sector in Qatar through its mission of advancing the library and information profession in line with the recent international trends and developments, such as the usage of modern technology and foster an advanced intellectual environment for library specialists. Till date, LIA-Q has conducted several free workshops to provide a chance of development to librarians in the country. These workshops occurred in collaboration with elite institutions like the Mortenson Centre for International Library Programs. The association also conducts an annual forum for librarians, invites speakers to update the participants about the latest library trends in the world, and works towards enhancing their skills and knowledge with development opportunities. Today, LIA-Q has 295 Associate members coming from various public, special, school and academic libraries in the country.

However, the association is still under establishment and does not have an official recognition in Qatar, even though all formal papers and requests have been submitted to the concerned ministry. Despite LIA-Q's is waiting for a formal response since 2014, LIA-Q's members are very active on local, regional and international levels. Locally, they are conducting various workshops and lectures to support the development of the library professionals. The association is also keen to establish and maintain collaborative relationships with the regional institutions, such as the Arab library associations. On an international level, LIA-Q has participated in the annual congress of IFLA (International Federation of Library Associations and Institutions). During the IFLA 82nd Congress in Columbus, LIA-Q presented its activities and achievement in the "Building Strong Library Associations" workshops and the association was officially registered as a member of IFLA.

LIA-Q has reached many milestones in its early years of creation. This is despite the major challenges that it is facing like the legal recognition in Qatar, which is needed for the association to organize its operational necessities.

⁴ For more information see <https://www.facebook.com/QLIAssociation> (Retrieved March 27, 2017).



LIA-Q participation in the Doha International Book Fair 2016



LIA-Q Logo

Diversity of the Librarian Community and Library Users: A Special Environment

Sebastian Wilke

Working as a librarian in Qatar means working in a very special environment. As of June 2016, the population of the country consists of only around 12% of nationals and a majority of 88% of foreigners including a large variety of nationalities.⁵ This has an enormous impact both on the organizational culture of libraries and the way libraries serve their users.

The librarian community in Qatar is as diverse as the population of the country. Multiple backgrounds in language, culture, and working styles shape the way you are working with colleagues within your team or across institutions. As a result, one of the most important abilities needed in this place is intercultural awareness. Depending on which country colleagues are coming from, they might be familiar with different library structures, services or solutions. This can greatly benefit the way you approach tasks and projects at work.

Many expats coming to Qatar are only here for a couple of years before they move on to another country or they return back home (repatriation). Most of them have left their families behind in their home countries and either came alone or with their spouse and children. Since so many residents are in this situation, this lets you have an easier connection and make friends among colleagues and within the larger library community. In fact, living in Qatar as a librarian often has the feeling of being in a large international conference.

The diversity of the population also has a significant impact on the services that libraries provide. Expat communities from all parts of the world bring in different languages, cultural backgrounds and perceptions about libraries. This needs to be reflected in collection development in Arabic, English and other languages, the development of public programs to target the different segments in the local communities and the offering of information literacy classes to all levels from beginners up to expert users. At the same time, it is important to foster local traditions and heritage and to cater for the needs of the community of Qatari nationals.

While this special library environment can be challenging at times, overall it is most dynamic and enriching. Not only you are learning from different cultures and library expertise from around the world, you are also making many new connections and long lasting friendships.

Maktaba Children's Library – Where My Love for Libraries Began

Hind Al Khulaiji

Many people ask me how I got into the library profession, and the question never fails to intimidate me. What makes this question difficult is the fact that I did not plan or even consider to be in it. The opportunity simply came to me, mid-week during the year of 2011 when I was 7th month pregnant with my first child in my third year in university. I was studying Business Administration and at that time, I used

⁵ Snoj, J. (2017, February 7). Population of Qatar by nationality - 2017 report. Retrieved March 27, 2017, from <http://priyad-souza.com/population-of-qatar-by-nationality-in-2017/>

the university library to finish my assignments, as I did during school years. However, I always find pride in concluding my answer with the fact that now, I cannot image myself working in a different field. I have fell in love with the endless possibilities of libraries the day I took the opportunity to be a co-founder of Maktaba, Qatar's first private public children's library.⁶

After 5 years of lobbying for the first specialized public children library in Qatar, Maktaba became a reality when it opened its own 700 square meter physical location to the public in 2016. Steeming from the deep desire to expand access for children to high quality age appropriate reading material in Arabic and English, the library, today, circulates over 4 000 books in Arabic, English, French, Spanish, German and Italian. Maktaba also hosts a wide variety of educational programs that enhances the lives of its members and visitors and strives to always encourage the love of reading.

Working to establish Maktaba has allowed me to witness the powerful influence libraries can have on children and their families. By working towards creating a safe and inspiring space with the help of engaging books and resources, libraries and their librarians create endless opportunities to encourage growth and curiosity in both children and their caregivers. Being able to provide a free space that supports unrestricted learning, libraries allow children to discover their interests and talents. For caregivers and families, libraries provide a supportive place for their knowledge to expand, especially when it comes to how to enhance their children's development and encourage them to be lifelong learners.

Currently, I am working for a bigger learning platform, which is the Qatar National Library, a state of the art library that houses collection of more than a million books and resources, with greater excitement and passion. The greatest opportunity working for libraries has given me, was the chance to fall in love with reading. Nothing is unknown to me now for when I question, I know how to find the resource that will give me the answer. Literature has allowed my mind to wonder to different parts of the world, learn about different cultures and people as well as experience new feelings. Most importantly, the power of books has strengthened my bond with my four children. Working in this field has taught me how to guide my children to be explorers from the day they can hold a book in their hands, and with that, I feel I have given them all they need to live life to their full potential.

*Mohammed, my first child,
reading with patron in Maktaba
Children's Library*



⁶ For more information see <http://www.maktabaqatar.org/> (Retrieved March 27, 2017).

SERBIA



Daniela Skokovic

Senior Librarian at Pozega Public Library

Pozega, Serbia

(Photo by FilmArt, Milica Djordjevic)

I am a Senior Librarian at Pozega Public Library, Serbia. I have been working at children's department for 12 years and I am working as a director of the library since 2016. During my career as a children's librarian I worked on developing activities and services for children, creating reading promotion programs and developing and maintaining library's website and social media. I have been working on several projects as a contributor and coordinator for Serbia (IFLA – "Sister libraries", "The world through picture books"). I was also an author and coordinator of IBBY Yamada fund project for Serbia – IBBY Summer Reading Program.

Apart from being an active member of Serbian Library Association (SLA) I am also a member of Governing Board as well as member of the organizing committee of SLA's international conferences. In 2013 I was awarded as "The best librarian in public libraries" by SLA.

I have been working and participating in several projects – Balkan INELI, International Librarians Network, Library 2.0 and gained two fellowships from BI International as well as fellowship for three months' stay at International Youth Library at Munich. I have been researching postmodern picture books and the result of my study trips was the First Festival of Picture books in Serbia that was held in October, 2016. I am elected as a member of IFLA Libraries for Children and Young Adults Section for the Term 2017–2021.

I am always ready to acquire new knowledge and skills according to modern approach to librarianship with constant desire to learn and explore. But the most important fact is that I like to share my professional experience and collaborate with librarians on local, regional and international level. I am constantly working on promoting positive aspects of collaboration among librarians and I like when my colleagues as

well as users of my library say that I am an enthusiastic librarian. Since I am working in a small public library, I was trying to demonstrate it is not an obstacle to have successful career even at international level.

Libraries in Serbia

There has been one turbulent period for libraries and librarians in Serbia during the past three decades. In the last decade of the twentieth century the development was stopped due to war and bad economic and social conditions. In these transitional times, hyperinflation and budget restrictions had significant influence and socio-economic consequences as well on the whole society as on librarianship in Serbia. During that period libraries became very poor, with no new library collections and out of date databases. Progress in developing of a library system has been disrupted.

After democratic changes in 2000s the situation began to improve but libraries in Serbia have always been dependant on the situation in economy because all of them are budget institutions. The librarians had to make intensified efforts to achieve European level in their profession. It was not an easy task at all. At the beginning the main driving forces for changes were enthusiastic professionals that implemented individual projects instead of systematic solutions. Some non-governmental organizations and individuals gained grants from international libraries community.

The main policy drivers for improvement of librarianship were IFLA guidelines and standards and Ministry of Culture of Republic of Serbia. In these new circumstances and changed environment, The Ministry of Culture with the help of library associations prepared and have been working for two years on Library Law according to UNESCO standards needed for new services and process of e-publishing and digitization of library materials.

