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**A STUDY ON WAYS TO STRENGTHEN THE SKILLS IN
MEDIA AND INFORMATION LITERACY EDUCATION OF
LIBRARIANS DISPATCHED TO DEVELOPING
COUNTRIES THROUGH THE DELPHI METHOD**

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ABSTRACT

Advances in technology and communication have brought various opportunities, conveniences, and benefits to human society. With the development of information and communication technology around the world, people can connect with each other in real time, regardless of location. Globalization is also accelerating the movement of people and goods. By making the flow of people, capital, information, and goods relatively free from border restrictions, globalization and informatization have fundamentally changed education.

The educational paradigm is shifting in various directions. First, the role of non-formal education has become more prominent as education centered on knowledge acquisition, which was appropriate in the era of the Industrial Revolution, has transformed to a pattern in which learners mostly learn on their own. Second, governments and international organizations including the United Nations Educational, Scientific and Cultural Organization (UNESCO) have been stressing that the acquisition and use of information and communication technology (ICT) is an essential condition for people to lead prosperous lives. Third, education policies and curricula developed by countries, which used to target only the domestic education system, are now beginning to address the effects of globalization on education, global citizenship, and digital citizenship.

Along with this paradigm shift, the role of the library, which has traditionally been the center of education, society, and culture in the local community, is expanding. Libraries are representative non-formal educational institutions and local cultural venues that provide information, education, and culture services to their users. The composition and needs of libraries vary from country to country. Many developing countries has a history of colonial rule, and as their network infrastructure transforms in a leapfrogging manner directly into wireless internet, they suffer from the rapid widening of inequality in education and access to information.

The purpose of this study is to understand the general impacts of this trend and to suggest ways to improve the media information literacy (MIL) competencies of residents in developing countries through the educational role that librarians can play, especially through librarians dispatched to developing countries.

To this end, the relationship between library official development assistance (ODA), education in international development cooperation, and library MIL education were

examined, and existing approaches for strengthening MIL education competency were analyzed through a literature review. In addition, the contents of current library MIL education were derived by analyzing government materials and summarizing the tasks requested for dispatched librarians to developing countries. After that, in-depth interviews were conducted with librarians dispatched to libraries in developing countries to understand the status of librarians' work and library education programs in developing countries. In addition, through a Delphi survey with various experts, such as teachers who performed MIL education, professors specializing in MIL, public officers, training experts in developing countries, and dispatched librarians, a few suggestions on ways to strengthen the competencies of librarians in developing countries for MIL were obtained.

The study found that major factors hindering the strengthening of MIL education competencies in libraries in developing countries include the lack of professional human resources to carry out library ODA projects, understanding in ODA in the library field, and publicity for libraries' role in sustainable education. There is also a need in developing MIL training materials and teaching methods.

In conclusion, to build dispatched librarians' MIL education knowledge and skills, it is necessary to conduct more research on the MIL education function of libraries and librarians and develop corresponding teaching methods and textbooks. In addition, various forms of MIL education training should be provided to dispatched librarians to enable them to work together consistently and continuously. Understanding the situation of recipient countries and organizations, their cultural environment, conditions, and customs, and their MIL environment are critical for the effective dispatch of librarians. To support smooth and sustainable education through libraries in the future, the need for building productive collaborative partnerships with various institutions is stressed.

Among the functions that dispatched librarians perform in libraries in developing countries, improving users' MIL competencies, providing information access rights, and supporting users' non-formal learning are important roles that modern society requires libraries to perform. In addition, non-formal education is the most suitable form of education for MIL education, and MIL is a fundamental competency in modern society. If dispatched librarians and librarians in recipient countries can cooperate organically through activities in educational support, cultural program development, and MIL competency improvement, library ODA can head to a new direction that substantially contributes to the well-being of people in both donor and recipient countries.

Key words: Media Information Literacy (MIL), Non-formal education, libraries in developing countries, Official Development Assistance (ODA).

Chapter I. BACKGROUND

1.1. Paradigm shift in international development and its implications for education

Sustainability is one of the most frequently mentioned issues in all fields around the world these days. The word “sustainable” often appears in recent projects carried out by government agencies, academic research institutions, civil societies, and the private sector. Researchers are exploring the connection between sustainability and related fields and striving to contribute to the Sustainable Development Goals (SDGs).

The concept of sustainability was first presented at the United Nations Conference on the Human Environment in Stockholm in 1972¹ and later elaborated in detail in a report (commonly referred to as “The Brundtland Report”) that caught the attention of the world (World Commission on Environment and Development, 1987). The report suggested that development should progress in a way that satisfies the needs of the present generation yet does not undermine the satisfaction of the needs or limit the possibilities of future generations. It also proposed joint actions in various fields such as economy, industry, environment, and cities. In other words, sustainability can be described as “development that meets the needs of the present without compromising the ability of future generations to meet their own needs” (World Commission on Environment and Development, 1987, p. 43).

However, in the next few decades after the publication of the report, the gap between the rich and the poor has widened drastically around the world, the environment has been rapidly destroyed in the name of development, and the lavish consumption pattern in developed countries has been continuing (I.-B. Kim, 2004). This situation accelerates climate change and increases conflicts by aggravating environmental destruction, causing the number of climate migrants and refugees to increase rapidly. In addition, the number of people emigrating in search of higher quality of life, education system, healthcare infrastructure, and income is also exploding, partly thanks to the seismic improvement in transportation and communication (Son, 2019). Most countries are involved in the global human migration by playing the role of an outflow country, an inflow country, or a transit point. Various types of migration, such as labor migration, refugee migration, and permanent migration, are occurring at the same time (Choi, 2015; Haas et al., 2019; Song, 2021).

¹ See: <https://www.un.org/en/conferences/environment/stockholm1972>

Meanwhile, the international development cooperation system is also undergoing major changes due to rapid transformations in the cultural, economic, and political dynamics of the international community. Although North-South cooperation in which developed countries in the West support developing countries is still the mainstream, South-South cooperation in which emerging economies such as China, India, and Brazil support countries of lower income levels than themselves has become more prominent in recent decades (Jung et al., 2011). Because of the increasing influx of immigrants and refugees to the industrialized world, official development assistance (ODA)² could now be applied to the refugees and immigrants who reside in the donor country. While ODA activities for improving economic and social infrastructure mostly happen in developing countries before, they have begun to be carried out in the donor countries as well since 2014 (Y. Cho & Kim, 2019).

The world has become more interlinked than ever before. In the recent past, adverse issues such as environmental destruction, population explosion, and conflicts in a country could only affect neighboring countries, but now each country is more closely connected to others than in any other era in history, affecting countries on the other side of the world directly and indirectly (Choi, 2015). It demonstrates how “interoperability” has a global impact that isn’t just technological but semantic and cultural as well. One could say that this influence is what results from the interaction of various digital communities and ethnic groups, with their varied languages, customs, and ways of categorizing and representing the world’s objects. Because it has studied and used interoperability in recent decades, the world of libraries is highly familiar with the idea (Crupi, 2013).

This also applies to the field of education. As the movement of people, material, and information accelerates, every country seeks to leverage this process to improve national competitiveness by attracting talents. It has become inevitable that country-level education policies break away from the past when they only focused on domestic situations and did not reflect the international trend (Y.-H. Lee, 2008).

International organizations see education as an important way to cope with challenges brought by the expansion and deepening of globalization and the paradigm shift of international development cooperation. As Condorcet (1793/2002) indicated, education is the most basic human right because it is a means of realizing other human rights. In addition, through education, humans can acquire the ability to realize their potential and lead a prosperous life. Education has a profound impact on health and survival.

² See Chapter 3.1.1 for details on ODA.

The right to education cannot be achieved without literacy. The word “literacy” originates from the Latin word *litteratus*, meaning a well-educated class interested in literature. In the Middle Ages, education, hence the ability to read and write, was a privilege that could only be enjoyed by a small number of people. However, in the industrial era, reading, arithmetic, and writing became essential living skills to meet the demand of large-scale manufacturing, the most prominent achievement and driving force of social change of the age (S. Kim & Kwon, 2008).

1.2. Non-formal education and literacy

1.2.1. Views on literacy and non-formal education of international organizations

In modern society, the concept of literacy expands with the development of technology and information. Nowadays, the connotation of literacy is no longer confined to the ability to read and write and includes the ability to handle information devices and acquire, process, and use information appropriately. In other words, literacy includes basic abilities needed to lead a productive life in the information era (S. Kim & Kwon, 2008).

Recognizing that literacy is a basic requirement for leading a life in modern society, country governments and various international organizations such as Organisation for Economic Co-operation and Development (OECD), United Nations Educational, Scientific and Cultural Organization (UNESCO), and European Union (EU) have been paying attention to the issue of literacy ability and making efforts to address it.

In 1990, World Conference on Education for All (EFA) was held in Jomtien, Thailand. This conference, co-hosted by UNESCO, United Nations Children’s Fund (UNICEF), United Nations Development Program (UNDP), United Nations Population Fund (UNFPA), and World Bank, emphasized early childhood education and women’s education and launched the EFA initiative. A follow-up meeting, the Dakar World Education Forum, was held in Dakar, Senegal in 2000, during which UNESCO helped launch the *Dakar Framework for Action for EFA*, extending the concept of literacy education to formal and non-formal education for all age groups (UNESCO, 2000). The second global follow-up meeting was the World Education Forum held in Incheon, South Korea in 2015, in which major international organizations around the world pledged to strengthen the EFA goals by adopting the *Incheon Declaration*³. The scope of guarantee of educational opportunities was

³ See: <https://iite.unesco.org/publications/incheon-declaration-education-2030-towards-inclusive-and-equitable-quality-education-and-lifelong-learning-for-all>

expanded and the emphasis was placed on the quality of education and providing opportunities for lifelong learning.

The core belief of the EFA initiative is that lifelong education through non-formal education plays an important role in literacy acquisition for out-of-school youth and adults, thereby reducing the inequality gap. EFA's Goal 3 (Meeting the lifelong learning needs of youth and adults) and Goal 4 (Adult Literacy) focus on ensuring that out-of-school youth and adults acquire literacy and have guaranteed access to lifelong learning. A UNESCO report shows that in almost all countries, people with non-formal education have a much higher chance of achieving literacy than those with no education (UNESCO Office Dakar and Regional Bureau for Education in Africa & Pôle de Dakar, 2007). A table from this report (Table 1) shows the substantial positive impact of non-formal education in terms of literacy improvement in some African countries. However, the 2009 EFA monitoring report pointed out that many countries neglected non-formal education in policymaking, so it tended to be marginalized from educational programs and adult learning programs did not attract enough resources (González, 2009).

Table 1. Impact of non-formal education on literacy in some African countries

Country	% literacy non-formal / % literacy with no education	Equivalent years of formal education
Burundi	8.4	1.6
Cameroon	3.2	3.4
Côte d'Ivoire	4.6	1.6
Comoros	3.0	6.8
Gambia	8.6	4.6
Guinea-Bissau	4.8	2.3
Kenya	5.5	4.8
Lesotho	3.6	3.0
Niger	17.9	3.9
Central African Republic	1.0	0.9
Democratic Republic of the Congo	40.6	7.9
Rwanda	14.3	4.8
Senegal	4.0	3.8
Chad	166.2	4.6
Average	20.4	3.9

Source: (UNESCO Office Dakar and Regional Bureau for Education in Africa & Pôle de Dakar, 2007, p. 142). The second column is calculated as: (percentage of those who declare to be sustainably literate in people having received non-formal education) / (percentage of those who declare to be sustainably literate in people receiving no education). The third column is the number of years of formal studies that would be necessary to obtain the

same literacy results as a complete non-formal course of study, as estimated using statistical models developed for each country.

The EU also recognizes the importance of literacy and has been making great efforts in this field. Its notable initiatives and publications include:

- 1996: European Year of Lifelong Learning⁴
- 2000: adoption of the *Lisbon Strategy*, which set a strategic goal for the EU: “to become the most competitive and dynamic knowledge-based economy in the world capable of sustainable economic growth with more and better jobs and greater social cohesion”⁵.
- 2001: European Commission publication *Making a European area of lifelong learning a reality*⁶.
- 2008: European Parliament passed resolution *It is never late to learn*, recommending member states to strive for continuous knowledge development and lifelong learning culture⁷.
- 2009: The Council of the EU agreed on a strategic framework for European cooperation in education and training (ET 2020)⁸. It focuses on lifelong learning to support all levels and forms of education and training (Directorate-General for Education, Youth, Sport and Culture (European Commission) et al., 2021). In particular, ET 2020 considers cooperation with developing countries and international organizations as a way to achieve goals of the EU.

The literacy measurement tools used by the international community have also undergone significant changes over time. The International Survey of Adult Literacy (IALS), conducted between 1994 and 1998, was the first large-scale international comparative assessment designed to identify and measure various adult skills and to assess the impact of literacy in the 20th century. The Adult Literacy Survey (ALL) was conducted about a decade later, between 2003 and 2008. The ongoing International Assessment of Adult Competencies (PIAAC), carried out by OECD, aims to provide information on literacy skills at both individual and country level in the 21st century⁹. PIAAC is a program designed to measure

⁴ See: <https://europeanlaw.lawlegal.eu/european-year-of-lifelong-learning/>

⁵ See: <https://www.eurofound.europa.eu/observatories/eurwork/industrial-relations-dictionary/lisbon-strategy>

⁶ See: <https://epale.ec.europa.eu/en/resource-centre/content/making-european-area-lifelong-learning-reality-communication-commission-com>

⁷ See: <https://op.europa.eu/en/publication-detail/-/publication/7fce5d1f-a50e-4900-ac09-f99a3108939c>

⁸ See: [https://eur-lex.europa.eu/legal-content/EN/ALL/?uri=CELEX%3A52009XG0528\(01\)](https://eur-lex.europa.eu/legal-content/EN/ALL/?uri=CELEX%3A52009XG0528(01))

⁹ See: <https://www.oecd.org/education/innovation-education/adultliteracy.htm>

literacy using a wider definition, considering the characteristics of the information age such as reading skills in a digital environment.

1.2.2. Literacy skills

Essential literacy skills are constantly changing with social needs and the development of information environment. As the portion informational goods occupy in total production output increases significantly in modern society, literacy skills have expanded beyond reading and writing. The ability to search for, understand, and utilize information and to properly handle digital and media tools have become essential. As The New London Group (2010) argued, another indispensable ability in the information age was to understand communication phenomena and to communicate based on them via traditional text-oriented or print-oriented as well as new forms of media. In addition, the authors claimed that in order to perform effective communication, the ability to communicate by blending (mixing) the media was needed to make creative judgments. Another point the authors made regarding communication was that the ability to communicate with others under a heterogeneous cultural context could only be developed with the ability of understanding other people culturally. Špiranec & Banek Zorica (2010) asserted that information users created information rather than remain as pure information consumers, that educational methods for library users should be expanded and integrated, and that a mixed education method (branded or hybrid) should be developed.

Information literacy was defined by ALA (1989) and Doyle (1992) as “recognizing the need for information, accessing information, finding useful information, and evaluating such information”. A recent definition is the ability to use information for its intended purpose and to recognize the social and ethical responsibility that accompanies the use of information (Oh, 2013).

As such, the scope of literacy skills will continue to expand, and it is difficult to acquire the literacy skills required socially and culturally just by completing formal education. There have already been criticisms that education cannot keep up with the pace of change in technology and thus fails to provide the required skills in the labor market (Y. Jeong, 2020; Jho, 2017). In various aspects, the learning gap, information gap, and digital gap are taking shape, and consequently the inequality gap is widening (OECD, 2021). These gaps are becoming serious obstacles for migrants and people in developing countries.

1.2.3. Lifelong learning and non-formal education roles of libraries

Our current era of the Fourth Industrial Revolution is the era of lifelong learning. Self-development through continuous lifelong learning is necessary not only to enhance individual capabilities but also to lead a quality life. In other words, the educational paradigm is leaning towards the learning side. However, depending on various constraints such as age, location, gender, and occupation, learning opportunities that people need and want are not equally accessible, and this inequality is aggravating (B. Park, 2019). Restrictions on access to lifelong education are particularly pronounced in developing countries. UNESCO estimated that in 2020, about 258 million children, adolescents, and young adults, or 17% of the world's population, were out of school, and even if they were able to attend school, it was more difficult for them to complete their studies because of economic constraints (Global Education Monitoring Report Team, 2020). In general, poorer students are more likely to take longer or fail to complete their curriculum due to retention problems or dropout. This phenomenon is more severe in higher-level educational stages. Furthermore, opportunities for participation in non-school education are very limited in developing countries. This deprives those who wish to learn outside of school of the opportunity to develop their personal capacities and consequently propagates poverty (UNESCO Office Dakar and Regional Bureau for Education in Africa & Pôle de Dakar, 2007).

As a non-formal educational institution, libraries have been supporting lifelong learning. In the past, libraries performed the tasks of collecting, organizing, and preserving data and providing them to users. As changes happen in social structure such as the development of information and communication technology and the entry into the knowledge and information society, libraries seek to diversify their functions to meet the growing needs of users. In addition, libraries play a role in maturing the cultural factors of a society such as values, beliefs, and attitudes, thereby forming a culture that is an essential driving force for growth.

International organizations and non-governmental organizations (NGOs) around the world agree that the non-formal educational role of libraries can contribute to improving the quality of life of residents, migrants, and refugees in developing countries and meeting cultural, social, and educational needs (González Maldonado, 2017; Hanemann, 2018). Although the number of cases of Education for Sustainable Development (ESD) through libraries is increasing, ODA activities through libraries are still at a rudimentary level. In addition, systematic analysis and research on how to develop library ODA activities are insufficient.

Against all the background information, this study:

1. examines the role of non-formal education of libraries in developing countries on achieving sustainable education by reviewing current literature; and
2. analyzes pathways library activities could contribute to the SDGs and suggests ways to improve media information literacy (MIL) education competencies of librarians in developing countries by interviewing librarians participating in ODA to work in libraries in developing countries.

Chapter II. RESEARCH FRAMEWORK AND METHODOLOGY

2.1. Conceptual framework

Literacy is essential for people to build their future capacity. As many international organization reports have shown, non-formal education plays a significant role in improving the literacy skills of people in developing countries, including MIL skills, which are essential in modern society (Grizzle, 2014; Reineck & Lublinski, 2015). Libraries are representative non-formal educational institutions, and supportive measures suitable for libraries in developing countries to enhance users' MIL skills are developed in this study.

Research on literacy so far mainly involves designing literacy education programs, measuring literacy levels, and literacy education and measurement at the individual level. To effectively conduct literacy education in libraries, a way to strengthen MIL education competency is needed. The educational function of libraries, a result of complex interactions of various contingent factors, has not yet been recognized as a means of international development cooperation, because it is difficult to measure its efficiency. However, it is still important to identify factors to improve MIL competency through library education.

In order to find such factors, the characteristics of non-formal education in libraries should be considered. The non-formal educational activities through libraries can achieve impacts through not only the materials provided by the library, but also unintentional contact and interaction among users and between users and librarians through various library programs.

This study aims to identify factors for effective MIL education in developing countries and develop specific behavioral indicators. Literature review, in-depth interviews, and Delphi method surveys are conducted. The overall research procedure is shown in Table 2.

Table 2. Overall research procedure of this study

Research content	Method
Theoretical background of ODA through libraries (ODA, educational development cooperation, non-formal library education, and MIL)	Literature review
Current status and activities of ODA through libraries	Literature review
Analysis of the status and service provided of libraries in developing countries	Literature review and in-depth interview

Identification and review of factors for strengthening MIL education competency of libraries	In-depth interview and Delphi method survey
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First, literature on ODA, educational development cooperation, and library literacy education is reviewed. Specifically, the status of volunteer librarians sent by Korea International Cooperation (KOICA) to developing countries is analyzed. The publications of national and international organizations (governments, intergovernmental and non-governmental organizations, academia, civil society, and the private sector) are examined, focusing on those related to the Republic of Korea.

Then, statistical data published by the Italian Agency for Development Cooperation (AICS), the Ministry of Education of the Republic of Korea, and the Ministry of Public Administration and Security of the Republic of Korea are obtained and analyzed. In addition, library policies of the Ministry of Culture, Sports and Tourism of the Republic of Korea (small library policy and overseas library support policy) are reviewed to obtain a general picture of South Korea's library policy for developing countries.

Detailed steps of literature review are as follows:

- (1) Review the concepts of ODA and educational development cooperation, the purpose and theoretical background of ODA through libraries, and organize related concepts.
- (2) Organize existing definitions on concepts of literacy, review the definition and composition of MIL, and investigate concepts related to today's information environment.
- (3) Identify the status of information and communications technology (ICT) and internet usage in developing countries, the activities requested by the libraries of the recipient institution, and the activities performed by the dispatched volunteer librarians.
- (4) Based on the findings of above steps, factors for strengthening MIL education capacity suitable for developing countries are summarized and development plans are presented.

Next, public officials, researchers, activists, and MIL education experts in charge of international educational cooperation, education-related or libraries are interviewed using in-depth and Delphi research methods to identify issues and develop improvement plans for international educational cooperation using libraries.

Before collecting expert opinions, it is important to understand the situation of libraries in developing countries and the needs of libraries in recipient countries. Therefore, before

the first stage of the Delphi survey, in-depth interviews are conducted with field experts who had hand-on library experience at local libraries in developing countries. Through these interviews, we aim to understand the situation of libraries in developing countries. Delphi survey is then conducted to complement the factors for strengthening MIL education appropriate and feasible for the local situation identified in literature review.

2.2. Literature review

The first step of the literature review is to elaborate the definition of ODA, why educational development cooperation is necessary, and relevant historical background. Based on this, the relationship between library education and educational international development cooperation is explored. To this end, the relationship between the concept of non-formal education in libraries and MIL is further examined. The concept and characteristics of MIL in Korean and non-Korean literature are summarized, and ways to strengthen the MIL education competency of libraries in developing countries are proposed. Since there are not many studies focusing on MIL education competency of librarians, literature research is expanded to include literacy education, ICT education, cultural arts education, and social MIL education.

Next, data published by KOICA, the Ministry of Education of the Republic of Korea, the Ministry of Culture, Sports and Tourism of the Republic of Korea, the Ministry of Public Administration and Security, and OECD are analyzed in order to understand the actual situation of public development assistance for libraries and education in developing countries. In addition, by reviewing the small library policy of the Ministry of Education and the Ministry of Culture, Sports and Tourism and the overseas library support policy, the status and issues of library policy in developing countries are analyzed, with special attention paid to the parts related to the volunteer librarians in KOICA's general volunteer corps. In addition, other academic papers, government publications, and policy papers are reviewed.

Lastly, to understand the size and geographic distribution of library ODA activities conducted by South Korea, the status of volunteer librarians dispatched by KOICA was examined. Materials since 2005 related to the volunteer librarians are collected, and the activities required by libraries in developing countries and regions to which the volunteer librarians are dispatched are investigated by type and country.

2.3. In-depth interview

In this study, MIL competency factors suitable for the situation of developing countries are identified and a plan to strengthen the MIL education competency of librarians is presented. In-depth interviews and Delphi surveys are conducted with field-dispatched librarians, civil servants, teachers, researchers, activists, and MIL education experts engaged in various fields of education such as library and library education, lifelong education, and vocational education in developing countries. The goal of the interviews is to understand the current status of KOICA's dispatched volunteer librarians and to find the direction of information and MIL education in the future, based on the activities required by the libraries of recipient countries.

Prior to the Delphi surveys, in-depth interviews were conducted with 6 librarians with prior volunteer librarian work experience in developing countries. The interviews were carried out from July 28, 2021 to August 10, 2021. The interview participants consisted of dispatched librarians by KOICA to libraries in developing countries, library activists and experts with experience in training librarians in developing countries, and international cooperation officers affiliated with high schools (see Table 3 for detailed information). After informing the subjects of the purpose of the interview and the research, permission for recording was obtained. Before the interview, the interviewees were given a list of questions so that they could prepare answers. The interview (1–1.5 hours long) was conducted in a semi-structured way. The interviewees were free to express their thoughts relevant to the aforementioned questions, and they could also refuse to answer certain questions. Depending on the interviewee's answers, the researcher might add some questions. The interviews were conducted in the form of one-on-one conversation, and some interviews were not conducted face-to-face depending on the risk of COVID-19 transmission as social distancing was being practiced worldwide. After the interview, the questions and answers were put down in writing and the interviewee was asked to check if the written record was consistent with their intentions. Based this information, the elements of MIL education that should be provided by libraries in developing countries for librarians were summarized.

The questionnaire of the in-depth interview is listed in Annex 1.

Table 3. Background information of in-depth interview participants

Interview-ee No.	Affiliation	University major	Professional field
1	Public library	Library and Information science	Library operation

2	Public library	Library and Information science	Library operation
3	Public library	Library and Information science	Library operation
4	City Cultural Foundation	Library and Information science	Cultural program operation
5	Public library	Library and Information science	Library operation
6	High school library	Library and Information Education	Library education
7	High school	Mechanical / Vocational Training	High school international cooperation

2.4. Delphi method survey

The Delphi method¹⁰ is a prediction methodology based on the opinions of experts developed by the RAND Corporation in 1950. In the Delphi procedure, a mediator guides the whole process. The person solicits the opinions of 5 to 20 experts 2–3 times and then synthesizes them to a collective judgment. Based on the principle of democratic decision-making that the opinion of the majority is more accurate than that of the minority on a vague or complex problem, it is a series of procedures to organize collective judgment by synthesizing the opinions of experts (J. Lee, 2001). The Delphi method is widely used to draw consensus on the direction, goal setting, and development of standards in a specific field in a situation where it is difficult to apply an appropriate quantitative research method, such as education policy establishment, future science, and predicting development direction (D. S. Park, 2005).

