

UPDATE CPDWL NEWSLETTER

JANUARY 2022 / International Federation of Library Associations and Institutions. CPDWL Section #43

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Special Mention for Communication and Membership

Awarded to

*Continuing Professional Development
and Workplace Learning Section*

The Hague, Netherlands • 2020

Letter from the Chair

Ulrike Lang, Chair, CPDWL Standing Committee

Almost two years ago, the Corona virus started to work its way around the globe. No one expected that it would last so long. Some of us have been seriously ill, others have lost beloved family members or friends.

For most working conditions have changed, perhaps irrevocably, and we don't know for sure whether things will return to normal or if homeoffice, video conferences and zoom team meetings will be the new way of working. Balancing career and family seemed to be easier, while working from home, but some were able to fully perform their roles, with children were trying to do their school homework at the same time and even using the same devices. Those working at home alone might hope to return to their library because they feel lonely and wish to return to their library. Staying healthy during the pandemic is not only a physical challenge but also a psychological one.

The CPDWL Standing committee has used its many and various social media channels to stay in touch with its members and colleagues worldwide. If you haven't connected with us to date, please take a look

at CPDWL [Facebook](#), [Twitter](#), [Instagram](#), [Youtube](#), WhatsApp and WeChat, our [Blog](#) and [Podcast](#). We look forward to seeing you there.

During Summer 2021 we held elections for new Standing Committee members and in our previous newsletter of June 2021 we were able to present brief introductions to them. At our virtual business meeting in August 2021 they were included in the existing working groups and the SC together with its Advisory Group members and began working immediately. To learn more about the new and continuing members, we had another round of "Get to know you meet ups" in November, 30 minutes zoom meetings, where five participants could talk about their life and interests outside IFLA. All meetings have been recorded so everybody can discover and learn about those involved.

The virtual WLIC in August 2021 went exceedingly well. Highlights included:

1. The week before and the week after the WLIC saw more than 100 online coaching sessions in different languages held. Further details are included in a report including the voices of some of the participants can be seen later in the newsletter.
2. We also held a panel discussion about the CPD guidelines entitled "NOW – NEW – NEXT: Seizing the opportunities to redefine and reimagine professional development through online learning" which was very well attended and received a considerable level of interest.
3. A session entitled "Library Carpentry" was held in collaboration with the Science & Technology Section.

The planning for the WLIC 2022 in Dublin has begun and further details are expected early in 2022. An IFLA WLIC 2022 landing page/website is now available and will gradually have more information added and be updated as information becomes available.

New webinars have also taken place and you can read more about past events and upcoming projects later in the newsletter.

CPDWL have made available a number of podcasts, not only in English, including an interview with the president elect of IFLA, in English, Spanish and German. More podcasts in other languages

are in preparation. All suggestions for other languages and topics are most welcome. Please just contact us if you have any suggestions.

In September 2021 we completed the Annual Report, to be approved by the IFLA Governing Board, which will be published on our website.

IFLA launched its new website in August and all content is in the process of being transferred across. The officers of CPDWL are making our content visible but if you are aware of or looking for missing content then please do let us know.

In October 2021 we produced our "Action Plan 2022 - 2024". This is an evolving document that describes the future projects and areas of work for the section. This will be communicated through our social media channels along with any requests for you to join in and take part.

In its new structure IFLA has decided on a number of roles and as part of this change we can only be nominate one person as Chair. We can no longer use Co-chairs as it is not an official IFLA title. As such this is not a Co-Chair's letter. CPDWL was the first section 10 years ago, that created the co-chair position, to support the SC members from around the world and also to distribute the work on more shoulders. Alan and Ulrike are sharing the work, but Ulrike has the designation of Chair. We are now looking for a new "job title" to address this and are happy to receive any recommendations!

Our thank you goes to our new Secretary, Almuth Gastinger, and our new Information Coordinator, Edward Lim, and all SC members and Advisory Group members, who are helping to advance and support the work of the global library and information community while working for the CPDWL section.

We hope you will stay in touch with us in 2022 and enjoy reading this newsletter.



Ulrike Lang
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Continuing Professional
Development and
Workplace Learning



CPDWL Podcast Project

By IFLA CPDWL

In this podcast conversation, we speak with library leaders to get their perspectives and thoughts on the profession. Read more about us here: www.ifla.org/cpdwl

 Message

NEW CPDWL PODCAST PROJECT EPISODE

Barbara Lison with
Edward Lim
on IFLA Presidency

Link:
<https://anchor.fm/ifla-cpdwl>



The Guidelines Working Group: Project Update. December 2021

By **Gillian Hallam**, Chair, CPDWL

Guidelines Working Group Members: Gill Hallam, Alan Brine, Mitsuhiro Oda, Ivana Todorovic, Chinwe Anunobi, Daria Beliakova, Sandy Hirsh, Juanita Jara de Sumar, Matilde Fontanin, Catharina Isberg.

The June 2021 issue of the CPDWL Newsletter was released shortly before the IFLA World Library and Information Congress took place as an online event. In the Newsletter, we reported that CPDWL would be hosting a panel discussion on the topic of our major project to revise and update the IFLA Guidelines for Continuing Professional Development: Principles and Best Practices. The title of the session was "NOW – NEW – NEXT: Seizing the opportunities to redefine and reimagine professional development" through online learning. The panel discussion was broadcast on 17 August 2021, followed by a lively Q&A session attended by over 100 delegates.

The *IFLA Guidelines for CPD* focuses on the five stakeholder groups that collectively drive the CPD agenda: Learners, Employers, Professional Associations, LIS Educators and LIS Training Providers. Each of our panel members represented one of these groups.

Learners: **Matilde Fontanin**, PhD student, Trieste, Italy; former CPDWL SC member.

Employers: **Dr Alan Brine**, Deputy Director, Library & Learning Services, De Montfort University, Leicester, UK; Chair of CILIP Professional Recognition Panel; current CPDWL SC member.

Professional Associations: **A/Prof Naoki Matsumoto**, Dept of Library and Information Science, Keio University, Japan; Vice-Chair of the Committee of Certification of Senior Librarians, Japan Library Association.

