GEMA SANTOS-HERMOSA & JAVIERA ATENAS

BUILDING CAPACITIES IN OPEN KNOWLEDGE FOR THE LIS SECTOR

The problem

▷ Gap between **formal and informal capacity building in openness to knowledge** (open education, open science, open data and open access) amongst library professionals and other educational actors
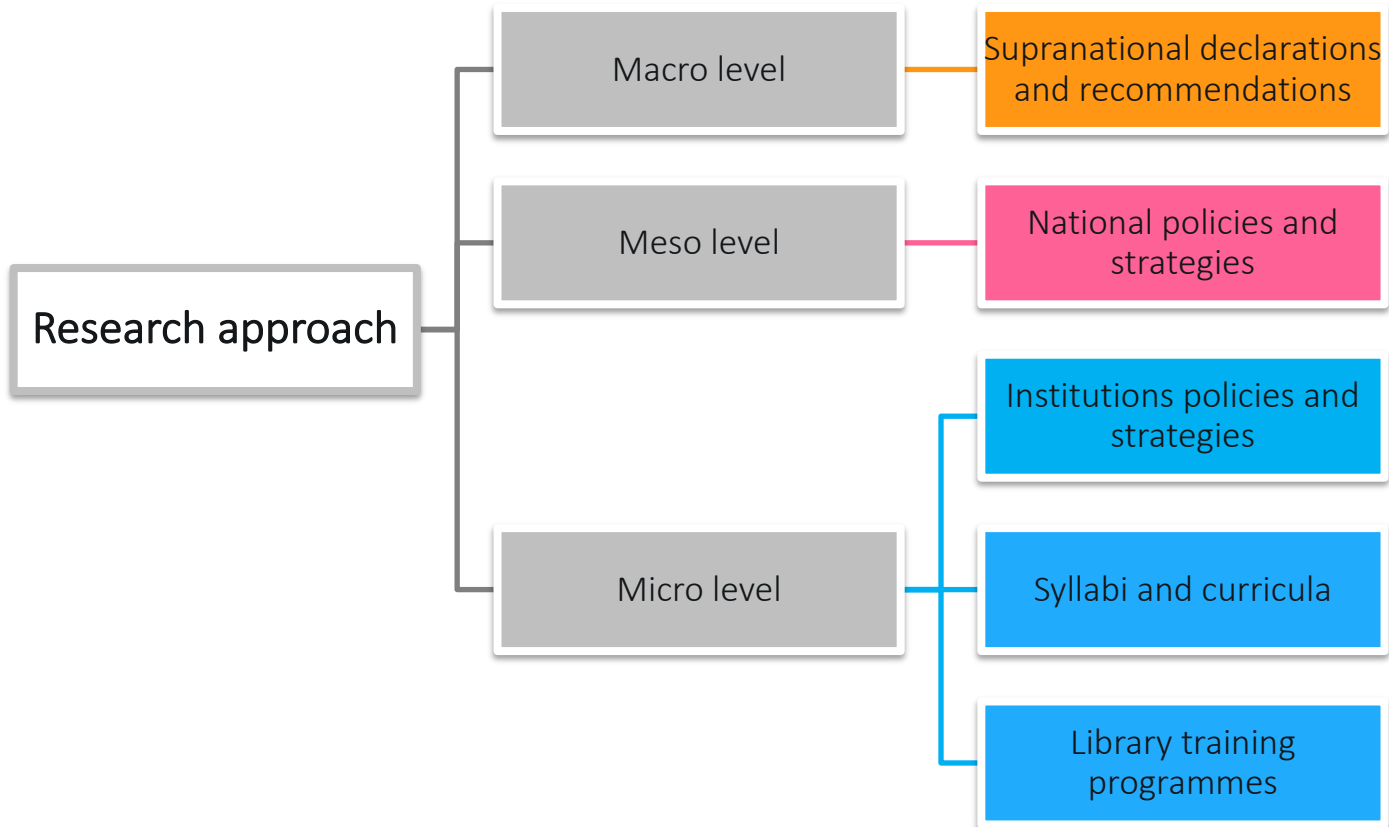
Research aim

▷ Understanding what is the state of capacity building in Openness / Open Knowledge for LIS professionals, so we can help transferring knowledge to other professionals in the area of training materials and courses.