The procedure of the Delphi method involves selecting experts or interest group members in the field corresponding to the research problem, asking them open-ended questions, collecting a series of judgments, and creating structured closed-ended Likert-scale questions. Then, the close-ended questions are organized into a questionnaire and the panelists were asked to provide answers to it. The goal of the Delphi survey in this study is to design a plan for the future, so the survey was conducted using a panel of experts with different backgrounds, and it is classified as a Kantian Delphi, a normative Delphi procedure often used for addressing educational problems (J. Lee, 2001).

The Delphi research was conducted through e-mail in 2 rounds from September 5, 2022 to October 15, 2022. The first round had 10 respondents and the second round had 8.

¹⁰ There are two types of Delphi method depending on the media of investigation: Delphi method using mail or e-mail and Delphi consensus method using computer programs.

The participants came from diverse backgrounds: volunteer librarians with expertise in MIL education, international education expert, librarians with experience in developing countries, and researchers in related fields (see Table 4 for detailed information).

Table 4. Background information of Delphi survey participants

Interview-ee No.	Occupation	University major	Time of work experience	Professional field
1	Teacher-librarian and library activist	Library and Information Science	30 years	School library
2	University professor	Library and Information Science	Unstated	Literacy
3	University professor	Library and Information Science	20 years	Media information
4	Teacher-librarian and author of books on MIL	Library and Information Science	Unstated	
5	Teacher-librarian	Library and Information Science	Unstated	Library education
6	High school international exchange and cooperation officer	Mechanical / Vocational Training	Unstated	High school education and international exchange / vocational education
7	Official, Seoul Metropolitan Office of Education	Computer Engineering / News and Broadcasting / Career Counseling	20 years	Career education / information and computer education
8	Public library librarian	Library and Information Science	Unstated	Library operation
9	Official, City Cultural Foundation	Library and Information Science	Unstated	Cultural program operation

The topic of the Delphi research was about the elements of MIL education that should be provided by libraries in developing countries and capacity building on MIL education competency. The first Delphi survey consisted of three sets of questions. The first was about developing MIL education factors for developing countries, the second was on the contents and format of training for fostering MIL education competency of dispatched librarians, and the third was questions about cooperation plans for MIL education and how to ensure that libraries are supported for the SDGs and recognized as a partner in the SDGs. The structure of the questionnaire of the first Delphi survey is summarized in Table 5.

Table 5. The structure of the questionnaire of the first Delphi survey

Element	Contents	Question number
Respondent information	Affiliation, major, specialization, etc.	
Questions related to MIL education competency	Acquisition of MIL education knowledge	1
	Training to strengthen the MIL education competency	2

	Cooperation between the dispatched librarians and the local librarians	3
	Methods and media for conducting MIL education	4
	Qualifications and experience to conduct MIL education training	7
Questions related to MIL competency	MIL education in developing countries	5
	MIL elements and their importance	6
Others	Cooperations in library	8
	Education for Sustainable Development and library	9

The first Delphi survey asked about the cooperation plan between the library of the recipient and the donor country for support MIL education and the ways that the dispatched librarian and the local librarian cooperate. Based on background knowledge derived from in-depth interviews and literature research, it was intended to enhance understanding to the research questions and to induce specific answers. MIL education for librarians is rare both domestic and abroad, and it is also uncommon for librarians to be dispatched to other countries. Therefore, it is quite challenging to find a dispatched librarian with adequate MIL education background. One principle of the survey was to solicit sincere answers, so if a panel member found it difficult to answer a question due to limited field of expertise or other reasons, s/he could omit the question. In addition, the survey used all open-ended questions so that the study participants could freely express their views. A total of 9 experts were asked to participate in the survey. The opinions presented by experts were collected and organized.

In the second survey, the expert opinions collected in the first survey were first summarized. The expert panel members were asked to rank the importance of various measures for strengthening MIL education competency and the suitability of each support method using a 5-point Likert scale. All questions were provided with a space for free-form comments.

The second survey questionnaire consisted of only 5-point Likert scale questions. It was sent to 10 experts who had responded to the first Delphi survey, and 8 of them made responses in this round. The Likert scores data were analyzed, and the free-form comments were synthesized.

The instruments for the first and second Delphi surveys are listed in Annex 2.

Chapter III. THEORETICAL BACKGROUND AND PRIOR RESEARCH

3.1. Support for public development

3.1.1. Official development assistance (ODA)

OECD Development Assistance Committee (DAC) defines ODA as “government aid that promotes and specifically targets the economic development and welfare of developing countries”¹¹. This definition indicates that in ODA, governments provide funds, manpower, and technology to governments of developing countries and regional or international organizations. ODA is often used interchangeably with terms such as “international cooperation”, “development cooperation”, and “official assistance”¹². Among these, “international cooperation” is distinct in that it is a holistic concept that emphasizes more reciprocal and equal relations than the other terms and encompasses cooperation in the social and cultural fields. Also, the transfer of financial resources between countries is not a requirement in international cooperations. On the contrary, “development cooperation” requires the transfer of resources for development. While the size of ODA to developing countries has gradually dwindled in recent years, the remittance of abroad migrants to their home countries has increased, and the role of other financial sources such as foreign direct investment (FDI) has become more prominent. At a ministerial group meeting held on December 15 and 16, 2014 by OECD DAC, the participants agreed to redefine the concept of ODA loan (grant aid) and change the measurement method.

Total Official Support for Sustainable Development (TOSSD) is an index that measures a broader range of development funds than official development assistance (ODA). Achieving the Sustainable Development Goals (SDGs) requires a wide range of financial resources beyond ODA. Therefore, statistics for monitoring this aspect should include not only public financial resources but also donations from private foundations, remittances from overseas residents, and South-South cooperation. It is expected that through TOSSD, support provided by all donors can be monitored, and recipient countries will be able to effectively formulate strategies for utilizing resources. However, as a new project, TOSSD

¹¹ See: <https://www.oecd.org/dac/financing-sustainable-development/development-finance-standards/official-development-assistance.htm>

¹² See: https://www.oda.go.kr/opo/odin/mainInfoPage.do?P_SCRIN_ID=OPOA601000S01

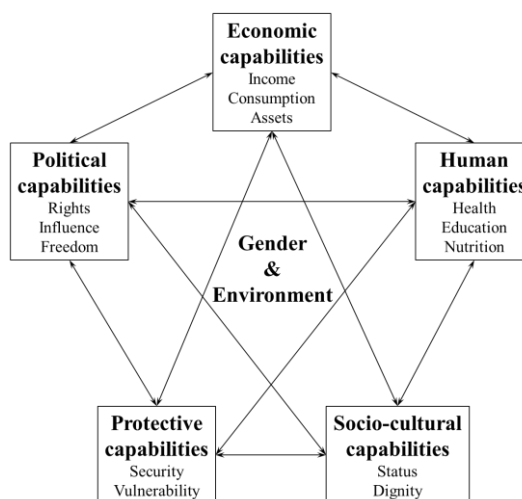
also requires new financial and human resources input. Another challenge is how statistics collected in the TOSSD framework can fit into existing databases and analytical tools. The TOSSD guidelines have also not been specifically set, so it is still unclear how the new method will affect development assistance, including ODA. There is concern that the actual ODA budget provided to developing countries may decrease due to the introduction of TOSSD, because private sector funding is included in the total amount when calculating TOSSD (Chu, 2019; S. Park & Jo, 2015).

The goal of development assistance is to help recipient nations grow economically sustainably and provide them the tools they need to become self-sufficient, improving their general standard of living in the process (H. Lee, 2015).

International development cooperation organizations define poverty as the absence of the following five capacities, which must be overcome to accomplish the goals of development aid [see Figure 1 from (OECD, 2001)]:

- (1) Economic capabilities: income to the extent that it can make necessary consumption and retain capital.
- (2) Human capabilities: health care services, nutrition, safe drinking water, education, and sanitary environment.
- (3) Political capabilities: conditions to participate in political and policy processes and influence decision-making while individual human rights.
- (4) Protective capabilities: conditions to protect themselves from vulnerability due to food shortage, disease, disaster, crime, war, conflict, etc.
- (5) Socio-cultural capabilities: conditions for maintaining human dignity and social status as a valued member of society.

Figure 1. The intertwined dimensions of poverty



Source: (OECD, 2001, p. 39). Own elaboration added.

As the political and economic interests of the international community change, the rationale and motives for aid are bound to change (J. Kim, 2016). The main motives include humanitarian motives, political motives, economic motives, and interdependent motives (Soh, 2010). Humanitarian motivation has gained popularity since the publication of the *Pearson Report* in 1969 and is based on the idea that absolute poverty must be eliminated so that humans can live with dignity, which is a moral duty of developed countries (Commission on International Development, 1969). The political and diplomatic motive during the Cold War was to prevent communism in developing countries and to stabilize the international order. A representative example is the Marshall Plan, an economic revival plan to support Western European countries after World War II. It provided strategic assistance in exchange for the benefit of dominant influence (Kunz, 1997). The economic motive is based on the logic that the donor country's economy will benefit by providing grant aid to another country, because the donor's export market will expand and the aid can serve as a stepping stone for the donor's domestic companies to advance overseas and further secure resources (H. Kim, 2020). The interdependent motive is that with the high mobility of information and population, links between countries and regions have significantly increased and the world has become interdependent. Crises breaking out in one country may not always remain contained and may affect other countries as well. In addition, there are severe global problems such as environmental destruction, climate change, and pandemics (Roh & Hong, 2009).

In the concept of development, development and non-development, center and periphery, power and slavery, and political and economic power are intricately intertwined. Post-colonialism is a subject that establishes and diagnoses standards based on hierarchical dichotomies such as Western/non-Western, civilization/primitive, progressive/lagging, etc. A state that deviates from or falls short of the standard becomes a target for development (Choi & Kim, 2021; J. Kim & Shin, 2018).

As the colonized countries were decolonized after the Second World War, the outflow of wealth from the previous colonial relations could not be sustained, and ideologies such as colonial racism also declined. Therefore, the difference between the former civilized and non-civilized countries was replaced by the difference between developed and underdeveloped countries (Six, 2009). The introduction and application of the donor country's development cooperation model that does not conform to the local situation of the recipient country in the name of "objectivity" and "universality" raises concerns that a new type of colonialist thinking is being born. In a typical narrative of international cooperation,

progress in development is defined in terms of productivity and economic growth and in a context of modernity versus tradition.

This concept of development was clearly conceptualized by US President Harry S. Truman after the Second World War. It divided the world into developed countries and developing countries by providing aid to developing countries and conducting the Marshall Plan, a European reconstruction and revival plan (Y. Lee, 2015; K. Park & Yoon, 2015). The diversity within the global South was ignored as all Southern countries were put into a single category of “poverty and underdevelopment”. Despite continued aid, developing countries became poorer and the economic disparity between developed and developing countries widened. Some developing countries faced a cumulative debt crisis in the 1980s. In the 1990s, developed countries also suffered from aid fatigue due to the economic downturn, leading to a sharp drop in the amount of aid (Sachs, 2005). Movements such as anti-development, post-development, and neopopulist development that suggest alternative development methods have emerged (Blaikie, 2000; Pieterse, 1998). The decentralized, community-based, democratic participation of each actor in the social development process, as well as indigenous-centered, endogenous development of the region itself in consideration of the cultural diversity of post-colonialism, are stressed by academics and experts who support these ideas (S. Kim, 2016). Scholar also emphasizes that it is necessary to go beyond development plans that focus on poverty eradication and economic growth and move forward toward holistic social development such as human-centered development, human rights, global community prosperity, and partnerships that reflect the historical, social, and regional contexts of the recipient country (T. Kim, 2016).

The types of development assistance can be classified according to criteria such as funding mechanism, partner, type of cooperation, and scope of assistance (Kwon, 1999).

(1) Funding mechanism: Depending on whether repayment is required, financial aid is divided into grants (grant aid including contributions to international organizations, and technical cooperation) and loans (paid cooperation based on repayment conditions after a certain period of time has elapsed). South Korean ODA funds must meet the following conditions, many of which are also common practice among OECD members.

ODA must be provided to developing countries, international organizations, development NGOs, or their implementing agencies, including central and local governments, and the goal must be to contribute to economic development and welfare promotion in developing countries. In the case of a loan, it must be a

concessional financial resource and the grant element must be at least 25% and it should target countries that are on the list of recipient countries of OECD DAC and international organizations whose major beneficiaries are those countries¹³.

- (2) Partner: ODA can be divided to bilateral aid, in which the donor and recipient countries directly determine all matters related to the negotiation and implementation of aid, and multilateral aid, in which donor funds are transferred to and managed by international organizations such as International Bank for Reconstruction and Development (IBRD), International Development Association (IDA), Asian Development Bank (ADB), UNDP, United Nations Industrial Development Organization (UNIDO), etc. OECD currently recognizes over 200 organizations as multilateral agencies¹⁴.
- (3) Type of cooperation: ODA can be classified into financial cooperation, such as the donation of goods and cash, and technical cooperation, which is the transfer of intellectual capital such as technical and functional know-how.
- (4) Scope of assistance: ODA can also be divided to project aid, which increases tangible assets by designating a specialized agency to provide necessary funds or technology and supplies for the purpose of economic development or stability in developing countries, and program aid, such as debt repayment.

3.1.2. ODA and libraries

With globalization and the development of technology, it has become much easier to access information from around the world. Thomas L. Friedman (2007) wrote in his book *The World is Flat 3.0* that the goal of the era of globalization 3.0 is making the world more equal, and that individuals and networks used by individuals and various software will be in the spotlight. As people migrate around the world for various reasons and purposes, the information and cultural differences between regions and countries are decreasing, and the forms of migration are gradually diversifying and its speed is accelerating. In addition, various worldwide problems caused by mass migration are not limited to one country. In the context of ODA, it has been found that immigrants from recipient countries, such as marriage immigrants, foreign workers, and international students, have had a significant impact on both donor and recipient countries (Botto, 2021; Y. Cho, 2020; E. Kim & Jung, 2016). There

¹³ As mandated by KOICA, see:

https://www.oda.go.kr/opo/odin/mainInfoPage.do?P_SCRIN_ID=OPOA601000S01

¹⁴ See: <https://www.oecd.org/dac/financing-sustainable-development/development-finance-topics/multilateralaid.htm>

are various causes of immigration, such as politics, conflict, terrorism, and environmental destruction. Most of the migrants to Europe come from Africa and the Middle East, and the major causes are civil wars, internal conflicts, and economic difficulties (S. Lee, 2017).

Climate and ecological refugees have multiplied more rapidly in recent years than those pushed away from their homes by persecution, conflict, human rights abuses, assault, and war. According to *Global Report on Internal Displacement 2019*¹⁵, there were 24.9 million climate refugees caused by natural disasters in 2019, three times more than the 8.6 million refugees caused by armed conflict.

Italy is among the countries that receive the most migrants among European countries (Tessitore & Margherita, 2017), and its refugee support and policies change according to the country's economy situation and public opinion.

On the other hand, in the case of South Korea, migrants due to war or conflict are not yet common due to the country's geopolitical location. As it is farther from conflict zones than Europe, war refugees are not common, and refugees also generally do not prefer South Korea as a destination country for migration. Immigrants to South Korea mostly consist of North Korean defectors, marriage migrants, and laborers. However, as South Korea's status in the international community changes, the number of migrants who consider it as a new candidate for settling down is increasing (Paek & Koo, 2021). In 2018, 500 Yemeni refugees entered Jeju Island by plane, and in 2021, 378 Afghan nationals entered South Korea as "special contributors". South Korean society expects an increase in refugees and migrants in the future, and the South Korean government feels the need to establish effective measures to review refugees' petitions and accommodate them, as well as to raise people's awareness on this issue (B. Park, 2018).

Aid policies and their implementation are affected by the interaction of various domestic and foreign actors, such as administrative heads, bureaucrats, parliamentarians, interest groups, civic groups, the general public, recipient countries, etc. They are also greatly impacted by the shifting conditions in the global society (S.-M. Kim, 2016; Milner & Tingley, 2010). In addition, migration and development are inextricably linked, accelerating and increasing human mobility, and the need for a comprehensive approach to improve ODA and strengthen international cooperation is also growing (Laczko & Lönnback, 2013; Lönnback, 2014).

In September 2016, the UN adopted the New York Declaration to promote two compacts on international migration, including forced migration: *Global Compact for Safe,*

¹⁵ See: <https://www.internal-displacement.org/global-report/grid2019/>

*Orderly, and Regular Migration (GCM)*¹⁶ and *Global Compact for Refugees (GCR)*¹⁷. They aim to distribute the responsibility for accepting refugees more equitably around the world (B. Lee, 2020). Both emphasized the need for education for migrants and refugees. In the education field, multicultural education and global citizenship education are no longer new topics, because the vision for promoting multiculturalism and global citizenship is present in various policy projects of all national and educational institutions around the world, and relevant implementation plans are being established (J. Kim & Huh, 2013; Radhouane & Maleq, 2020).

Sustainable education is regarded as a significant means of aid. International organizations have chosen education as a means of enhancing access to education, increasing access to information and communication technology, and promoting a better economic climate so that the citizens of recipient countries can reach their full potential. Although the aforementioned activities are core responsibilities of libraries, they are frequently disregarded in the field of development assistance (Fellows et al., 2012). Accordingly, library science researchers have recently started to explore the role and function of libraries for users with various cultural backgrounds in the specific situation of migration and development, and investigate how libraries, as a non-formal educational institution, can meet the social and cultural and educational needs of users.

3.2. Educational development cooperation

3.2.1. *The necessity of educational development cooperation*

With the development of transportation, communication, and technology, exchanges between countries have increased, and the level of interconnection of individuals and social groups is deepening in various fields of society such as politics, society, economy, and culture.

People, goods, technologies, cultures, and services are relatively easy and free to move and exchange in the era of globalization. In this context, as the disadvantages caused by the lack of education are exacerbating the poverty of people of developing countries and widening the gap in inequality, lifelong education is becoming more and more important. The accelerating globalization has made international trends an imperative consideration in education systems and policies. In a situation where restrictions on the speed and scope of

¹⁶ See: <https://www.iom.int/global-compact-migration>

¹⁷ See: <https://www.unhcr.org/the-global-compact-on-refugees.html>

the movement of resources, information, and manpower are rapidly disappearing, new educational tasks that country governments must carry out have emerged.

According to most recent UNESCO estimate, 244 million school-age children are out of school in 2021, with gender gaps persistent in some regions (Global Education Monitoring Report Team & UNESCO Institute for Statistics, 2022). Key barriers to female’s access to information include low literacy rates, the lack of skills and aptitudes, and financial, socio-cultural constraints that prevent women from accessing digital technologies (Joppart, 2020). The gaps in out-of-school rate between regions are evident (Table 6), with Sub-Saharan Africa being the only region whose out-of-school rates of primary and lower secondary age children are higher than world average.

Table 6. Out-of-school rate by SDG region, 2021

SDG Region	Primary school age (%)	Lower secondary school age (%)	Upper secondary school age (%)
Sub-Saharan Africa	19.9	33.2	47.8
Northern Africa and Western Asia	8.7	9.9	23.4
Central and Southern Asia	7.2	13.0	38.9
Eastern and South-eastern Asia	3.9	7.0	16.0
Oceania	6.6	4.1	20.2
Latin America and the Caribbean	3.6	6.7	19.7
Europe and Northern America	2.2	2.8	8.6
World	9.0	13.9	30.2

Source: (Global Education Monitoring Report Team & UNESCO Institute for Statistics, 2022, p. 4)

Furthermore, even if children are at school, it is not guaranteed that they are receiving adequate education. Many school-going children lack the basic literacy skills to perform reading and arithmetic. This is a problem stemming from a poor environment, such as a lack of trained educational personnel, poor educational facilities, and insufficient access to education, which again creates poverty (Bernard, 2021; Hillman & Jenkner, 2004). In such way, a vicious cycle forms and continues. In order to provide quality education to children in poor circumstances, multi-faceted efforts and improvement are needed. Education can be effective only when educational activities are in harmony, such as motivating students to study, scholarships that can alleviate financial difficulties, training workshops to create suitable educational personnel, and construction and investment of educational facilities.

ODA in education sector belongs to the “social infrastructure and services” category in the Credit Reporting System (CRS) of OECD DAC¹⁸. Education is divided into several levels: basic education, secondary education, post-secondary education and unspecified level. Each level contains a few detailed items, as shown in Table 7.

Table 7. Levels of education, as classified by OECD

Level	Main items
Basic education	<ul style="list-style-type: none"> • Primary education • Basic life skills for youth and adults • Early childhood education
Secondary education	<ul style="list-style-type: none"> • Secondary education • Vocational training
Post-secondary education	<ul style="list-style-type: none"> • Higher education • Advanced technical and managerial training
Education, level unspecified	<ul style="list-style-type: none"> • Education policy and administrative management • Education facilities and training • Teacher training • Education research

Source: OECD DAC¹⁹

3.2.2. Education for sustainable development (ESD)

The concept of “sustainable development” originated from concerns about the destruction of the environment due to reckless development. ESD is a concept first defined as education related to the environment, but has grown beyond environmental education (E.-J. Kim et al., 2013). Nowadays, ESD is not limited to teaching content or principles related to environmental education or sustainable development.

According to UNESCO²⁰:

ESD gives learners of all ages the knowledge, skills, values and agency to address interconnected global challenges including climate change, loss of biodiversity, unsustainable use of resources, and inequality. It empowers learners of all ages to make informed decisions and take individual and collective action to change society and care for the planet. ESD is a lifelong learning process and an integral part of quality education.

In addition, ESD presents differentiated directions in various fields of education including accessibility, relevance, equity, and inclusiveness. It is also a paradigm that

¹⁸ See: <https://stats.oecd.org/Index.aspx?DataSetCode=crs1>

¹⁹ Ibid.

²⁰ See: <https://www.unesco.org/en/education/sustainable-development/need-know>

transforms the goals and ideology of education and the values of life, attitudes, and lifestyles (Wals, 2012). Therefore, ESD calls for the overall restructuring of education and aims to change society, so unlike the existing education ODA agendas that are limited to developing countries, it applies to all countries. Beyond providing education for the improvement of quality of life and development in developing countries, it builds local people's capacity in creative thinking, which is needed to find innovative solutions. In other words, ESD emphasizes situational dependence, creative problem-solving ability, interdisciplinary approach, systematic thinking, lifelong learning, practice competency, multicultural perspective, and cooperation²¹.

3.2.3. Background and history of educational development cooperation

During the Second World War, the world witnessed the horrendous and widespread human rights violations of war, and it was recognized that international community's response was inadequate, largely because there were no international norms to regulate it. Accordingly, the UN, which was established as an immediate result of the war, set safeguarding human rights as one of its mandates and sought to promote universal rights that all human beings should have regardless of nationality, gender, race, religion, and political beliefs. Article 26.1 of the *Universal Declaration of Human Rights* states that education is a basic human right²²:

Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

This statement has been a reminder to the international community on the importance of educational development in all countries.

Education is a topic that is always mentioned in the international community due to its crosscutting nature. Education has been regarded as an important development goal, and educational development cooperation has changed along international trends.

After the Second World War, various theories emerged for the economic development and reconstruction of emerging and underdeveloped countries that became independent from colonies. From the early 1950s to 1960s, the human capital theory (the economy should be developed by increasing labor productivity) and the modernization theory (the most

²¹ See: Environmental Education Terminology at <https://www.keep.go.kr/portal/145?action=read&action-value=77a4d3a5770db5783dc63c2cd8eeaced&page=3>

²² See: <https://www.un.org/en/about-us/universal-declaration-of-human-rights>

important thing for economic growth is a change from tradition to modernized society) are the main pillars, and both theories are closely related to education (Gillies, 2017; Holsinger, 1987). In the 1970s, dependency theory and critical theory became mainstream, and skepticism arose about the side effects of applying the Western education system to developing countries. Critical theory claims that the ruling class protects its rights and interests by hindering the individual identity of the subordinate class and making them conform to the current system. In the context of international development, it implies that donors support educational aid because it can benefit themselves. Dependency theory indicates that Western countries use aid as a means of advancing their own development and reinforcing dominance over developing countries by placing themselves in the center and developing countries in the position of neighboring countries, subordinating them in various fields such as politics, economy, society, culture, and education (Carnoy, 1974; S.-S. Yoo, 2009).

Despite the huge amount of development aid the international community provided for the economic development of developing countries, the effect has not been as high as expected. Consequently, interest in aid effectiveness rose in the 2000s. Therefore, it was necessary to reexamine aid delivery methods, use aid resources effectively, and seek ways to increase aid effectiveness, as emphasized in the *Rome Declaration on Harmonisation* in 2003²³.