LIS Educator: **Prof Sandy Hirsh**, Associate Dean for Academics, College of Professional and Global Education, San José State University; then CPDWL SC member.

Our 5 star profession needs...

IFLA Guidelines for Continuing Professional Development : Principles & Best Practices

Learners ★★★★★

Individual professionals who are responsible for their own ongoing learning to:

- further personal career development
- support the employing organisation achieve its goals for excellent service
- contribute to the growth of the profession

★★★★★ **Employers**

Employers who demonstrate organisational commitment and leadership to:

- develop effective personnel policies and procedures
- allocate the budget and time for staff learning
- offer a high-quality programme of training and learning opportunities

Library associations ★★★★★

Professional associations which champion the importance of staff development to:

- coordinate the policies, resources and strategies to support high-quality CPD
- communicate information about CPD opportunities
- provide incentives for LIS professionals to pursue continuous learning

★★★★★ **LIS educators**

LIS educators who promote the imperative for career-long learning to:

- provide opportunities for postgraduate education
- advise professional and government bodies on CPD needs and practices
- involve students and professionals in research into practice

Training providers ★★★★★

LIS training providers who develop and deliver high quality CPD activities to:

- provide opportunities to develop new understandings and skills
- follow the principles of adult learning theory and instructional design
- make use of the appropriate facilities, technologies and resources

IFLA CPDWL Design: Gillian Hallam & Jana Varlejs

LIS Training Providers: **Tony Zanders**, Founder & CEO of Skilltype, USA; invited speaker for CPDWL SC forum, 2020.

Firstly, the panel members introduced themselves and outlined their interest in the roles and responsibilities of the stakeholder group they were representing. The discussion that followed was stimulated by three questions:

1. Considering the Guidelines for CPD as they currently are: do you feel that they are important, and also, do you feel that they might be problematic?
2. Do you believe that there is a need for the *Guidelines for CPD* to be revised or updated?
3. Can you give us some ideas about good practice for CPD in an online world?

The thoughts our speakers generously shared with the audience are summarized as follows:

Learners

Mathilde stressed that librarians should be proactive in taking responsibility for their own professional journey into the future. Learners should be 'the pilots, not just the passengers' on this journey, although, sadly, not all employers were 'on board' to acknowledge the value of staff development. Nevertheless, beyond the workplace, there were also opportunities for librarians to engage with their professional association, so that their learning could contribute to the development of the profession as a whole. It was stressed that individual professional growth not enhances the quality of professional practice in the workplace, but also the profession as a whole.

In the ever-changing world of training and development, learners needed to learn in the online environment. While the pandemic had underscored the fact that the webcasting of a face-to-face class did offer the chance for engaging, interactive learner, not every learner actually understands the best strategies for learning effectively online. Training activities should always accommodate different learning styles, but at the same time, accessibility issues were really significant: the needs of individual learners should be considered, e.g. for those people who were visually impaired, hearing impaired, or dyslexic. There were also concerns about the wide range of online platforms being used, e.g. Zoom, Teams, Google Meet, Webex etc, and the associated challenges this situation presented for learners, both today and into the future.

Although many learners – and employers – were concerned about the actual costs of CPD activities, they should be open to the many free events that are available. The Guidelines are of great importance here as they should help learners make the best use of free learning resources, e.g. Open Educational Resources (OERs) and Massive Open Online Courses (MOOCs). Significantly, we need to realise that skillsets are granular and context-specific: Bloom's taxonomy has been used to highlight the different dimensions and different levels of skills that may be required in different roles, and individual learners should be able to independently assess their own skills to identify their specific training needs. Learners will therefore benefit from access to the right evaluation tools to be able to determine their learning needs and to measure the progress they have attained through participating in the relevant CPD activities.

It was noted that in the current version Guidelines for CPD, it was recommended that approximately 10% of working hours should be available for learners to attend workshops, conferences, in-service training, and other educational activities, as well as informal learning projects, including professional association and publishing work. These days, reference is often made to the 70:20:10 model where 70% of learning time should be spent on experiential learning in the workplace, 20% on social or collaborative learning, and 10% on formal learning. Other ratios have been suggested, such as 50:30:20, or 40:30:30¹. The value of informal learning should not be overlooked. Library staff can reflect on their professional practice and write stories about what they have accomplished. Examples of storytelling are becoming more prevalent, e.g. the IFLA SDG stories², which delineate what librarians have achieved and what skills they have developed, while also increasing the visibility of their library service.

¹ Deakin University. (2018, November 12). *Developing world-class employees with the 70:20:10 model*. <https://credentials.deakin.edu.au/developing-world-class-employees-with-the-702010-model/>

² IFLA (2021). *Sustainable Development Goals & Libraries*. <https://librarymap.ifla.org/stories>

Employers

Alan argued that employers have an important role to play in encouraging and supporting their staff; they should be committed to making developmental opportunities available to all their staff and to understanding individual learning needs through the annual performance and planning reviews.

There was the potential for the *Guidelines for CPD* to be used as the basis for certification of CPD courses and programs. Employers could then be confident about the quality of the certified programs – and the quality of the training providers – if they were given a stamp of approval as meeting the best possible standards. This approach would ensure that the employers' investment in CPD was viewed as money well spent. While this was especially important for face-to-face learning events which also incurred the additional costs of travel and accommodation, the rapid movement to online learning during the pandemic had made it very difficult to determine the quality of the offerings.

One aspect impacting on employers was the challenge of time management. With face-to-face events, a staff member is simply away from the workplace, and their absence is respected. In the online learning environment, however, time may be blocked out in the diary for a staff member to attend a webinar, but this may then be overridden by managers who make some other activity a higher priority. Employers really need to make sure that staff do have the time to attend and reflect on a CPD event. Good planning, organisation and commitment are essential.

Professional associations

Naoki reported that a program for the certification of senior librarians was introduced by the Japan Library Association (JLA) in 2010. The librarians applying for certification must have an accredited degree in LIS, minimum 10 years' work experience, and be actively involved in the CPD program and present evidence of their learning activities. Other library associations have programs of professional registration and revalidation of professional status, e.g. the Chartered Institute of Library and Information Professionals (CILIP) in the United Kingdom and the Library and Information Association of New Zealand Aotearoa (LIANZA). While the Japanese program is not based directly on the *Guidelines for CPD*, the ideas presented in the document are closely aligned with JLA's arrangements.