"

*Providing **systematic and continuous capacity building** on open science concepts and practices, including broad comprehension of the open science guiding principles and core values as well as **technical skills and capacities** in digital literacy, digital collaboration practices, data science and stewardship and … Promoting the use of **OER as an instrument for open science capacity building**.*

(UNESCO, 2021)

Research approach

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                    │   Macro level   │──────│ Supranational declarations│
                    └─────────────────┘      │   and recommendations    │
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│ Research approach ││   Meso level    │──────│  National policies and   │
└──────────────────┘└─────────────────┘      │       strategies         │
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                                             │ Institutions policies and│
                                             │       strategies         │
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                    ┌─────────────────┐      ┌──────────────────────────┐
                    │   Micro level   │──────│   Syllabi and curricula  │
                    └─────────────────┘      └──────────────────────────┘
                                             ┌──────────────────────────┐
                                             │    Library training      │
                                             │      programmes          │
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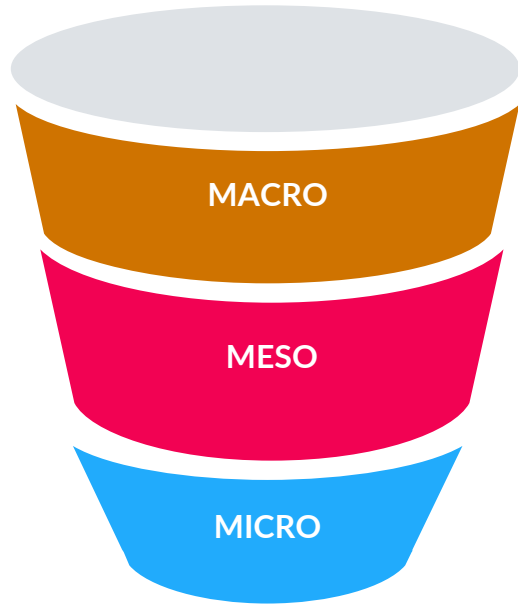
→ **11 Supranational Declarations**