Law on Library and Information Activities, The Law on Obligatory Copy of Publications and The Law on Old and Rare Library Materials (were adopted on 14th July 2011) create a good legal framework for the development of unified library-information system in Serbia. These laws are also harmonized with many European resolutions, directives and regulations including several standards. The basic legal act regulates the work of the libraries, the types of libraries as well as responsibilities of national, regional and local libraries in their respective territories. Book classification and storage are carried out according to the Universal Decimal Classification (UDC) system and International Standard Bibliographic Description (ISBD) standards. These laws also regulate spatial requirements, technical equipment, staff, inspection and usage of library materials. Some of the regulations concerning academic libraries are part of high-school accreditation standards. National Library of Serbia (NLS) is responsible for organizing professional exams and accreditation licenses to librarians.

Library network in Serbia is very well-organized and developed network of different types of libraries – public, academic and research, school libraries. There are 7 180 000 inhabitants in Serbia, but only 7,53 % of population 541 199 (2015) are the members of the libraries. The public library network consists of the NLS at the top of the network. NLS was founded in 1832 and it is the oldest cultural institution in Serbia settled in a 24 000 square metres building that was built in 1973, then the Library of Matica Srpska which is the main library in Vojvodina, 24 main regional libraries and the total of 161 public libraries with

446 branches and 3 mobile libraries. There are about 14,5 million of library units in these libraries with turnover of 7 703 700 loans per year that is annual loan of 0,56% and desirable is 2,00%. Most of the public libraries organize their work with patrons in similar ways – with loan departments for readers, with separated reference and local heritage collections as well as periodicals and service for cultural and publishing activities. Libraries are usually open six days per week. They are financed by Ministry of Culture and municipality authorities.

The school library network consists of 1 002 elementary school libraries and 370 secondary school libraries. They serve about 630 000 pupils and 38 000 teachers in elementary and 290 000 pupils and 19 700 teachers in secondary schools. The school library network is financed by the Ministry of Education and they are real victims of school budget restrictions so their main problem is renewal of stocks. The research libraries network consists of three university libraries and 175 faculty libraries as well as 241 special libraries in institutions, organizations and companies. This network is financed by Ministry of Education and Ministry of Science and Technological Development.

The libraries in Serbia have the Consortium for Coordinated Acquisition that works efficiently and enable full texts and subscriptions to e-journals that are available for researchers and students. This consortium receives a discount for subscription for many of the best e-journals.

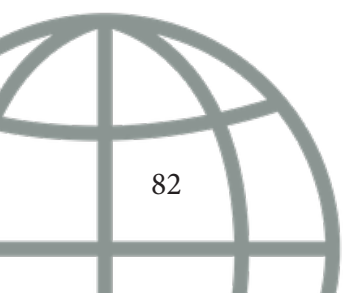
The Virtual Library of Serbia functions well from 1992 in cooperation with Institute of Information Science (IZUM) from Slovenia and majority of libraries use the same platform (Cobiss) for cataloguing. There is also other software that are used by some of the public libraries (Bisis and Nibis) but no matter which software is being implemented ISBD standards are being used.

There are two possibilities if someone want to be educated as a librarian in Serbia – Department of Library and Information Science in the Faculty of Philology at University of Belgrade (opened 1990 and it is four-year programme of study) as well as Faculty of Education in Sombor (part of the University of Novi Sad) educating mainly school librarians and recently they have master program for library and information professionals. Both programs adopted Bologna Process criteria.

Serbian Library Association (SLA) is the main library association for library professionals devoted to reinforcing the significance of the role of the libraries. It is an association with long tradition established in 1947. SLA is the oldest and the largest public organization of librarians, providing library and information services. The Association continues the activities and tradition of previous association: Society of Library Workers of Serbia.

In 1992 the association of academic libraries in Serbia was established at the University Library “Svetozar Markovic” as Serbian Academic Library Association. Association is joined by libraries from all six state universities and from research institutes. At the time of establishment, the Association had about 50 members and today has 157. School librarians in Serbia also have their own association – Society of School Librarians in Serbia.

This report is based on many accessible resources that are summarised to describe some key facts and place of libraries in Serbia. In general, we have relatively developed library system, library laws as a basis for action, development of innovative services based on user needs but what we need are projects that will link the impact of library services on social inclusion and advocacy campaigns, redefining of library



roles as a community centres for development of creativity. Main barriers to progress are absence of strategies and insufficient funding from national to local level as well as reduction of staff. We need better buildings and infrastructure, digitisation and digital lending material, marketing and advocacy campaigns and better professional training for library staff to stay update with new developments, standards and visions.

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SLOVENIA



Maja Vunšek, BA.LIS

Librarian Specialist

Mestna Knjižnica Kranj

Slovenia

I have started my career as a trainee and gained brief overview of work in a public library in 1994. In that time, I needed a job and I got one at a bookstore where I worked as sales representative for foreign language publications. My primary customers were foreign language teachers in Slovene schools. In addition to that, I focused on sales promotion of foreign language literature. It was 1997 when I decided to enrol on a faculty (Librarianship, Information Science and Book Studies at University of Ljubljana, Faculty of Arts). In that time studies at the University lasted for four years. I finished it with a BA diploma (today equals to MA diploma according to Bologna program). During studies I applied for a job in Kranj Public Library as a librarian in department for adult literature. A job in a library and graduation were followed by another professional exam from librarianship at the national level what gave me my first professional title – Librarian. My work responsibilities included book rentals, informing users, searching for special information, book weeding, cooperation in new books acquisition, introduction of e-services. In addition to that I organized several focused exhibitions related to special occasions. I enrolled into course for Cataloguing Certificate and successfully completed it in 2005. I even volunteered for new library webpage setup project.

Since 2006, I actively participate in Slovenian Library Association (SLA) as a member of Executive Committee for Public Libraries Section (I am still a member of Committee today). Sections are permanent working bodies of the SLA and are organized by library types and activities. Their task is to study and resolve theoretic and practical issues in individual fields of library and information services as well as to co-ordinate professional work within their specific area (SLA Sections, n. d.). In the Section we promote Slovene public libraries, raise public awareness of libraries function and importance for local communities’

development. As part of that we organize several events: bi-annual congresses with international participation, annual Best Practices Day, Public Libraries Day (every year on November 20th) – we publish annual Librarians Calendar and publications with users' view on libraries.

In 2009, I have been promoted to a Senior Librarian (according to Slovenian regulations). From this position, I focus on digital libraries, electronic resources, library science, Library 2.0, integrated library systems, library research, collection development, cataloguing, virtual library and digitalization. Later on, I have been working on the project of moving library stock to new premises which included also new library setup that is based on thematic setup and not Universal Decimal Classification (UDC), which is unique in Slovenia. Our library had changed the name and the location in 2011. Since then, three former departments of Kranj Public Library were merged and moved to a new location in our city and the era of new Kranj City Library began. After the library move to new premises, I have been working at Natural sciences department as reference librarian. I participate in the local history project Gorenjci.si – an electronic biographic lexicon that covers all important citizens of Gorenjska region who have had an important impact on the region and its development. At the same year I represented my country at E-inclusion Conference in Brussels. The congress was focused on sharing good practices in using e-media and social media for libraries services promotion. An article was prepared for Librarian News.

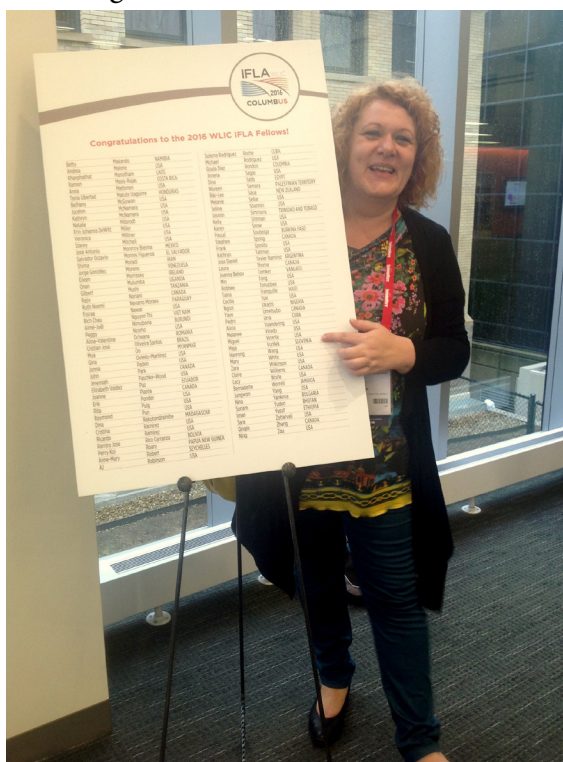
It was 2012 when I was invited to Leonardo da Vinci VETPRO mobility project for professionals with working title "Library for all". Mobility was attended by eight Slovenian librarians. The aim was to learn about the organization of public libraries in Lithuania, to visit libraries that implement outstanding service to customers and to establish contacts for possible joint projects in the future. During the period of mobility, it was also aimed to establish a group of librarians who will continue to participate in directing the Slovenian public libraries librarianship. The program included visits of 6 public libraries in different parts of Lithuania, and two organizations, Libraries for Innovation and DIZI UAB, because they are working closely with libraries. We were staying in Vilnius. The group was accompanied by two representatives of the host organization. During the implementation of mobility, I was constantly followed by useful content and projects carried out by the Lithuanian colleagues. Above all, I was interested in the services provided by the Lithuanian public libraries they offer to their users. I could say it was a learning experience conducted throughout the implementation of mobility, especially because we visited libraries that have something to show. International mobility was very useful especially in the area of professional development. With the help of international mobility, I met a different approach. Personally, I brought invaluable international mobility experiences, new contacts and professional connections with mobility representatives. The project group shared information and gained knowledge at several educational events and prepared an article for Librarian News – a specialized magazine for librarians.

