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# **International Guide to Library and Information Science Education**

**A Reference Source for  
Educational Programs in  
the Information Fields World-wide**

**Edited by  
Josephine Riss Fang and Paul Nauta  
with the assistance of Anna J. Fang**



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## Preface

When IFLA was founded in 1927, library education and exchange of personnel and students already belonged to its main purposes. Nearly 60 years later these questions still play a central role in the now world-spanning IFLA with over 1100 members in 120 countries.

Nowadays modern technology as well as the new communication and transportation developments connect all the countries of the world.

In the field of librarianship, the age of the independent, single library is long past; national and international cooperation, such as UAP, UBC, transborder data flow, electronic document delivery, are the hallmark of the times.

The best provision for a good functional information system is that the library education in individual countries will respond to the requirements of each society. For this reason, at the General Conferences of IFLA, the Section on Library Schools has turned its attention to the handling of many kinds of questions dealing with the improvement of library education. In addition, it has also concentrated on comprehensive projects. In this connection, the Section has developed Standards for Library Schools in the middle of the 70s and published them in IFLA Journal in 1976.

A further step in this direction was taken in 1977, when the Section under my chairmanship started the project Equivalence and Reciprocity between National Professional Qualifications. The aim of this Guide is to offer an overview of the educational professional programs in the individual countries so that a basis for comparison and international recognition of professional qualifications will be possible.

Of course, this Guide cannot be expected to consider all relevant questions or offer precise answers, for instance, as to the content and quality of the programs, or examination requirements. For such information, further particular studies must be carried out.

Nevertheless, this Guide is an extremely useful reference work which should be continued in the future with the cooperation of FID and ICA in a perhaps expanded scope.

It was a long and exhausting journey from the beginning to the end of this worldwide project. Many difficulties, both of factual and personal nature had to be dealt with. That we now have an important reference source to library and information science education throughout the world is due mainly to the efforts of the editors Josephine Riss Fang and Paul Nauta. They and the area coordinators deserve a sincere note of thanks.

It is my hope that this Guide will find extensive use in our profession and will receive the recognition it deserves.

**Hans-Peter Geh**  
First Vice-President of IFLA



## Acknowledgements

On behalf of the Working Group and the area coordinators, the editors wish to express their sincere thanks to all the colleagues who provided information and support and thus made the completion of this work possible. Space does not permit thanking them all individually, but their professional cooperation was deeply appreciated.

Some colleagues gave special assistance to this project. The editors are very grateful for their generous contributions of expertise, and wish to acknowledge them by listing their names in alphabetical order:

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We wish to thank H.-P. Geh, who initiated this project as Chairman of the IFLA Section on Library Schools, for his valuable advice and encouragement, and for agreeing to write the Preface to this book.

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The Index was prepared by C.T. Fang and J.H. Fang.

Anna J. Fang designed the technical format using an Apple IIe Word Processing program and Brothers HR-15 printer with Anelia International Typeface for the camera-ready copy.

**Josephine Riss Fang and Paul Nauta**

Boston and Amsterdam  
1984

## Introduction

The IFLA Section on Library Schools and Other Training Aspects had originated a Project "Equivalence and Reciprocity of Qualifications" during the Brussels Congress in 1977 in response to the request for "Standards for Library Schools", which had been published in the IFLA Journal in 1976, so that an international reference source could be published which can be used towards a greater professional mobility and international cooperation. Thus, a Working Group was established in 1977 whose members also assumed responsibility as area coordinators to ensure world-wide coverage of the Project.

### Members of the Working Group and Areas of Responsibility

- Mr. Konstantin I. Abramov, Professor, Moscow, USSR (Coordinator for the USSR)
- Mr. Mohamed Benjelloun, Director, School of Information Science, Rabat, Morocco (Coordinator for the Arab Countries)
- Mrs. Josephine R. Fang, Professor of Library and Information Science, Simmons College, Boston, USA (Coordinator for North America and China)
- Mr. Paul Nauta, Director, School of Library and Information Science, Bookselling and Publishing (Frederik Muller Akademie), Amsterdam, Netherlands (Coordinator for Western Europe and Israel)
- Mrs. F. Adetowun Ogunshye, Professor of Library and Information Science, University of Ibadan, Nigeria (Coordinator for Africa except South Africa and the Arab Countries)
- Mr. Edward Reid-Smith, Lecturer in Library and Information Science, Riverina College of Advanced Education, Wagga Wagga, Australia (Coordinator for Australia, New Zealand, South and East Asia, and South Africa)
- Mr. Adolfo Rodriguez, Director, Centro Universitario de Investigaciones Bibliotecologicas, Universidad Nacional Autonoma de Mexico, Mexico City (Coordinator for South and Central America)
- Mrs. Todora Topalova, Director, State Library Institute, Sofia, Bulgaria (Coordinator for the Socialist Countries except the USSR)