→ **10 national policies**

→ **30 institutional policies**

→ **36 library and information science (LIS) syllabi**

Results

MACRO

MESO

MICRO
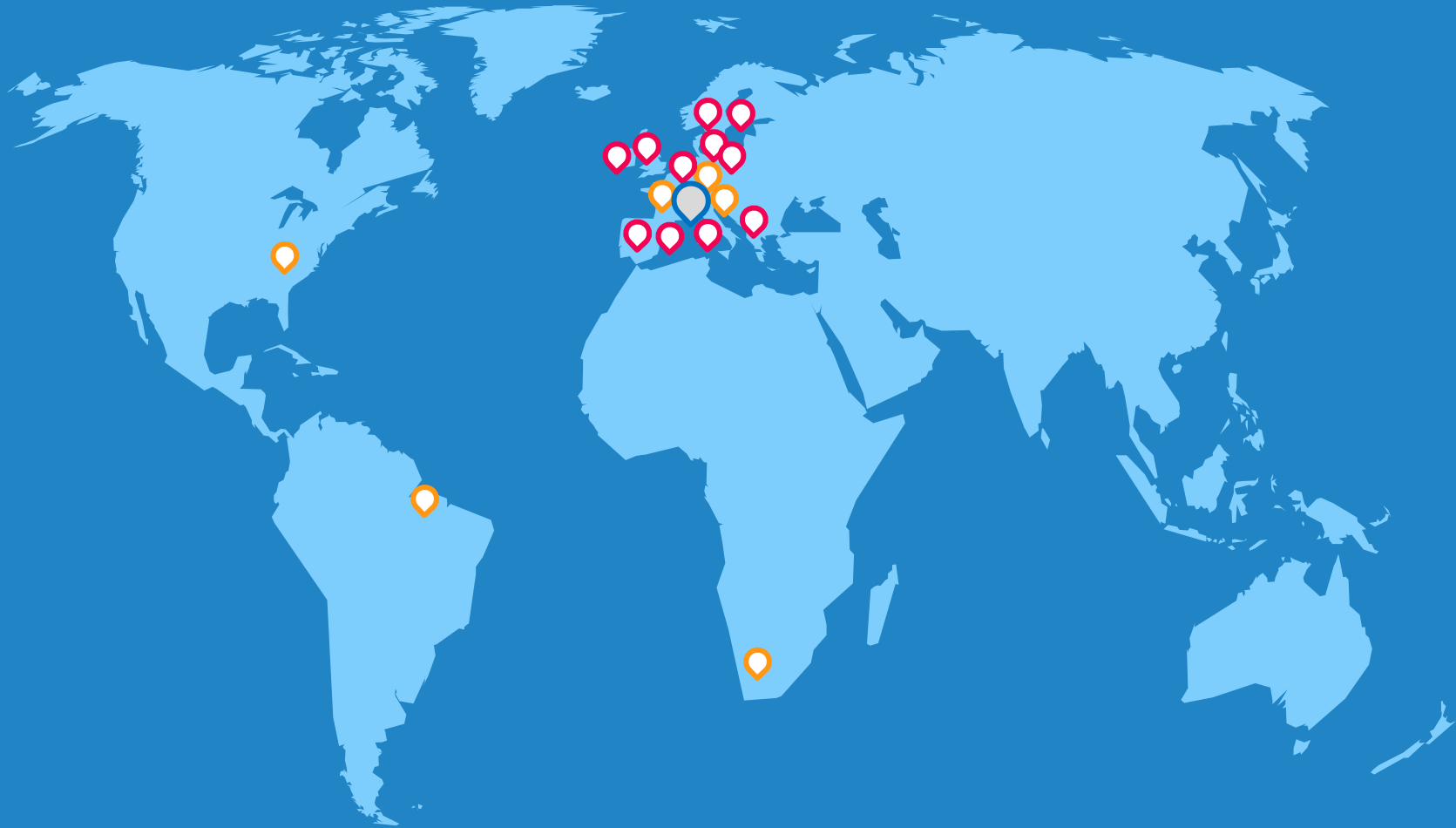
❑ Through a exhaustive three-tiered review across Europe

❑ **Show a panorama of the professional development opportunities for the LIS sector,** which allow us to indent **good practices and gaps in capacity building in openness to knowledge.**

1.

Macro Level

8 Supranational policies

Supranational declarations

Budapest OA Declaration

UNESCO Forum on the impact of OCW for HE (2002)
Bethesda Statement OA Publishing (2003)
Berlin Declaration on OA to Knowledge (2003)
Salvador Declaration on OA (2005)
Bangalore Declaration OA (2006)
Cape Town Open Education Declaration (2008)

2001

Emphasis in opening up access to knowledge in the shape of academic publications

Paris UNESCO OER Declaration

2012

Explicit mention of training and development of capacities building (point e)

UNESCO Ljubljana action plan

2017

1. *"Building the capacity of users to find, re-use, create and share OER".*

UNESCO Recommendation on OER

2019

(i) wide range of actors (librarians and information professionals are not explicitly listed); but they are included in *"cultural institutions (such as libraries, archives and museums)"*

UNESCO Recommendation on Open Science

2021

Explicitly includes librarians as stakeholders. IV. *"Investing in human resources, training, education, digital literacy and capacity building for open science"*

2.

Meso Level
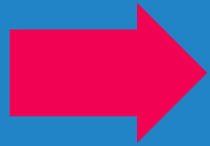
10 National policies

National policies

❑ Out of the **17 EU countries** represented in the **36 LIS schools**, **10 have a national policy** to promote OA, OS or OE.

❑ All of them **address capacity building in openness.**

❑ Most of these **ensure open access to Research and Development** results in line with European legislation to increase their integration into the European Research Area (European Commission Recommendation 2018/790)

National policies

Three **main patterns** were identified (from less to more involvement):

I.   those offering **some support to capacity building**,

II.   those including a section or **specifically addressing Open skills**

III.   those promoting **some action or training program** or the provision of human resources.

3.