I always liked to work with and for people, especially when my professional work was included. That gave me a special motivation in 2014 to candidate for a president of Gorenjska Library Association (GLA) which is one of eight regional library associations of SLA. In that capacity I organize regular meetings, expert excursions, trainings, different projects (Free Little Library), reading promotions, proceedings preparation. Our membership consists of 90 librarians (public, school, specialized, high-school, university)

from whole region. Last year we celebrated the 40th anniversary of GLA. For that occasion, we published memorial publication, organized an exhibition and discussion at the round table. As a president of GLA I am entitled to organize, promote and disseminate a wide range of resources to meet the diverse needs of the community. My task is to support and encourage librarians' development.

In 2015, I have led a project group that prepared guidelines for library material weeding. At the same year I went to refresher course for cataloguing due to move to a new system (COBISS3) and to LILAC (New Castle upon Tyne), a conference about digital literacy. The focus of the conference was on a role of librarians educating pupils and students in using digital media in schools and during studies. An article was published in Librarian News and there were presentations for Slovene librarians.

The most unusual and precious moment of my professional career happened in February 2016 when I got an invitation from IFLA's North America U.S. National Committee to the World Library and Information Congress: 82nd IFLA General Conference and Assembly, United States, Ohio, Columbus 13–19 August 2016. I have been selected, out of over 3 000 applicants, to receive one of the Fellowships. They offered 70 Fellowships to the Congress for those residing outside the United States and Canada and I was one of them. I was so proud being the only one chosen from Slovenia. In Columbus I met librarians from all over the world and that was amazing and indescribable.



IFLA's List of Fellows from all over the world

This year I was promoted to Librarian Specialist with a position of Assistant Head of the Loan and Information Services in Kranj City Library, where I work. This position gave me the supervisory responsibilities and complexity of the duties assigned. I am responsible for the work activities of a different areas. My duties are to coordinate and supervise staff and volunteers, to evaluate and recommend personnel

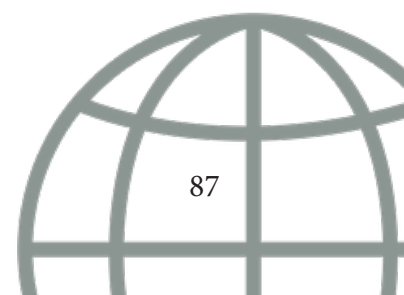
actions, maintain statistical data, develop library programs, services and materials and to implement and maintain automated information systems. Over 19 years of experiences working in a public library as a reference librarian with interests in collection development, library research, cataloguing, classifying, acquiring and maintaining library materials and with interests in digital libraries, information literacy and other knowledge transformation on librarianship fields, gave me a self-confidence of being a good librarian. I like to contribute to the people element of complex learning challenges with openness and collaboration. I am not afraid of unknown and thrive to get best out of people and organizations, by working in close partnership with all involved. Main principles of my thinking and activity are creativity and innovations.

Statistics

In Slovenia, we have five types of libraries: national, academic (libraries of institutions of higher education), special, school and public libraries. Following data are taken from online Library System Development Centre, called BibSiSt. They are showing the results for the year 2015. National and University Library (NUL) monitors activities of Slovenian libraries and collects statistical data about their work in accordance with The Librarianship Act (OJ RS, no. 87/01, Article 33). As to the National Statistics Act (OJ RS, no. 45/95), it maintains the database about libraries. For the Statistical Office of the Republic of Slovenia (<http://www.stat.si>), NUL annually provides statistical information of the national library, public, academic and special libraries (Center za razvoj knjižnic – CeZaR, n.d.).



Kranj City Library



Slovenian Libraries in 2015

Library Sector	National Library	Libraries of Institutions of Higher Education	Public Libraries	Special Libraries	School Libraries*
Administrative Units	1	81	58	109	-
Service points	1	117	270	141	966
Independent Libraries	1	1	58	0	0
Collections	2.779.990	5.212.458	11.710.890	2.919.273	8.458.446
Additions	30.763	126.093	433.848	41.508	604.196
Potential Total Population Served**	2.064.188	81.217	2.064.188	28.748	310.244
Registered Members	8.588	108.231	479.452	46.448	-
Loan Transactions	114.585	1.802.957	25.796.762	-	5.161.344
Trained Librarians (FTE)	104	293	932	136	-
Total Staff (FTE)	140	352	1.183	169	-
Acquisitions of Stock (EUR)	656.430	6.272.202	6.764.600	2.881.870	2.999.099

Explanatory notes

-: there is no reliable data

FTE: full time equivalent

Information

*: data for year 2012

**: the number of potential users can be even lower than the number of members, because the same person can be a member of several libraries at the same time.



Center za
razvoj knjižnic

http://sdc.nuk.uni-lj.si/stats/in_figures.php

Education for librarians in Slovenia

In Slovenia, we have only one University where it is possible to study Librarianship. It is the University of Ljubljana, Faculty of Arts. Today the Faculty of Arts, considering the number of disciplines, study programs and staff, is by far the largest university unit in Slovenia, as well as one of the largest considering the number of students. It has 21 departments, in which more than 40 disciplines can be studied and, with the possibility of freely combining subjects, over 500 different degree certificates can be obtained (About the Faculty, 2016).

The Department of Library and Information Science and Book Studies is one of the programs which aim is to equip and qualifies its students to work at organizations that engage in the production, collection, organization, storage, and transmission of all forms of written knowledge (Department of Library and Information Science and Book Studies, n. d.). Graduates understand the processes involved in the

production, selection, organization, storage, distribution, and use of information in all forms and media. In addition to traditional printed materials, there is also a focus on the management of digital information. Employment opportunities include work in libraries, information centers, publishing houses, bookshops and other organizations which need to organize and offer access to various kinds of content (Department of Library and Information Science and Book Studies, 2016).

Over the last ten years thorough curricular changes have been effected. Since the academic year 2009/2010 all study programs were redesigned in accordance with the Bologna process principles and the Lisbon Strategy. The resulting three-cycle structure of 3+2+3 brings the Faculty more in line with the general needs of society and of employers in particular (The Bologna process at the Faculty of Arts, 2016).

Important for Slovenian librarians after they got their diploma (BA.LIS) and their job is, that their qualification requirements are not completed yet. They must also pass a professional exam on a national level which gives an individual first professional title. The highest professional title with BA.LIS diploma in Slovenia is Librarian Specialist. You can get this title after 15 years in librarianship and you have to collect points from different fields of professional lifelong learning, publishing, teaching, etc.

Slovenian Library Association

The Slovenian Library Association (SLA, name in Slovenian: Zveza bibliotekarskih društev Slovenije – ZBDS) is a voluntary, non-governmental and non-profit professional association which joins library as well as other professional associations, legal persons governed by private law and individuals working in library and information fields in the Republic of Slovenia and abroad. Currently SLA comprises eight regional library associations (Ljubljana, Maribor, Celje, Koroška, Gorenjska, Pomurje, Primorska, Dolenjska) and unites over 1 300 Slovenian librarians.

Associations and other entities have joined SLA in order to accelerate the development of library profession and services as well as to reinforce the position of librarianship in the society. They co-operate and co-ordinate their activities, discuss and resolve professional issues of common significance, participate in the development of library services, libraries and library system in Slovenia, and ensure professional integrity of library employees in Slovenia. In its efforts, the association aims to achieve the highest possible level of professional activities and to enable the development and protection of democratic principles of the wider social community.

The principal goals of SLA are: to strengthen public image and reputation of librarians, libraries and library profession, to represent social and professional interests of library professionals and to pursue their professional integrity, to ensure the highest possible level of professionalism in librarianship, to foster and encourage education and continuing professional training of librarians, to improve the position and enhance the development of all types of libraries, to foster free flow of information and encourage creation of conditions for free and equal access to information sources and information for all citizens, to increase information literacy of Slovenian people, to spread awareness of the importance of the preservation of the Slovenian written cultural heritage (Mission and goals of SLA, n. d.).