### Objectives

The objectives of the Project were determined as follows:

- To collect data for determining criteria for the interpretation of professional qualifications world-wide
- To provide a basis for comparison and international recognition of professional qualifications
- To enable mobility of librarians and information specialists across national boundaries and thus facilitate professional exchange and cooperation
- To prepare an international reference guide to professional education and training programs world-wide

### Procedures and Methods Used

A questionnaire was designed after much study and professional consultation. It was a difficult task, since the questionnaire had to satisfy a wide range of educational programs in one document without being too simple or too complicated. But the Working Group wanted to avoid different types of questionnaires and multiple mailings.

The questionnaire was designed in English and translated into French, Spanish and Russian by the area coordinators with the help of specialists.

**Utilization of Information**

Utilization of information received from the questionnaires was the responsibility of the area coordinators, who prepared standardized profiles for each institution and each program, so that uniformity of terminology, entries, etc. were assumed.

Due to the extensive and often very difficult process of obtaining and utilizing information, the data cover a time span from 1979 up to 1983.

**Editorial Responsibilities and Policies**

Two Working Group members, Josephine Riss Fang and Paul Nauta, took charge of the final editing.

The colleagues who filled out the questionnaires are responsible for the data provided. Thus, the data and statements supplied by the schools were given as faithfully as possible except for any needed editorial revisions.

Whenever desirable, the draft form of the entries was mailed to the school for verification and any necessary revisions.

The Guide is an English reference work and in general, American usage has been adopted for terminology and spelling, which was the editorial responsibility of Josephine Riss Fang.

Headings were not used, if there was no information available, or if they were not applicable.

**Criteria for Inclusion**

All types of programs in the information fields, such as library and information science, documentation and archival studies, if they were included in such programs, were considered.

Unless the situation in a country requires otherwise, library and information science programs at the tertiary level and above are included in this Guide. Normally, library and information science programs which no longer exist are not included except for some recently discontinued programs.

**Additional Sources of Information**

The cooperation of all schools to which the questionnaires were mailed has been essential to this Project. However, some schools did not reply despite several inquiries. In such cases, the information was supplemented by other means, such as personal contacts or through the available literature.

**Need for Updating**

The need for updating of this work in view of the continuous changes of data and programs of library and information science is obvious. Also, in future editions various statistical and other data could be provided through computer programming.

**Follow-up Studies**

The information given in this Guide contains the elements important for the interpretation of professional education. They can be used as a basis for comparison of professional qualifications world-wide. However, for the establishing of criteria and guidelines (standards), which could be used by governments and professional bodies, further studies are needed, such as an in-depth analysis of the contents of educational programs, their objectives and methods used. In this way, common components of library and information science education can be developed, which will meet the ever increasing demands of the information profession in all countries of the world.

**Invitation for Comments**

Since this Guide as a first cooperative project of such dimension unavoidably will contain omissions, comments and suggestions from the profession will be much appreciated and should be sent to the editors.

## Arrangement of Guide

The Guide is arranged by name of country in alphabetical order.

For each country, a brief introductory scheme of the general educational system is given, in which the educational levels are identified. This information will help to establish the level of library and information science education within the framework of the general educational system of a country. The general educational scheme is mainly based on replies through the questionnaires and Unesco resources listed in the Selected Bibliography, and is structured as follows:

Level		Duration
Primary	(Starting at age of 5-7)	4-7 years
Secondary		6-9 years
Tertiary	(Total years of primary and secondary education completed, 11-13 years)	3-4 years
Post-tertiary		variable

After the general educational system follow the entries for the individual library and information science education institutions. They are arranged by name of place in alphabetical order and numbered consecutively.

Within one place, library and information science education institutions are arranged by name of School in alphabetical order.

The profile for the entry for each institution is standardized according to the essential information related to the objectives of the Project. The following headings are used:

### **Name**

Whenever available, Schools are listed under the name in the original language (sometimes transliterated version), with English translation, if applicable

### **Address**

The current address is given with the English version of the place name in capital letters. Telephone number and telex code are provided, whenever available.