The difficulties faced by professional associations as a result of the pandemic were highlighted. Across Japan, 308 training events had been scheduled for 2020, but 160 were cancelled, 23 postponed and 125 moved online. However, the quality of the online events could not be guaranteed and many were simply lectures which were broadcast online, without any opportunities for participants' interaction. Some professional associations in other countries, for example in Italy, already had a learning management system like Moodle, and so they were ready to quickly move their CPD activities online.

LIS educators

Sandy believed that, as the information landscape was continually evolving, the concept of career-long learning should be embedded in LIS education. Educators clearly had responsibility for motivating their students to become lifelong learners, but they must also invest in themselves as learners to keep up with developments in all aspects of the discipline, pedagogy and educational technology. As online learning was more accepted in some countries than others, the notion of good practice would be valuable for academics moving into teaching in the digital environment.

It was pointed out, for example, that the 2016 version of the *Guidelines for CPD* referred to LIS Schools, but today in many countries there were also iSchools. This meant that it was critically important for the Guidelines for CPD to reflect contemporary learning contexts and to address the changes that were happening across the sector and across the world.

Training providers

Tony advised that his organisation, Skilltype, had rigorously examined a number of skills frameworks for LIS practice. He stressed that these frameworks inevitably took a lot of time and effort to develop, but with the rapid pace of change, the frameworks could lose their currency and relevancy very quickly. Skilltype was currently investigating ways to use technology to keep a realtime pulse on the skills were required in different library and information settings. Sandy also explained that San José State University compiled an annual snapshot of job advertisements in the US to capture the trends in skills requirements, which could drive the demand for specific CPD activities to upskill and reskill the workforce.

It was critical that training providers considered how employers conceptualise the skills requirement for their library and information service – and by extension, the particular learning needs of their staff. It was felt that training providers sometimes wanted to 'push' what they thought LIS professionals should know about, but in reality, learning needs to be contextualised, based on what is needed for an individual library's services and programs, and the specific roles and responsibilities of the staff employed there. Added to that, we have a wide diversity of geographical regions and an extensive range of training products/services/vendors... Certainly, one size does not fit all, but there is a clear need for greater coherence, underpinned by global standards.

The *Guidelines for CPD* were viewed as a rich source of information and advice for training providers who were responsible for developing and curating content for learning activities, especially if they were actually volunteers or were developing training activities on top of their normal workplace tasks. The Guidelines should therefore be used by training providers across the world to improve the quality of CPD.

The panel members all agreed that the world of library and information services was not a static environment for any of the stakeholder groups. It was felt that, while the *Guidelines for CPD* offered a

strong foundation for the future revisions, the sector would benefit from having a dynamic document that would ensure the currency of the guidance presented. There was a sense that, looking to the future, many training activities were likely to be hybrid (offered simultaneously in both face-to-face and online modes) which actually would open up more opportunities for an international audience. Issues of quality were therefore really important: all stakeholders – learners, employers, professional associations, LIS educators and LIS training providers – needed to have a deep understanding of the principles and best practices for CPD to build the knowledge and skills of LIS professionals across the globe. A major question for CPDWL, of course, is to work out how to best update the Guidelines for CPD to ensure they can stay relevant in an uncertain, unpredictable, changing world.

The key outcome from the panel discussion was that our ideas about updating the IFLA Guidelines for CPD were affirmed. And, in Alan's words, "we have a really big job on here!"

The way forward...

Guided by the panel discussion held during the WLIC, the CPDWL Guidelines Working Group has developed a project plan to help us update the *Guidelines for CPD: Principles and best practices*. The goal is to have the updated Guidelines ready to be launched at the WLIC 2022. This means there really is a lot of work to do!

There is general consensus that the structure and content of the current Guidelines are 'fit for purpose' and there is no need to radically change the substance of the document. It is important that we do not lose the value of the translation work that has been undertaken already.

The next steps therefore involve:

- Identifying and collating the resources that discuss:
 - » The principles and best practices of online/digital/virtual learning in the context of CPD
 - » Relevant quality assurance standards, to take into account regional, cultural and linguistic differences across the world.
- We have already identified a number of resources, mainly in English, but we realise that there are more resources out there in different languages,

so we need to draw on the SC members' local understanding and expertise to share some relevant resources.

- The collated resources will be reviewed and summarised so that the 'principles and best practices' are captured.
- The information that is captured will be used to develop the new content for the *Guidelines for CPD*, organised according to the five stakeholder groups of Learners, Employers, Professional Associations & other bodies, LIS Educators, and LIS Training Providers.

The Working Group is very grateful for the arrangements made with Curtin University, Australia, for two postgraduate LIS students to help us with the work of reviewing and summarising the resources that are collated. Hannah, living in France, and Camille, living in Australia, are both completing a work placement with us and have already completed some very valuable tasks.