In order to fulfil its mission and reach its goals, The SLA performs the following activities: informs

its members of matters of common interest, co-ordinates the work of its members, encourages their co-operation and joint public presentation, monitors the implementation of professional recommendations, standards and norms, the Code of Ethics of Slovenian librarians and the Development of Slovenian Libraries and Librarianship Manifesto, publishes professional publications, organizes professional events and other forms of informal training for librarians, co-operates with national and administrative bodies when resolving issues related to librarianship, participates in preparation and adoption of acts and other regulations referring to librarianship, collaborates with the International Federation of Library Associations and Institutions (IFLA) and other related organizations and associations both in Slovenia and abroad, conducts agreed joint activities (Activities of SLA, n. d.).

Following the adoption of the new statute in the SLA assembly meeting on 27 March 2009, the organization of the Association was changed. By the end of the year, SLA had almost 1 300 members. Its activities have been financed by the Ministry of Culture, and publication of the Library journal in its printed and electronic form has been supported by the Slovenian Book Agency. The official seat of the Association is still at the National and University Library in Ljubljana (History of SLA, n. d.).

The Slovenian Public Libraries Association

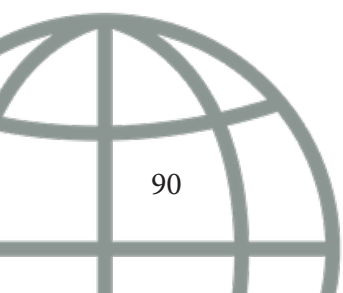
This is an organization that connects the Slovenian public libraries and represents their interests regarding policy, strategy and management issues. The public libraries are local cultural and information centers providing services to the greatest number of people. They support formal and informal learning, and are especially dedicated to local studies, i.e. the collection and representation of the local cultural heritage. In Slovenia, there are 58 public libraries, and 10 of them also perform additional functions as regional libraries (The Slovenian Public Libraries Association, n. d.).

The Slovenian Public Libraries Association is an independent, voluntary and non-profit association of legal persons – public libraries in the Republic of Slovenia, which are connected to a network for mutual interests. The members of the Association are all Slovenian public libraries. The Union of Public Libraries was replaced by the Slovenian Public Libraries Association in 2009 (The Slovenian Public Libraries Association, n. d.).

Kranj City Library

This is the library I work in. Kranj City Library (<http://www.mkk.si/>) is one of the most modern public libraries in Slovenia, based on the concept of “third living space” – library as place for spending quality free time for children, teens and adults. It offers unique setup of library materials which leads to special experience for users. The library offers countless possibilities for users to read, study, learn, discuss, research, dream and create, so users can fulfil various interests. The library functions as a cultural, educational and social center at the same time.

Kranj City Library is a county library for Gorenjska region and it also has 6 branch libraries in local area. Library collects special historical and cultural written heritage. It has special collections for entire region. On the 29th of June 2011 a new library was opened. It extends over 5 300 m².



Legislation (acts, rules, other regulations)

- [Libraries Act](#)
- [The Code of Ethics of Slovenian Librarians](#)
- [Manifesto of the Slovenian Library Association](#)
- [Slovenian development strategy 2014–2020](#)
- [Development strategy of information society](#)
- [The National Program for Culture 2015–2017](#)
- [Legislation for Public Libraries in Slovenia](#)

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Photos:

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SOUTH KOREA



Yujin Hong

Public services librarian
the Kyung Hee University
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Yujin Hong is currently a public services librarian at the Kyung Hee University, Seoul, Korea where she manages all resources and systems for user's research and study. She received her bachelor's degrees in Library and Information Science (LIS) and Education from Ewha Womans University. Previously she worked as a high school teacher librarian and later worked as a reference librarian at Sogang University in Seoul, Korea. Right now she is pursuing a master's degree in Educational Information System while juggling her daytime work. Her research interests focus on engaging first-year students in information literacy, Open Educational Resources (OER) and data mining. You can reach her at yujinhong@khu.ac.kr or on LinkedIn.

I have been working as a librarian for about seven years now, and I consider myself fortunate enough to work in a profession which I absolutely love. Since I have only experienced school and the academic library world over the past few years, I would like to meet librarians from all over the world and get inspired more from them.

As a graduate of the college of education, I have always wanted to be a school librarian where I can have the opportunity to teach classes and interact with students directly. For my first librarian job, I worked at a very competitive high school. I truly enjoyed teaching and being with students but I realized that the school administrator did not have any interest in improving the library. After job had finished, I happened to apply to a university library and got a temporary librarian position. Working at a university inspired me to apply as an academic librarian, and after numerous interview trials I finally got to work at my current job as a public services librarian.

At Kyung Hee University Library, my first role was acquisition and I managed the electronic theses

and dissertations collection. After that, I worked as an electronic resources librarian for about two years and took charge of various tasks. First, I implemented and maintained Summon discovery service and linking resolver in November 2014, and we were the first institution in Korea to start using Summon API search results. Also, I did interact with users regarding purchases of materials, troubleshooting access issues related to e-journals and databases. Conducting university's research performance analysis using Web of Science and SCOPUS was part of my role as well. In June 2014, my institution held a retraining program for Uzbek librarians, so I joined the program as a presenter for "Cataloging, Classification and Metadata from the perspective of Library Automaton in Korea". From June 2015 to February 2016, I corrected errors of 19 559 electronic theses and made it easy to access online by changing their file format from DVI to PDF. Users did not have to install another viewer to read, so it really improved the user experience. In May 2016, I wrote a chapter for a book titled "Career Transitions for Librarians: Proven Strategies for Moving to Another Type of Library" and shared my librarian work experiences.

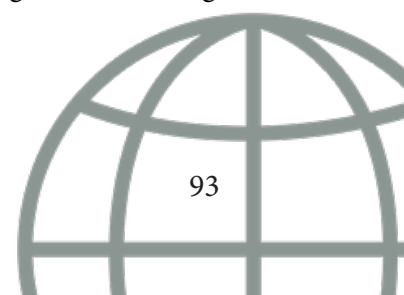
Until now, I have always tried to keep myself updated about new library technologies and educational information resources. In the fall semester of 2016, I began a graduate program with a major in Educational Information System to be a better embedded librarian for users. In particular, I have a profound interest in learning more about digital literacy and integrating resources with Learning Management System (LMS) as a librarian and how I can contribute to this growing trend. There are definitely differences between Korean libraries and libraries abroad, therefore I want to act as the bridge between Korea and the world to create this librarian community by partaking in "Librarians Around the World".

Minsun Kim

Reference librarian
Sogang University
Seoul, South Korea



Minsun Kim is currently a reference librarian at Sogang University in Seoul, South Korea. She received her bachelor's degrees in Library and Information Science (LIS) and English Language and Literature from Chung-Ang University. She also received a master's degree in Newspaper and Publishing from Sogang University with the dissertation title of "The Characteristics of Interactive News from the Perspective of Media Ecology – Focusing on the Case of the New York Times". Previously she worked as a cataloguing librarian and has qualified knowledge of Machine-Readable Cataloguing (MARC), Anglo-



American Cataloguing Rules (AACR2) and Dewey Decimal Classification (DDC). Her current research interest is academic libraries' reference service focusing on educational programs. You can reach her at serena@sogang.ac.kr or on LinkedIn.

Since graduating with a LIS bachelor's degree, I have started working at Loyola Library at Sogang University. My first role was a cataloguing librarian and I was responsible for classifying and cataloguing all books written in international languages. I have qualified knowledge of DDC, MARC, and AACR2 with 4 years of work experience.

Then I changed my role as a reference librarian in July of 2014. I provide reference service and customer service via e-mail, phone, and Social Network Services (SNS). I undertake library tours and instructions to promote the use of the library. Making and managing online library instructions are also part of my job. I have planned and hosted library expositions and events and published web magazines quarterly to introduce library materials and facilities to library users. Not only user service, but also library collection management is part of my work. I manage specialized books like old books, microform materials, etc.

I have continuously studied while working at the library. I majored in Newspaper and Publishing at the graduate school of Mass Communication in Sogang University and graduated with an honour scholar award. My dissertation title is "The Characteristics of Interactive News from the Perspective of Media Ecology – Focusing on the Case of the New York Times". I also joined the Sogang Librarian Research Group and conducted research under the title of "Sogang Univ. Loyola Library Satisfaction Survey by using LibQual+" with support of Korea Association of Private University Library (KAPUL). That study was published in the KAPUL annual report. My current research interest is academic library service to encourage students to use library materials efficiently for their study.

I usually introduce myself as a traveling librarian. I have travelled to over 30 countries and the traveling is the biggest interest in my life. New cultures and warm people I have met on the road makes me excited. These days I added "visiting a library while traveling" into my schedule. It is very helpful to enlarge my knowledge. And what if I can meet more librarians around the world? It would be so wonderful! That is the main purpose of joining the "Librarians Around the World". I hope this essay will help other librarians around the world to know and to understand Korean libraries. And I am also expecting of reading about other countries' libraries.