The most prominent international agendas on education have been EFA, Millennium Development Goals (MDGs), and the SDGs. They all recognize that education is a public good, that lack of education leads to a cycle of poverty, and that quality education is essential for sustainable development.

The development of EFA has been discussed in Chapter 1.2. EFA has 6 goals²⁴:

- (1) Expand and improve comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.
- (2) Ensure that by 2015 all children, particularly girls, those in difficult circumstances, and those belonging to ethnic minorities, have access to and complete, free, and compulsory primary education of good quality.
- (3) Ensure that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programs.

²³ See: <https://www.oecd.org/dac/effectiveness/31451637.pdf>

²⁴ See: <https://www.worldbank.org/en/topic/education/brief/education-for-all>

- (4) Achieve a 50% improvement in adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.
- (5) Eliminate gender disparities in primary and secondary education by 2005, and achieve gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality.
- (6) Improve all aspects of the quality of education and ensure the excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy, and essential life skills.

Among them, Goal 3 and 4 are for out-of-school youth and adults. EFA's focus is on ensuring literacy skills and access to lifelong education (UNESCO Office Dakar and Regional Bureau for Education in Africa & Pôle de Dakar, 2007). However, many countries still neglect non-formal education in policymaking, so it tends to be marginalized in the educational program, and adult learning programs don't attract much attention and resources (González, 2009). These concerns were addressed in the *Incheon Declaration*.

The UN General Assembly adopted the MDGs at the UN Millennium Summit in September 2000. MDGs focused on primary education by setting a goal (MDG2) to "Achieve Universal Primary Education"²⁵. According to data from the United Nations (UN) in 2000, 104 million school-age children were out of school. Most of them were residents of developing countries in Asia and Africa, and more than half were girls. By adopting MDG2, the world vowed to change this miserable situation. In 2010, primary education enrollment rates in South Asia, Southeast Asia and North Africa reached 90%, faster than expected. The final MDG report released by UN (2015) showed that female school enrollment and basic literacy rate were dramatically improved. However, MDGs were criticized for being limited to the global south and not stressing the role of eliminating literacy strongly enough.

Another pitfall of MDG2 was that it did not pay much attention to lifelong and non-formal education. More efforts are needed to increase access to education for residents of developing countries, improve universal literacy, and achieve improvement and progress in life through education. Even for goals set out explicitly by MDGs, great efforts are continuously needed as various crises in recent years have reversed much of the progress.

Accordingly, the international community has paid more attention to the quality of education. In the SDGs, which were adopted as a follow-up to the MDGs in 2015²⁶, the 4th goal (SDG4) is to "ensure inclusive and equitable quality education and promote lifelong

²⁵ See: <https://www.un.org/millenniumgoals/>

²⁶ See: <https://sdgs.un.org/goals>

learning opportunities for all”. Its focus is on access to quality education in a broader range, and not only formal education but also education for all ages. It also aims to provide educational opportunities from the perspective of lifelong learning such as access to technical and vocational education and training (UNESCO, 2016a).

SDG4 continues EFA’s focus on quality basic education for all but expands the agenda to provide equitable access to post-basic education and training for youth and adults through equitable access to appropriate learning opportunities. This reflects the trend that the demand for various fields in educational cooperation with developing countries is increasing. In addition, by noting the importance of Global Citizenship Education (GCED) and ESD in one of the targets (SDG4.7), the role of education for joint response to global challenges was highlighted.

UNESCO asserts that the educational components of the SDGs go beyond SDG4 and are closely related to almost all the SDGs, as listed below (UNESCO, 2016b).

- Target 3.7: By 2030, ensure universal access to sexual and reproductive health-care services, including for family planning, information and education, and the integration of reproductive health into national strategies and programmes
- Target 5.6: Ensure universal access to sexual and reproductive health and reproductive rights as agreed in accordance with the Programme of Action of the International Conference on Population and Development and the Beijing Platform for Action and the outcome documents of their review conferences
- Indicator 5.6.1: Proportion of women aged 15–49 years who make their own informed decisions regarding sexual relations, contraceptive use and reproductive health care
- Target 8. Decent jobs and economic growth
- Target 8.6: By 2020, substantially reduce the proportion of youth not in employment, education or training
- Goal 12. Ensure sustainable consumption and production patterns
- Goal 13. Take urgent action to combat climate change and its impacts[b]
- Target 13.3: Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning
- Indicator 13.3.1: Extent to which (i) global citizenship education and (ii) education for sustainable development are mainstreamed in (a) national education policies; (b) curricula; (c) teacher education; and (d) student assessment

EFA and relevant targets in MDGs and the SDGs all aim at universal education, but they show different characteristics in specific targets such as the scope, target, and country of application (Table 8).

Table 8. Comparison of global education agendas mentioned in in MDG2, EFA, and SDG4

Agenda	Millennium Development Goal 2 (MDG2)	Education for all (EFA)	Sustainable Development Goal 4 (SDG4)
Scope	Elementary education [children]	Basic education [children, youth, adults]	<ul style="list-style-type: none"> • Basic education • Education/training after basic education • Lifelong learning perspective
Geographical target	Low-income countries and conflict-affected countries	Intended for worldwide, but in practice it focuses on low-income countries	Universal agenda for all countries regardless of income level/development situation
Policy Focus	Access to and completion of basic education for all	Access to quality basic education for all	<ul style="list-style-type: none"> • Access to quality basic education for all • Equal access to education and training after basic education • Relevance of learning for work and “global citizenship”

Source: (UNESCO, 2016b, p. 10)

First, while MDGs focused on children’s primary education, EFA aims at basic education for all subjects, including children, youths and adults. The SDGs include lifelong education as well as basic education for all subjects.

Second, EFA focused on the countries with the highest proportion of out-of-school children, so the target countries were limited to low-income countries and conflict zones. On the other hand, the SDGs apply to all countries. In addition, while MDGs focus on education as a means to achieve economic growth with the goal of reducing absolute poverty, the SDGs aim to reduce poverty and inequality in all forms sustainably. In addition, unlike MDGs, where development finance was limited to ODA, the SDGs embrace development finances from various sources.

3.3. Libraries and literacy education

3.3.1. *Lifelong education and libraries*

Public education emerged in the 18th century during the Industrial Revolution. Nowadays, it faces criticism for failing to provide suitable education for the era of transitioning to a highly information-oriented society (Miranda et al., 2021; Sabando Barreiro, 2022).

Public education is conducted according to pre-defined curricula set at the national level. As a result, students receive education with uniform contents that do not reflect the diverse situations and needs of students, leading to inequality in educational access and learning outcomes. Non-formal education is increasingly being emphasized due to various substantial changes in society such as the COVID-19 pandemic, digitalization, and aging, and it is emerging as an important means of continuous learning that continues throughout life.

Lifelong education is a concept developed by UNESCO and launched in a conference on traditional schooling (C. Kim, 2018). Gelpi (2018) defined lifelong education as education that all individuals and communities can realize cultural/educational achievements by applying dialectical methods across all fields such as education, politics, economy, and culture through formal and non-formal education. Lengrand (1970) defined lifelong education as a concept that encompasses education in various educational fields with the ultimate goal of improving the quality of human life (Frey, 1972). Dave (1976) defined lifelong education as all forms of formal, informal, and informal learning activities conducted for the development of individuals and society over the entire lifetime, and set the scope of “flexibility” to a diverse range including content, tools, skills, and time of learning. Jang (1985) defined it as “education that enhances the welfare of the community by acquiring knowledge and skills that enable individuals to develop their humanity harmoniously by seizing opportunities for learning voluntarily and continuously throughout their entire life cycle, actively coping with a changing society, and creatively pioneering”.

Combining the views of these scholars, lifelong education can be defined as all types of organized out-of-school educational activities for all subjects, including adolescents and adults, such as career education, non-formal education, and community education. It is provided in various forms except school education. Lifelong education in modern society aims to develop the ability of individuals to contribute to society and realize self-achievement by improving their competencies through individualized active learning. In

other words, lifelong education and non-formal education are at the center of the paradigm shifts from “education that must be accepted passively” to “learning as an active subject” and from “educator-centered” to “learner-centered” (Cha, 2014). This demands libraries to play a stronger role in providing lifelong education so that all citizens of all walks of life can autonomously pursue self-growth and development.

Coombs & Ahmed (1974) classified lifelong learning into various forms, namely formal education, informal education, and non-formal education. They defined non-formal learning as a concept in contrast to formal learning. As a lifelong process of acquiring and accumulating knowledge, skills, attitudes, and insights through interactions with other people in everyday experiences and environments, the experiences and learning that learners can encounter expand beyond the existing school to various spaces (Bransford et al., 2006). In other words, non-formal education has the characteristics that it occurs accidentally and unplanned, and the knowledge acquired through non-formal learning is situational and contextual.

Learners find and watch YouTube videos to get the information they need, see works in museums on their mobile phones through Open Art Museum, publish their know-how as e-books on the internet, and share their daily life on social media. Learning through sharing with friends and editing posts for more “likes” on social networking services (SNS) is leading to active learning based on one’s own will, beyond the unilinear education of the past. Under these circumstances, non-formal education, as an essential element of lifelong education, has begun to be recognized as a new educational paradigm not only by UNESCO but also around the world, as highlighted in a speech by David Atchoarena (Director of the UNESCO Institute for Lifelong Learning) in the 2021 Bridge Conference hosted by the Korea National Commission for UNESCO²⁷.

Libraries have historically provided blended learning and crossover learning environments. By reflecting the characteristics of non-formal and informal learning in libraries, in addition to formal learning, learners can naturally obtain appropriate information as well as materials and devices in the process of interaction with fellow learners according to their own goals and methods chosen voluntarily for their own growth. Also, libraries are diversifying their programs to serve as an educational institution that provides a learning experience that can activate various skills by linking learning in formal, informal, and non-formal environments and applying technology to provide diverse experiences.

²⁷ Full speech available at: https://www.unesco.or.kr/data/unesco_news/view/787/1355/

3.3.2. Sustainable development and libraries

As a result of discussion on the role of libraries to support the SDGs, International Library Federation (IFLA) is taking various approaches to promote the sustainable development of libraries. In 2015, IFLA launch “Global Vision Project” and IFLA Strategy 2019–2024 through its website. The “Global Vision Project” presents 10 commitment of IFLA (IFLA, 2018b), in particular:

- We are committed to promoting equal and free access to information and knowledge.
- We continue to work to support literacy, learning, and reading.
- We focus on service for the community.
- We embrace digital innovation.
- There is a need to build collaborations and partnerships.

By listing the 5 items above, IFLA encourage libraries worldwide to build a common understanding, identify opportunities and share ideas for action to contribute to information access, universal literacy, and protection of cultural and natural heritage.

Libraries can have “rippling effects” in economic, political, and social aspects. Lifelong education provided by libraries is becoming a cornerstone of economic development by improving users’ abilities and reducing illiteracy. Library ODA plays an important role in enhancing the self-esteem of library users, establishing identity, and promoting humanitarian values along with the economic development of the recipient country. A higher cultural level can greatly help the democratization and industrialization process of the country. This structure can lead to changes in learner behavior through education and form a virtuous cycle with the effect of developing society and consequently boosting the economy.

Libraries play a variety of roles for sustainable development, and the nature of libraries is serving the public interest and pursuing intrinsic and human values. Unlike other ODA projects, libraries tend to be overlooked in development efforts, maybe because conducting performance evaluation on library ODA is difficult. To fill this gap, IFLA provides trends in development work for the SDGs so that librarians and other stakeholders can understand them. IFLA’s Library Map of the World (LMW)²⁸ is a tool to look up global library statistics, providing country-level data and various indicators of library performance by region. LMW’s “SDG Stories” section showcases the activities libraries are doing to achieve the SDGs. IFLA also published a manual guiding librarians on ways on telling stories related to

²⁸ See: <https://librarymap.ifla.org/>

the SDGs (IFLA, 2018a). In addition, IFLA maintains a mailing list aiming at providing updates about relevant events, opportunities, and resources associated with the SDGs for anyone interested in work around libraries and the SDGs.

The work carried out by libraries is directly or indirectly involved in various areas of the SDGs. Nowadays, access to and use of libraries and information is more important than ever. Guaranteeing access to information for all is fundamental to sustainable development. International Federation of Library Associations and Institutions (IFLA) identified 20 targets across the SDGs with a direct or close relation to access to information and libraries (IFLA, 2018c). The sustainability aspect applicable to libraries can be divided into two categories. One is to establish the function and role of libraries to help the society achieve sustainable development (S. Lee, 2020). The other is to ensure business continuity so that the library can continue to function stably in a rapidly changing environment (Australian Library and Information Association, 2019). In terms of functions and roles, libraries can contribute to sustainable development in a variety of directions and have great potential to contribute effectively to issues such as education, culture, social justice, and information access in particular.

3.3.3. The Digital divide and literacy

In 2003, UNESCO's *Prague Declaration* presented information literacy as the most important competency of the 21st century (UNESCO, 2003). Participation in the information society is impossible without knowledge of the existing problems in the information environment and the ability to effectively identify, find, evaluate, organize, create, use, and communicate information. In addition, based on these abilities, lifelong learning, one of the most basic human rights, can be realized. The way that society, science, culture, and people use knowledge has evolved significantly throughout time, and libraries have been adjusting as a result. People want to have access to all material and services in all circumstances, everywhere, at all times, and on all devices (Abadal & Anglada, 2017).

The digital comprehension ability is closely related to all sub-components of the local cultural spectrum (knowledge culture, reading culture, learning culture, living culture, and leisure culture). In particular, if the digital information comprehension ability of local residents is strengthened by public libraries, the utilization of internet and electronic media and mobile devices will increase, thereby promoting a culture that values knowledge and learning, and the development of living culture, leisure culture, and reading culture based on it can be gradually achieved. Policy attention and institutional approaches are needed in that

the digital divide has a cyclical structure that deepens into existing socio-economic inequality, which in turn leads to and worsens structural inequality.

Studies on the information gap focus on the difference between “access” and “use”. The discussion has moved beyond internet accessibility to the qualitative use of information resources. According to the Korean librarians dispatched to developing countries, even though people from developing countries own smartphones, they use them mostly as “dumb” phones due to high data usage costs. This is a vivid example of the “use” gap. In addition, according to various reports, people in developing countries access internet through smartphones much more than computers. Therefore, the gap in MIL competency is widening because of not only the cost of internet access, but also the economic capacity to own a computer (Ahn, 2006). The digital divide, which was predicted to disappear when the internet spreads to the general public and the use of information devices becomes common, is instead exacerbating inequality at various levels, including efficient use of media, participation and communication, and creation and production. These inequalities of opportunity and outcomes are the result of a combination of factors. Selwyn (2004) suggested various factors that contribute to the digital divide, as shown in Table 9. Selwyn argued that there are many variables in the form of economic, cultural, and social capital between “access” and “use” of ICT. J. Yoo (2004) summarized the variables for digital gap analysis, as listed in Table 10. The current discussion on the digital divide has moved beyond internet accessibility to the qualitative use of information resources. Accordingly, the concept of access is also expanding from having access or not to where, how, and what to access (Livingstone et al., 2005).

Table 9. Stages of the digital divide

Stage	Details
Formal/theoretical “approach” to information technology	Theoretical dissemination of information technology (at home, residential area, job site, etc.)
Efficient access to information technology Use of information technology	Practical dissemination of information technology (Stage that can be used simultaneously in each individual's home, residential area, and job site) Contact with information technology. Significant contact may not be present. May not be linked to long-term results.
Involvement in information technology and content	“Meaningful” use of information technology. Users have control and choice over technology and content. Useful, important, and relevant use for users.
Short-term results - Actual and perceived Long-term consequences – actual and perceived	Immediate/short-term consequences of using information technology Mid- to long-term consequences of information technology use from the perspective of social participation. Perspectives in terms of productive activity, political

	activity, social activity, consumer activity, and conservation activity
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Source: adapted from (Selwyn, 2004).

Table 10. Variables for digital information gap analysis

Access	Use
Technical Access <ul style="list-style-type: none"> • ICT Infrastructure • Hardware, software, bandwidth 	Technological Literacy <ul style="list-style-type: none"> • Technological skills • social and cognitive skills
Social Access <ul style="list-style-type: none"> • Affordability • Awareness • Language • Content/Usability • Location 	Social Use <ul style="list-style-type: none"> • Information seeking • Resource mobilization • Social movements • Civic engagement • Social inclusion

Source: adapted from (J. Yoo, 2004).

3.3.4. Libraries and MIL education

As the decentralization of knowledge and information accelerates gradually, libraries must play a fundamental role in producing information. They should provide training, support MIL education, and becoming community learning centers. Institutional roles are also necessary for information ethics education, such as intellectual property rights. What these demands require is the role of an institution that nurtures ethical talents who can converge various disciplines and have skills in critical thinking, communication, cooperation, and creative problem-solving. In the information age, knowledge sharing and dissemination is so common that the distinction between educators and learners has become blurry. Moreover, the existing one-sided education methods cannot meet the changing demands of the new era. Thus, the library is also required to be a place of learning that delivers the holistic education required by society by providing various and creative experiences (M. Lee et al., 2019).

Advances in technology and communication are rapidly changing the way we live, work, and interact. These changes were accelerated by the COVID-19 pandemic, which heavily drove non-face-to-face interactions into daily life around the world. During the pandemic, schools around the world closed and conducted non-face-to-face classes, and companies minimized face-to-face meetings and opted for teleworking. The pandemic made people embrace a new lifestyle centered on social distancing and brought everyone closer to the online environment, such as internet-based video services and social networking services (SNS). The development of non-face-to-face technology makes it possible to safely engage

in economic activities and provides convenience in critical situations, but there are side effects such as “infodemic” in which fake news, especially COVID-19 related pieces, spreads wildly like the pandemic itself. In addition, the surge in migration requires more multicultural and cross-cultural understanding, intercultural dialogue, and cooperation. International organizations have argued that MIL can be used as a means to improve them (United Nations Alliance of Civilizations, 2014).

The traditional media format for delivering literacy education, text on paper, is gradually giving way to multimedia work on computers and other ICT devices, so MIL has become a more integrated and indispensable component of literacy. In addition, with the advent of SNS, the public engage in information production en masse, making participation in digital environment all the more important. The world is moving towards a situation where the ability of recognizing, finding, evaluating, and using information to define and solve vague problems is of utmost importance. This is very different from the past (before the information era) when using text reading and comprehension to solve a clear-cut problem was one of the most critical competencies. Regarding MIL, the ability to access, analyze, evaluate, and create media information is becoming more and more important in all sectors of society around the world.

As the significance of MIL is highlighted, similar terms, such as ICT literacy, information literacy, news literacy, internet literacy, digital literacy, media literacy, and social media literacy, have appeared in each field related to media and information (Table 11).

Table 11. Types and definitions of various aspects of media information literacy

Concept Type	Definition
Media literacy	Ability to access media, understand media critically, and interact with media
Digital literacy	Ability to understand and use various types of information provided by computers
Information literacy	Ability to effectively and critically access, evaluate, and use information ethically to solve problems and communicate
Social media literacy	Competency required to independently enjoy social media culture. Critical interpretation, reciprocal bargaining power, and technological network awareness are presented
News literacy	Ability to Combine knowledge of news production, distribution and consumption with skills that help audiences assert control over their relationship with news.
ICT literacy	Using digital technology, communications tools, and/or networks to access, manage, integrate, evaluate, and create information in order to function in a knowledge society
Internet literacy	Being able to locate, retrieve, interpret, and evaluate the context under which information was created or produced.

Source: synthesized by author from (International ICT Literacy Panel, 2002; Y. Kim, 2018; Leung & Lee, 2012)

Depending on the formation process and focus, various concepts of literacy in digital fields are used loosely, from “information literacy” to “social media literacy”, a concept emphasizing social media (J. Park, 2018). Information literacy is defined as “the ability to recognize, seek, evaluate, and utilize necessary information in an information ethic to solve problems, make decisions, and communicate” (J. Park, 2018). Media literacy is defined as “the ability to select and use necessary information, to read the media critically, and to communicate using media” (J. Park, 2020). Social media literacy, a concept extended from media literacy, focuses on the ability to act on the user’s “sociocultural” elements and participation. It is intertwined with various other media literacy that focus on the “cognitive” or “technical” aspects (D. G. Jeong & Kim, 2018).

UNESCO uses the term MIL by converging the various concepts that are closely related to and interact with each other. UNESCO suggests the following as MIL competence (Wilson et al., 2011).

1. Understanding the role of media and information in democracy
2. Understanding media content and its uses
3. Accessing information effectively and efficiently
4. Critically evaluating information and information sources
5. Applying new and traditional media formats
6. Situating the sociocultural context of media content
7. Promoting MIL among students and managing required changes

The Partnership for 21st Century Skills (P21), launched in 2002 with the input of US educators and policymakers, announced the 21st Century Learning Framework²⁹. The core competencies presented in P21 are learning and innovation skills, information, media, and technology skills, and life and career skills.

OECD also presented the competencies needed for the future through the Education 2030 project³⁰. OECD’s approach established a learning framework (called “OECD Learning Compass”) that can be used by many levels of education systems including individual learners, education practitioners, system leaders, policy designers, and institutional decision makers. It includes the following elements (OECD, 2019):

- Core foundations: Skills, knowledge, attitudes, and values

²⁹ See: <https://www.battelleforkids.org/networks/p21>

³⁰ See: <https://www.oecd.org/education/2030-project>

- Transformative competencies: Creating new value, reconciling tensions and dilemmas, and taking responsibility
- Learning process for continuous improvement: Anticipation – action – reflection

European Union’s Assessment of Transversal Skills 2020 (ATS2020)³¹ aims to identify skills “needed for handling the complex array of information in the digital era, making sense of globalized societies, as well as responding to the requirements of 21st century job markets”. It presents digital literacy as a core literacy, with several subcategories: information literacy, collaboration and communication skills, creativity and innovation, and self-directed learning. Among them, information literacy includes the following detailed items:

1. Plan strategies to guide inquiry
2. Evaluate and select information sources and tools based on the appropriateness to specific tasks
3. Locate, organize, analyze, evaluate, synthesize and ethically use information from a variety of sources and media
4. Process information and construct new knowledge
5. Integrate new knowledge and apply to new situations

Another notable framework on the essential competencies for digital information literacy was developed by Hobbs (2010) for the Aspen Institute, as follows.

Table 12. Hobbs’s framework of essential competencies for digital information literacy

Competency	Details
Access	Finding and using media and technology tools skillfully and sharing appropriate and relevant information with others
Analyze and evaluate	Comprehending messages and using critical thinking to analyze message quality, veracity, credibility, and point of view, while considering potential effects or consequences of messages
Create	Composing or generating content using creativity and confidence in self-expression, with awareness of purpose, audience, and composition techniques
Reflect	Applying social responsibility and ethical principles to one’s own identity and lived experience, communication behavior and conduct
Act	Working individually and collaboratively to share knowledge and solve problems in the family, the workplace and the community, and participating as a member of a community at local, regional, national and international levels

Source: (Hobbs, 2010, p. 19)

³¹ See: <https://resources.ats2020.eu/transversal-skills>

American Library Association (ALA) considers digital literacy as the ability to use information and communication technologies to find, evaluate, create, and communicate information (ALA Digital Literacy Task Force, 2013, pp. 1–2). It requires both cognitive and technical skills.

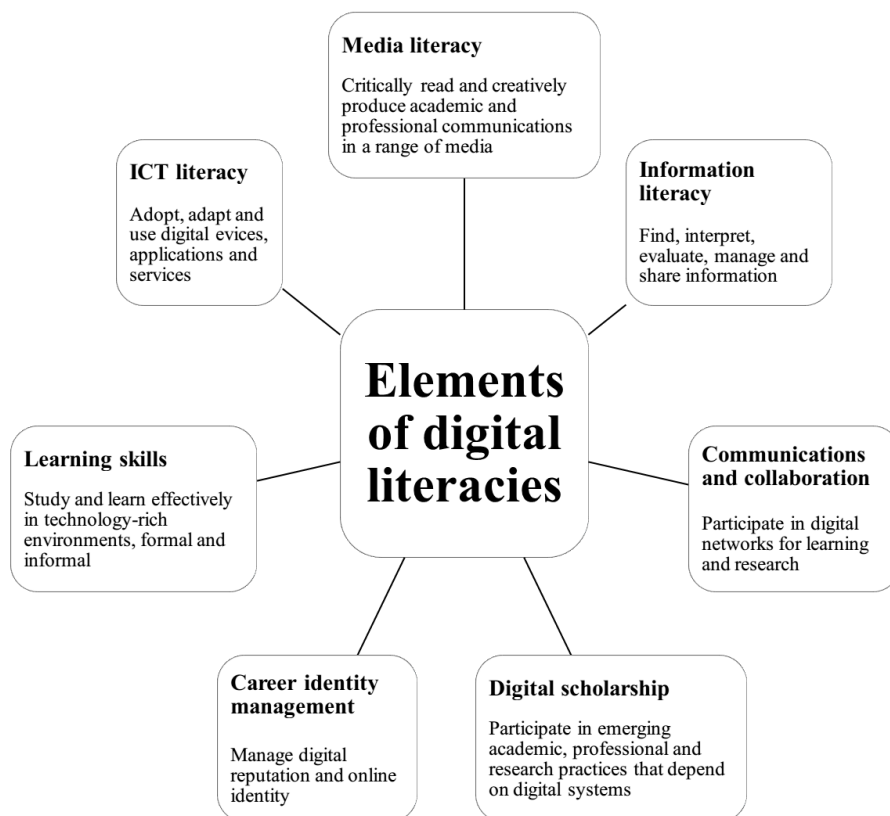
ALA suggested a digitally literate person:

- Possesses the variety of skills—technical and cognitive—required to find, understand, evaluate, create, and communicate digital information in a wide variety of formats;
- Is able to use diverse technologies appropriately and effectively to retrieve information, interpret results, and judge the quality of that information;
- Understands the relationship between technology, life-long learning, personal privacy, and stewardship of information;
- Uses these skills and the appropriate technology to communicate and collaborate with peers, colleagues, family, and on occasion, the general public; and
- Uses these skills to actively participate in civic society and contribute to a vibrant, informed, and engaged community.