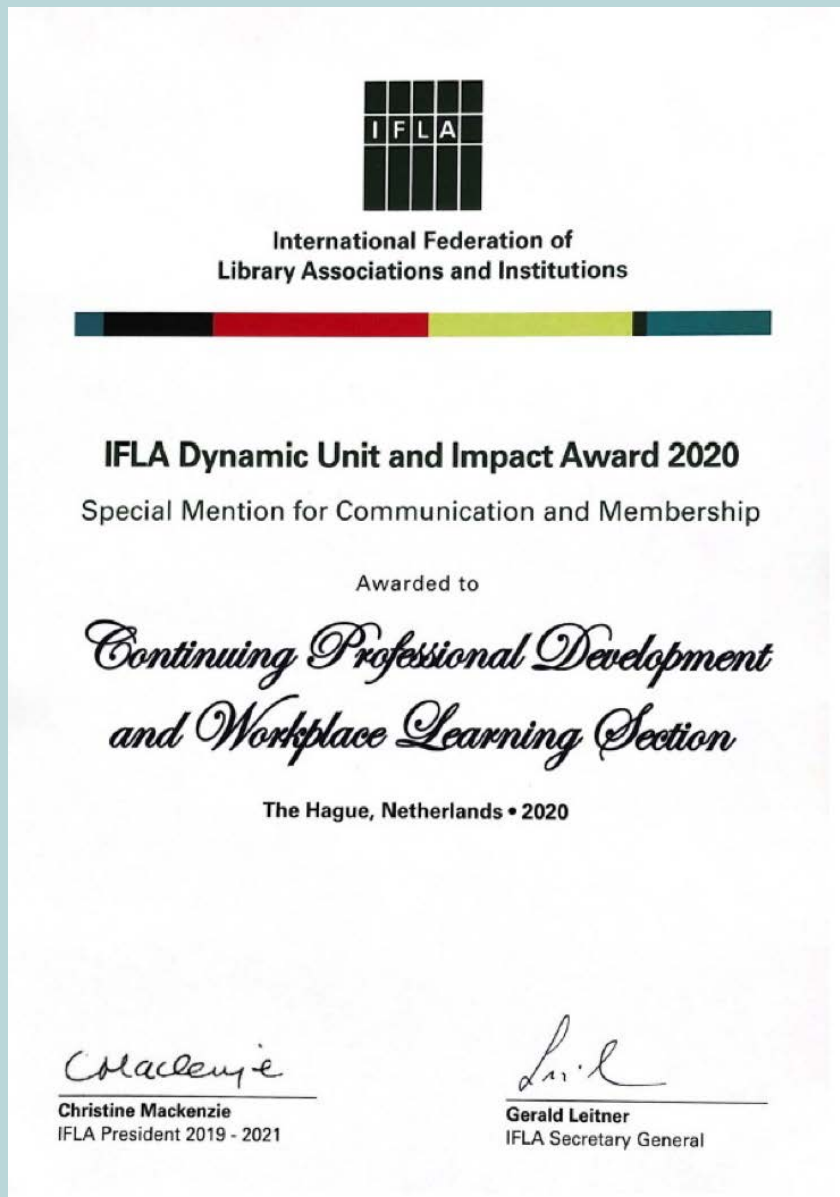
The Working Group aims to work hard and complete the review and summarising work over the next couple of months, so that we can begin to draft the text of the revised Guidelines in March 2022, with the new edition ready by June 2022.

Watch out for our update in the June 2022 issue of the Newsletter!

CPDWL success in the Dynamic Unit Award

The section was delighted to receive, from IFLA, a certificate celebrating a 'Special Mention for Communication and Membership' for the Dynamic Unit Award 2020.

Congratulations to everyone, especially Ray, Carmen and Edward for all the work with the social media channels, to Juanita, Sara and Edward for the newsletter achievements, to Ulrike for her regular communication with the registered members of the section to keep them involved in our work, and to every one of you who has posted blogs and Facebook posts or in any way supported CPDWL communications!



An ongoing success story

By **Ulrike Lang**,

Convenor of the Coaching Initiative of IFLA, ulrike@lang-site.de.

The IFLA Coaching Initiative created by CPDWL and M&M (Management & Marketing) Sections continued its work successfully during the year.

Members of the Coaching Working Group were Almuth Gastinger, Vera Keown, Ulrike Lang, Carmen Lei, Barbara Schleihagen and Ewa Stenberg. Due to new elections and end of terms on the committee, Vera Keown, Barbara Schleihagen and Ewa Stenberg finished their work in August 2021. Their expertise and work is much appreciated and will be sorely missed in the future.

We have, however, been lucky, to have new members come join us: Tina Haglund as a member of CPDWL; Vera Keown as a CPDWL Advisory group member; Hans Vigen and Wan Mali Wan Razali as M&M members; and Christie Koontz as a consultant of the M&M section. This has resulted in the Coaching working group growing its worldwide expertise.

Due to the pandemic, the Coaching working group could still only meet via Zoom and the planned coaching sessions the week before WLIC 2021 (August 9 – 13, 2021) and the week after (August 23 – 27, 2021) were also held as online meetings.

To prepare these sessions, we contacted all former coaches from the online event in 2020 and all coaches, who assisted in the face to face sessions in 2019 and 2018 for their assistance and availability for the weeks around the WLIC 2021.

The booking platform [Squarespace scheduling](#) was used and we had an account for a month for testing the potential of the platform. Up to 37 coaches could add their personal calendar settings, a picture and a short bio, combined with a direct scheduling link. The costs of \$50 USD per month were covered by funds provided by the CPDWL and M&M sections.

We booked use of the tool for July and August 2021. The first half of July was used to set-up calendars for each volunteer coach and then distributing information and instructions to them on using the calendar to set up accounts. Many thanks to Vera Keown, who took on the major part of this work. On July 19 an official invitation for **WLIC 2021** registered participants was sent via IFLA-list, CPDWL blogpost and other social media channels with a further invite to book a session published in the WLIC news.

Further marketing at the beginning of August was planned, but as bookings were going so well the working group decided this was no longer necessary.

There was a considerable amount of communication with coachees who booked more than one coaching session, with coaches who had problems administering their accounts, and with producing statistical lists for IFLA HQ but eventually **122 bookings** were made for **25 coaches**. Weekly lists with bookings were sent to IFLA HQ who checked if the coachees were registered for the WLIC as the coaching was part of the official programme and only available for registered colleagues.

After the online coaching sessions, the Coaching working group sent revised online questionnaires for feedback on the coaching experience to all coaches and coachees.

Results and feedback

- The number of bookings increased compared to the previous year. This shows there is a high demand for coaching, not only in developing countries but around the globe.
- Most of the coaching sessions used Zoom as the meeting platform, organized by the business or private accounts of the coaches. The Zoom accounts provided by IFLA received little use.

- The survey following the online coaching, was answered by 16 coaches and 54 coachees.

More than 90 % of the coachees rated the sessions "excellent" or "very good"; the format and content being very well appreciated. Some coachees mentioned that they are looking forward to a follow up, with mentoring or ongoing contact with their coaches. Some coaches also asked for a follow up and wanted to be updated by "success stories". 96% of coachees, who answered the survey, were newcomers and hadn't participated in WLIC before.