South Korea Library's General Information

According to the Korean Library Association, there are 5 national libraries, 978 public libraries, 462 academic libraries and 11 561 school libraries in South Korea for the year ending 2015. In total, there are 13 006 libraries in South Korea.

The Types of Libraries

Libraries can be divided into five types according to the Korean Library Association: National library, Public Library, Academic Library, School Library, and Special Library. Public Library includes Small Library, Library for the Disabled, Prison Library, Children's Library and Military Library.

Library Associations

The Korean Library Association has listed 14 libraries' associations, 23 academic and related associations by 2016 Korean Library Year Book.

Various library associations in Korea include Korean Library Association, Korean Public Library Association, Council on National College and University Libraries, Korean Association of Private University Libraries, Korea College Library Association, Korea Special Library Association, Korean Theological Library Association, The Korean Medical Library Association, Korea School Library Association. Those associations have played an essential role in upgrading library services and improving librarians' abilities.

Academic associations in the library field have also been improved by professors of LIS and librarians after the major of LIS offered. Academic associations include Korean Society of Archives and Records Management, Korean Library and Information Science Society, Korean Society for Library and Information Science, Korean Biblia Society for Library and Information Science, Korea Society for Information Management. They regularly have held seminars and published journals to encourage people study actively.

Library and Information Science (LIS) Education System

Most universities in South Korea renamed their Department of Library Science as "Department of Library and Information Science" in the early 1990s after active debates of new academic discipline.¹ To pursue LIS degree program in Korea, students need to apply to 4-year universities or 2-year colleges. There are 40 universities (colleges) and 3 academies which offer LIS program in Korea. Normally the LIS major is under the liberal arts college or social studies college. Presently, LIS education at most Korean universities includes quite similar core subjects, for example Cataloguing, Classification, Information Retrieval, etc. Each university has various elective courses depending on their specialties, in order to allow students to have a wider perspective of LIS. Most LIS degree programs are open to undergraduate level or graduate level.

Librarian Licenses

In Korea there are three categories of librarians: first-grade professional librarians, second-grade professional librarians and paraprofessional librarians. These grades are determined by education.² A university or college degree is required, but completion of a library academy would also be acceptable. There are a total 86 404 librarian licenses issued as of October 31, 2016 (2 421 for First-grade professional, 52 107 for Second-grade professional, 31 876 for Paraprofessional).³

¹ Kim, Suk-Young. (2006). *Libraries in Korea: past, present and future*. Seoul: WLIC 2006 Seoul National Organizing Committee.

² http://www.kla.kr/license/sub01_03.do

³ http://www.kla.kr/license/sub01_02.do

Categories of Librarians	Qualification
First-grade professional	<ul style="list-style-type: none"> • Holds Second-grade professional license and have doctor's degree • Holds Second-grade professional license and have at least 6 years working experience. Also needs to have master degree • Holds Second-grade professional license and have at least 9 years working experience. Needs to complete certain courses accredited by Ministry of Culture, Sports and Tourism
Second-grade professional	<ul style="list-style-type: none"> • Holds bachelor degree in LIS • Holds master degree in LIS • Holds master degree in any field and complete certain courses by accredited institution • Holds Paraprofessional license and have master degree • Holds Paraprofessional license and have at least 3 years working experience. Also needs to complete certain courses by accredited institution • Holds bachelor degree in any field and have paraprofessional license. Also need to have at least 1 year working experience and complete certain courses by accredited institution
Paraprofessional	<ul style="list-style-type: none"> • Holds degree in LIS from 2-year college • Finished program from library academy

Categories of Librarian Licenses

Library Laws

“The Library Act”, enacted in 1963, was the first law governing libraries in South Korea. Now there are various laws, decrees, ordinances and regulations governing libraries. “The Library and Reading Promotion Act”, enacted in 1994, is the highest statute concerning libraries. Even libraries of different kinds follow various laws and regulations, and all are based on “The Library and Reading Promotion Act”. Library laws, decrees, ordinances and regulations are continuously revised for improving libraries in South Korea.⁴

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⁴ Kim, Suk-Young. (2006). *Libraries in Korea: past, present and future*. Seoul: WLIC 2006 Seoul National Organizing Committee.

SWEDEN



Ann-Christin Karlén Gramming

Vinge law firm, Library manager
Gothenburg, Sweden

I never set out to become a librarian. My ambition was to become a journalist or a writer and when I did not get into Media and Communication studies directly after Secondary School, I instead spent several happy years at university studying the humanities, taking courses like History of Science and Ideas, Philosophy, Cultural Science as well as English. I then decided to take a break from studying and ended up taking a temporary position, working as a library assistant at Astra Zeneca, a large pharmaceutical company. My time at Astra Zeneca was an important turning point in my professional life. I learned a lot about electronic journals and searching in databases. I worked closely with colleagues that I still keep in touch with professionally almost 20 years later.

When my time at Astra Zeneca was up I was convinced that I wanted to become a corporate librarian and I enrolled at The Swedish School of Library and Information Science, a part of the University of Borås (conveniently in commuting distance from Gothenburg where I was living). When I was finishing up my studies in the fall of 2000 I applied to, and got a position as a librarian at Vinge law firm starting the following January. I have now been there for more than 18 years and in 2011, I was promoted to library manager. During my years at Vinge I have among other things worked closely with architects designing a new library as well supervising the subsequent move to the new premises. I have experienced a shift from print to digital resources even in the in other respects traditional area of law. The collaboration with my colleagues in the Stockholm and Skåne offices has also increased, something that balances the challenges of working as a solo librarian. My latest professional challenge is taking on the responsibilities of the marketing coordinator which means handling all internal events.

During my years at Vinge I have devoted a lot of time and energy to professional development. I have been a member of the Swedish Association of Information Specialists since 2001, serving as member of the



board and in 2014 I became chair of the association.

After a couple of years, I became more interested in international cooperation which lead me to Cycling for libraries, an international cycling unconference for librarians. I took part in the annual unconferences 2011–2014, cycling and networking with colleagues from all over the world. In 2015, I coordinated the tour taking us from Oslo, the capital of Norway via my hometown Gothenburg to Aarhus in Denmark.

I have maintained a close connection with The Swedish School of Library and Information Science, acting as a mentor and welcoming international exchange students on field trips twice a year. I also enjoy acting as a guest lecturer, opening the students' eyes to the possibilities of careers outside of public libraries. I have continued my professional development through postgraduate part-time courses, training courses and online courses, studying library and information as well as law. Often I have used the assignments associated with the courses for projects at Vinge, for example implementing a wiki as well as re-designing our digital library.

Education in library and information science in Sweden

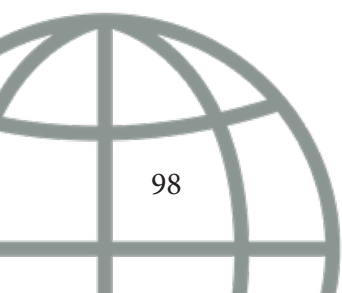
In Sweden, there are five institutions with courses in library and information science. The Swedish School of Library and Information Science (SSLIS) at the University of Borås (2017) has Sweden's oldest and largest education and research in library and information science. It opened in 1972 offering courses aimed at both academic librarians as well as school and public librarians (Lundberg Rodin, 2012). The department currently offers two programs at the undergraduate level, three programs at the Master's level, a Ph. D. program, as well as a wide variation of courses and professional development courses.

SSLIS does currently not admit non-Swedish speaking international students to undergraduate/bachelor degree programs unless they have passed a mandatory language exam given by the state authorities. This applies to all undergraduate/bachelor level students at the University except for those arriving on exchange programs from one of their partner universities. They do offer a master's program "Digital Library and Information Services" in English.

The department of ALM at the University of Uppsala (Uppsala Universitet, 2017) offers a two-year Master's programme in Archive, Library and Museum Studies. The teaching language is Swedish. Two short courses in Museum and heritage studies are given as self-contained courses, taught in English. For exchange students, the department also gives the course Swedish Culture.

The Department of Arts and Cultural Sciences and Lund University (Lund University, 2017) offers a Master's Programme in ALM, Library and Information Studies and a Bachelor Programme in Digital Cultures (both in Swedish). There is a self-contained course, Cultural Sciences: Intellectual Property and Digital Information – Law, Politics and Culture, available in English.

Umeå University in the North of Sweden offers a Bachelor Programme and a Master's Programme (both in Swedish). The Linnaeus University are stepping up their focus on library and information science by offering a a Bachelor Programme (in Swedish) and a Master's Programme in Cultural Sciences.



