Quality Assurance of LIS Education in Latin America and Experiences to Study Abroad

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Ana Maria Talavera-Ibarra
Pontifical Catholic University of Peru-PUCP
atalave@pucp.edu.pe
Latin America: Overview

- 30+ countries
- 300 million inhabitants
- Mexico & Central & South America
- But the Caribbean?
  - Mostly Spanish Speaking, but also Portuguese, English, French, Dutch, and many Native languages
Quality Assurance

- Accreditation +
- Self-evaluation programs
- Set requirements for a new program or an existing one
- LIS School evaluations (Teaching and Research, etc.)
- Graduates follow-up
- Employers survey, etc.
Quality Assurance in Latin America: Some Sources

Book: Quality Assurance in LIS Education. Springer 2015 (ed. by Miwa and Miyahara): Chapter 13 on Latin America (M. Arakaki)

La Evaluación de la Educación Bibliotecaria 2011 (coord. Lina Escalona)

La educación bibliotecológica y los procesos de Evaluación en Centro América, 2011 (K. Rodríguez)

Procesos de aseguramiento de la calidad en la formación bibliotecológica de América del Sur 2012 (M.T. Múnera)
Summary of M. Arakaki´s work: Case study of Mexico, Colombia and Costa Rica (mostly undergraduate programs)

Mexico: 8 undergraduate programs (7 accredited)
4 graduate programs (3 Masters and 1 Doctoral), all accredited

Colombia: 3 undergraduate programs, all accredited and re-accredited

Costa Rica: 2 undergraduate programs (1 accredited)

Chile: 2 undergraduate programs (1 accredited just recently in 2015)
Important Advances on Quality Assurance in Latin America: Mercosur

Since 1996
“Encounters on LIS School and Faculty Members”
(11th Sept. 2016 in Belo Horizonte-Brazil)

Achievements
- Harmonization of LIS Curricula
- Six areas of study (then changed to 4)
- TIC and Research: transversal areas

Includes: Argentina, Brasil, Chile, Paraguay and Uruguay) more recently Venezuela

2004 Encounter in Mar del Plata, specially devoted to set models and techniques for LIS Schools self-evaluation. Now «Academic Network of LIS in Mercosur»
Another Experience: EDIBCIC

Association of Iberoamerican Educators and Researchers on LIS

Since 1993, meeting every 2 years

LIS Education in general: some topics on Quality Assurance, particularly in Mexico

Recommendations on course contents, and particularly research areas.
Institutional accreditation and also some programs

LIS New Program: Competences approach

General competencies and LIS skills: TIC, Social involvement, Management, Research, Projects, etc.

Mid-program Self-evaluation in 2017, steps to accreditation by the end 2018

In my country Peru: PUCP Case
Some final thoughts in QA in Latin America

- Poor Library and reading tradition
- Libraries a key institution for citizenship
- Must consider an «Information Manager» graduate profile
- New Graduates can change the traditional profile and assure quality
Study Abroad: my personal experience

Masters: University of Sheffield
PhD Candidate: University of Texas at Austin

Rewarding Experiences: Learning in a developed world and «first hand» knowledge, know and create a network of lecturers, colleagues, etc., access to TIC and resources

Not-so much gratifying: appointment, salaries, bureaucracy, lack of resources (learning materials, TIC, etc.). Only 2 LIS Schools in the country

Challenge: find the “point” of adaptation. Efforts to bring the “new” knowledge to students but also to Faculty
In terms of Quality Assurance

- Adapt knowledge to an undergraduate level, and create more graduate ones.
- Assurance of Faculty “refreshing” and students’ acquisition of new knowledge.
- Agreements with your “old School” to do exchange and program visits from lectures.
- Update teaching techniques to assure no differences among Faculty and according to the program.
Final thoughts

- Studying abroad does not mean Quality Assurance, but helps!
- There is a need for better incentives from Government for returning professionals
- More efforts to get a good command of the English Language (Students and Faculty)
- Participation and exchange experiences with the developed world and also within our Region.