Joint Information Systems Committee (JISC) of the UK broke down digital literacy into various aspects (JISC, 2014), as shown in details in Figure 2:

- (1) Media literacy
- (2) Communications and collaboration
- (3) Career and identity management
- (4) ICT literacy
- (5) Learning skills
- (6) Digital scholarship
- (7) Information literacy

Figure 2. The framework of digital literacies by JISC



Source: adapted from (JISC, 2014).

It is obvious that there are many commonalities among existing competency frameworks on MIL/digital literacy developed by international organizations, governmental agencies, and institutions (Table 13). The basis of these competencies is the use of digital technology, which is similar to the major elements of MIL proposed by UNESCO.

Table 13. Components of MIL/digital literacy as elaborated by various organizations

Organization	Term	Component	Detail
UNESCO		Devices and software Operations	Physical operations of digital device Software operations in digital device
		Information and data literacy	Browsing, searching and filtering data, information and digital content Evaluating data, information and digital content Managing data, information and digital content
		Communication and collaboration	Interacting through digital technologies Sharing through digital technologies Engaging in citizenship through digital technologies Collaborating through digital technologies Netiquette Managing digital identity
		Digital content creation	Developing digital content Integrating and re-elaborating digital content Copyright and licenses Programming

		Safety	Protecting devices Protecting personal data and Privacy Protecting health and well-being Protecting the environment
		Problem-solving	Solving technical problems Identifying needs and technological Responses Creatively using digital technologies Identifying digital competence gaps Computational thinking
		Career-related competence	Operating specialised digital technologies for a particular field Interpreting and manipulating data, information and digital content for a particular field
ATS2020	Digital literacy	Information literacy	1. Plan strategies to guide inquiry. 2. Evaluate and select information sources and tools based on the appropriateness to specific tasks. 3. Locate, organise, analyse, evaluate, synthesize and ethically use information from a variety of sources and media. 4. Process information and construct new knowledge. 5. Integrate new knowledge and apply to new situations.
		Autonomous learning	1. Identify significant needs for learning based on their prior knowledge. 2. Define goals to achieve and develop a strategy to achieve them. 3. Plan and manage activities to implement strategy. 4. Evaluate process and results and provide evidence for achievement. 5. Reflect and explore alternative approaches (metacognition of their learning cycle)
		Collaboration and communication	1. Interact, collaborate, and publish with peers, experts, or others employing a variety of tools and environments. 2. Communicate information and ideas effectively to multiple audiences using a variety of media and formats. 3. Contribute to project teams to produce original works or solve problems. 4. Develop cultural understanding and global awareness by engaging with learners of other cultures.
		Creativity and innovation	1. Identify and match needs with possible solutions. 2. Integrating and re-elaborating. 3. Innovating and creatively using tools and resources. 4. Create original works as a means of expression.
DQ institute ³²		Digital identity	Digital citizen identity Digital co-creator identity Digital change-maker identity
		Digital use	Balanced use of technology Healthy use of technology Civic use of technology
		Digital safety	Behavioral cyber-risk management Content cyber-risk management Commercial and community cyber-risk management
		Digital security	Personal cyber security management Network security management Organizational cybersecurity management
		Digital emotional intelligence	Digital empathy Self-awareness and management Relationship management
		Digital communication	Digital footprints management Online communication and collaboration Public and mass communication

³² See: <https://www.dqinstitute.org/wp-content/uploads/2019/03/DQGlobalStandardsReport2019.pdf>

		Digital literacy	Media and information literacy Content creation and computational literacy Data and artificial Intelligence literacy
		Digital rights	Privacy management Intellectual property rights management Participation rights management
JISC		ICT proficiency (Functional skills)	<ul style="list-style-type: none"> • ICT productivity • ICT productivity
		Information, data and media literacies (Critical use)	<ul style="list-style-type: none"> • Information literacy • Data literacy • Media literacy
		Digital creation, problem solving and innovation (Creative production)	<ul style="list-style-type: none"> • Digital creation • Digital research and problem-solving • Digital innovation
		Digital communication, collaboration and participation (Participation)	<ul style="list-style-type: none"> • Digital communication • Digital collaboration • Digital participation
		Digital learning and development (Development)	<ul style="list-style-type: none"> • Digital learning • Digital teaching
		Digital identity and wellbeing (Self-actualising)	<ul style="list-style-type: none"> • Digital identity management • Digital wellbeing
		Digital research and problem-solving	
		Digital innovation	The capacity to adopt and develop new practices with digital technology
The Government of British Columbia ³³	Digital Literacy	Research and Information Literacy	<ul style="list-style-type: none"> • Information literacy • Information processing and management
		Critical Thinking, Problem Solving, and Decision Making	<ul style="list-style-type: none"> • Specialized and advanced skills for learning
		Creativity and Innovation	<ul style="list-style-type: none"> • Specialized And Advanced Skills for Creative Expression
		Digital Citizenship	<ul style="list-style-type: none"> • Internet safety • Privacy and security • Relationships and communication • Cyberbullying • Digital footprint and reputation • Self image and identity • Creative credit and copyright • Legal and ethical aspects • Balanced attitude towards technology • Understanding and awareness of the role of ICT in society
		Communication and Collaboration	<ul style="list-style-type: none"> • Technology mediated communication and collaboration

³³ See British Columbia's Digital Literacy Framework at: <https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/teaching-tools/digital-literacy-framework.pdf>

		Technology Operations and Concepts	<ul style="list-style-type: none"> • General knowledge and functional skills • Use in everyday life • Informed decision making • Seamless use demonstrating self-efficacy • Learning about and with digital technologies
EU Joint Research Centre ³⁴	Digital Competence	Information and data literacy	<ul style="list-style-type: none"> • Browsing, searching, and filtering data, information, and digital content • Evaluating data, information, and digital content • Managing data, information, and digital content
		Communication and collaboration	<ul style="list-style-type: none"> - Interacting through digital technologies • Sharing through digital technologies • Engaging in citizenship through digital technologies • Collaborating through digital technologies • Netiquette • Managing digital identity
		Digital content creation	<ul style="list-style-type: none"> • Developing digital content • Integrating and re-elaborating digital content • Copyright and licenses • Programming
		Safety	<ul style="list-style-type: none"> • Protecting devices • Protecting personal data and privacy • Protecting health and wellbeing • Protecting the environment
		Problem solving	<ul style="list-style-type: none"> • Solving technical problems • Identifying needs and technological responses • Creatively using digital technologies • Identifying digital competence gaps

MIL focuses on the ability to understand the functions of various media, use them appropriately, and communicate. As media information is used online, the importance of copyright issues is also increasing. In addition, in the current digital society where non-face-to-face interactions have become more prevalent, libraries can play important roles in MIL education to raise public awareness and building capacity in critical areas such as battling fake news and cyber defamation, protection from cyber crimes, and upholding online ethics.

Libraries and librarians are expanding their services for knowledge creation and collaboration using digital devices in accordance with trends in media and information situation. Libraries are reinforcing their role in enhancing the MIL competencies of users by providing spaces for practicing media use and creation and organizing training programs (Kang & Jung, 2019). In addition, due to the recent sharp increase in fake news around the

³⁴ See: https://joint-research-centre.ec.europa.eu/digcomp/digital-competence-framework_en

world, librarians are required to be MIL experts and educators are more responsible for cultivating critical thinking skills of the public (Eva & Shea, 2018).

The accelerated development of artificial intelligence and computer technology has led to the emergence of “deepfake” technology that can synthesize lifelike fake images, voices, and videos, which are very handy for information manipulation (Han, 2018). Because of these changes and progress, MIL has become an essential competency that should be taught in schools (H.-S. Jeong, 2019). A UNESCO publication states that librarians should work with teachers to develop and strengthen information literacy skills in students (Horton, 2008). In addition, public libraries in the United States are developing and providing programs to improve users’ MIL, and thus are recognized as media literacy educational institutions (J. Park, 2020).

The Ministry of Education in many countries is making efforts to strengthen students’ media literacy competency. In South Korea, the education curriculum revised in 2015 developed and presented various achievement standards related to the subject without developing a separate textbook for MIL (H. Jeong, 2016; Ministry of Education of the Republic of Korea, 2015). And the Ministry of Education of the Republic of Korea’s plan to substantiate school MIL education suggested public libraries as out-of-school media education institutions, and included media education plans linking reading education to improving critical thinking skills (J. Park & Kang, 2020). As a follow up, with the goal of developing a curriculum that responds to future changes, the 2022 revision of the curriculum aims to nurture democratic citizens through cultural diversity, MIL, social empathy and communication, and participation in local and national communities (Ministry of Education of the Republic of Korea, 2021). In order to strengthen MIL competency, educational cooperation with libraries is the most suitable model for strengthening MIL competence by linking to and fitting with the existing curriculum. The Philippine Ministry of Education introduced “information, media and technology skills” as one of the four competencies that students should have while actively introducing rotating or shared classrooms and distance education due to the relatively poor educational infrastructure (J. Park, 2021). As such, country governments recognize librarians as media literacy experts and libraries as partners for cultivating MIL competencies.

Chapter IV. ODA LIBRARIES IN DEVELOPING COUNTRIES

The term “developing countries” doesn’t have a clear definition and the use of the term has drawn some criticisms (Khokhar & Serajuddin, 2015; Olopade, 2014; Rosling et al., 2018; Silver, 2015, 2021), but in practice it is still quite widely used. For example, IMF classifies its members into “advanced economies” and “emerging market and developing economies” in the *World Economic Outlook* (IMF, 2018). For convenience, this paper still uses this term, and the scope of “developing countries” in this paper is generally the same as IMF’s list of “emerging market and developing economies”. Although development is a complex, multi-faceted issue, it should be noted that there are some widely (although not universally) accepted indicators to assess a country’s overall level of development, such as Human Development Index (HDI)³⁵ and World Bank’s income groups classification³⁶. The former categories countries into very high HDI, high HDI, medium HDI, and low HDI³⁷. The latter categories countries into low-income, lower-middle income, upper-middle income and high-income³⁸.

In the world of libraries, the interaction between libraries and their supporting organizations in developing countries is not new. The provision of information, resources, and expertise continued for much of the second half of the last century, and some librarians point out that globalization can be “a very positive force for cultural, social, and economic development” (Curry et al., 2002).

The 2018 IFLA General Assembly, the 3rd African Library and Information Associations and Institutions (AfLIA) Conference, and the 5th Africa Summit in 2019 all agreed that it was important to implement educational programs and improve access to information and communication technologies to achieve the SDGs and African Union’s Agenda 2063³⁹. These actions will become a step for building strong community partnerships, such as expanding the global economy and supporting individuals to pursue new economic opportunities (Young et al., 2021). Although these activities are representative

³⁵ See: <https://hdr.undp.org/data-center/human-development-index#/indicies/HDI>

³⁶ See: <https://datatopics.worldbank.org/world-development-indicators/the-world-by-income-and-region.html>

³⁷ See the most recent HDI report (2021/2022) at: https://hdr.undp.org/system/files/documents/global-report-document/hdr2021-22pdf_1.pdf

³⁸ See the current list of countries by income group at:

<https://datahelpdesk.worldbank.org/knowledgebase/articles/906519-world-bank-country-and-lending-groups>

³⁹ See: <https://au.int/en/agenda2063/overview>

services of libraries and librarians, development cooperation agencies generally recognize libraries and librarians only as auxiliary means of sustainable development. As a result, even though NGOs, government agencies, international development cooperation offices, and religious institutions are supporting library construction and operation projects in developing countries at various levels and forms, there is no clear system dedicated to promoting libraries' role in sustainable development activities. In addition, the scale of library ODA being carried out is small and relevant theoretical and practical research that can contribute to policymaking is scarce.

4.1. Libraries and Lifelong Education in South Korea

In the Korea Peninsula and later South Korea, libraries have evolved in a complex way over time in response to societal, economic, and cultural factors. Libraries in the modern sense appeared in Korea in 19th century, around the period from the late Joseon Dynasty of Korean Empire to Japanese colonial rule. Korean intellectuals realized that public libraries were a social institution that could carry out mass dissemination of knowledge, and as a part of the Cultural Movement⁴⁰, they developed the Library Movement to counter Japanese imperialism. On April 10, 1934, which was during the Japanese colonial period, a survey showed that there were 40 libraries in Korea (government 2, public 17, private 21). However, modern educational institutions and libraries established by Korean pioneers were mostly shut down during the Japanese colonial rule (Baek, 1981). In the 1960s, after independence from Japan and the Korean War, the Private Library Movement, represented by “village mini libraries”, was started in earnest (Y. Lee, 2002). In 1961, rural activist Dae-seop Um (1921–2009) established a free private library in Ulsan to make it more convenient for farmers to read books and started to operate 50 touring libraries (Um, 1968). The number of village mini libraries increased from 26 in 1961 to 100 in 1962, and 1,341 libraries were established by the end of February 1964 as media companies joined the campaign. In 1971, the number

⁴⁰ In the 1900s, when Russia and Japan were competing for supremacy in Korea, intellectuals and scholars of the Korean Empire were overwhelmed by the Theory of Social Evolution, which asserts that the “logic of power” rules the world, and thus gave up armed resistance against Japan. Instead, they thought that Japan's encroachment on national sovereignty came from the lack of ability of the Korean Empire, and that it was necessary to develop skills and restore national sovereignty. To do this, they saw it as important to promote education, media, industry, and culture, and made efforts to promote Korean culture by protecting the Korean language, history, and education, and by enlightening the people through media. The media and social movement groups also contributed to research on Hangeul (the Korean alphabet), the dissemination of education, and cultural movements (S. Kim, 2014).

exceeded 20,000, and in 1974 over 30,000. The village mini libraries became the basis of the government-led “Saemaul library” movement (Y.-N. Lee, 2000). In the 1980s, there were widespread movements to eliminate school admission fees and promote mobile libraries, and the quality of libraries was significantly improved (Y. Lee, 2002). The 1994 amendment to Article 97 of the *Housing Act* made it compulsory to establish a small library with an area of 33 square meters or more, 6 reading seats or more, and 1,000 or more library materials when constructing a residential project of 500 households or more (The Seoul Metropolitan City ordinance mandated the threshold at 300 households). As a result of this policy, small libraries grew rapidly in quantity⁴¹.

Small libraries can revitalize education and community in their surrounding area. According to the results of a survey on small libraries conducted in 2020, there are 6,474 small libraries in operation in South Korea, of which 1,504 are public and 4,970 are private (M. Park, 2022). From 1998 to 2003, under the supervision of the Ministry of Culture, Sports and Tourism, an evaluation on public libraries was conducted at national level to improve the quality of libraries. The service standards and operating conditions of libraries improved during this period and a uniform lifelong education program was established in every library. Although the program’s quality was adequate, it encountered some skepticism. Also, some people had doubts about the correlation between libraries and library culture programs. In addition, since 2003, the “Miracle Library Project” has been a major issue in Korean society. This project aimed to build a children’s library under the “Exclamation Point” program of Munhwa Broadcasting Corporation (MBC) and the “Create a Reading Society” national movement. It aroused public interest in the library, implemented standard models of building/space/operation/programs for children’s libraries in South Korea, and supported various contents and operating programs. It led to the success of MBC’s TV show “Let’s read a book, a book, a book”. Its achievement served as a great impetus for local governments to start building children’s libraries, which in turn greatly influenced the national library policy as well as drawing more public attention to libraries⁴². Since 2008, Korea has been helping developing countries to establish and operate small libraries to support the development of cultural sector in those countries and to lay foundation for global partnerships.

The history of the development of small libraries in Korea and later South Korea is summarized in Table 14.

⁴¹ Seoul’s *Regulations on Housing Construction Standards, etc.* Article 55, Paragraph 5 (Senior Center, etc.)

⁴² See: Book Culture Foundation [책읽는사회문화재단] at <http://www.bookreader.or.kr/index.html>

Table 14. Development of small libraries in Korea

Stage	Time range	Characteristic	Details
1	Japanese colonial era – 1950	Private library established by activists	During the Japanese colonial era, most libraries established by Korean pioneers were shut down
2	1960 – 1970	Small libraries in the modern sense start to appear	Village Mini Library movement
3	1970 – 1990	Wide spreading of small libraries in the country	<ul style="list-style-type: none"> • Admission Fee Abolition Movement • Mobile Library Movement
4	1990 – 2010	Small library evaluation and improvement	<ul style="list-style-type: none"> • Public library evaluation at the national level • Improvement of libraries • Miracle Library Movement • Establishment of comprehensive library development plan • Promotion of revision of the Library Act • Intensifying the Small Library Movement
5	2010 – present	More financial support and new roles	<ul style="list-style-type: none"> • Small Library Promotion Act • Small library financial support ordinance • Quantitative expansion of small libraries • Spread of concerns about the role of small libraries • Overseas small library support project

4.2. Library ODA of the Republic of Korea

4.2.1. Overview of the Republic of Korea

The Republic of Korea, or South Korea, is located in a peninsula in Northeast Asia, bordering on land the Democratic People's Republic of Korea (North Korea) to the north, and on sea China to the west, Japan to the east, and Russia to the north. With a population of about 51 million, it is the 28th largest country in the world⁴³.

From August 29, 1910 to August 15, 1945, the Korean peninsula was under Japanese colonial rule and suffered social and economic expropriation. After the surrender of Japan in the Second World War, the peninsula was divided into two zones, the Soviet Union-occupied north and the United States-occupied south. A war between the two sides broke out in 1950 and military actions stopped in 1953. The Korean War severely destroying housing, schools,

⁴³ Source: <https://www.worldometers.info/world-population/population-by-country>

public facilities, infrastructure such as roads, railways, bridges, and various industrial facilities such as factories. In 1955, after the signature of armistice and consequent formal founding of North Korea and South Korea, South Korea was one of the poorest countries in the world with a per capita gross national product (GNP) of only USD 65. In the following few decades, South Korea experienced phenomenal economic growth thanks to a variety of factors, most importantly success in financial policies and education (Easterly, 1994). South Korea became an OECD member in 1996, the first country with a colonized history to achieve this status. In 2021, its GDP was about USD 1.8 trillion and per capita gross national income (GNI) was about USD 35,000⁴⁴.

However, in the process of transforming from a pre-modern state to a modern state in a relatively short period of time, South Korea has experienced side effects in many areas. A military dictatorship had ruled South Korea since 1955 until a direct presidential election system was adopted in 1987, during which time the freedom of movement of the people was seriously restricted. Before 1987, South Korean government only allowed citizens over 45 years old to visit other countries by invitation of relatives or for simple tourism purposes. In July 1988, the age limit was changed to 30 years or older. It was only in 1989 that the age restriction for overseas travel was completely lifted.

A financial crisis hit South Korea so heavily just after it joined OECD that it applied for IMF relief in November 1997. The *National Basic Livelihood Security Act*, which was enacted in September 1999 in response to mass unemployment and exacerbated poverty due to the crisis, reorganized the social safety net to buttress people's minimum livelihood (Nam & Participation Solidarity Social Welfare Committee, 2013).

In the 1960s and 1970s, South Korea sent miners, nurses, and craftsmen overseas just like many other low-income countries then that sent migrant workers abroad to alleviate unemployment and obtain foreign currency. However, many migrant laborers work in South Korea nowadays. As of May 2020, 848,000 of the 1.33 million foreign permanent residents over 15 years old in South Korea were employed.

4.2.2. *History of South Korea's involvement in international development*

After liberation from Japanese colonial rule in 1945, the Republic of Korea received aid from many countries and international organizations for poverty eradication, economic stability, and industrialization. The reception of foreign aid by South Korea started with Government and Relief in Occupied Areas (GARIOA), a program developed by the US to

⁴⁴ Numbers obtained from World Bank Open Data at <https://data.worldbank.org>

help people in areas occupied or liberated by the US during the Second World War. GARIOA aid to the Republic of Korea was provided to the US Army Military Government in Korea (USMAGIK). Before the *Korea-US Aid Agreement* entered into force on December 10, 1948, it was used to restore economic order and stabilize livelihoods in South Korea (K. M. Park, 2020). The total amount of GARIOA aid was about USD 409 million⁴⁵.

With the withdrawal of US forces from Korea in 1947 under the circumstances of North Korea being supported by the Soviet Union, the Economic Cooperation Administration (ECA) in charge of the European revival plan known as the “Marshall Plan” was put in charge of aid to Korea from December 15, 1948. ECA aid aimed at empowering Korea to achieve economic independence. It was different from GARIOA aid by including technical aid that provided instructors and equipment to teach skills needed in various industries to revitalize the Korean economy⁴⁶.

However, after the outbreak of the Korean War on June 25, 1950, ECA aid changed to emergency relief centered on food, clothing, and medicine. After the establishment of United Nations Korean Reconstruction Agency (UNKRA) and United Nations Civil Assistance Command Korea (UNCACK)⁴⁷ in 1950, ECA withdrew from Korea on January 7, 1951 (H. Lee, 2005, p. 76). In addition to consulting on the operation of aid programs, carrying out aid work, receiving, storing, and distributing relief materials, UNCACK also conducted relief projects in various areas, such as support for social welfare facilities, provision of medical care, and support educational facilities (Korea Association of Voluntary Agencies, 1966, p. 129)⁴⁸. UNCACK’s aid helped to appease post-war social unrest because it focused on support for war victims and refugees. UNKRA aid was designed to restore the Korean economy to its pre-war level, but as the war situation deteriorated, its focus shifted to military support. After the war, it helped restoring facilities destroyed by the war and focused on rebuilding medical and educational facilities before officially ceasing its activities in 1958. After the war, South Korea received aids from various programs such as Supplies from Economic Cooperation (SEC).

While South Korea was rebuilding the economy with aid from the UN and other international organizations, “donor-like” activities were carried out simultaneously. In 1963, trainees from other developing countries were invited to South Korea with aid funds from

⁴⁵ This number is obtained from:

<http://epts.kdi.re.kr/foreign/time?ORDER=ASC&YEAR=1945&NUM=1909>

⁴⁶ See: <http://epts.kdi.re.kr/foreign/time?ORDER=ASC&YEAR=1948&NUM=1913>

⁴⁷ UNCACK was a UN military organization that supported the reconstruction of Korea. During the Korean War, it was responsible for humanitarian aid and customs clearance, storage, and distribution of all aid provided through UNKRA and private aid organizations.

⁴⁸ Also see: <http://epts.kdi.re.kr/foreign/time?ORDER=ASC&YEAR=1950&NUM=2067>

the United States Agency for International Development (USAID). This was the beginning of Korea's donor-side activities. In 1967, Korean experts began to be sent abroad. The amount of Korean aid has been gradually expanding along with the economic growth of the country, and UNESCO Korean Youth Volunteer Group, a program dispatching young volunteers overseas, has been a regular activity since 1989. In 1991, KOICA was established under the Ministry of Foreign Affairs, signaling that Korea began aid activities in earnest. South Korea joined the OECD in 1996 and became a Net Contributor Country (NCC) of international aid (International Development Cooperation Committee, 2020).

From 2005 to 2009, South Korea set science and technology, education, and health care as areas of comparative advantage to share experiences with developing countries and conduct aid activities in. In 2010, South Korea became the 24th member of the OECD DAC, which oversees aid from developed countries to developing countries⁴⁹. In 2012 OECD DAC peer evaluation, South Korea was evaluated as having a comparative advantage in ODA donation activities, ICT, and public administration based on the experiences of recipient countries. Based on this, more support has been provided in other fields such as education and health. As South Korea completed the transition from a recipient country to a donor country, its major ODA partners are Asia-Pacific countries such as Samoa, Vietnam, Cambodia, Laos, Indonesia, Malaysia, and Mongolia, as well as some countries in other regions such as Tunisia and Peru. The financial amount of South Korean ODA grew substantially from USD 110 million in 1991 to USD 2.86 billion in 2021. According to the *Third Basic Plan for International Development Cooperation for 2021–2025*, the South Korean government is providing the most aid to Asia (37.7%) and Africa (18.9%).