Library legislation

The Swedish Library Act (2013:801) establishes the framework for the activities of Swedish libraries. This act applies to all library activities financed with public fund, not only public libraries and school libraries, but also university libraries and special libraries. The Library Act emphasises the importance of libraries for the development of a democratic society and the foundational role they play for information and knowledge transfer as well as the free formation of opinions. Some of the main principles of the act are that:

- Every citizen shall have access to a public library,
- All pupils shall have access to school libraries,
- Libraries must lend literature free of charge irrespective of its form of publication,
- Interlibrary loans shall be free of charge,
- The libraries in the public library system shall devote particular attention to national minorities and persons with a native language other than Swedish, including by offering literature in:
 - the national minority languages,
 - other languages than the national minority languages and Swedish, and
 - easy-to-read Swedish (Svensk biblioteksförening, 2015).

Libraries in Sweden

The Swedish library statistics are the responsibility of: National Library of Sweden (Kungliga biblioteket, 2017). According to the latest statistics (Ranemo, 2016) there are currently: 881 school libraries, 700 public libraries, 445 integrated school and public libraries, 126 academic libraries, 51 special libraries (government agency libraries etc.), 67 hospital libraries as well as 38 “other” libraries (national libraries and libraries associated with museums, Folk High Schools or Komvux, municipal adult education).

The number of libraries are slowly declining mainly due to the closing of smaller branch libraries as well as hospital libraries. In 10 years as many as 176 public libraries has been closed down. Several branch libraries have been turned into school libraries, probably in order for the municipalities to comply with legislation.

Library associations

The largest library association is the Swedish Library Association (Svensk biblioteksförening, 2018), a non-profit and politically independent association with institutions and organizations, such as public, school, college, university, specialist collections, governmental, hospitals and prison libraries. Individuals can also be members. The Swedish Library Association works to ensure everyone free access to information and knowledge through libraries as well as keeping guard, opinion forming, influencing and promote the interests of libraries. Additionally, they support libraries and those who work there with research and professional development. The association channel its international activities mainly through cooperation with other Nordic countries, with the European organizations (EBLIDA and LIBER), and with its membership in the IFLA.

The DIK Association (DIK, 2017) is a professional association and a trade union for university grad-

uates in the fields of culture and communication. DIK is an association within “Saco”, the Swedish Confederation of Professional Associations. The 20 000 members of DIK represents different professions within the field of documentation, information and culture. 5 500 of these members are librarians (DIK, 2017).

As a professional association DIK is working with issues concerning the member’s professional status, the quality of education and training, professional and ethical criterions, professional development, cultural politics and information politics.

The Swedish Association of Information Specialists, SFIS (2017), is an organisation for information management professionals. The association was founded in 1936 and has about 800 members. The members work in private and public sectors, at universities, in government, in large conglomerates as well as in small companies. The Association aims to keep the professional skills of our members on top, enabling them to attain the objectives of their organizations.

Current issues

Swedish libraries are facing the same challenges as libraries in the rest of the world. Digitization, provision and long-term preservation are some of the important issues. In September 2005, the EU Commission introduced a development initiative (i2010: Digital Libraries, 2005) with a view to encouraging the digitization of the European cultural inheritance. The goal is to create a common multilingual input or portal, to collections housed in archives, libraries and museums (Thomas, 2010). This of course raises the question of copyright restrictions.

If the EU Commission’s initiative will succeed, libraries must, subject to reasonable terms and conditions, be able to digitize and make available copyright-protected material as well. The current term of copyright protection, which lasts for 70 years after the originator’s death, means that only material published up until the early 1900s can be digitized. Another important issue is offering public access to e-books.

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THAILAND



Pussadee Nonthacumjane

Assistant professor

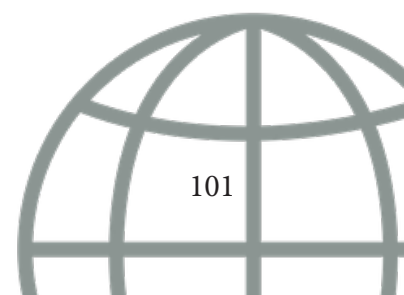
The Department of Library and Information Science,
Faculty of Humanities, Chiang Mai University
Chiang Mai, Thailand

I work at the Department of Library and Information Science, Faculty of Humanities, Chiang Mai University, Chiang Mai, Thailand. I received my bachelor's degree in library science (Hons.) from Chiang Mai University, Thailand. Also, I obtained my master's degree in Library and Information Science (LIS) from Chulalongkorn University, Thailand. Besides, I completed the International master's degree in Digital Library Learning (DILL) from Oslo Metropolitan University (Oslo University College) (Norway), Tallinn University (Estonia) and University of Parma (Italy).

I have taught several courses in the bachelor degree program including Information Literacy, Information Services, Public Relations and Marketing in Information Works and Development of the Multimedia in Information Works. My previous researches were "Evaluation of Library and Information Science Curriculum", "System Analysis and Design of the Department of Library Science's Information on Air Database". My master theses were "Information-seeking Behaviors on the Internet of the Engineering Students" and "Essential Competencies of an Information Professional Working in a Digital Library Environment, in the Opinion of Norwegian and Thai Library and Information Science Educators".

According to the Library and Information Science professionals, I am a member of the Thai Library Association. Furthermore, I was a volunteer at the World Library and Information Congress: 65th IFLA General Conference and Assembly in Bangkok, Thailand, IFLACAMP, and the World Library and Information Congress: 79th IFLA General Conference and Assembly in Singapore. Additionally, I was a visiting scholar at St. Olaf College, the USA, and an intern at the first combined library (Drammensbiblioteket) in Norway.

I presented my paper at the World Library and Information Congress: 77th IFLA General Confer-



ence and Assembly on 13–18 August 2011, San Juan, Puerto Rico; in session 97: New Professionals beyond New Professionals – skills, needs and strategies of a new generation of LIS professionals. The title of the paper is “Key Skills and Competencies of a New Generation of LIS professionals”. Additionally, I presented my poster on title “LIS Competencies in Norway and Thailand” at the Research Applications in LIS (RAILS7) seminar at Queensland University of Technology, Australia. Also, I presented the poster on the title “Future Libraries: Global Digital Collections Accessibility and Community Centers and Green Libraries” at the World Library and Information Congress: 79th IFLA General Conference and Assembly in Singapore. Furthermore, I have participated in the Thai Open Educational Resources (OER) and Massive Open Online Courseware (MOOC). My research interests include information literacy, information seeking behavior, social media, local studies, local history, and user studies.

Library and Information Science Education in Thailand

Library education in Thailand was initiated at Chulalongkorn University in 1951. Furthermore, the primary initial programs in library education were started at Chulalongkorn University, as a first library school in 1955, with a Diploma course, an undergraduate program (1957) and the Master program (1964). Most of these programs were based on the library schools of the United States of America, and they were applied to suit with Thailand landscape (Butdisuwan & Babu, 2014; Premssmit, 2004). During the intervening sixty years, the library and information science programs have been re-engineered and grown. At present, Thai library and information science education are divided into two systems, as the undergraduate program (the bachelor degree) and the graduate program (the master degree and the doctoral degree) (Butdisuwan & Babu, 2014; Premssmit, 2004; Wanichagul, 2015).

According to the undergraduate programs, Chulalongkorn University was the first university offering the bachelor degree in library science in 1959, following by Ramkhamhaeng University, Chiang Mai University and together with other universities, and Rajabhat universities (Former the teacher colleges) throughout regions of Thailand. The bachelor degree awarded varied in each university as B.A. in library science, information science, library and information science, information studies, library management, and information management) (Butdisuwan & Babu, 2014; Premssmit, 2004; Wanichagul, 2015).

Eleven universities offer the master’s programs in library and information science (Premssmit, 2004). Most of the master programs award to a Master of Arts in library and information science. Most graduate programs are thesis-programs. Some universities offer both thesis and non-thesis program (Independent studies), for example, Chiang Mai University, Khon Kaen University, Mahasarakham University and Srinakharinwirot University (Butdisuwan & Babu, 2014; Premssmit, 2004; Wanichagul, 2015).

Two library schools offer the doctoral program in library and information science. Khon Kaen University initiated the first doctoral program in 2003. The doctoral degree awarded is titled “Doctor of Philosophy in Information Studies”. Afterward, Sukhothai Thammathirat University offered a Ph.D. degree in Information Science since 2010 (Butdisuwan & Babu, 2014; Premssmit, 2004; Wanichagul, 2015). “The curriculum structure depends on policies and regulations of higher education institutions affiliated” (Premssmit, 2004). The Office of Higher Education, Ministry of Education is responsible for the approval of library

and information science both undergraduate and graduate programs (Saladyanant, 2014).

The Library system in Thailand

The Library system in Thailand has been categorized into five types, including, the national library, public library, academic library, school library, and special library (Thai Library Association, 2017). According to the recent survey, there are 34 751 libraries in Thailand, the national library (1), academic libraries (225), public libraries (2 116), school libraries (32 370) and special libraries (39) (OCLC, 2017). Generally, the main required qualification for a library and information professional working in these libraries is having a bachelor's degree in library and information science or related fields.