Here are some statements of participants of the coaching sessions, which highlight the coachee experience:

"I encourage LIS professionals to benefit from this free coaching session offered by the M&M in partnership with the CPDWL section where you can talk about an issue you may be currently experiencing and just speaking with someone outside your own organization or institution helps one to reframe and refocus to find meaning in what we do! It also helps to build your professional network. It takes only one hour but it was priceless experience!"

"My experience as a Coachee during the last IFLA WLIC, 2021 event was wonderful and a lifetime changing experience. The sessions were not just illuminating but of high-quality mentoring, insightful, educative, informative and transformative sessions. All of the new knowledge gained during the one-on-one coaching session has significantly impacted my new way of cognitive, mental and intellectual activities in performing tasks."

"I thoroughly enjoyed this experience. I felt plugged in and ready due to excellent preparation through training materials and the materials provided to the coachee, and my years of experience. This activity should be adopted by IFLA and take over the Squarespace scheduling. IFLA can achieve many of its stated goals through reaching out to librarians who have some experience and interest in IFLA, and had the initiative to sign up!"

"I realized that the result of communication is more effective and truthful when the coach and the *coachee* are unfamiliar. It was very interesting for me to observe how people talked for a long time and in the course of the conversation they themselves gave answers to their questions. Just because they finally took the time to speak out their doubts, all the pros and cons. Together with me, they looked at their life

CPDWL PODCAST PROJECT EPISODE

Ulrike Lang and
Almuth Gastinger
on Coaching in
German/Deutsch

Link:
<https://anchor.fm/ifla-cpdwl>



trajectory from the side and saw it from a new angle. And the solutions were found."

"The variety of topics was almost as big as the origin of the coachees, but one subject was recurrent: work overload and difficulties to delegate, which easily correlate. I really hope, that we can continue the programme next year and in the future, because it is a wonderful possibility, to meet (even virtually) new colleagues and learn more about their working life. For coachees it is a very good start, to see, if coaching might be the solution of their problem and get help on a low-threshold level without any costs."

What's next?

Further podcasts in different languages about the Coaching initiative will follow. The first one has already been published in [German](#) on October 16, 2021.

The Coaching working group will work on expanding the information for coaches and begin to prepare coaching sessions online and/or face-to-face during the WLIC 2022 in Dublin.

If you are interested in joining us as an experienced coach, please do contact us.

Thanks to the members of the IFLA Coaching Working Group, the Professional Committee and Head Quarters of IFLA for supporting the Coaching initiative, but also to all colleagues worldwide, who supported the initiative with translations, postings and ideas. We hope that we will be able to continue the present format this year and in the future.

Dr. Dilara Begum

IFLA Division C Chair

By Ray Pun,
CPDWL SC Member



Ray: Thank you for speaking with us! Can you tell us a bit about yourself, your current work, and your role as Division Chair in IFLA?

Dilara: I am working as an Associate Professor and Chairperson, Department of Information Studies and Library Management, and Librarian (In-charge) at East West University, Dhaka, Bangladesh. I have been serving in several significant and diverse roles to promote our values and contributions among national and international level.

I was a former fellow of IFLA and ALP (Victoria University of Wellington, New Zealand). I have been elected as Professional Division Committee Chair and Asia-Oceania Regional Division Committee member of the IFLA for 2021–2023. I am also acting as General Secretary of the Digital Library Network of South Asia (DLNetSA). I was elected Senior Vice President and Women's Affairs Secretary of the Library Association of Bangladesh (LAB) from 2009-2014 and was acting president of the Library Association of Bangladesh (LAB) in 2012. I was invited by the U.S. Department of State's Bureau of Educational and Cultural Affairs (ECA) premier professional exchange program as a foreign leader and scholar to attend the International Visitor Leadership Program (IVLP) to meet American colleagues and become better acquainted with the United States, its culture, and its people.

I have been leading to organize conferences, workshops, trainings, seminars on contemporary

issues and subjects related to library and information technology and services for the library and information science (LIS) professionals and also provide support services to develop digital library in libraries of public and private sector in national and international level. I am honored to serve as Division Chair in IFLA for the period of 2021-2023. The IFLA's professional structure is made up of the professional council, division and professional unit committees. There are eight Professional Divisions made up of 6-8 Professional Units and I am the Chair of Division C. Professional Division Committee Chairs serve as an advisor and coach to support Units in their Division. I have more than 20 years of experiences in LIS fields. I have been engaging with IFLA since 2006 and working as a standing committee member since 2011. Besides, I also worked as Secretary, Information Literacy Section and now I am an active standing committee member of Management and Marketing Section. I strongly believe that collaboration, teamwork, advocacy, and growth mindset are paramount ways to achieving the IFLA mission, vision, and strategic objectives. Through my skills and abilities, I am determined to developing a robust division which is key to IFLA's progress.

Ray: CPDWL Section focuses on professional development. We are always looking to build a community of professional development advocates in the field. Can you share professional development advice or tips that have served you well?

Dilara: I have participated in international activities, and these platforms have broadened my perspectives on the roles of LIS professionals and helped keep me informed of the latest global library trends. So, my first suggestion is to encourage LIS professionals to engage with international LIS fields. Because, if we do not enlighten yourself about the contemporary issues on our fields how can we develop our skills. LIS professionals are responsible for bringing about various social reforms. Contributing to the UN 2030 Agenda and the SDGs, offering real and virtual civic spaces where citizens can speak freely, realizing their civil rights and educating them about the laws they must obey are important fields for LIS professionals. So, LIS professionals must have a clear and holistic vision about their roles so that they can focus on their professional development skills.

In addition, I would mention that as I am involving to arrange various training programs as a trainer and I realize that most of the learners have a fixed mindset and they have a huge resistance to change, reject a new idea. Therefore, we need to focus more on the ways to develop a growth mindset for professional development.

Ray: The LIS field is greatly changing due to many factors such as technologies, increasing flow of data, user behaviors, etc. What are your thoughts on how professional development opportunities and activities might change within the next 5 years?