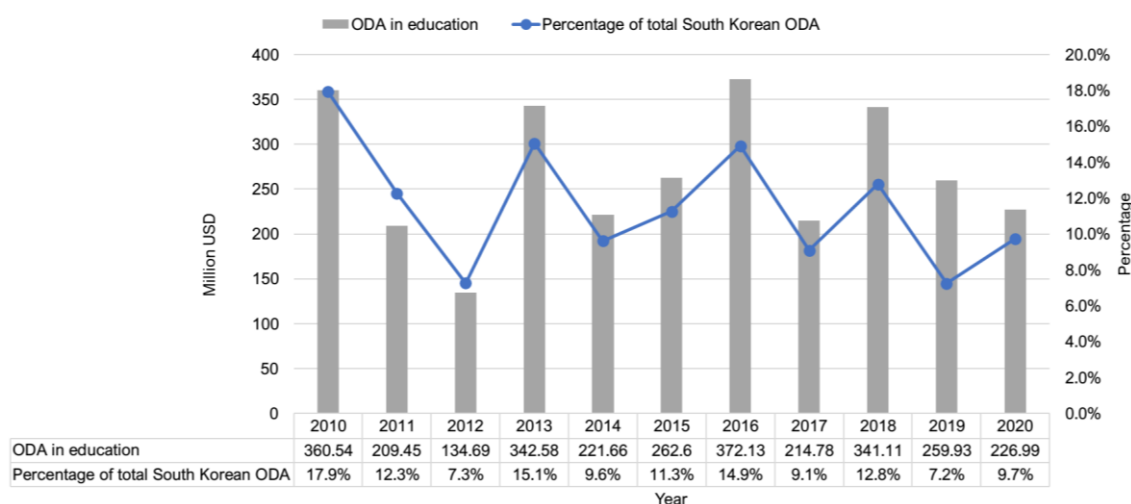
4.2.3. South Korean ODA in education

When South Korea joined OECD DAC, international development cooperation related to education was being rekindled. In 2020, 92% of South Korea's ODA to education (USD 193 million) was dispensed through bilateral channels, above the DAC members' average of 70%. In this amount, USD 27 million was provided to multilateral organizations and counted as bilateral funding. Although the amount of education ODA and its percentage in total ODA have generally been decreasing in the 2010s (Figure 3), the trend seems to be reversed in recent years. In 2019, education was the fourth-largest sector in South Korean ODA, receiving KRW 255.5 billion. This further increased to KRW 284.7 billion in 2021, making education the third largest sector. Policy-wise, education is one of the priorities of

⁴⁹ See: https://www.odakorea.go.kr/mz.contents.ContsView.do?conts_key=1

South Korea’s 2022 Annual Implementation Plan. KOICA’s Education Mid-term Strategy 2021-2025 envisions “inclusive development through quality education” and states that its mission in education is “to ensure rights to education for all by improving the education system and enhancing educational participation in partner countries”⁵⁰.

Figure 3. South Korean ODA in education, 2010–2020



Source: OECD Query Wizard for International Development Statistics (QWIDS)⁵¹. Exchange rate is 2020 average.

Financial support for ODA in the field of culture and education and fostering experts in related fields not only raises the international status but also promotes the development of education and culture in the recipient country. Developing countries are continuously requesting Korea for education-related ODA (Chanhee, 2009; Ki-guk, 2008; E. Kim, 2007), and experts say that developing countries believe that South Korea’s educational infrastructure has contributed greatly to its remarkable economic growth.

As a country that transitioned from a recipient country to a donor country in a short period of time, South Korea’s development experience is highly regarded by the international community. South Korean ODA used to focus heavily on spreading its own development experience from one of the poorest countries to an OECD member, but this approach was criticized for not aligning well to the principles of international organizations that call for donors to prioritize supporting global public goods (J. Kim, 2017b). Although there is no consensus on the classification of global public goods (for an example of classification, see Table 15), they mainly include the production and dissemination of knowledge, fighting

⁵⁰ See: <https://donortracker.org/south-korea/education>

⁵¹ See: <https://stats.oecd.org/qwids/>

epidemics, crime control and peace-building, the commonwealth and sustainability of mankind, and communication (H. Cho, 2012).

Table 15. Types of global public goods

	Rival	Nonrival
Excludable	Private goods: food, medicine, books	<ul style="list-style-type: none"> • Club goods • Toll roads, internet, movie theaters
Nonexcludable	<ul style="list-style-type: none"> • Common goods: natural resources, judicial system • Good subject to congestion or depletion, yet accessible to all • Some global commons (geostationary orbit) 	<ul style="list-style-type: none"> • Public goods: Environment, culture, technology, public health • Pure public good • Existence value • Some global commons (high seas, ozone layer)

Source: adapted from (Kaul et al., 1999). Goods listed are examples. This is not an exhaustive list.

The international community put providing basic education at a prominent position in the most important agendas, as seen in EFA and MDG. However, technical and vocational Education and training (TVET) and higher education have a high share in Korea’s education ODA, while that of basic education is low (Chung, 2016). Some scholars claimed that South Korea had been far from educational discussion and practice at the international level because it had focused on building a modern nation after independence from Japanese colonial rule, thus emphasizing the quantitative expansion and qualitative improvement of education within the country. As a result, South Korea’s awareness of educational development cooperation in developing countries and the contents of its activities are still at an infancy level, and South Korea is evaluated to possess a “self-centered” attitude to when passing on educational development experience to developing countries (J. Kim, 2017a). E. Kim (2021) argued that when South Korea joined OECD DAC about 10 years ago, South Korean ODA focused on what South Korea could do, but as ODA budget steadily increases, it is necessary to establish the philosophy and principles of South Korea’s ODA policy and to change the method of programming ODA activities.

South Korea’s education ODA is mainly carried out by KOICA and is KOICA’s biggest ODA sector. KOICA was established for the purpose of promoting development, private diplomacy, nurturing global talent, raising awareness and dissemination of development cooperation, expanding the base of international development cooperation, and supporting civil society initiatives. Its volunteer operations mostly follow a sender-receiver model that dispatches experts in agriculture, health, trade, technology, and community development like the US Peace Corps, Japan Overseas Cooperation Volunteers (JOCV), and UK’s Voluntary

Service Overseas (VSO). Volunteers directly provide their knowledge and skills to developing countries. Besides KOICA, several national and local institutions are in multilateral cooperation with various institutions and international organizations, including the Gyeonggi Provincial Government is also conducting various ODA projects, and the Export-Import Bank of Korea (EDCF), Ministry of Gender Equality and Family, Seoul Metropolitan Government, Ministry of Employment and Labor, Office of Government Policy Coordination, Ministry of National Defense, Korea Meteorological Administration, Cultural Heritage Administration, Ministry of Culture and Sports, National Election Commission The Ministry of Oceans and Fisheries, the Ministry of Public Administration and Security, and the Constitutional Court.

4.2.4. ODA through libraries and South Korean library ODA

In the 2000s, the global ODA paradigm began to lean more towards cultural and educational aid. While education ODA has focused on hardware, such as building schools in recipient countries or providing ICT equipment, software has begun to play a more important role in the current direction of education and culture ODA. Libraries are facilities whose main purpose is to promote public information use, cultural activities, and lifelong education⁵² (Library Promotion Act). UNESCO and IFLA declared that the public library is the local gateway to knowledge, providing a basic condition for lifelong learning, independent decision-making, and cultural development of the individual and social groups (IFLA/UNESCO, 1994). This purpose is consistent with the current direction of ODA, which aims to improve the quality of education and culture. The library construction and librarian dispatch projects in developing countries, which form one of the pillars of education and culture ODA, are very important because they contribute directly to improving the quality of life of residents in developing countries and provide access to the right to education. Library ODA plays an important role because it can bridge the cultural information gap and develop the creativity of individual residents of the recipient country, as well as strengthen the cultural capabilities of the recipient country's society. Understanding through education and culture is positioned as an important value, as much as economic aid. Therefore, the role and service of libraries that can contribute to the spread of values such as “education for sustainable development in the international community” are important.

⁵² Libraries and Reading Promotion Act Article 2 [Enforcement November 30, 2003] [Act No. 6906, May 29, 2003, partially amended]

High interest and investment in education are some of the reasons why South Korea, one of the poorest countries in the world when it was founded, was able to achieve exponential economic growth from an economic situation that was devastated by Japanese exploitation during colonial rule and by the Korean War. South Korea's illiteracy rate, which was nearly 70% at the time of liberation in 1945, fell sharply to 10%–15% in the 1950s due to the spread of the Korean language and the expansion of compulsory education. Additionally, under Japanese colonial rule, there was a library construction campaign as a part of resistance. After the Korean War, high interest in education and economic growth in South Korea led to the improvement of public libraries, school libraries, and library policies.

The recognition that libraries are essential institutions for education is related to the government's initiative in building libraries for ODA projects in developing countries. Library construction and librarian dispatch are not as active as other education-related ODA activities, but many NGOs are involved in them. In the case of Italy, about 60 NGOs are engaged in library activities under the supervision of the Italian Ministry of Foreign Affairs at Federazione degli organismi di volontariato internazionale di ispirazione cristiana (FOCSIV). A few examples of activities related to libraries carried out by these NGOs are listed in Table 16.

Table 16. Some activities related to libraries carried out by Italian NGOs

Country and city	NGO	Volunteer period	Qualifications and goals	Tasks
Guatemala, El Tehar	IBO Italy		21 or older Contributing to small improvements in local living conditions through concrete actions in cooperation with local operators, while at the same time gaining experiences of personal growth in sharing and discovery.	Educational and animation activities with school kids in the morning hours. Archiving and cataloging books and magazines in the library in the afternoon, reading activities for children in some local schools.
Democratic Republic of the Congo, Kinshasa and Kikwit	ProDoCS		Improving the quality of education for children in rural areas	Work in documentation center, the library network of Kinshasa and Kikwit in Congo, and Samagrata mobile library
Colombia, Medellin	ProDoCS			Work at San Leonardo Murialdo Youth Center library facilities
Zambia	ProDoCS	1 month		Work at library facilities

Democratic Republic of the Congo, Lungu	ProDoCS	1 year	18–28 years old	Support the research and selection of textbooks for teachers and children at the Lungu CPSC Library
Cameroon, Yaoundé	ProDoCS		<ul style="list-style-type: none"> • Training in the field of education and humanism. • Preferred university degrees in educational sciences, psychology, and language-cultural interventions • Good knowledge of French • Experience in education and animation • Driver’s license B preferred 	Supporting library operations and organizing discussion sessions

Source: NGO websites (<https://iboitalia.org> and <http://www.prodocs.org>).

In the case of South Korea, KOICA dispatches librarian volunteers to developing countries in the form of overseas volunteer groups. A number of institutions, such as the Ministry of Education, the Foreign Trade Bank, the Ministry of Culture, Sports and Tourism, the Ministry of Foreign Affairs, and the Gyeonggi Provincial Government, have also been collaborating on the establishment of libraries, training of librarians in developing countries, and the dispatch of experts and volunteer groups. The Korea International Cultural Exchange Promotion Agency, an agency in charge of international cultural exchange of the Ministry of Culture, Sports and Tourism, contributes to improving the quality of local education and culture by improving the library environment in developing countries with poor cultural infrastructure through overseas public library creation support projects and promoting sustainable development⁵³.

The legal basis for library ODA in Korea is based on *Korea International Cooperation Agency Act* enacted on October 14, 1991 and *Small Library Promotion Act* enacted and promulgated on February 17, 2012. Related articles are listed below.

Korea International Cooperation Agency Act

Article 1 (Purpose) This Act establishes the Korea International Cooperation Agency in order to promote friendly and cooperative relations and mutual exchanges between the Republic of Korea and developing countries, reduce poverty, improve the quality of life, and realize sustainable development and humanitarianism in developing

⁵³ See: http://kofice.or.kr/e50_exchange/e50_exchange_00_list.asp?mnu_sub=10503

countries. The purpose of this project is to contribute to the promotion of international cooperation by conducting various international development cooperation projects.

Article 7 (Business) In order to achieve the purpose of Article 1, the cooperative shall carry out the following projects. (Revised October 16, 2018 and March 31, 2020)

1. International development cooperation projects that combine funds, facilities, and technical support
2. Development consulting business
3. Training project
4. Professional manpower dispatch project
5. Overseas volunteer group dispatch and global talent nurturing project
6. Humanitarian aid projects such as disaster relief
7. Cooperation with domestic and foreign private organizations
8. Cooperation with foreign aid agencies and international organizations
9. Investigation and research for establishment of ideology and policy on international development cooperation, etc.
10. Business entrusted by the government
11. Education, training and public relations under subparagraphs 1 through 10 and its incidental business
12. Other projects necessary for international development cooperation

Small Library Promotion Act (enacted on February 17, 2012 by Act No. 11316, came into force on August 18, 2012)

Article 11 (Overseas Distribution of Small Libraries) The State may provide administrative and financial support necessary for the overseas distribution of small libraries.

South Korea has a short history of overseas volunteering compared to some other developed countries, but as the size and expertise of overseas volunteer groups rapidly expand, more attention has been given to qualitative growth than quantitative growth in recent years. In South Korea, governmental agencies involved in dispatching volunteers include the Ministry of Foreign Affairs (KOICA Volunteer Group/Advisory Group), Ministry of Science and ICT (IT Volunteer Group, Science and Technology Support Group), Ministry of Education (PAS/KUCSS Youth Volunteer Group), Ministry of Trade, Industry and Energy (NIPA Advisory Group), Ministry of Health and Welfare (Korea Medical Overseas Medical Volunteer Group), etc. In 2009, the volunteer dispatching activities from

all these agencies were integrated into a single brand — World Friends Korea (WFK), but some programs are still operated by the agencies⁵⁴.

The dispatch of overseas volunteers by KOICA is not a unilateral action but a bilateral agreement, and has led to South-South cooperation⁵⁵ and “Inter-Korean cooperation”, which are one of the main flows of overseas volunteering.⁵⁶ KOICA overseas volunteer groups include general volunteer groups (including librarians dispatched to developing countries), project volunteer groups, dream volunteer groups, KOICA-UNV volunteer groups, NGO volunteers, and youth medium-term volunteer groups (Table 17).

Table 17. KOICA volunteer programs

Type	Training period	Dispatch period	Eligibility	Activities
General Volunteer Corps	2 weeks online, 3 weeks offline	1 or 2 years	19 years or older	This is a long-term overseas volunteer program, based on the needs of partner countries, living in the community of the dispatched region for more than one year and performing specialized volunteer activities by job type.
Project corps	2 weeks online, 2 weeks offline	1 year		Performance-oriented, team-based project-type volunteer activities aiming to achieve mid- to long-term (3-5 years) service through cooperation with organizations with expertise in each field
Dream Volunteer Corps	2 weeks online, 3 weeks offline	1 year	Vocational high school 3rd year students (prospective graduates)	It is a volunteer activity program for graduating or prospective graduates of vocational high schools. Participants are expected to transfer skills to residents of receiving countries such as cooking, make-up, hairdressing, and computer.
KOICA-UNV Volunteer Corps		6 months to 1 year	University (Graduate) students	Volunteering at UN-affiliated organizations in partner countries as a joint program between KOICA and UN Volunteers (UNV), an agency that dispatches UN volunteers.

Source: KOICA and WFK website.

Volunteer members of KOICA are people with expertise (major, qualification, experience, etc.) suitable for the fields required by the host country. The age range of applicants of the general volunteer corps is between 20 and 61 years old. The dispatch period

⁵⁴ See: <http://www.worldfriendskorea.or.kr/view/eng.intro.brand.do>

⁵⁵ As aid from developed countries in the global North to developing countries in the global South is criticized from a post-colonial perspective, South-South cooperation refers to the mutual cooperation between developing countries that have been underprivileged or exploited in political and diplomatic hegemony in the international community (Mawdsley, 2014).

⁵⁶ See: <https://kov.koica.go.kr/intro/service/trend.koica>

is generally two years but has been reduced to one year since the COVID-19 pandemic, and the volunteers can choose to terminate the dispatchment any time they want.

Dispatched librarians receive 5 weeks of training in South Korea (see Table 18 for the curriculum) and 8 weeks in the host country. The domestic part was conducted as a face-to-face training camp before the COVID-19 pandemic, but since pandemic it has changed to a mixed mode, consisting of two weeks online and three weeks offline training. After the 8-week local adaptation training, the members are assigned to the receiving institutions, and they focus on learning the local language to enhance their understanding of the situation of the country. There are also safety courses and cultural tours.

Table 18. Training curriculum for dispatched librarians to build core competencies

Core competency	Curriculum	Week
Development cooperation competency	Development cooperation issues, understanding international development cooperation (blended mode), introduction of KOICA and World Friends Korea, etc.	Week 1, 2, 3
Problem solving competency	Creative problem solving, etc.	Week 1, 2
Global citizenship competency	Integrity practice education (blended mode), volunteer spirit workshop, strengthening gender sensitivity (blended mode), understanding other cultures, global citizenship education (environment, climate change, etc.), understanding Korean history and culture, etc.	Week 3
Safety management competency	Infectious disease response capacity reinforcement, travel medicine and overseas health management (blended mode), health hygiene and disease management in the era of COVID-19, emergency first aid principles, response in a disaster situation, disaster safety practice, terror/crisis response education, etc.	Weeks 4
Business performance competency	Overseas volunteer activity regulations, volunteer activity practice, online content production, online information management (copyright law), online education planning, design, operation and practice, mentoring program, etc.	Week 4
Foreign language competency	Local language learning (English, local language)	1–2 weeks
Research and analysis competency	Overseas volunteer activity survey, project design matrix, and performance management, etc.	Week 5
Career development competency	Self-leadership, development cooperation, career development, etc.	Week 5
Project competency	Project management, etc.	Week 5
Other	entrance ceremony, graduation ceremony, domestic education OT, departure information, etc.	

Source: edited based on the content provided on the KOICA website.

Academic and professional support is important for successful librarianship (Petrucciani et al., 2013). However, as confirmed in the education contents provided by the KOICA Volunteer Group, the training contents for dispatched volunteers were the same no matter what tasks they would perform. There was no program customized for the dispatched librarians, and the training was organized and operated based on the previous experiences of the librarians. As a result, educational contents related to library service or education on MIL were lacking. In the in-depth interview with librarians dispatched to developing countries, the interviewees stated that they felt their experience as public librarians was not sufficient to organize and conduct library programs or library literacy education programs, and that they faced difficulties in conducting literacy education programs or playing the instructor's role. KOICA operates in venues offered by recipient institutions by providing library collections, facilities, equipment, and manpower from Korea. Applicants majoring in related fields such as library and information education, library and information science, and library can apply. In the early 2000s, librarians and associate librarians were required as necessary qualifications. In the early days, relevant experiences were also included as a prerequisite, but as the number of recipient institutions increases, the requirements on academic background and experiences become more diverse depending on the needs of the recipient institution.

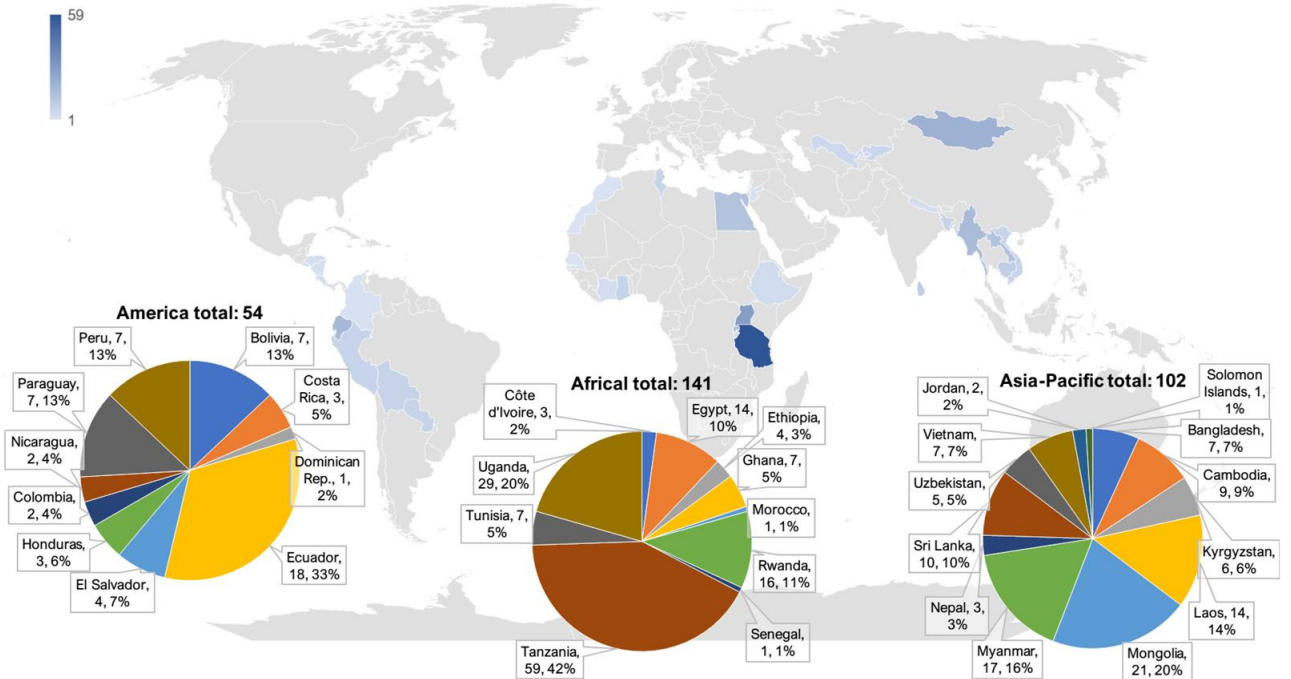
In the early 2000s, one or two librarians were dispatched in every round, but the number of dispatched librarians was gradually increasing, and as many as thirteen librarians had been dispatched in a round. After the recruitment paused for a while due to the COVID-19 pandemic, the 3rd KOICA Volunteer Corps (146 units) in 2021 was organized as a remote activity, and one librarian volunteer was selected.

KOICA classifies the disciplines of its volunteers into education, health, information and communication, industrial energy, rural development, public administration, and environment and others. Librarian volunteers are classified as "environment and others" from the initial dispatch in 2005 to the 70th in 2011. From the 72nd batch in 2012 to the 93rd batch in 2013, it was classified as public administration, and it has been classified as education since the 94th batch in 2014.

The number of librarians dispatched was 297 from the 2nd batch in 2005 to the 156th in 2022. The number of countries where the librarians have been dispatched are 31 in total: Cote d'Ivoire, Egypt, Ethiopia, Ghana, Morocco, Rwanda, Senegal, Tanzania, Tunisia, Uganda, Bangladesh, Cambodia, Kyrgyzstan, Laos, Mongolia, Myanmar, Nepal, Sri Lanka, Uzbekistan, Vietnam, Bolivia, Colombia, Costa Rica, Dominican Rep., Ecuador, El

Salvador, Honduras, Jordan, Nicaragua, Paraguay, and Peru. A total of 141 librarians were sent to Africa, 102 in Asia-Pacific, and 54 in America. Among them, the country that received the largest number of librarians was Tanzania with 59, followed by Uganda with 29 and Mongolia with 21 (Figure 4).

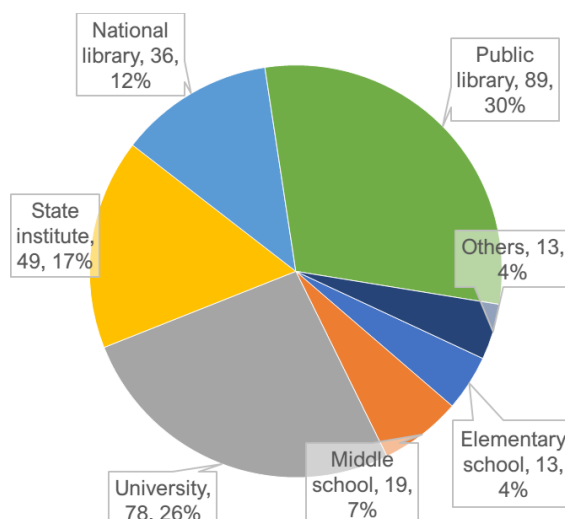
Figure 4. Total number of dispatched librarians by regions and countries, 2005–2022



Source: KOICA statistics. Numbers are total librarians dispatched to the indicated countries from 2005 to 2022. Percentages are proportion in the corresponding region (America/Africa/Asia-Pacific).

In the beginning, the librarians were dispatched to national institutions such as city halls, Ministry of Foreign Affairs, the central bank, and universities. Its scope later gradually expanded to various levels of libraries (central and national, public, and school). 89 people were dispatched to public libraries in governments where the most librarian volunteers were dispatched, and the next most dispatched place was the university library, with 78 people. A total of 45 librarians were dispatched to school libraries, including elementary schools, secondary schools, orphanages, schools for the blind, and vocational schools. In addition, a diverse range of institutions such as hospitals, universities, school libraries, libraries for the visually impaired, etc. was also involved.

Figure 5. Total number of dispatched librarians by type of institutions dispatched to, 2005–2022



In the first few groups, activities carried out were mainly library construction such as library installation and operation, library material construction, project development for library services, library management and arrangement work, library environment improvement, and operation advice. Over time, there came more work related to ICT and library media center construction, such as data digitization, book catalog computerization, library computer system construction and utilization education, library digitization, electronic data center staff training, and electronic library construction and maintenance (e.g. Future Library project). In addition, activities such as theory and practical training for local librarians were carried out.