The National Library of Thailand

The National Library of Thailand was established in 1905. It is recognized as one of the oldest national libraries in Asia. Also, it has operated by the Fine Arts Department of the Ministry of Culture. The National Library of Thailand has the primary purpose to be a national intellectual property resource. Their main responsibilities comprise collecting, storing, conserving, preserving and organizing all Thai intellectual property in all formats. Their collections are stone inscriptions, manuscripts, palm leaves, traditional Thai books, printed publications, non-printed materials, and digital resources. Additionally, the National Library of Thailand has the main task of serving information and knowledge for all Thai people (The National Library of Thailand, 2017).

Public Libraries

The first public library in Thailand was founded in 1916 by the Education Department (Lerdsuriyakul, 1999). At present, the public libraries are governed by the Office of the Non-Formal and Informal Education (NFE) (The Office of the Non-Formal and Informal Education, 2017). The public libraries can be categorized into three sizes, for example, the large-size, middle-size, and small-size. The primary task of the public libraries, which was set as a policy by the NFE, is being a learning center providing services, including, informal education, non-formal education, and local information center (Lerdsuriyakul, 1999; The Office of the Non-Formal and Informal Education, 2017). Public libraries in Thailand have been significant as “the vital learning center for the community.” According to the standards for Thai public libraries, they are set by the Thai Library Association (Thai Library Association, 2017).

Academic libraries

Like the academic libraries worldwide, the academic libraries in Thailand are recognized as the knowledge and learning center. An academic library is attached to a higher education institution. The main purposes of the academic libraries are to support the university's curriculum and to support the research of the university faculty, researchers and students. The standards for Thai academic libraries are approved by the Office of the Higher Education Commission: OHEC (The Office of the Higher Education Commission, n. d.).

School libraries

School libraries in Thailand can be classified in several criteria depending on the conditions, for instance, the school levels (pre-primary, primary and secondary), the types of education (formal, informal and non-formal), the types of schools (public, private, international) (OECD/UNESCO, (2016). A school library or known as “a school library media center” has been set as a learning center. The principal objectives of the school libraries are to support the school’s curriculum and to support the teaching of teachers and the learning of students. The standards for Thai school libraries are issued by the Thai Library Association (Thai Library Association, 2017).

Special libraries

Special libraries in Thailand have been founded by the public, private and non-profit organizations and institutions. They are recognized as “the knowledge and learning center” which providing information on a specialized subject/field for a particular group, for example, art, culture and tradition, economic, engineering, history and genealogy, religion, etc. The main purpose of a special library is to support the researchers and students, the interest persons in the research and learning in a field/subject. The standards for Thai special libraries are approved by the Thai Library Association (Thai Library Association, 2017).

Thai Library Association

The Thai Library Association (TLA) was established in 1954 by a group of Thai librarians with the main goal for the enhancement of librarianship in Thailand. Since 1976, it has been under the Royal Patronage of Her Royal Highness Princess Maha Chakri Sirindhorn. Also, it has engaged in significant activities and projects. Some of their activities and projects are as follows:

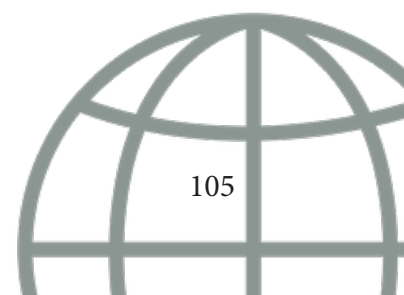
1. Annual Library Conferences,
2. Training Programs for Librarians,
3. Seminars and Workshops,
4. Status of Librarians and the Code of Ethics for Thai Librarians,
5. Publications (TLA Bulletin, World of Books, TLA News, Research in Library and Information News),
6. Foreign Relations,
7. Library Standards:
 - 7.1. Standards for Special Libraries (1988),
 - 7.2. Standards for Public Libraries (1990),
 - 7.3. Standards for Primary School Libraries (1990),
 - 7.4. Standards for Secondary School Libraries (1990),
 - 7.5. Standards for Vocational and technology Libraries (1992).
8. National Book Week,
9. Library Week,
10. Consultation, Supervision, and Establishment of Libraries,

11. Best Libraries Awards,
12. Recognition for Library Donors,
13. Outstanding Person Awards,
14. Best Research in Library and Information Science.

TLA has coordinated its activities with the library and information professionals in the libraries, library school, and related institutions and associations within the country, and international landscape. Importantly, TLA has played the leading role in the development of the status of Thai library and information science professionals (Sacchanand, 1999; Thai Library Association, 2017).

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TURKEY



Emre Hasan Akbayrak

Director of Atılım University Kadriye Zaim Library
Ankara, Turkey

He began his career in 2001 as a reference librarian at the Library of Middle East Technical University (METU). Four years later, he became the head of the Department of Serials and E-resources at the Library of METU in 2005 and a year after, he was promoted to associate director position. In between 2006 and 2015 as he kept serving as an associate director of the library he then held the position of outreach librarian by the end of February 2016. He was appointed to be the director for The Library of Kadriye Zaim in Atılım University on March 1st 2016. Emre Hasan Akbayrak received his Bachelor's Degree from Hacettepe University Department of Information Management in 1995 and his Master's Degree in Library Science from Hacettepe University in 2005. He has been serving as a key contact for several databases in ANKOS (Anatolian University Libraries Consortium) since 2002. He also has been holding few other positions in Turkish Librarians' Association since 2006, and currently he is the Vice President of Turkish Librarians' Association.

Emre Hasan Akbayrak has also been managing an informative blog named <http://bluesyemre.com> where he usually includes details for free sites of substantial reference value, authoritative, browsable/searchable information whether educational or responding promptly to the daily questions. Links that are being listed in his blog are the resources which he uses as a librarian frequently. Some other links gather in relations to his interests and some links are listed so others might find interesting.

The Status of Information Management Education in Turkey

The Department of Information Management which is generally incorporated under the Faculty of Letters in Turkey is available at 16 universities according to the data received from the Council of Higher Education (YÖK) (See also Table 1). However, 2016 ÖSYM (Student Selection and Placement Center) Selection Guide shows that the department is active at 10 universities (See also Table 2). The sum of the quotas allocated for the Department of Information Management at above mentioned 10 universities is 610.

Some universities have started providing both formal and evening education for the department. The Universities that include Department of Information Management (Table 1):

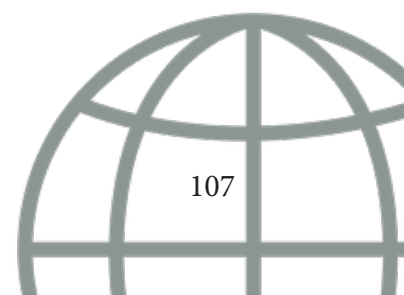
1.	Akdeniz University
2.	Ankara University
3.	Ataturk University
4.	Bartın University
5.	Bozok University
6.	Cankiri Karatekin University
7.	Gumushane University
8.	Hacettepe University
9.	Istanbul Medeniyet University
10.	Istanbul University
11.	İzmir Katip Celebi University
12.	Karabuk University
13.	Kastamonu University
14.	Marmara University
15.	Yildirim Beyazıt University

The Universities that accept students to the Department of Information in Turkey with Quotas (Table 2):

No	UNIVERSITY	QUOTA (Data from 2016 OSYM Se- lection Guide)
1.	Ankara University	30
2.	Ataturk University	50 – 50 (Night class)
3.	Cankiri Karatekin University	50 – 50 (Night class)
4.	Hacettepe University	70
5.	Istanbul Medeniyet University	30
6.	Istanbul University	60 – 60 (Night class)
7.	Kastamonu University	50
8.	Marmara University	60
9.	Yıldırım Beyazıt University	40
10.	Near East University	10
	Total	610

Use of SirsiDynix Symphony Library Automation System in Turkey

Developed by SirsiDynix Company, Symphony Library Automation System has been providing service for more than 30 years. In 2015, Atılım University Kadriye Zaim Library started using this system which is used by many institutions around the world. The references of the company and serious efforts of the Turkey office of the company in technical support are among the primary reasons for choosing this



system. Another reason for our preference is the troubleshooting of the problems by the Turkey office and software developers of the company, and thus saving time. SirsiDynix Symphony Library Automation System is used by 21 institutions in Turkey (See also Table 3).