Micro Level

30 Institutional policies
36 LIS syllabi

Three tiered review

First	Second	Third

Review of the **institutional policies and strategies** in OA/ OS

Analysis of the **syllabi and curricula courses** about openness to knowledge of their undergraduate and postgraduate **programmes**
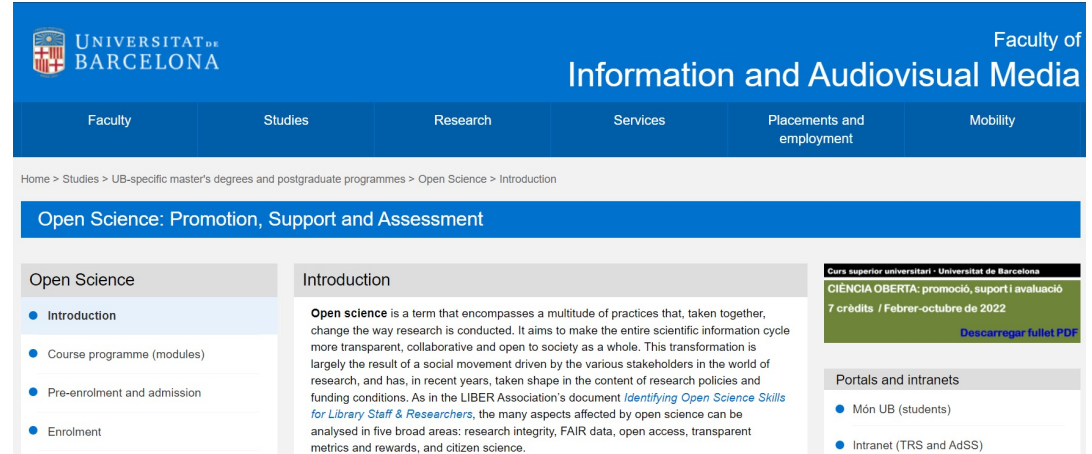
Review of the **training provided** by their university libraries towards building capacities in OA, OS, and OE

LIS curricula

We could not find evidence of pre-service training included in curricula at programme and module level, **in undergraduate and postgraduate programmes**

Exception:

Universitat de Barcelona postgraduate's certificate in OS in their LIS school '*Open Science: promotion, support and assessment*'

Institutional Policies

▷ 27 / 36 have an institutional OA policy / mandate, while another 3, have an Open strategy

▷ Out of these 30 institutional policies, 9 mention training in openness

▷ There are different approaches and models to implement capacity building

Institutional Policies

Five **main patterns** were identified:

I.   a **general approach** to the openness to knowledge

II. raising **awareness** and promoting OA

III. including **responsibility** for the provision of training

IV. providing **concrete actions** to support and monitor it

V.   And, fostering training focused on **doctoral schools**

Libraries' training

34 / 36 libraries offer training in different ways:

Training materials , 22

Workshops &, Webinars, 9

One-off training events, 6

Courses, 4
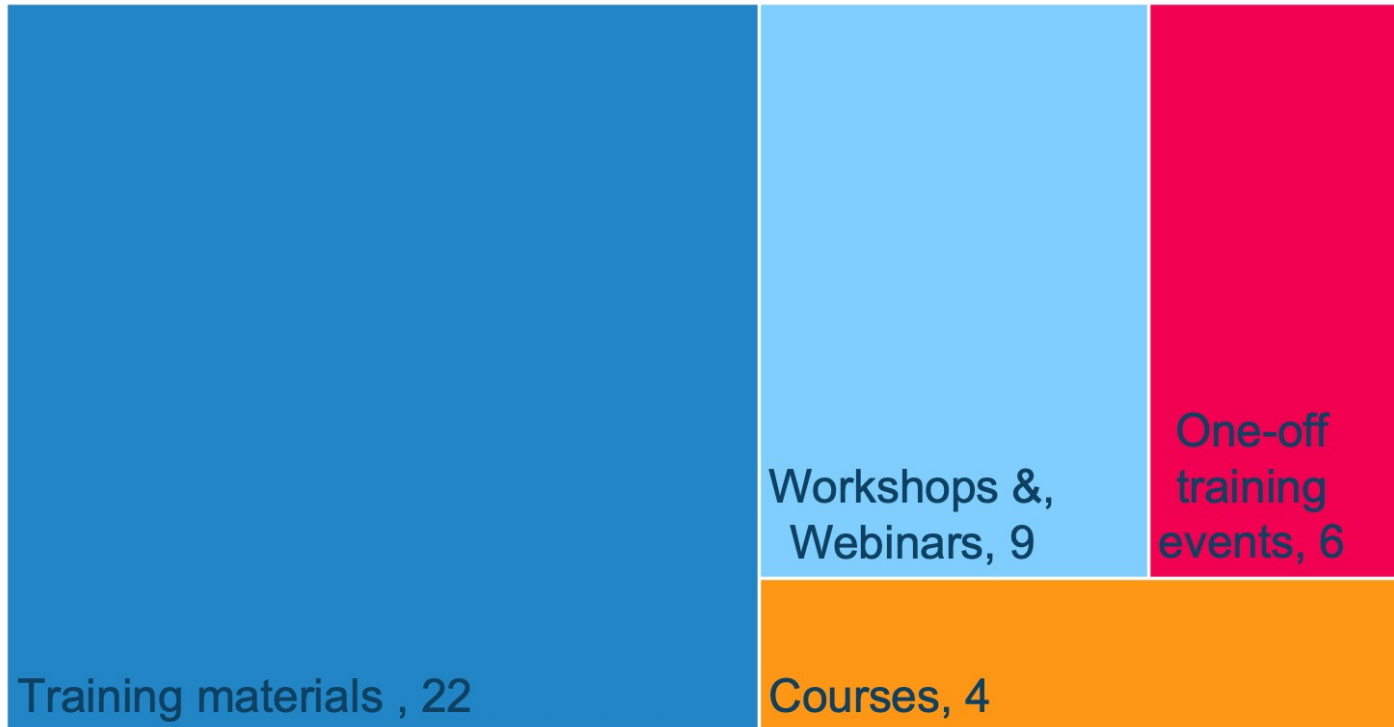
Three-tiered micro review in numbers

	Yes	No
Education at UG & PG in Openness	1	35
Institutional OA - OSC Policy	30	6
Library training in OA/ OS / OE	34	2

Conclusions

❑ Existing **dichotomy in the academic sector,** since some institutional policies assign to libraries the responsibility for raising the awareness, guidance and training of openness to faculty and students, however, their library staff is not 'officially' trained for it nor they have been given the opportunities to gain a qualification in the area.

❑ LIS professionals' Open knowledge is relaying in their capacity of to **self-acquire the skills needed** to perform their jobs.

❑ The current gap in capacity building provides us with a unique **opportunity to open a transversal conversation** in the sector that includes academics, professional bodies, librarians working in openness and also users.

Recommendations: Macro level

👍 Promote the **inclusion of capacity building as core element** of openness to knowledge, including elements of budgeting and funding for training activities

👍 Include, as part of the recommendations, **good practices in capacity building** in openness to knowledge

👍 Promote the **development manifestos** that support the development of curricula in Openness to Knowledge for LIS professionals

Recommendations: Meso level

👍 Define a series of **competencies and literacies** in the different areas of openness **to outline appropriate strategies** that can be put in place **to incorporate them into the existing LIS curricula.**

👍 Ensure that open knowledge **policies** and strategies include **budget for capacity building** for librarians

👍 Emphasise in the **importance of including openness** to knowledge as one of the areas of **specialised librarianship**

Recommendations: Micro level

👍 **Co-create curricula and OERs in openness** to knowledge for LIS learners and professionals that can be **adopted by any library school**

👍 **Reorienting LIS academic programs** and redefining the curriculum towards **including openness** across every course.

👍 Provide **open and flexible CPD** (continuous professional development) that can be **used in formal or informal LIS education** programmes.

About us

GEMA SANTOS HERMOSA

LECTURER IN INFORMATION AND AUDIOVISUAL MEDIA

UNIVERSITAT DE BARCELONA

gsantos@ub.edu

@gsantoshe

JAVIERA ATENAS

SENIOR LECTURER IN LEARNING & TEACHING ENHANCEMENT

UNIVERSTIY OF SUFFOLK

j.atenas@uos.ac.uk

@jatenas