Dispatched librarians also help libraries on holding library seminars, developing reading education programs for children and adolescents, planning and reading guidance for reading clubs, operating reading discussion forums, teaching methods for reading by age, conducting reading lectures, and organizing book exhibitions to promote reading. They develop MIL education programs to teach users how to use computers and collect information online.

Also, by summarizing the main tasks of librarians dispatched to developing countries, it was found that libraries in developing countries play the role of regional and local cultural centers. Most of the librarians dispatched to developing countries had delivered cultural lectures and organized library cultural activities like cultural event week, and they were also requested to develop programs to invigorate community functions in the neighborhood.

The work of dispatched librarians varies in regions and libraries. Librarians dispatched to libraries and museums under the Handicrafts Administration in the 5th round in 2010 had restoration-related tasks such as preservation of materials, development of recovery technology, and digitization and storage of handicraft-related materials. Librarians

dispatched to the Bolivian Ministry of Foreign Affairs in the 103rd round in 2015 mainly worked on archival documents, such as the digitalization of 18th century archives, evaluation of preservation of documents during the colonial period, document classification, and print and catalog digital publishing.

In 2016, the Myanmar Development Institute (MDI) had to perform research-related tasks, so it requested a person with experience in a university library, corporate archive, or the archive of Korea Development Institute (KDI). The duties required for librarians dispatched to the city hall of Ecuadorian city San Vicente in 2011 included support for the computerization of books in public libraries, operation of mobile libraries so that residents in remote areas can read books, and literacy education for children in remote areas (reading and writing education and reading instruction).

The main task of librarians dispatched to Qu Nhon Vocational Training School in Vietnam in 2008 (5th round) was to educate local librarians. Among the major jobs of librarians dispatched to Danang University of Foreign Studies in Vietnam in 2013 (85th round), librarians supported students' thesis writing and the development of research methodology by translating materials for the theses and teaching them reading skills.

Libraries in developing countries where dispatched librarians are continuously sent show a tendency to gradually improve service and management. In the case of Mwanza Library in Tanzania, since the first dispatch of the 111th group in 2016, it has continuously requested dispatched librarians. The librarians dispatched in 2016 supported the production and promotion of library brochures, loan and book management, development and support of local children and youth participation programs, etc. In 2018, the 133rd batch of dispatched librarians carried out a library computerization project out, and book computerization and ICT education for local residents was added to regular work of the library. After that, the tasks required for the 141st batch of dispatched librarians in 2019 included ICT education and children's programs for local residents, which was a more consolidated version of what the 133rd batch had done. In details, their tasks were:

- Provides basic Microsoft Office training
- Computerized book cataloging
- Classification of books according to DDC 14 standard
- Children's Program: The weekend children's program is free, and the donated books were in English, so it is necessary to operate the program prepared in the local language.

A few other examples show that the main tasks of the dispatched librarians gradually shift from the installation and maintenance of libraries or electronic libraries to library culture promotion activities. In the case of Sri Lanka's Batikaloa Library, the 118th batch in 2017 started with library computerization. In 2017, the 119th batch added various promotional activities in developing and conducting cultural events and improving local residents' use rate of libraries.

It was found that the librarians dispatched to developing countries also play a role in other cooperative activities between the two countries. For instance, the librarians dispatched to the Mongolian Youth Association in 2016 were tasked with developing cooperative activities with its counterpart in Korea. In many cases, libraries in developing countries are installed in schools, so a number of book festivals and school outreach activities are also held.

A table detailing the information of each round of dispatched librarians are included in Annex 3.

Chapter V. MEASURES TO STRENGTHEN MIL EDUCATION COMPETENCY IN DEVELOPING COUNTRIES

This chapter focuses on the analysis and summary of Delphi survey results.

5.1. The first Delphi survey: experiences in MIL education or international cooperation

The concept of competence is used differently in different contexts. According to OECD's Definition and Selection of Competencies (DeSeCo) framework, it involves mobilizing cognitive and practical skills, creative abilities, and other psychosocial resources to solve problems in ethical, social, and behavioral areas⁵⁷. In other words, it can be organized into knowledge, skills, values, and attitudes (Rychen & Salganik, 2000). The expected effect of MIL education in libraries in developing countries is that library users have the knowledge to understand various media and information, gain abilities in problem analysis and solving and decision-making, grow sense of value, and become democratic citizens who cultivate morality.

This section is based on the responses of experts participating in the Delphi survey about experiences on MIL education or international cooperation. The competencies are divided into cognitive elements, such as knowledge and function, and non-cognitive factors, such as values and attitudes. Responses from participants are directly quoted and appear indented and in italics.

5.1.1. Cognitive elements: knowledge and skills

Based on their responses to the Delphi survey, experts expressed that they utilized self-directed learning, training, in-career learning, professional knowledge obtained in universities, and open-class observation to acquire MIL education knowledge.

In the case of self-directed learning, related books (e.g. *EBS Your Literacy* [당신의 문해력], *Readers: Experience Literacy* [읽는 인간 리터러시를 경험하라], and other media-related books), MIL materials from UNESCO, OECD, and ALA, policy research materials, and the internet were cited as sources of information.

⁵⁷ See: <https://www.oecd.org/education/skills-beyond-school/definitionandselectionofcompetenciesdeseco.htm>

As for knowledge acquisition through university curriculum, they answered that they gained knowledge related to MIL through studying in the major of library and information science, and journalism and broadcasting.

In the case of training, major sources are training related to MIL or ICT education, “Youth and Media” textbooks planned by Korea Press Foundation, Teacher Training Program from Solar School Project Sponsored by Korea Education and Research Information Service (KERIS), and APEC Learning Community Builder (ALCoB) Cooperation Project Sponsored by Institute of APEC Collaborative Education (IACE). The respondents answered that they had acquired relevant knowledge through the training they took to become high school teachers and the on-the-job training provided to high school teachers. In addition, there were responses that they had acquired related knowledge through working in library information centers and conducting research related to MIL.

The preferred way for acquiring MIL education knowledge differed depending on the expert’s experience and background. Expert 7 and Expert 3 said that they had a basic knowledge of media literacy with their college majors in library and information science and journalism and broadcasting. Expert 5 responded that the situation presented in the training did not match his MIL education situation, so he did self-directed learning and designed MIL education lessons through data he got from self-directed learning. As a result of synthesizing the responses of experts, the qualitative and quantitative maturity of the currently developed MIL teaching method cannot keep up with the rising demand of MIL education, so they designed courses based on their self-directed learning or field experience.

I also took a media literacy training course, but I wasn’t attracted to the educational cases covered during the training. This is because it seemed that the cases discussed were difficult to apply to our school library... syncopation... By reading the book about media information literacy, I was able to help my understanding of literacy in general, and I was able to move on to lesson design. Self-directed learning through books deals with literacy in various fields such as social culture, brain science, and school settings, so it is suitable for expanding the idea of literacy. (Expert 5)

Suggestions on methods that should be provided to strengthen MIL education competency were largely divided into on-site training and non-face-to-face training. Several experts insisted that field training was necessary due to the nature of MIL education and because field training has a “knock-on effect” such as networking. Experts recommended

non-face-to-face training because of the convenience that transcends time and place limitations as it can be conducted even in a pandemic situation such as COVID-19. Experts in support of field training suggested the following reasons.

Since training using digital tools requires field training, media literacy competency strengthening training needs to be conducted through field training. ... students need a network and ... (Expert 2)

The effectiveness of education cannot be guaranteed in online education, and it is difficult to evaluate the quality of online training and the distribution of materials. (Expert 6)

In the case of field training, methods suggested included case study, information sharing through the learning community, small group discussion, brainstorming, on-the-job training, related professional education (seminars, conferences), and mentoring by a highly experienced librarian to a less experienced librarian.

Regardless of field or online training, experts believed that continuous research and continuous training were important to strengthen MIL education competencies.

I believe that dispatched librarians to developing countries should be provided with opportunities to continuously study by forming a community on the topic of literacy education. Both online and on-site training are good. However, it is difficult for a single training session to lead to strengthening literacy education activities. It is necessary to form a professional learning community and move toward supporting steady learning encounters. ... syncopation... To strengthen media literacy education competency, we must study, research, and practice together, not alone. (Expert 5)

Experts emphasized the importance of practice regardless of their specific field and stressed on “together” and “continuity”.

Recently, there are various research materials and related books, so you can establish a basic theory about media literacy education, but when you enter the actual class, the scope of media literacy education is wide, so it is easy to select a few according to your personal point of view and taste and create a curriculum. You can get a sense of how to teach students by listening to the training of teachers who is

giving media information literacy classes and experts in media information literacy education and, if possible, hands-on practice.

According to my personal experience, it is best to witness, experience, and practice the educational field where actual media information literacy is taught firsthand. Of course, theoretical training should be given in advance as the soil, but in order to increase the effect, there is a limit to drawing virtual classes or imagine educational activities, and I think it is best to try an educational experience before dispatch. (Expert 1)

For example, it can be a form of online training with the author of the book, reading and talking about “Reader: Experience Literacy” in a professional learning community. (Expert 5)

After acquiring appropriate theories and background knowledge during the training period before dispatch, I think it is necessary to form a group with the dispatched librarians or people from other fields and experience group activities to alternate the roles of students and educators. (Expert 1)

Expert 1 suggested that as a specific measure, it would be good for librarians to practice and gain experience with education targets at various literacy levels, such as people with multicultural backgrounds, North Korean defectors, and the elderly, before being dispatched to developing countries.

In fact, in Korea, there are many students and citizens who need basic literacy education, such as those with a multiculturalism background, North Korean defectors, and the elderly. There are various educational targets in various educational fields, such as education on higher-level sentence comprehension, information discrimination, and information composition. I think it would be ideal if the dispatched librarians can have practical-level training on education or activities to be conducted before they are dispatched to developing countries. I think it is best to experience an actual educational experience before dispatch, just like having a teacher practice to test and experience the qualities of education practice learning during the 4th year of university. (Expert 1)

Ideas about non-face-to-face training were divided into one-way training and real-time training. There were opinions that online training was sufficient to build theoretical

knowledge before field dispatch. Examples of online training mentioned included didactic training related to MIL, MIL competence training suggested by UNESCO and IFLA, and various job training. There was an opinion that real-time interactive communication method should be used for online training with the author of the training text, training with experts in various fields, and online exchange between librarians. In addition, there was an opinion that it was important to develop and distribute teaching and learning materials that librarians could use to teach in developing countries. In addition, experts pointed out that it is important to understand the recipient institute itself and its surrounding environment.

However, an overlooked situation is that immediately after dispatch, the situation at the recipient institute is different from the library in which they worked before. In many cases, the situation at various libraries in their own country, which was taken for granted by default, is often significantly lower at recipient institutes, and in some cases, the supplies for work available are also limited. In many cases, literacy training, which is intended to be implemented within a limited dispatch period, is difficult to achieve due to the low level of literacy of local employees. Therefore, I think it is important to accurately take knowledge about the local situation beforehand.
(Expert 9)

In order for the dispatched librarians and local librarians in developing countries to cooperate, it is necessary to investigate what kind of practical training local librarians in developing countries want. If the field request is an activity applicable to a real library, this section should be strengthened. (Expert 5)

In the question of MIL education approach, critical understanding, creative production, participation, and ethics were identified as important factors in MIL education through libraries in developing countries. When asked about the order of importance of these factors, each expert gave a different answer.

Expert 9 answered that access is the most important because access to media and information itself was already a challenge in the reality of developing countries, whereas Expert 7 believed that the most important factor was approach considering the communication stage of receiving and sending information.

No. 1 (the ability to access and technically use a variety of new and existing media) is that, in the case of developing countries, the gap between the rich and the

poor is so large that some people have easy access to media, while there are even people with no 2G phones that only cost 30,000 shillings. Therefore, I thought that the ability to access and utilize media fairly was the first priority. Also, in case 2 (the ability to recognize risk factors that may be caused by media use and protect oneself and not infringe on the rights and safety of others), the social ethical safety net for media has not yet been secured. As a result, people in developing countries often engage in illegal activities such as dating scams, raping minors, and voice phishing in the rapidly changing digital world. I put it in second place, thinking that it would be possible to express one's creativity by using media abilities when such ethical ability is first accompanied by strengthening media literacy capabilities. The 3rd place (the ability to create content such as one's thoughts and opinions using media) was ultimately put into third place because media literacy ability is the ultimate goal. (Expert 9)

Approach > Critical Understanding > Ethics > Participation > Creative Production. This is because I think it is appropriate to proceed based on this order in which the dimension of information analysis expands from oneself to others and the communication process goes from receiving to sending. (Expert 7)

Some experts thought that understanding the media was the most important. One expert argued that critical understanding was the most important because nowadays media come out intuitively, so people were easily exposed to too much information.

The most important thing is critical understanding – if illiteracy is resolved, then the ability to read the context and the ability to discriminate between the arguments told in different media are necessary. The approach seems to have a lower priority than the critical understanding area because media these days come out intuitively, so one can be exposed to a sea of information. Ethics – There are issues such as plagiarism, duplication, and criminal exploitation in Korea, which are important, and developing countries may have more of these issues. (Expert 1)

... The most important factor is the ability to know precisely the characteristics of media, its strengths and weaknesses. In order to protect ourselves and respect others in the media, we must first understand the media itself. Then, (2) critical understanding of media information is required. When critical understanding is the basis, (3) correct information can be produced based on the acquired information, and (4) opinions can

be exchanged with correct knowledge and participation in various community activities. (Expert 5)

Critical understanding 1. The ability to understand the sociocultural context of media content and to distinguish the difference between reality. (Expert 4)

Ability to understand various media contents and their uses and use them according to the purpose of use

Ability to understand the role of media and information, exchange opinions for a joint resolution of political and social problems, and participate in various activities

In modern society, we are living in a flood of diverse and overflowing media information. At this time, the most important competency is the ability to select media content suitable for one's needs and utilize it. I think it will be possible to exchange opinions to solve the problems and issues of the community to which they belong. (Experts 6)

In addition, some experts viewed ethical issues that can be induced by media use as the most important factor in MIL education.

Ethics - ability to use media that is not illegal and does not infringe on the rights of others

Ability to recognize risk factors that may be induced by media use and protect oneself (Expert 3)

Expert 5 thought that participation was the most important.

As the most suitable method and medium for conducting media literacy education for users in libraries in developing countries, Expert 5 believed that MIL education using portable devices was appropriate for the environment where mobile internet is dominant. Some experts answered that computer-based MIL education is important because computer literacy affects the outcome of job hunting. As for teaching materials, materials produced through collaborative research by librarians using media such as lectures, training materials, videos, and movies were suggested.

As for the length of education, there was an opinion that it is necessary to establish a regular program that is continuously conducted in the library with a long-term plan.

However, there was an answer that a one-time course is necessary because it is effective in sparking the interest of users.

Depending on the nature of media literacy education, different aspects will be required. Although it is most effective to teach systematically and continuously in cooperation with public educational institutions such as schools, I cannot say that a one-time course is unconditionally ineffective as a quick way to spark interest in young students. (Expert 3)

First of all, I think you should start with a one-shot course. After doing this practice several times, I think that a long-term education program of at least once a week for 6 months is necessary for practical literacy education. It is good to cooperate with other schools or local governments, but if not, a program with a long-term plan is required as a library's own program.

In addition, there was an opinion that it is critical to cooperate with educational institutions such as schools or other external organizations such as local governments. Experts who had field experiences or had conducted training for developing countries' librarians thought it would be good for the effectiveness and excellence of media literacy education if they gained support from volunteers.

If we dare to cooperate, private volunteers need to be put into the curriculum to act as learning assistants. Similar education program can be found in Korea as well. I've seen North Korean defectors who have come to South Korea or who have lived in China for a long time and don't know Korean well or who do not understand the meaning of the Korean language well, especially their children. I saw that long-term education of more than a month and help from volunteers are needed for slight change. (Expert 1)

As another method, there were experts who thought that collective education that could form a network between users and maximize the educational effect was appropriate. All the experts with actual dispatch experience believed that field education at the library was important, because many people did not have internet access devices such as smartphones and computers in developing countries and the network situation was poor.

On-site education programs and libraries in developing countries. Many people do not have internet-accessible devices such as computers or smartphones, and there are many regions where an online environment is not established. So I think field education in which people can directly participate is more appropriate than online education. (Expert 8)

In media literacy education, it is important to learn skills by experiencing media directly, but users in developing countries did not have many opportunities to have such experiences due to the lack of physical tools. At that time when I was in a developing country, it was possible for users to gain such experiences through computers and various media at the library, so I think it is important to actively utilize the library to conduct face-to-face and lecture education to conduct user education. (Expert 9)

In addition, some other ways were suggested, such as:

- Dispatched librarians and local librarians provide online teaching together as a team;
- Librarians with adequate MIL competencies directly educate users;
- Offline course, where users can gather and form a network with each other and maximize educational effects;
- Learner self-directed learning (e.g. computer-aided scenario simulation, role playing, games, case study, small group discussion, brainstorming, etc.);
- MIL program and equipment demonstration: theoretical study to understand and criticize the media and information (positive and negative functions of media, fake news detection, etc.), followed by hand-on practice of using and creating media information.

5.1.2. Noncognitive factors: values and attitudes

Values are connected with the underlying factors such as culture, customs, traditions, and laws of the group to which an individual belongs in daily life, forming an individual's perspective and influencing beliefs, attitudes, and behaviors. The attitude that appears as a result of projecting values is affected by cognitive, emotional, and behavioral factors. Cognitive factors are related to beliefs and thoughts about objects or situations, and emotional factors are related to emotional responses. Behavioral factors are related to an individual's past behaviors or experiences (Hwang & Seo, 2017).

Values and attitudes are important factors that shape competence. The experts who participated in the Delphi survey emphasized the value and attitude of cooperation and networking as critical for cultivating MIL competencies. Experts responded that there are many ways librarians and libraries can work together to improve MIL education competencies. In particular, the experts responded that there are many ways to cooperate with each other because each library has different quantitative and qualitative services and performance. In addition, it was considered important to form groups based on interests and circumstances, such as cooperation and networking among MIL educators, and educational cooperation and networking between librarians in recipient countries and donor countries.

Public libraries in developing countries and public libraries in Korea have many ways to collaborate. We can provide on-site training or online training in Korea. Alternatively, public librarians can participate in the development of textbooks necessary for that country.

Because of the different quantitative and qualitative aspects, librarian teachers in Korea can help promote school libraries in developing countries or help develop curricula in terms of media information literacy. (Expert 2)

For smooth cooperation, it is necessary to first investigate what practical training the local librarian wants. Also, since libraries develop in an appropriate way according to the local culture and climate, the local librarian was recognized as a local community expert and the need for training with the librarian was suggested.

Libraries have permanent universality as a space to share information based on respect for its value. Libraries, however, are positioned in a way that is appropriate for their own context, depending on the culture and atmosphere of the region. This may cause difficulties in the actual operation of the local library for dispatched librarians. We need to have a training period with a local librarian in a developing country so that we can fully understand library operations in the relevant culture and provide help to users. (Expert 3)

In addition, although the librarians of the recipient institution had theoretical knowledge, they had little opportunity to practice in the field where their theory was applied. Therefore, the necessity of cooperation in the practical application of library theories was

suggested. To this end, experts answered that when it comes to cooperation, dispatched librarians must have rich experience to effectively work with local librarians. Similarly, it was suggested that experienced experts and highly experienced librarians collaborate with less experienced librarians through mentoring. One expert suggested that under the same premise, librarians from recipient institutions should be invited to and trained in Korea, and then MIL education could be conducted with dispatched librarians according to local circumstances.

Invite a librarian from the recipient country to Korea in advance to provide primary education according to the library situation in Korea, grasp the library situation in the recipient country, and then send a librarian to the field to provide media literacy education tailored to the local situation. (Expert 6)

As for library cooperation, opinions suggested included MIL education activities and materials should be shared through online or personnel and material exchanges, and communication should be conducted on a regular and long-term basis and gradually develop into further exchanges such as those between users. As for specific methods, cross-country team teaching, cross-country reading discussion, literature research, and joint classes were mentioned.

All experts thought it was important to conduct MIL education in libraries in developing countries. Experts believe that media and information could spread globally due to the paradigm shift in information environment, education, and society, and it was an essential ability to cultivate democratic citizenship and digital citizenship to participate in social activities. Experts believed that libraries should provide education to access these media information devices and build up related knowledge.

I believe that media information literacy education through libraries in developing countries is important. The consumption and production of various information through media is a global trend. Accessing information is not everything. The gap between the rich and the poor and the experienced will widen depending on whether the same information can be viewed critically and used effectively. (Expert 5)

Media information literacy education is important not only in developing countries but also everywhere today. This is because it is necessary to be able to read, understand, criticize, and reorganize the necessary information on a reliable media

platform using accurate keywords within a short period of time as information increases and various media emerge. I think the current media information literacy education is to create keywords for searching from specific parts, to be able to search for a reliable media platform, and to accurately read the searched content. (Expert 4)

When predicting a changing future society, virtual reality and media through various information media, information analysis and evaluation, and ability to utilize will become more important, so information sharing and media literacy education through various institutions such as libraries and schools are important. (Expert 7)

I believe that media information literacy education through libraries in developing countries is important. In the digital age, the ability to evaluate the reliability of information is a very important competency. In the digital world, it is becoming difficult to separate the ability to use media tools and the ability to use information independently. Therefore, it is necessary to improve the ability to search and evaluate information along with the working principle of media and the technology to use it correctly. (Expert 2)

Experts who have worked as dispatched librarians in the local area said that residents of developing countries are interested in information regardless of their computer skills. Therefore, if systematic MIL education is provided, the MIL competency of recipients will be improved rapidly.

Since people are more interested in information regardless their ability to use computers, I think that if professional information is provided through education, the learning speed and level of understanding will be significantly improved. (Expert 8)

Experts were concerned about the side effects of the rapid expansion of information and media, and they viewed it as important because the library should play a role in protecting individuals as information users and producers.

In the case of developing countries, I think that it is a situation where they have been dragged and thrown suddenly into a huge media platform created by developed countries unlike we have formed a media literacy culture by stepping on the media technology step by step. Therefore, there are many cases where socially indiscriminate information filtering nets or regulations are still insufficient, and as a result, users

have to judge harmful information on their own. That is why I think that media information literacy education in libraries is even more important. (Expert 9)

And media tools are essential tools for social participation. You can also participate in government policies and elections from your smartphone to comment or listen to others. In the digital world, media is important as a tool to engage with society ... syncoption ... That's a way to maintain humanity and human rights from fake news and commercial platforms. (Expert 2)

Rapid quantitative growth may lead to a lot of pain as it proceeds without considering the dysfunction of growth. Therefore, media information literacy in developing countries will be very important. (Expert 3)

An expert who has had international exchanges with a number of schools in developing countries saw the importance of libraries as the conduit for access to media and information in the local environment.

It is important, because considering the economic and social conditions of developing countries, it is be difficult for them to personally access media literacy, so I think that the library is the most effective way to expand and educate media literacy. (Expert 6)

Some experts mentioned the importance of traditional literacy, saying that basic literacy education must precede effective MIL.

In the case of developing countries, there may be a basic illiteracy rate, the level of acquiring the literal language is low and the level of education is diverse, so I think it is more necessary to have basic literacy skills in order to live properly as a citizen. (Expert 1)

However, effective media literacy education seems to be possible only when approaching media literacy after basic literacy skills starting with phonological training are the basis. (Expert 5)

In addition, the ability to read content in terms of literacy is also important. (Expert 2)

Libraries are not considered as important facilities for sustainable education. When asked about the potential measures to improve this situation, experts responded that the role of libraries should be identified and clearly defined, materials should be developed and researched, and supporting activities should be carried out to promote libraries' role and establish policy standards.

Experts felt the need for librarians to clearly understand the concept of the SDGs and define the important role libraries and librarians could play in sustainable education.

To be considered as a sustainable development partner, we must first look at the important role libraries and librarians have played in sustainable education. We need to look on our past activities from a critical and analytical perspective and plan our future activities. (Expert 5)

Experts also noted the need to develop research materials to enable libraries and librarians to conduct MIL education.

It seems that excellent competencies can be more visualized if the distribution of materials for systematic education and training and exploration of teaching methods are combined. (Expert 3)

A study on how to develop sustainability through media literacy competency development. (Expert 6)

There were also experts who focused on acquiring relevant knowledge for librarians.

If libraries and librarians can develop artificial intelligence, computer literacy, and data analysis capabilities to keep pace with changing technological changes, and through this, libraries and literature information utilization platforms can be implemented in a timely manner, it will help them to be recognized as sustainable development partners. (Expert 7)

In addition, there are experts suggesting a systematic solution, that the SDGs of libraries and librarians should be visualized and promoted through collaboration with the recipient country and the local community, and joint actions of librarians from the recipient

country and the donor country. The needs of the recipient country should be paid great attention to.