The institutions using SirsiDynix Symphony Library Automation System in Turkey, date of service procurement and web pages (Table 3):

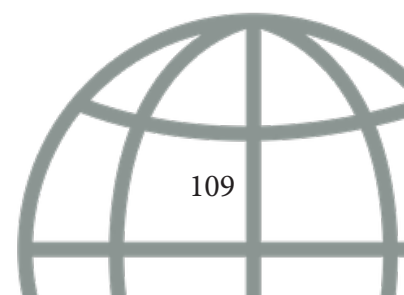
No	Institution	Date of Service Procurement	Web Page of Institution
1.	Bilkent University	2009	librarycatalog.bilkent.edu.tr
2.	Izmir Institute of Technology	2011	catalog.iyte.edu.tr
3.	Istanbul University	2012	katalog.istanbul.edu.tr
4.	Central Bank of Turkey	2012	
5.	Hacettepe University	2012	katalog.hacettepe.edu.tr
6.	Pamukkale University	2012	tarama.pau.edu.tr
7.	Kadir Has University	2013	catalog.khas.edu.tr
8.	Abdullah Gul University	2013	libsearch.agu.edu.tr
9.	The Ministry of Development	2013	katalog.kalkinma.gov.tr
10.	Cankaya University	2013	katalog.cankaya.edu.tr
11.	International Antalya University	2013	librarycatalog.antalya.edu.tr
12.	Baskent University	2013	katalog.baskent.edu.tr
13.	Terakki Okullari	2013	library.terakki.org.tr
14.	TED University	2013	library.tedu.edu.tr
15.	Isik University	2014	bilge.isikun.edu.tr
16.	MEF University	2014	librarycatalog.mef.edu.tr
17.	Eastern Mediterranean University	2014	librarycatalog.emu.edu.tr
18.	Atılım University	2015	sirsi.atilim.edu.tr
19.	Public Administration Institute for Turkey and Middle East	2016	kutuphane.todaie.edu.tr
20.	Yuzuncu Yil University	2017	librarycatalog.yyu.edu.tr
21.	Ankara University	2017	

Projects of Atılım University Kadriye Zaim Library

Atılım University Kadriye Zaim Library launched Mind Games, Ankara Digital City Archives and The Son Kale Polatlı Documentary projects under its own organization. Users spend their spare times with the Mind Games in the Media Center of the Library. The purpose of the games is to contribute the development of mental skills of users. Libraries should not maintain their traditional structures in the digital age. The purpose of preferring mind games in the library is to meet the requirements of digital age, maintain the characteristics of libraries and change perspectives of the ones who consider libraries as the place of books to study. This application is a part of “libraries as a third place” concept in the literature.

The other project launched in Atılım University Kadriye Zaim Library is ADKA (Ankara Digital City Archives). ADKA aims to contribute the development and proliferation of the awareness of urbanity and history in Ankara. ADKA takes responsibility in the fields of increasing urban culture production, and review, collection, cataloguing, preserving in appropriate conditions, digitization, exhibition and publication of primary sources of information reflecting the cultural values and history of Ankara. There are a large number of documents in relation to Ankara. However, these documents are kept by different institutions or individuals and cannot be shared as they have not been digitized yet. ADKA is a document pool. As a university library founded in Ankara, Atılım University Kadriye Zaim Library aims to bring the cultural heritage of the city today and document today's Ankara in order to hand down this information to next generations. Therefore, the library shares the documents both in printed format and digital media for the use of researchers. ADKA gives support to the citizens of Ankara in the adoption of the rapid changes that Ankara goes through recently and raising awareness of urbanity to respond this change. Accessible by anyone, anywhere, ADKA is located within a separate section in the Library.

Another project of the library which is still in production process is “Son Kale Polatlı – Polatlı the Last Fortress” documentary project jointly conducted by Kadriye Zaim Library Media Center and ADKA. The purpose of this project is to reveal the role of Polatlı in the Turkish War of Independence with political, military, socio-cultural and economic perspectives. Additionally, the project is intended to present the process of becoming the capital city and the effects of the independence war on Ankara with the archive documents and oral historical studies. Besides scientific research, this project also aims to provide social and cultural contribution to the city where Atılım University is located.



UNITED STATES OF AMERICA



kYmberly Keeton, M.L.S.

Faculty Academic Librarian, Assistant Professor,
Arts Library Coordinator
Lincoln University Missouri – Inman E. Page Library

I am an Academic Librarian, Assistant Professor, and the Arts Library Coordinator at Lincoln University Missouri, Inman E. Page Library. We are a Historically Black College University. The academic library resides in the state capitol of Jefferson City, Missouri in the United States of America. According to the American Library Association's website, there are 119 487 libraries in the country (ALA, 2015). With regard to different types of physical libraries, statistical data acknowledges the following – Academic: 3 793; Public School: 9 082; Special: 6 966; Armed Forces: 252; Government: 934. As an African-American librarian, I love to serve others as a culture-keeper of knowledge, history, technology, and information. My role in society is one of the most important being that citizens can always ask me a question and can be assured that I will give them the best answer possible and resources for further research. As a librarian, I am eager to help others in any way possible. I took an oath in 2014 to serve my fellow man, and I am amazed at where it has taken me in librarianship.

Library types

There are four different types of libraries recognized by the American Library Association, including public, school, academic, and special libraries. Each one of these libraries operates in a different capacity in their respective communities. Librarians in the United States of America must attend an accredited university to receive their terminal credentials; they deal with intellectual freedom, copyright, privacy laws and professional ethics in the United States of America. The following associations uphold these processes and laws, including the American Library Association, Association of Colleges and Research Libraries, Public Library Association, and the Special Library Association. Within these associations, librarians

serve on committees, roundtables, and sections, and are elected or nominated for leadership roles by their colleagues. Equally important, is the common narrative that all libraries share by showing the value of the libraries as institutions for higher learning regardless of a person's economic status, race, colour, ethnicity and age or gender. Libraries in the 21st century have become a one stop-shop for knowledge, research, resources, access to technology and creative spaces. As academic librarians, we have the opportunity to influence students and faculty members in many ways with regard to the research process, writing and publishing.

Typically, academic librarians earn faculty rank at their home institutions and are required to teach, publish and write grants just as regular faculty members. Librarians that teach in academic institutions often introduce Information Literacy as a primary resource and tool for the research process. With regard to students that are enrolled in a library science program, they are offered this course and others such as collection development, data curation, information management, digital content management, and introduction to library science. The goal of academic librarians in the 21st century is to help students and faculty become information literate and competent about finding information, using databases, and technology and being able to use it effectively.

As an academic librarian, I focus on creative scholarship, designing physical and online exhibitions, building repositories, incubator spaces, collaborating with the humanities, teaching and advocating for libraries. I am an Advisory Board Member and Interim-Chair for the Association of Colleges and Resources Library's Framework for Information Literacy. I am an American Library Association 2016 Emerging Leader and serve on many committees within the profession. As an assistant professor, I created the first Hip Hop Information Literacy credit-based course at a Historically Black College University. In like manner, I designed a supplemental resource entitled the [Hip Hop LibGuide](#) for students, faculty, and life-long learners to read more about the art form and its potential for research and scholarship. Currently, I am working on compiling research about African-American Art Librarians born in the southern region of the United States. Being an advocate for libraries has always been a foundation for me to stand up for the rights of others to use and access information and technology.

Lastly, it is an honour to teach and serve others in an academic setting. I believe that collaboration and creative spaces will be at the helm of our future conversations in the field with regard to scholarship and research as well as being advocates for change for future generations. #librariansaroundtheworldrock

References

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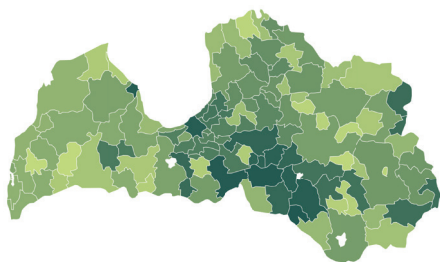


LIBRARIANS AROUND THE WORLD

“Librarians Around the World” is an online project where 34 participants from 19 countries have written an article about their study and work experience, about the library system, library related organizations in their country or some interesting projects that they have, even about problems that they deal with (no funding for library, expensive studies, struggle to find work, etc.)!

34 AUTHOURS FROM 19 COUNTRIES

LATVIA



“I learned the power of stories – to create connections and see the world in different perspectives, to imagine, create, share new and fresh ideas, and to make the world a better place one chapter at a time.”

Darrel Manuel O. Marco, Philippines

“There are definitely differences between Korean libraries and libraries abroad, therefore I want to act as the bridge between Korea and the world to create this librarian community by partaking in “Librarians Around the World”.”

Yujin Hong, South Korea

Since I am working in a small public library, I was trying to demonstrate it is not an obstacle to have successful career even at international level.

Daniela Skokovic, Serbia

-  1 649 libraries
-  2 825 librarians
-  1,93 million inhabitants
-  6 different library associations
-  795 718 registered users
-  20,4 million physical loans per year
-  2 bibliobusses
-  all libraries have free wifi

“This project has proven that one librarian from such a small country like Latvia, can bring together all the world to share the experience and gain new knowledge.”

Elina Sniedze, Latvia