Due to the absence of an internationally accepted authority for the spelling of place names the editors adopted the most widely used forms (from Statemen's Yearbook, Times Atlas of the World, United Nations Library, etc.)

### **Head**

The name of the person in charge of the School is given. If available, the title of the position is added in English or the original version (such as, Chairman, Director, Dean, Directeur des Etudes, etc.). In accordance with IFLA practice, academic degrees or other professional designations have been omitted.

**Founded**

The year of founding of the School is given.

**Administrative Structure**

It is indicated whether the School is an independent institution or part of another institution, such as, a university, a government body, a library, etc. There is a great variety in the administrative structure due to existing governmental policies and educational systems.

**Sources of Finance**

Information is given on the main sources of financial support, such as government, student tuition, etc., if possible in percentage figures, if from more than one source.

**Program**

The Programs offered at each School are described in numerical sequence. The name of each Program is given, if possible, in the original language with English translation, whenever applicable.

After that, the level of each Program is indicated according to the Scheme of the General Educational System. In some cases the post-secondary level is mentioned for programs lasting no longer than at most 2 years after completion of secondary education.

The following sub-headings are used:

**Entrance requirements:** The level of previous education needed for entering the Program and any additional requirements, such as foreign languages, experience, examinations, etc.

**Duration:** Total length of study.

**Scheduled hours:** Depending on the educational system, total number of hours for academic study and/or practical work, as well as so-called credit hours.

**Requirements for completion of Program:** Course work, final examination, type of written paper, external examiners, etc.

**Name of final award:** Specific name, if possible, in the original language with English translation, whenever applicable.

**Objectives:** The level and type of professional work after completion of Program.

**Contents:** The ordinary library and information science curriculum has been assumed. Thus, only additional contents, such as, new media, new technology and research applications, are mentioned.

**Number of students:** Latest available figures for students enrolled (male and female) and having completed the Program.

**Language of instruction:** Given only, if there is more than one language used in a country. Otherwise the teaching language is noted immediately after the general educational scheme for the country.

**Teaching Staff**

Number of administrators, full-time and part-time faculty, if possible with full-time equivalent figures (FTE) for part-time faculty.

Furthermore, types and number of academic degrees of full-time faculty. Also, how much time (in percentages) the faculty is spending on teaching, research, and other professional activities.

Lastly, the number of monographs and refereed articles published within the last 3 years.



**Physical Resources**

Information on bibliographic and non-bibliographic facilities, whether at the School, the parent institution or in the area. If possible, data on size of collections and types of material, as well as access to advanced technological equipment.

**Continuing Education**

Frequency and types of offerings and target audience.

**Professional Status**

Whether the Programs are recognized or approved by the appropriate body for a country (e.g. government, library association, etc.). Date of latest accreditation or other approval, if applicable.

**Note:** For the sake of economy of space, headings were omitted, if no information was available or if they were not applicable.



## **Schools of Library and Information Science by Country**

## Albania

### General Educational System

Level	Designation	Duration
=====		
Primary	1st stage 6 years 2nd stage 2 years	8 years
Secondary	Middle School: Maturity certificate	4 years
Tertiary	Higher educational institutes: Diploma or University: Diploma	3 years 4-5 years

Language of instruction for library and information science programs is Albanian.

1

**Name:** Library Training Courses at the Biblioteka Kombetare (National Library)

**Address:** TIRANA

**Tel:** 5887

**Head:** Marika Vogli

**Founded:** 1969 (Program 1), 1972 (Program 2)

**Administrative Structure:** Affiliated with National Library

**Sources of Finance:** Government

**Programs:**

1. Certificate Degree Program in Librarianship (post-secondary level)

Entrance requirements: Maturity certificate, work in a library

Duration: 2 years part-time

Scheduled hours: 132 academic study

Requirements for completion of Program: Course work, final examination

Name of final award: Certificate of Librarian, intermediate level

Objectives: Professional work in district and public libraries

Number of students enrolled in 1979/80: 68, all part-time

Number of students completed the Program: 23 (1978), 26 (1979), 21 (1980)

2. Certificate Program in Librarianship (post-tertiary level)

Entrance requirements: University diploma; certificate of librarian, intermediate level; professional work in a library

Duration: 2 years, part-time

Scheduled hours: 194 academic study