Dilara: With unprecedented changes in the library and information ecosystem throughout the world, LIS professionals need to reposition themselves in order to effectively serve their community. For

this reason, LIS education curriculum should modify on a regular basis. LIS leaders can participate for the development of LIS curriculum. Practitioners are essential coaches who can spot a gap between theory and practice in any educational setting. As a result, I firmly believe that collaborating with academics and practitioners may help to create lifetime professional skills and meaningful professional education in all aspects of professional life. Academics can identify areas where their research intentions align with those of practitioners and explain why their research findings are important to implement in their institutions or places of work.

However, LIS academicians and practitioners can only play a significant role in this situation if they become competent enough on modern tools, technologies, and techniques. In my views, professionals need to learn and practice in every stages of their professional life. Besides, in order to stay relevant in a fiercely competitive workspace, we need to acquire a whole range of soft skills that are deemed crucial within the next five years. LIS professionals should not limit themselves to the confines of their workplaces. They must also participate actively in global concerns in future. So, LIS professionals should work as a change agent to create new ideas, build relationships with different stakeholders to sustain the position in a society.

Ray: Anything else you'd like to share that we didn't get to ask?

Dilara: I just want to work together and become a change agent for the betterment of LIS professionals!

Know your Colleagues from around the World

CPDWL PODCAST PROJECT EPISODE

Svetlana A.
Gorokhova and
Daria Beliakova in
Russian/Русский

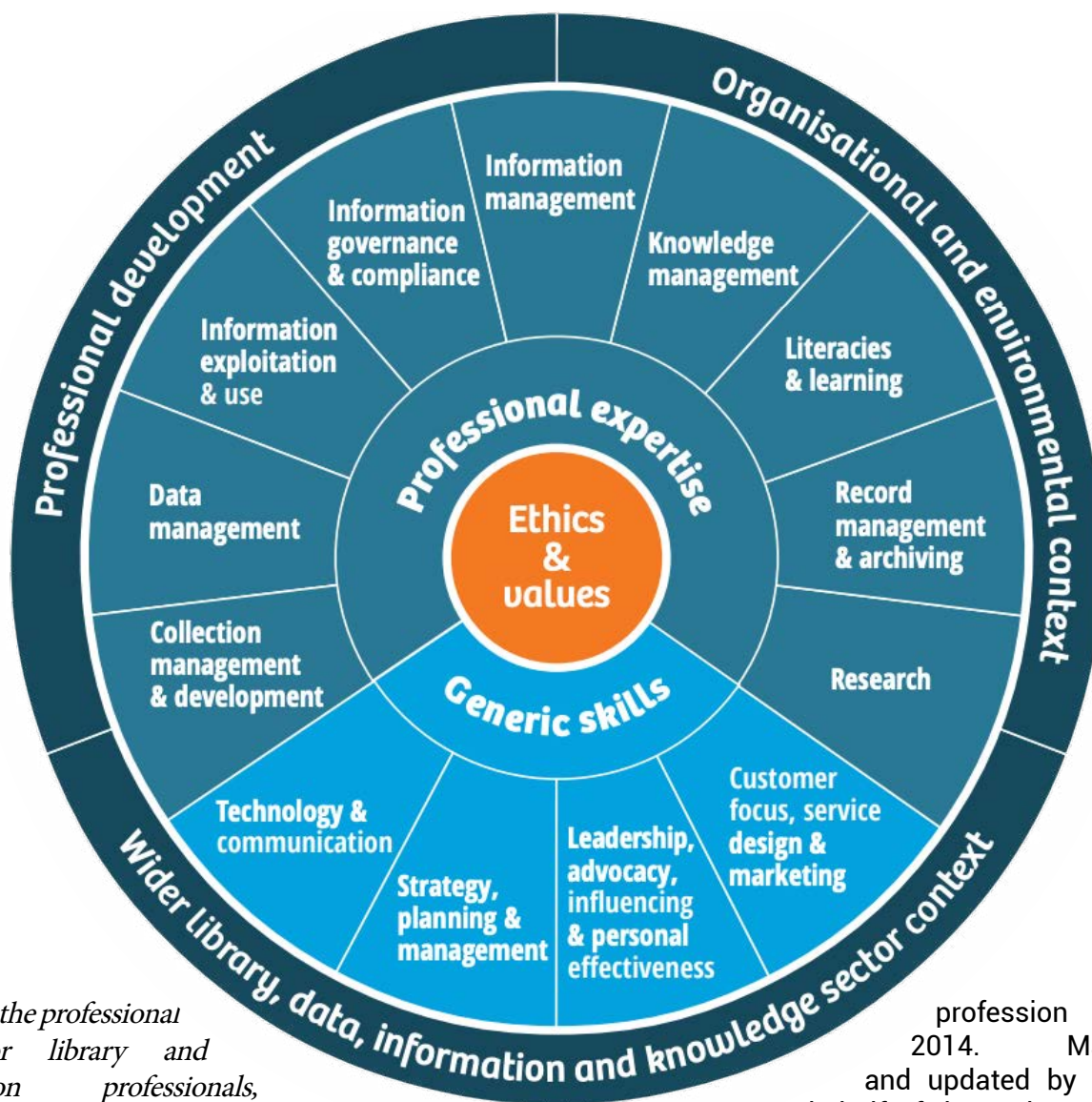
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CILIP's central knowledge and skills framework has been reviewed and refreshed

By Sharon Hardwick,

Chartered Institute for Library and Information Professionals, United Kingdom.



In the UK the professional body for library and information professionals, CILIP, has a competencies framework that is used by members, especially those undertaking professional registration, to plan their training and develop their skills. The following is an update on the recent revisions to the framework as part of professional development in the UK.

The CILIP Professional Knowledge and Skills Base

The [Professional Knowledge and Skills Base \(PKSB\)](#) has been CILIP's sector skills standard for the information, knowledge, library and data

profession since 2014. Maintained and updated by CILIP on behalf of the entire profession, the revised edition was launched in 2021, developed in consultation with employers, practitioners, sector experts and learning providers across the entire sector.

The PKSB is recognised as a foundation of learning and skills development for the library profession, a tool that can optimise organisations' efficacy and empower individuals on their professional pathways. It inspires and enhances professional practice by providing a comprehensive, up-to-date selection of skills and knowledge areas, and an all-round future-facing skills framework for the user.