In the case of South Korea, I think the Korean Library Association should come first. In a situation where there is little connection with international activities, I think there is a limit to being considered as a sustainable development partner for a library. In the end, if we look at the library as a whole, we need to persuade how much the role and capacity of the library can affect the vision of a developing country. Developing countries are faltering between the memories of the past and the growth of the future. I believe that library and information sciences, a discipline that educates new media culture and records the past, can play a pivotal role in the interim. (Expert 9)

Prepare support measures for the SDGs activities and preemptively suggest activities to subjects or groups. Share the process and results of the activity. (Expert 1)

Joint action of librarians in recipient countries and donor countries to bridge the media literacy gap. (Expert 6)

I think we should have a voice in international gatherings related to sustainable development. It is related to the fact that librarians are not recognized even though they are civic educators. Librarians should directly participate as instructors in improving civic competence, publish relevant educational materials, and include the achievements of civic competence improvement in direct library goals and achievements. The librarian's job evaluation should include contents related to the improvement of citizen's competency, and it is necessary to evaluate the librarian's ability and role to the extent of improving citizen's competency. (Expert 2)

There seems to be a way to continuously and visibly expose the effects of programs in the library to the outside and to suggest necessary achievement standards to reach the goals of education that are binding on relevant national organizations and groups. (Expert 4)

There are ways to work closely with the community, such as reflecting community needs when planning activities. After listening to the voices of users and engaging in activities in connection with the local community, actively publicize the potential of the library for literacy education internally and externally. (Expert 5)

In another opinion, one expert emphasized the importance of preparing support measures for library expansion and MIL competency development in developing countries

and viewed globalization activities through educational exchange between libraries in recipient countries and donor countries as essential for sustainable education.

Expert 1 emphasized that the library industry should actively engage in diverse activities in various fields such as media literacy, literacy education, library exchange and cooperation. In the case of public libraries, such education is entrusted to external instructors, but he said that the capacity of a librarian could not grow by relying on outside sources alone. Expert 1 also commented that South Korea could share its experiences with other developing countries by conducting educational activities sporadically or consistently for the information-vulnerable or adults in need of various MIL and information-using education. Skills and experiences in library ODA could be gradually accumulated this way.

5.1.3. Qualifications for conducting MIL education

The participants were asked what qualifications dispatched librarians for conducting MIL education in libraries of developing countries should possess. The responses were divided into those focusing on cognitive factors and those focusing on non-cognitive factors.

The answers of experts who focused on cognitive factors showed that they thought a certain time of library work experience was indispensable and it was necessary to require higher qualifications for field and volunteer experience. There were also experts who said that experience in teaching MIL education was important.

Competence as a teacher is necessary to understand the curriculum and to educate students with an accurate curriculum. (Expert 4)

It is necessary to have a wealth of experience as a field librarian, especially direct education teaching experience. Even with a long experience in public libraries, there are many librarians who only plan and entrust the actual operation to external instructors rather than conducting the media literacy program librarian themselves. However, I believe that they can effectively educate librarians in recipient countries only if they have experience in conducting education with actual users. (Expert 1)

In particular, dispatched librarians stated in in-depth interview that they felt it was difficult to conduct library programs in developing countries because their public library experience included only planned programs, without actual teaching experience. Experts emphasized the importance of educational experience in libraries, pointing out that public library experience was different from library education. In addition, experts dispatched to

fields thought that the ability and experience in planning and conducting cultural programs were important.

Person with an information literacy certificate or experience in charge of cultural programs (Expert 8)

Librarian's license, new library opening experience, cultural program planning, and execution ability, and administrative processing ability are considered. (Expert 9)

Experts who expressed the importance of non-cognitive factors thought that understanding the local culture, supporting motives and communication, and cooperation capacity were important. One expert believed that it was necessary to strengthen the qualifications for field experience and service experience in order to ensure that the dispatched librarian possessed intrinsic non-cognitive competency, because it acted as a decisive factor. However, experts thought that the cognitive and non-cognitive elements interact with and complement each other.

In general, I think that support motivation, communication, and cooperation skills are needed as much as expertise in related fields. (Expert 7)

In this service, cognitive as well as non-cognitive competencies may act as decisive factors. It would be desirable to strengthen the qualifications for field experience and service experience. Expert 3)

In addition, there was an opinion that to smoothly cooperate with local librarians in developing countries, active communication skills with local institutions, local librarians and related persons, an understanding of local culture, and foreign language skills were necessary.

Foreign language skills necessary for understanding and communicating with local cultures that are different from ours. (Expert 6)

The experts also emphasized the importance of library cooperation, and most experts thought there were many ways to cooperate with libraries in developing countries. As a method of library cooperation, some proposed an approach combining hardware and software such as sharing MIL educational activities and materials through regular online

communication over a long period of time and supporting media creation rooms and equipment.

In South Korea, public libraries rent creative rooms and equipment used for media creation, and open programs that are difficult to entrust to schools, such as film production, to connect with experts. In addition, we develop research materials and class materials necessary for classes at school and freely share them through our website. In the case of developing countries, it seems that it can be fully utilized. (Expert 4)

Public libraries in developing countries and public libraries in South Korea have many ways to collaborate. We can provide on-site training or online training in South Korea. Alternatively, public librarians can participate in the development of textbooks necessary for that country. Because school libraries in developing countries are different from school libraries in South Korea in terms of quantity and quality, South Korean librarians can help promote school libraries in developing countries or help develop curricula in terms of media information literacy. (Expert 2)

- *How to provide translations of parts of textbooks*
- *Activities that provide education on activities done in the donor country*
- *How to conduct a seminar online (Expert 1)*

In addition to direct human and material resource support and dispatch, it would be helpful if an open library system that could access daily data sharing and related information between various institutions could be built, and various training materials that could cultivate the necessary media literacy competency could be accessed online. (Expert 7)

In addition, there were opinions that the exchange between librarians would expand into users, so reading discussion, literature research, and joint program linking the libraries of the recipient country and the donor country should be promoted.

If exchanges between librarians continue, further exchanges such as exchanges between students will naturally occur. (Expert 5)

Reading discussion, literature research, and joint classes in connection with school libraries in recipient countries and donor countries. (Expert 6)

In addition, as the dispatched librarian revealed in an in-depth interview before the Delphi investigation, an expert who conducted field librarian training in a developing country emphasized that field librarians found it difficult to applying their acquired theories into fields, so they emphasized the need for field training. Expert 1 responded that it could be very effective to invite local librarians to Korea, but KOICA was running a program that invites only elementary and secondary teachers from developing countries, so improvement measures were needed in the future.

There was a difference between librarians in developing countries and our understanding of digital technology. Unlike developed countries, which experienced the development of technology through the wireless internet, starting with LAN, developing countries felt closer to the medium represented by mobile phones and tablets rather than computers. Therefore, it is remembered that the perspectives on understanding technology were very different. It wasn't once or twice that I would rather show them how these skills are actually used and how literacy education is being implemented. However, in the case of KOICA, only elementary and secondary teachers operate a program that selects teachers from the recipient country and sends them to Korea for training, in consultation with the recipient country and the Korean Ministry of Education. There has not been a program prepared that selects librarians from the recipient country. If they go to South Korea for training and exchange directly every year, I think it will create a situation where we can cooperate even more and technology can coexist. (Expert 9)

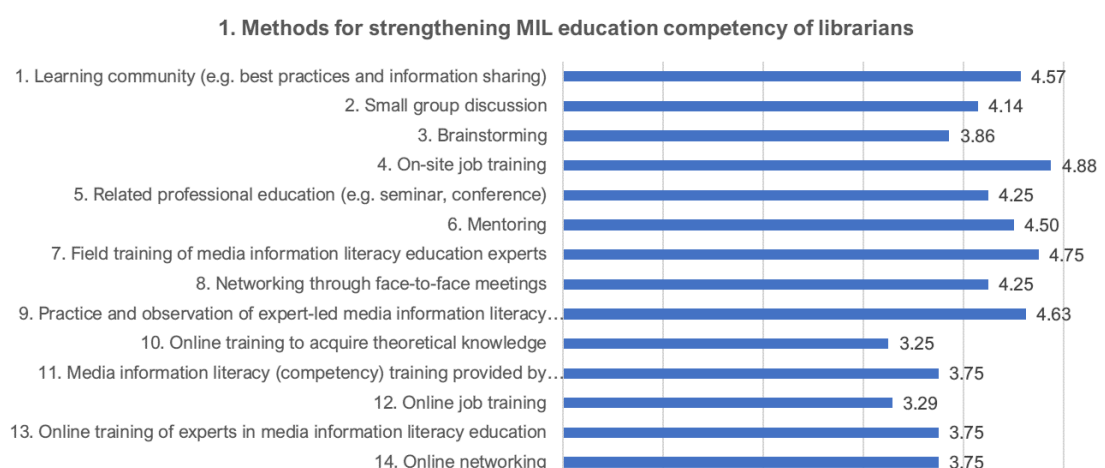
Librarians at the source institution often do not know how their knowledge is actually used in the field because they do not have various experiences in the field. It is recommended to conduct education through hands-on practice on how to apply and implement it in the library field, where they can meet real citizens. It is imperative to inform the actual progress after the theoretical explanation training and to experience some real situations in the curriculum - writing the curriculum, recruiting subjects, and conducting the actual training or program. Only when the dispatched librarians have sufficient education and experience

in this regard will they be able to educate local librarians in the recipient country. (Expert 1)

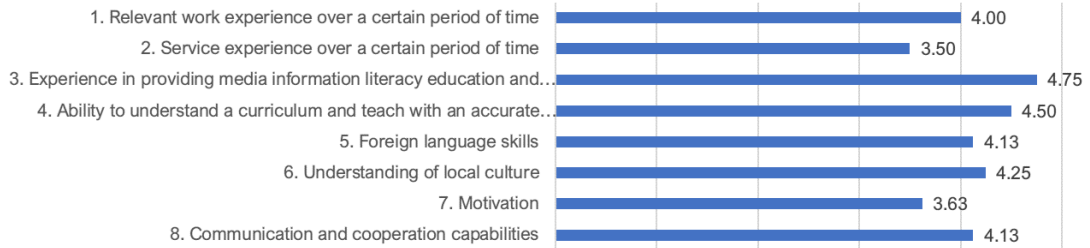
5.2. The second Delphi survey: measures to strengthen MIL education competency of librarians in developing countries

The second Delphi survey (Annex 2) aims to find out in the participants' opinion, what measures are effective to strengthen MIL education competency of librarians in developing countries. It consisted of 6 groups of 5-point Likert scale questions (82 in total). In addition, there was a question (2-3) on the training time needed for dispatched librarians to understand and practice MIL education. Because the sample size is very small (maximum 8 responses for a question), normality tests and related analyses (e.g. 90% or 95% confidence intervals) were deemed not applicable for this study. Instead, a simple approach was applied. First, average scores and standard deviations (SD) were calculated. Consensus was then considered reached on an item if more than 70% of responses (≥ 5 for items with 7 responses and ≥ 6 for items with 8 responses) scored within the range of mean \pm SD. For each group of questions, if a respondent provided scores outside the range of mean \pm SD for more than 40% of the questions (1: ≥ 6 ; 2-1: ≥ 4 ; 2-2: ≥ 8 ; 3-1: ≥ 6 ; 3-2: ≥ 4 ; 4: ≥ 8), s/he was designated as an "outlier", i.e. someone who disagreed much with other respondents. Detailed data of responses are shown in Figure 6 and Table 19.

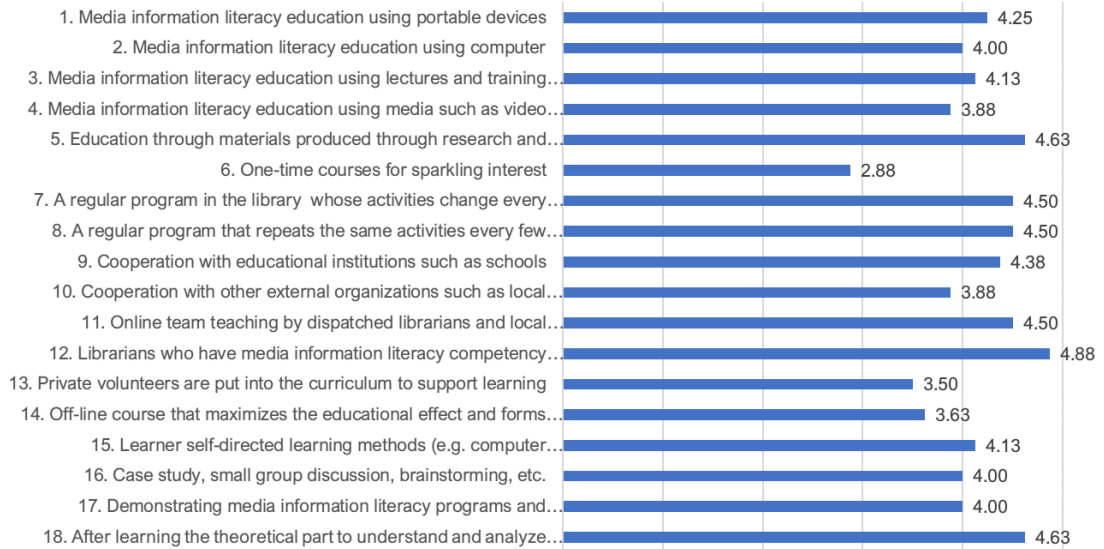
Figure 6. Average scores of questions of the second Delphi survey



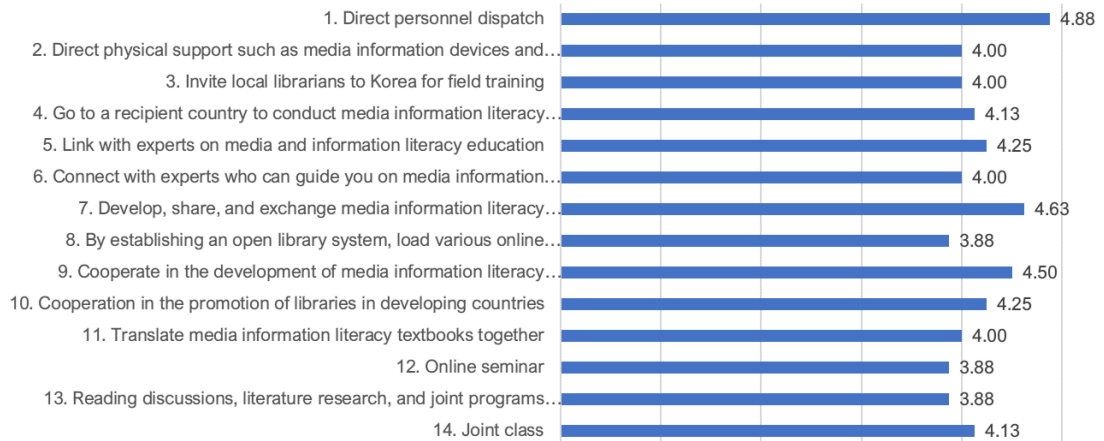
2-1. Qualifications and abilities for undertaking MIL training



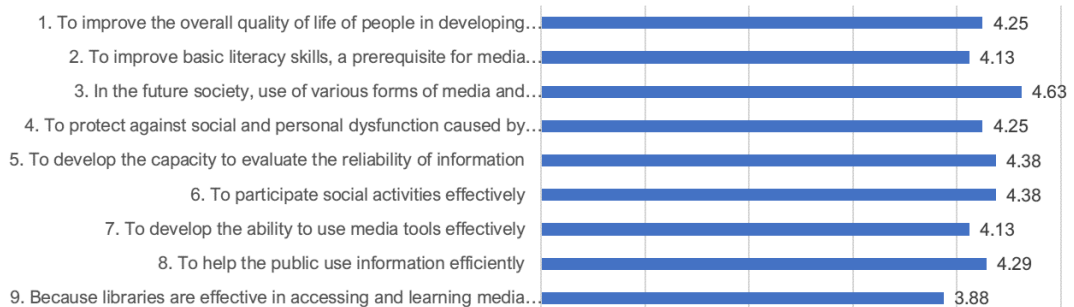
2-2. MIL education methods



3-1. Measures to help conducting MIL activities



3-2. Reasons why literacy education through libraries is important



4. Measures needed for implementation of Education for Sustainable Development

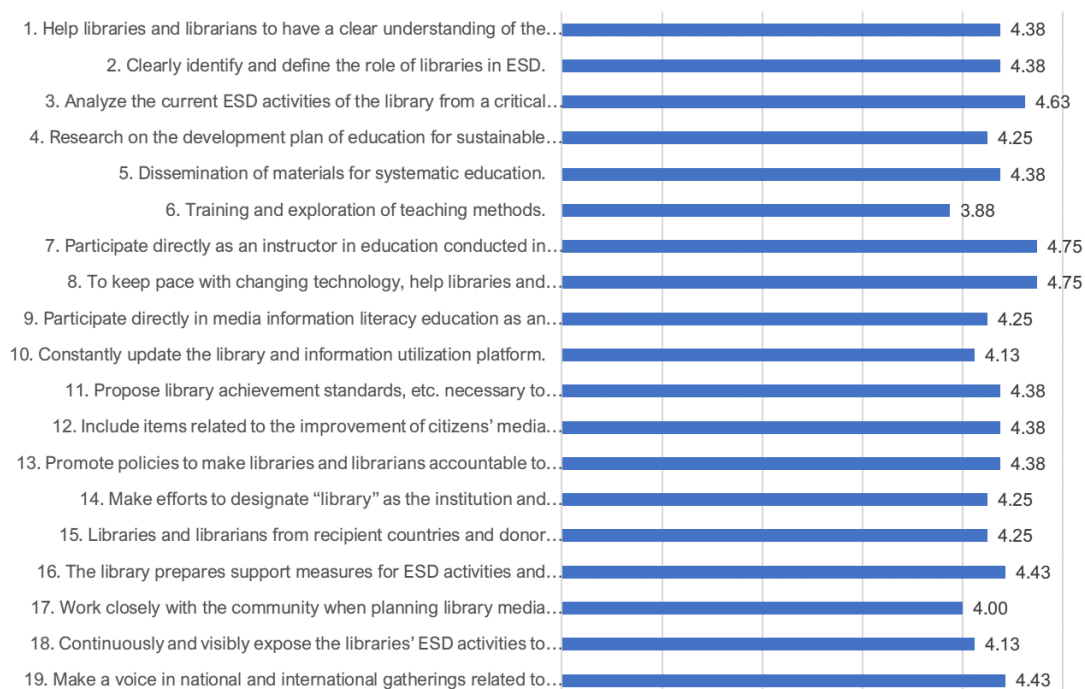


Table 19. Detailed data of questions in the second Delphi survey

1. Methods for strengthening MIL education competency of librarians dispatched to developing countries	Very unimportant	Unimportant	Neither unimportant nor important	Important	Very important	Mean	SD	N
1. Learning community (e.g. best practices and information sharing)	-	-	14.3%	14.3%	71.4%	4.57	0.73	7
2. Small group discussion	-	14.3%	14.3%	14.3%	57.1%	4.14	1.12	7
3. Brainstorming	14.3%	-	14.3%	28.6%	42.9%	3.86	1.36	7
4. On-site job training	-	-	-	12.5%	87.5%	4.88	0.33	8
5. Related professional education (e.g. seminar, conference)	-	-	-	75.0%	25.0%	4.25	0.43	8
6. Mentoring	-	-	12.5%	25.0%	62.5%	4.50	0.71	8
7. Field training of media information literacy education experts	-	-	-	25.0%	75.0%	4.75	0.43	8
8. Networking through face-to-face meetings	-	12.5%	12.5%	12.5%	62.5%	4.25	1.09	8
9. Practice and observation of expert-led media information literacy classes	-	-	-	37.5%	62.5%	4.63	0.48	8
10. Online training to acquire theoretical knowledge	-	-	87.5%	-	12.5%	3.25	0.66	8

11. Media information literacy (competency) training provided by relevant international organizations (e.g. UNESCO, IFLA, etc.)	-	-	37.5%	50.0%	12.5%	3.75	0.66	8
12. Online job training	-	14.3%	42.9%	42.9%	-	3.29	0.70	7
13. Online training of experts in media information literacy education	-	-	37.5%	50.0%	12.5%	3.75	0.66	8
14. Online networking	-	12.5%	12.5%	62.5%	12.5%	3.75	0.83	8
2-1. Qualifications and abilities for undertaking MIL training	Very unimportant	Unimportant	Neither unimportant nor important	Important	Very important	Mean	SD	N
1. Relevant work experience over a certain period of time	-	12.5%	12.5%	37.5%	37.5%	4.00	1.00	8
2. Service experience over a certain period of time	12.5%	12.5%	25.0%	12.5%	37.5%	3.50	1.41	8
3. Experience in providing media information literacy education and training to users	-	-	-	25.0%	75.0%	4.75	0.43	8
4. Ability to understand a curriculum and teach with an accurate curriculum	-	-	12.5%	25.0%	62.5%	4.50	0.71	8
5. Foreign language skills	-	-	12.5%	62.5%	25.0%	4.13	0.60	8
6. Understanding of local culture	-	-	12.5%	50.0%	37.5%	4.25	0.66	8
7. Motivation	-	-	62.5%	12.5%	25.0%	3.63	0.86	8
8. Communication and cooperation capabilities	-	-	25.0%	37.5%	37.5%	4.13	0.78	8
2-2. MIL education methods	Very unimportant	Unimportant	Neither unimportant nor important	Important	Very important	Mean	SD	N
1. Media information literacy education using portable devices	-	12.5%	-	37.5%	50.0%	4.25	0.97	8
2. Media information literacy education using computer	-	12.5%	12.5%	37.5%	37.5%	4.00	1.00	8
3. Media information literacy education using lectures and training materials	-	-	25.0%	37.5%	37.5%	4.13	0.78	8

4. Media information literacy education using media such as video and film	-	-	37.5%	37.5%	25.0%	3.88	0.78	8
5. Education through materials produced through research and collaboration by librarians	-	-	-	37.5%	62.5%	4.63	0.48	8
6. One-time courses for sparking interest	-	37.5%	37.5%	25.0%	-	2.88	0.78	8
7. A regular program in the library whose activities change every time when conducted	-	-	-	50.0%	50.0%	4.50	0.50	8
8. A regular program that repeats the same activities every few months	-	-	-	50.0%	50.0%	4.50	0.50	8
9. Cooperation with educational institutions such as schools	-	-	-	62.5%	37.5%	4.38	0.48	8
10. Cooperation with other external organizations such as local governments	-	-	25.0%	62.5%	12.5%	3.88	0.60	8
11. Online team teaching by dispatched librarians and local librarians to foster global citizenship and digital citizenship together	-	-	-	50.0%	50.0%	4.50	0.50	8
12. Librarians who have media information literacy competency directly educate users	-	-	-	12.5%	87.5%	4.88	0.33	8
13. Private volunteers are put into the curriculum to support learning	-	25.0%	12.5%	50.0%	12.5%	3.50	1.00	8
14. Off-line course that maximizes the educational effect and forms a network between users	-	12.5%	12.5%	75.0%	-	3.63	0.70	8
15. Learner self-directed learning methods (e.g. computer simulations, role-playing, games, etc.)	-	-	25.0%	37.5%	37.5%	4.13	0.78	8
16. Case study, small group discussion, brainstorming, etc.	-	-	37.5%	25.0%	37.5%	4.00	0.87	8
17. Demonstrating media information literacy programs and equipment	-	-	12.5%	75.0%	12.5%	4.00	0.50	8

18. After learning the theoretical part to understand and analyze the media (the media's positive and negative functions, fake news, etc.), conduct hand-on practice in using media and creating media content	-	-	12.5%	12.5%	75.0%	4.63	0.70	8
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2-3. Training time needed for dispatched librarians to understand and practice MIL education	< 5 hrs	5–10 hrs	10–15 hrs	> 15 hrs
	-	12.5%	-	87.5%

3-1. Measures to help conducting MIL activities	Very unimportant	Unimportant	Neither unimportant nor important	Important	Very important	Mean	SD	N
1. Direct personnel dispatch	-	-	-	12.5%	87.5%	4.88	0.33	8
2. Direct physical support such as media information devices and equipment	-	-	37.5%	25.0%	37.5%	4.00	0.87	8
3. Invite local librarians to Korea for field training	-	14.3%	14.3%	28.6%	42.9%	4.00	1.07	8
4. Go to a recipient country to conduct media information literacy education activities that are considered effective in the donor country	-	-	25.0%	37.5%	37.5%	4.13	0.78	8
5. Link with experts on media and information literacy education	-	-	-	75.0%	25.0%	4.25	0.43	8
6. Connect with experts who can guide you on media information device use programs	-	-	25.0%	50.0%	25.0%	4.00	0.71	8
7. Develop, share, and exchange media information literacy educational activities, research materials and teaching materials	-	-	12.5%	12.5%	75.0%	4.63	0.70	8
8. By establishing an open library system, load various online training materials to cultivate media information literacy competency.	-	-	37.5%	37.5%	25.0%	3.88	0.78	8