CILIP provides access to PKSB content with a wide-ranging suite of resources for a variety of groups including individuals, employers and anyone involved in teaching and training for the information profession. It is designed to meet the current needs of an increasingly global profession and is looking towards the next generation of library leaders.

As the world enters a '4th Industrial Revolution' powered by knowledge, data and information. CILIP believes that our profession holds the key to helping a national economy be more agile, innovative and productive. Our professional members help people and organisations unlock the value of their 'information assets' and empower them to imagine the products and services of the future.

The arrival of new technologies and formats has had an impact on the workforce and they are transforming traditional library roles. The information professional of the future will work with a wide range of formats

across many platforms. They are likely to be embedded within multi-disciplinary teams, adding value through their unique skills and expertise. They will have a vital role to play in ensuring that new technologies empower information users, instead of creating new forms of digital inequity. For a fast-moving and responsive professional community, the PKSB tools can help an individual or an organisation to chart a course through this challenging landscape, developing the right portfolio of skills, evidence and experience.

CILIP is always looking to work with partners to support frictionless paths to international reciprocal recognition to benefit our global workforce. For more information on the PKSB please contact jo.cornish@cilip.org.uk



Innovation during COVID in public libraries

By Heba Ismail Ph.D.,

Director of INELI-MENA program & Director of 2030 Arab Librarians Program

Innovations are critical for public libraries, many libraries have developed and implemented services and projects that are innovative, demonstrating the enthusiasm public libraries have for constantly evolving their services to meet the demands of today's changing world, this was obvious especially during the COVID-19 pandemic.

In support of innovation in libraries, the Arab Federation for Libraries and Information (AFLI) is collaborating with IFLA Continuing Professional Development and Workplace Learning Section (CPDWL) in conducting an e-training course on innovation for public librarians worldwide.

The program will implement online activities designed to help participants to become future innovative librarians. The program will last for three and a half months, starting in February 2022.

The e-training program will include eight topics that will help participants to master innovation and

implement innovative ideas in their public libraries. The participants will work in teams using the online learning environment to produce a new innovative service /program and implement it in their libraries. The program will adapt the Global Libraries "INELI innovation module" in English by creating an online learning environment that will raise public librarians' competencies in innovation.

IFLA CPDWL & AFLI together will jointly deliver the program for three and a half months. The program seeks to support future librarians in developing countries through building a regional e-learning network to improve their innovation skills and consequently improve public library services.

A survey will be conducted by the end of the program to measure the improvements and the benefits from the training course, with a focus on defining the successful outcomes and case studies.

An announcement will be sent out soon, stay tuned!

Continuing Professional Development (CPD) for Library and Information Science (LIS) Professionals in Selected Asian Countries



By **Gina de Alwis Jayasuriya, PhD**,
Independent Researcher, Singapore

In January 2019, I initiated a study on “Continuing Professional Development (CPD) for Academic Librarians in Selected Asian Countries” to be carried out in collaboration with LIS professionals, library associations, and library schools in the respective countries. The aim of the study is to understand the status of CPD activities in the selected countries from the two-dimensional perspective of LIS professionals and LIS training providers. Two data collection techniques were identified for use-- a self-administered online survey and follow-up interviews. I envisaged that some minor changes would likely need to be made to the scope of the study and the survey questionnaires to suit local situations. In-country coordination of the project is managed by a local counterpart. Two project advisors support the study.

The pilot study was conducted in the Republic of Maldives from 2019 to 2020. Maldives was selected for the pilot study for two reasons:

- (a) limited research had been done on the LIS sector at a national level, and
- (b) the absence of any research on CPD for capacity building of LIS employees.

One key modification made to the pilot study was to extend the study population to cover all types of libraries as the Maldives library sector is made up of very few academic libraries but more of school libraries. The pilot study was a collaboration with the Maldives National University and the local project counterpart was Assistant Professor Aminath Riyaz who leads the library and information management discipline in the Department of Humanities & Social Sciences.





LIS CAPACITY BUILDING THROUGH CONTINUING PROFESSIONAL DEVELOPMENT (CPD) IN THE REPUBLIC OF MALDIVES

Dr. Gina de Alwis Jayasuriya, Independent LIS Researcher, Singapore
Dr. Aminath Riyaz, Assistant Professor, The Maldives National University
Ms. Aminath Shiuna, Director, National Library of Maldives

DATA COLLECTION (Nov 2019 to June 2020)

49 Online Questionnaire Respondents
7 Semi-structured online interviews

INTRODUCTION

This was the first CPD study in the country. The objective of this pilot study was to understand Library and Information Science (LIS) professionals' perceptions, motivations, assessments, and preferences for participation in CPD programs.

REPUBLIC OF MALDIVES

- Maldives is a geographically dispersed archipelago of 26 atolls and 188 inhabited islands in the Indian Ocean with less than 400,000 people
- The country has one of the strongest ICT infrastructures in South Asia
- The first university in the country was established in 2011
- There is no in-country avenue to gain a university qualification in LIS

MALDIVES LIS SECTOR

- The overall development pace of the country's LIS sector is quite slow
- An estimated 300 librarian positions across the archipelago
- Only 4 professionals in the country with an LIS university qualification
- A total of 294 libraries (Riyaz et al., 2012):

Library Type	Count
School Library	200
National Library and Public Library	25
Academic Library	5
Special / Research Library	5

KEY FINDINGS

Many LIS professionals have yet to comprehend the importance of personal responsibility of continuing learning.

Only 30.7% respondents participated in CPD programs.

School library professionals are the most affected by the minimal access to CPD.

KEY AREAS FOR IMPROVEMENT

- As school library professionals comprise a majority of the LIS sector, provide more CPD opportunities to this group
- Deploy online technology to administer CPD programs to support the geographically dispersed island communities
- The 2 LIS training providers (National Library & Maldives Library Association) need to collaborate proactively to strengthen CPD in the country

LIMITATIONS OF THE STUDY

- The inability to reach all LIS professionals due to lack of contact information
- Some had difficulty expressing themselves during the interviews conducted in the English language.

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The findings of the pilot study were disseminated through the following publications:

- De Alwis Jayasuriya G, Riyaz A, Majid S, Prabu, N. Library employees' perspective of capacity building through continuing professional development (CPD) in the Republic of Maldives. *Journal of Education for Library and Information Science*. <https://www.utpjournals.press/doi/abs/10.3138/jelis-2020-0002>
- De Alwis Jayasuriya G, Riyaz A, Majid S. A review of the library and information science profession in the Maldives: Development, challenges and opportunities. *IFLA Journal*. <https://doi.org/10.1177/03400352211031577>
- De Alwis Jayasuriya G, Riyaz A, Majid S. (2021)Library's role in supporting SDGs in a SMART world: the reality in the Republic of Maldives: paper presented at *International Knowledge Conference 2021 (IKC2021)*, Sarawak State Library, 12 to 13 August, 2021.
- De Alwis Jayasuriya G, Riyaz A, Majid S. (2021)LIS capacity building through continuing professional development (CPD) in the Republic of Maldives: poster presented at ALA 2021 Virtual.

The research project has since been extended to Thailand and is led by Prof. Dr. Chutima Sacchanand, Program in Information Science, School of Liberal Arts, Sukhothai Thammathirat Open University. The other members of the research team are Dr. Malivan Praditteera, Director, Rangsit University Library; Ms. Wararak Pattanakiatpong, Director, Chiang Mai University Library; and, Orpan P, Chiang Mai University Library. The team has to date completed the survey and data analysis phases and is now in the process of documenting the findings.

Despite COVID-19 disruptions the research project is ongoing, though on a smaller scale than originally planned. For more details please email ginadealwis@gmail.com.

International Librarian Networking Program 2021: Collaboration, Sharing Experiences, and Friendship All in One

April Manabat, Nazarbayev University, Nur-Sultan, Kazakhstan

Carmen Lei, Macao Institute for Tourism Studies, Macao SAR China

Noorjahan Shaikh, Abeda Inamdar Senior College (Autonomous), Azam Campus, India

Learning through sharing knowledge and supportive relationships among peers can be a good start and opportunity to build fruitful connections and lifelong friendships. Peer mentoring can stimulate personal and reciprocal relationships among colleagues in the profession that is built on trust towards achievement of common goals (Western Australia Centre for Health Promotion Research, 2010). With an attempt to take such mentoring at an international level, the American Librarians Association - International Relations Round Table (ALA - IRRT) took such a big step to engage information professionals from different countries into an active international exchange of ideas and best practices.

What is the International Librarians Networking Program (ILNP)?

With the aim of helping out librarians and information professionals to enhance their skills and knowledge in the field of librarianship through networking and collaborations, the American Librarians Association - International Relations Round Table (ALA - IRRT) organized the annual International Librarians Networking Program (ILNP) (American Library Association - International Relations Round Table, 2021). A collaborative work between IRRT and the ALA Emerging Leaders team, the program allows the participants to actively engage and build a collaborative relationship with librarians from various countries over a period from one to four months.

With more than 270 applicants from 39 countries representing six continents (American Library Association - International Relations Round Table, 2021), the program aims to:

1. facilitate international exchange and partnerships between library professionals in different countries;
2. establish and build global networks among information professionals; and
3. support knowledge and information exchange among colleagues around the world.

The Trio: Macau X India X Kazakhstan

One of the trios created in this cohort was the trio composed of information professionals from Macao SAR China, India, and Kazakhstan. With the help of their assigned liaison from IRRT, Carmen Lei from Macao Institute for Tourism Studies Library, Noorjahan Shaikh from Abeda Inamdar Senior College (Autonomous), Azam Campus, India and April Manabat from Nazarbayev University met virtually via Zoom; exchanged messages through WhatsApp and email; and created and brainstormed topics through Padlet and Canva as they worked together towards the completion of their final poster project. Topics discussed include innovative programs during the pandemic, tools used to promote the library to groups such as GenZ, uniqueness of each library, information literacy programs in their respective libraries, among others. It was an interesting experience to learn something from the librarians from other parts of the world to broaden professional horizons and envision new frontiers for librarianship. Thinking even more holistically, the discussion not only focused on provision of services and library support, but also on the health and wellbeing of library users and library staff. This shared concern for each other as both people and librarians led to a tight bond between Noorjahan, Carmen and April.



The Trio: Carmen Lei (Macao SAR China), April Manabat (Kazakhstan), and Noorjahan Shaikh (India)

Apart from these topics, future collaborations were also discussed by the trio. These include research collaborations, program partnerships, and even seeing or visiting each other's libraries when the borders open. The trio promised to remain connected even after the program ended by organizing an international conference, writing articles on the information literacies of their respective countries, sharing professional development opportunities and trends and much more.

trends of our regions, and the program allowed us to further develop our profession in the workplace during a time of uncertainty and isolation.

Some Challenges and Learning Points

Though the trio find it very interesting and exciting to have these collaborations, it was quite challenging at first to find a common time that worked for the group. Since the trio were based in different countries and have different time zones, the group needed to make sure that everyone was on board with regards to the schedule. That was why it took some time for the group to have their initial online meeting. We also experienced some sort of challenges as there were too many topics that we would like to focus on and we found it difficult to concentrate on only one or two to create our final poster. The gains are tremendous as we managed to share knowledge about the library profession and

The ILNP made for a real connection between the members of the trio, first as colleagues and then as friends. As all members of the trio are working in academic libraries, they will continue to support each other's professional development and also look forward to reaching for new opportunities in the coming years.

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Join us! IFLA CPDWL

The CPDWL Section embraces all aspects of professional development and learning in the workplace in the period post-qualification to the end of a career.

New developments and trends in information and communication technology, higher expectations of users, requirements of employers and managers of libraries and information service organisations and competition from information professionals in the broader information industry emphasize the imperative for associations and institutions to be 'learning organisations' and develop their staff by providing opportunities for continuing professional development and training in the workplace; and for individuals to be responsible for their own career planning and development.

Our membership engages institutions, organisations and individuals in a community of practice which supports practical and research-related activities within our area of subject expertise. The Section also brings together those who are interested in and responsible for the quality improvement of systems for delivering continuing professional development and workplace learning programs.