9. Cooperate in the development of media information literacy textbooks or curriculum requested by the recipient country or the recipient institution	-	-	-	50.0%	50.0%	4.50	0.50	8
10. Cooperation in the promotion of libraries in developing countries	-	12.5%	-	37.5%	50.0%	4.25	0.97	8
11. Translate media information literacy textbooks together	-	12.5%	12.5%	37.5%	37.5%	4.00	1.00	8
12. Online seminar	-	-	25.0%	62.5%	12.5%	3.88	0.60	8
13. Reading discussions, literature research, and joint programs linking the libraries of the recipient country and the donor country	-	-	37.5%	37.5%	25.0%	3.88	0.78	8
14. Joint class	-	-	12.5%	62.5%	25.0%	4.13	0.60	8

3-2. Reasons why literacy education through libraries in developing countries is important	Very unimportant	Unimportant	Neither unimportant nor important	Important	Very important	Mean	SD	N
1. To improve the overall quality of life of people in developing countries by acquiring basic literacy skills	-	12.5%	-	37.5%	50.0%	4.25	0.97	8
2. To improve basic literacy skills, a prerequisite for media information literacy education	-	12.5%	12.5%	25.0%	50.0%	4.13	1.05	8
3. In the future society, use of various forms of media and information analysis, evaluation, and utilization ability will become more important.	-	-	-	37.5%	62.5%	4.63	0.48	8
4. To protect against social and personal dysfunction caused by the rapid development in information environment and technology	-	12.5%	-	37.5%	50.0%	4.25	0.97	8
5. To develop the capacity to evaluate the reliability of information	-	-	12.5%	37.5%	50.0%	4.38	0.70	8
6. To participate social activities effectively	-	-	12.5%	37.5%	50.0%	4.38	0.70	8
7. To develop the ability to use media tools effectively	-	12.5%	-	50.0%	37.5%	4.13	0.93	8

8. To help the public use information efficiently	-	-	-	71.4%	28.6%	4.29	0.45	7
9. Because libraries are effective in accessing and learning media information literacy in the context of developing countries	-	12.5%	12.5%	50.0%	25.0%	3.88	0.93	8

4. Measures needed for implementation of Education for Sustainable Development	Very unimportant	Unimportant	Neither unimportant nor important	Important	Very important	Mean	SD	N
1. Help libraries and librarians to have a clear understanding of the concept of ESD.	-	-	12.5%	37.5%	50.0%	4.38	0.70	8
2. Clearly identify and define the role of libraries in ESD.	-	-	12.5%	37.5%	50.0%	4.38	0.70	8
3. Analyze the current ESD activities of the library from a critical and analytical perspective and plan future activities.	-	-	12.5%	12.5%	75.0%	4.63	0.70	8
4. Research on the development plan of education for sustainable development of libraries.	-	12.5%	-	37.5%	50.0%	4.25	0.97	8
5. Dissemination of materials for systematic education.	-	12.5%	-	25.0%	62.5%	4.38	0.99	8
6. Training and exploration of teaching methods.	-	12.5%	12.5%	50.0%	25.0%	3.88	0.93	8
7. Participate directly as an instructor in education conducted in the library.	-	-	-	25.0%	75.0%	4.75	0.43	8
8. To keep pace with changing technology, help libraries and librarians to develop media information literacy skills.	-	-	-	25.0%	75.0%	4.75	0.43	8
9. Participate directly in media information literacy education as an instructor and publish related educational materials.	-	-	12.5%	50.0%	37.5%	4.25	0.66	8
10. Constantly update the library and information utilization platform.	-	12.5%	-	50.0%	37.5%	4.13	0.93	8

11. Propose library achievement standards, etc. necessary to reach the goals of ESD to relevant national organizations and organizations.	-	-	12.5%	37.5%	50.0%	4.38	0.70	8
12. Include items related to the improvement of citizens' media information literacy competency in the library's goals and performance standards and the job evaluation indicators of librarians.	-	-	12.5%	37.5%	50.0%	4.38	0.70	8
13. Promote policies to make libraries and librarians accountable to improve citizens' media information literacy.	-	-	-	62.5%	37.5%	4.38	0.48	8
14. Make efforts to designate "library" as the institution and "librarian" as the people responsible for improving media information literacy competency in the Library Act or the Media Information Literacy Act.	-	-	12.5%	50.0%	37.5%	4.25	0.66	8
15. Libraries and librarians from recipient countries and donor countries work together to establish policy standards for ESD education for libraries.	-	12.5%	-	37.5%	50.0%	4.25	0.97	8
16. The library prepares support measures for ESD activities and proposes activities to other institutions or groups.	-	-	-	57.1%	42.9%	4.43	0.49	7
17. Work closely with the community when planning library media information literacy activities.	-	12.5%	12.5%	37.5%	37.5%	4.00	1.00	8
18. Continuously and visibly expose the libraries' ESD activities to the outside.	-	12.5%	12.5%	25.0%	50.0%	4.13	1.05	8
19. Make a voice in national and international gatherings related to ESD.	-	-	14.3%	28.6%	57.1%	4.43	0.73	7

Percentage: proportion of respondents who chose the item (- indicates no respondents chose that item); Mean: average score; SD: standard deviation; N: number of respondents who made an answer to the question. Shaded rows: questions that the respondents didn't have consensus on. For calculation of mean and SD, items are designated scores: very unimportant, 1; unimportant, 2; neither unimportant nor important, 3; important, 4; very important, 5.

One of the respondents was an outlier in all Likert question groups (number of questions that were responded with scores outside the range of mean \pm SD: 1: 7; 2-1: 5; 2-2: 10; 3-1: 9; 3-2: 5; 4: 11). The respondent was contacted again with information that her answers in the second Delphi were mostly in disagreement with others. She was given the approximate averages of all Likert questions in the second Delphi and asked if she would like to change her answers. She then provided new answers to some of the questions.

By synthesizing the results of the second Delphi survey and the outlier's revised answers, the following measures were considered important or very important by all or the overwhelming majority of respondents:

- Effective methods for strengthening MIL education competency of librarians dispatched to developing countries
 - 1) Learning community (e.g. best practices and information sharing)
 - 2) Small group discussion
 - 3) Brainstorming
 - 4) On-site job training
 - 5) Related professional education (e.g. seminar, conference)
 - 6) Mentoring
 - 7) Field training of media information literacy education experts
 - 8) Networking through face-to-face meetings
 - 9) Practice and observation of expert-led media information literacy classes
 - 10) Online training to acquire theoretical knowledge
 - 11) Online networking
- Qualifications and abilities for undertaking MIL training
 - 1) Relevant work experience over a certain period of time
 - 2) Experience in providing media information literacy education and training to users
 - 3) Ability to understand a curriculum and teach with an accurate curriculum
 - 4) Foreign language skills
 - 5) Understanding of local culture
 - 6) Motivation
 - 7) Communication and cooperation capabilities
- MIL education methods
 - 1) Media information literacy education using portable devices
 - 2) Media information literacy education using computer

- 3) Media information literacy education using lectures and training materials
 - 4) Education through materials produced through research and collaboration by librarians
 - 5) A regular program in the library whose activities change every time when conducted
 - 6) A regular program that repeats the same activities every few months
 - 7) Cooperation with educational institutions such as schools
 - 8) Cooperation with other external organizations such as local governments
 - 9) Online team teaching by dispatched librarians and local librarians to foster global citizenship and digital citizenship together
 - 10) Librarians who have media information literacy competency directly educate users
 - 11) Off-line course that maximizes the educational effect and forms a network between users
 - 12) Learner self-directed learning methods (e.g. computer simulations, role-playing, games, etc.)
 - 13) Demonstrating media information literacy programs and equipment
 - 14) After learning the theoretical part to understand and analyze the media (the media's positive and negative functions, fake news, etc.), conduct hand-on practice in using media and creating media content
- Training time needed for dispatched librarians to understand and practice MIL education: > 15 hrs
 - Measures to help conducting MIL activities
 - 1) Direct personnel dispatch
 - 2) Go to a recipient country to conduct media information literacy education activities that are considered effective in the donor country
 - 3) Link with experts on media and information literacy education
 - 4) Connect with experts who can guide you on media information device use programs
 - 5) Develop, share, and exchange media information literacy educational activities, research materials and teaching materials
 - 6) Cooperate in the development of media information literacy textbooks or curriculum requested by the recipient country or the recipient institution
 - 7) Cooperation in the promotion of libraries in developing countries

- 8) Translate media information literacy textbooks together
 - 9) Online seminar
 - 10) Joint class
- Reasons why literacy education through libraries in developing countries is important
 - 1) To improve the overall quality of life of people in developing countries by acquiring basic literacy skills
 - 2) To improve basic literacy skills, a prerequisite for media information literacy education
 - 3) In the future society, use of various forms of media and information analysis, evaluation, and utilization ability will become more important.
 - 4) To protect against social and personal dysfunction caused by the rapid development in information environment and technology
 - 5) To develop the capacity to evaluate the reliability of information
 - 6) To participate social activities effectively
 - 7) To develop the ability to use media tools effectively
 - 8) To help the public use information efficiently
 - 9) Because libraries are effective in accessing and learning media information literacy in the context of developing countries
 - Measures needed for implementation of Education for Sustainable Development
 - 1) Help libraries and librarians to have a clear understanding of the concept of ESD.
 - 2) Clearly identify and define the role of libraries in ESD.
 - 3) Analyze the current ESD activities of the library from a critical and analytical perspective and plan future activities.
 - 4) Research on the development plan of education for sustainable development of libraries.
 - 5) Dissemination of materials for systematic education.
 - 6) Training and exploration of teaching methods.
 - 7) Participate directly as an instructor in education conducted in the library.
 - 8) To keep pace with changing technology, help libraries and librarians to develop media information literacy skills.
 - 9) Participate directly in media information literacy education as an instructor and publish related educational materials.

- 10) Constantly update the library and information utilization platform.
- 11) Propose library achievement standards, etc. necessary to reach the goals of ESD to relevant national organizations and organizations.
- 12) Include items related to the improvement of citizens' media information literacy competency in the library's goals and performance standards and the job evaluation indicators of librarians.
- 13) Promote policies to make libraries and librarians accountable to improve citizens' media information literacy.
- 14) Make efforts to designate "library" as the institution and "librarian" as the people responsible for improving media information literacy competency in the Library Act or the Media Information Literacy Act.
- 15) Libraries and librarians from recipient countries and donor countries work together to establish policy standards for ESD education for libraries.
- 16) The library prepares support measures for ESD activities and proposes activities to other institutions or groups.
- 17) Work closely with the community when planning library media information literacy activities.
- 18) Continuously and visibly expose the libraries' ESD activities to the outside.
- 19) Make a voice in national and international gatherings related to ESD.

Chapter VI. RESEARCH LIMITATIONS AND CONCLUSION

6.1. Research limitations

In order to derive a realistic MIL education competency in developing countries, this study synthesized the opinions of people with diverse backgrounds, including public officials in charge of library and education policies, activists, MIL education experts, researchers, and field experts who worked in libraries in developing countries. However, it is possible that the voices of librarians and users in developing countries were not fully reflected due to COVID-19 pandemic at the time of the study. In particular, a limitation is that in the first and second interviews conducted to plan data collection and research before the Delphi survey, it was not possible to interview dispatched librarians currently in developing countries. Instead, interviews were conducted with people dispatched to developing countries in the past.

Another weakness in this study is that it was impossible to estimate the size of library ODA relatively accurately in developing countries because the standards and methods for gathering and analyzing such information differ among institutions. For example, Ministry of Culture, Sports and Tourism classifies library ODA projects as culture, and in the statistics of the Ministry of Education and Korea International Foundation, library ODA is classified as education. In addition, KOICA announces that the dispatch of volunteer librarians is integrated into education ODA, so it is difficult to know how much in total educational ODA is related to library. Regarding library ODA, estimating its size is difficult. Because the overall scale of library ODA is too small, the administrative agencies usually include it in the reports on education, rather than list it separately.

In addition, this research studies developing countries in general, instead of focusing on a specific country. Although the requirements and needs of libraries in each country should be different, there are not enough examples on libraries in developing countries to build a good country case study. Because the concept of MIL education is relatively new, there are not many examples of MIL in libraries even in donor countries. Future research is needed to fill these gaps.

6.2. Conclusion

The purpose of this study is to gather suggestions to improve the MIL education competency of dispatched librarians, which is a starting point for improving the MIL competency of local residents through non-formal education in libraries in developing countries. To this end, I analyzed the data provided by KOICA, conducted in-depth interviews with dispatched librarians, and conducted Delphi research.

As a result of analyzing the tasks required for KOICA's librarians dispatched to developing countries from 2005 to 2022, libraries in developing countries provide four major social functions in addition to the intrinsic functions of selecting and retrieving materials, organizing data, accumulating data, and providing data.

The first is the educational function. According to KOICA's demand survey for librarians, librarians dispatched to developing countries perform various educational functions, among which education related to MIL promotion occupies a large portion. The subjects of such education have mainly been library users and local librarians. For local librarians, training includes theories for library operation (library material construction, cataloging, etc.), ICT education, etc. Education for users differ depending on the nature of the library. Education for children and adolescents, reading lectures, and computer lectures are also provided.

Second, they carry out cultural functions in developing countries. The dispatched librarians provide library cultural activities, give cultural lectures, organize cultural events, and develop cultural programs.

Third, dispatched librarians play a role in promoting libraries in developing countries. They are required to establish a public relations strategy to spread the positive perception of libraries and increase library utilization rate.

Fourth, local libraries function as a community hub. Libraries in developing countries are trying to help people connect with each other and supporting international cooperation to build global citizenship.

Based on in-depth interviews with librarians with experience dispatched to the field, the difficulties in supporting MIL capacity building and supporting sustainable education in libraries can be summarized into four broad categories.

First, there is a shortage of professional personnel to carry out library ODA projects. The participation of competent librarians is important for successful informal educational activities through libraries. However, there are few librarians with expertise across multiple

disciplines such as library and information science, international cooperation, and education. In addition, effective management of dispatched librarians is also necessary for the successful implementation of library ODA projects in the future.

The second is limited resource input. Because the budget allocated to library ODA is small and the size of library ODA is small, librarians participating in ODA are often motivated mainly by their passion and volunteer spirit for their personal library ODA activities rather than social and economic rewards. As a result, it is difficult to attract and nurture professionals who aspire to become library ODA experts.

The third is the lack of understanding of public development assistance and global citizenship in the library field. Many countries have become multicultural because of migration, but international cooperation and multicultural services of many libraries do not go beyond the rudimentary level of providing a small number of materials in foreign languages. In the field of international cooperation, an ODA model that cooperates with migrants from recipient countries residing in the donor country is being studied. A study on a model of development assistance through libraries that include migrants and help migrants to settle in their destination country's society is also needed.

The fourth is the lack of publicity. Libraries have traditionally played a role as a non-formal educational institution as well as a space where citizens can enjoy culture and access to information. These factors are crucial for sustainable education, but the importance of the library is often overlooked. To making progress in this aspect continuously in the future, it is necessary to promote libraries' role in sustainable education by collecting related materials and generating research results within the library community.

Suggestions on potential solutions to the above challenges and ways to effectively conduct MIL education in developing countries derived from the Delphi survey are as follows.

First, in answering the survey questions on strengthening MIL education capacity in developing countries, experts suggested that MIL studies of libraries and librarians are needed to equip dispatched librarians with appropriate knowledge and skills, and that corresponding teaching methods and textbooks should be developed. In particular, due to the nature of MIL, the scope is vast and there are various media that can be used, so it is necessary to develop teaching methods and textbooks that allow librarians to learn and practice according to their own circumstances and experiences. A survey with current MIL education experts showed that the qualitative and quantitative maturity of existing MIL teaching methods did not keep up with the needs of MIL education. As a result, many MIL

experts responded that they were designing lessons through self-directed learning or field experience.

Various types of training should be provided in a consistent and continuous manner. Experts said that MIL competency is not built overnight. In addition, they emphasized that librarians should study in groups rather than alone and recommended field education because it has a high effect of education and can stimulate networking among learners as an additional effect. When on-site training is difficult, they suggested that courses that can be adequately supplemented with online training with less constraints in time and space should be developed. In addition, hand-on education experience was considered by experts as a key element in MIL education. To this end, they expressed that it would be ideal if they were given the opportunity to build relevant real-world skills with various subjects.

In addition, experts responded that a good understanding of the natural and social environment of developing countries and supporting organizations, the cultural environment, conditions, and customs of recipient organizations, and the MIL environment is important for effective education. In addition, multi-faceted public relations were also found to be important for smooth sustainable education support in the future, and the need to cooperate with various institutions was highlighted.

Although public development assistance through libraries has many limitations, it can be expected to serve as an excellent window to breathe new vitality into the library world. This is because the educational role of libraries is gradually increasing due to paradigm changes in education and development cooperation, and there is huge demand for libraries to participate in international development cooperation.

Among the functions that dispatched librarians perform in libraries in developing countries, the promotion of MIL, provision of information access, and support for non-formal learning by users are tasks frequently requested by libraries. These tasks are roles that existing librarians in the recipient library perform consciously or unconsciously.

There are a few other points mentioned by experts that may lead to better MIL education. The number of librarian teachers who are interested in MIL education is increasing. Performing different tasks is one way for dispatched librarians from various educational institutions to find MIL education models suitable for library ODA. It is also important to provide a platform for librarians who have some understanding of library and MIL education and play a role in the educational field to exchange information on sustainable education through libraries. Lastly, if the librarian volunteers dispatched to a

recipient country and people from that country who have migrated to Korea can cooperate organically, library ODA can find a new direction.

I hope this dissertation can inspire more researchers to explore this topic in depth, which would eventually improve libraries' function as non-formal educational institutions around the world.

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ANNEX

Annex 1. In-depth interview questionnaire

A Study on Ways to Strengthen the Media and Information Literacy Education Competency of Librarians in Developing Countries

October 2021

This is Suhyoung Son, a doctoral student in the Department of Library and Information Science, Sapienza University of Rome (advisor: Paola Castellucci). I am researching ways to strengthen the media and information literacy (MIL) education competency of librarians in developing countries.

Problems caused by the expansion and deepening of globalization must be addressed synergistically in two fields, library and information science studies and education. Governments, international organizations, and NGOs are paying great attention to situations in each country and making efforts to improve literacy skills and lifelong education. Accordingly, various policies have been developed.

The purpose of this study is to develop a plan for strengthening the MIL education competency of librarians in developing countries. Accordingly, to establish the necessary competencies for non-formal education especially MIL of librarians in developing countries, I would like to conduct an in-depth interview with you. The purpose of this interview is to understand the status of libraries in developing countries and librarians dispatched to developing countries, which will be served as the basis for subsequent Delphi surveys. This interview consists of open-ended questions. Please feel free to write any comments you would like to add to each question in addition to the answers.

The data collected will be used only for this study. Your personal information will be strictly protected to ensure confidentiality. Please do not hesitate to contact me if you have any questions. Thank you in advance for your active participation despite your busy schedule.

Sincerely,

Suhyoung Son

Ph.D. Program in Library and Information Science

Sapienza University of Rome

Respondent information

Name:

Affiliation:

Major:

Specialization/Total years of experience (Multiple responses are allowed):

Occupation before being dispatched:

Library dispatched to:

Current job:

- 1) Why did you apply for being dispatched to libraries in developing countries?
- 2) Please describe the core projects and tasks that you conducted at the dispatched library.
- 3) What was the most difficult part of being a librarian in a developing country?

General information of the library dispatched to

Country:

Name of the library and type (public, university, research, etc.):

Number of library users:

Dispatch program name:

Dispatch library facilities:

- 1) Please describe the working environment of the library.
- 2) Please describe if there are any specific issues regarding the country and the library.
- 3) What do you think is the most important point for the promotion of libraries in developing countries?

General matters related to the users of the library dispatched to

- 1) What is the main target population for librarian tasks in the country?
- 2) Please describe the library usage behavior and skill level of the users of the library dispatched to.
- 3) Please explain the information usage behavior and skill level of the users of the library dispatched to.
- 4) What library functions did the users need the most?

Targets and goals of non-formal education in libraries in developing countries

- 1) Please explain the current status of educational activities conducted by libraries in the country.
- 2) Who do you think are the target population groups of education for dispatched librarians in developing countries? Please list as many as you can.
- 3) What strengths and weaknesses do each of them have? It is hard to generalize, but please explain if there are any common trend you've observed.
- 4) What do you think is the role of the dispatched librarians in the supporting programs to strengthen librarians' MIL and library education capabilities?

Current problems in dispatch programs and directions for improvement

- 1) What competencies should librarians have to support non-formal education in developing countries more effectively?
- 2) What is the biggest obstacle for libraries in developing countries to effectively perform educational and cultural functions for residents?
- 3) Any comments about other problems?

Contents and methods of non-formal education in libraries in developing countries

- 1) Do you think non-formal education in libraries in developing countries is important? If so, what do you think is the importance of conducting non-formal education in libraries in developing countries? And what do you think should be emphasized (e.g. literacy education, reading program development, librarian training, collection development, etc.)?
- 2) In order for the dispatched librarians and the local librarians to understand each other's cultural backgrounds and provide effective library services, what kind of training or methods do you think are necessary?

Role of relevant entities

- 1) What role do you think library-related entities in developing countries, such as Ministry of Education, Ministry of Foreign Affairs, and Ministry of Culture and Tourism, should play in library ODA?
- 2) If you know anything about library programs or projects in other developing countries or activities of librarians dispatched from other countries, please describe.

Annex 2. Delphi survey questionnaires

1st Delphi Survey

A Study on Ways to Strengthen the Media and Information Literacy Education Competency of Librarians in Developing Countries

October 2022

This is Suhyoung Son, a doctoral student in the Department of Library and Information Science, Sapienza University of Rome (advisor: Paola Castellucci). I am researching ways to strengthen the media and information literacy (MIL) education competency of librarians in developing countries.

Problems caused by the expansion and deepening of globalization must be addressed synergistically in two fields, library and information science studies and education. Governments, international organizations, and NGOs are paying great attention to situations in each country and making efforts to improve literacy skills and lifelong education. Accordingly, various policies have been developed.

The purpose of this study is to develop a plan for strengthening the MIL education competency of librarians in developing countries. Accordingly, to establish the necessary competencies for MIL education of librarians in developing countries, I would like to invite experts from various related fields to join a Delphi survey. The invitees consist of civil servants, researchers, MIL experts, and people from civil societies in the field of library and education. The Delphi survey has two rounds (1st round: open-ended questions, 2nd round: structured questions based on the results of the 1st survey). Please feel free to write any comments you would like to add to each question in addition to the answers.

As various sources and data are gathered and experts from diverse backgrounds participate, after the results of the second survey are analyzed, to collect consensus, it is possible that you will be asked whether you are willing to accept the opinions of other experts.

The data collected will be used only for this study. Your personal information will be strictly protected to ensure confidentiality. Please do not hesitate to contact me if you have

any questions. Thank you in advance for your active participation despite your busy schedule.

Sincerely,

Suhyoung Son
Ph.D. Program in Library and Information Science
Sapienza University of Rome

Respondent information

Name:

Affiliation:

Major:

Specialization/Total years of experience (Multiple responses are allowed):

MIL education competency (4 questions)

1) Please describe how and why you acquired MIL education knowledge.

Example: training provided by related institutions, self-directed learning through books or the internet, and other related professional education e.g. attending seminars or conferences, etc.

2) Dispatched librarians in developing countries are engaged in various literacy education activities. What kind of training do you think should be provided in order to strengthen the MIL education capacity required for dispatched librarians to developing countries? Please explain in detail the appropriate method and why.

Example: Self-directed learning through online training, field training, learning community, and distribution of training materials

3) In the case of librarians from recipient institutions, there are opinions from dispatched librarians that recipient institutions' librarians are familiar with theories related to library and information science but are not accustomed to applying them to practical library activities. Considering this, if you have any idea for building cooperation between the dispatched

librarians and the local librarians to strengthen the MIL education competency of librarians in recipient countries, please feel free to comment below.

4) What do you think are appropriate methods and media for conducting MIL education for users in libraries in developing countries? Please explain why you think so and comment on their importance and priority.

Example: one-time courses, training programs as part of user training or in collaboration with other organizations

MIL competency (2 questions)

The information and communication environment of developing countries has transformed in a “frog leaping” fashion, skipping expensive wired networks directly to wireless networks. As a result, in many developing countries, wireless internet is more developed than wired internet, so people’s capacity in computer use is less sufficient than use of portable devices.

5) Do you think MIL education through libraries in developing countries is important? If so, why?

6) What do you think are important MIL competencies in developing countries? Please rank the sub-factors (please see below) you think are important according to their relative importance or priority and explain why.

As the definition of competency differs depending on the field of expertise, the responses from different participants may lack consistency, so the higher level factors and sub-factors of MIL competencies are presented together in the table. Please feel free to describe any factors that you think are important, not limited to what have been included in the table.

Higher level factor	Sub-factor
Access	Ability to use technology by accessing a variety of new and existing media
	The ability to control own use of the media
	Ability to understand various media contents and their uses and use them according to the purpose of use
Critical evaluation	Ability to understand the socio-cultural context of media content and to distinguish its difference from reality
	Ability to understand the structure and commercial nature of media and to assess the reliability, bias, and intention of presented information
Creative production	Ability to create content using media to express one's thoughts, opinions, etc.
	Ability to share the thoughts and opinions of oneself and others through media
Participation	Ability to interact and collaborate with others on problem-solving and tasks
	Ability to understand the role of media and information, exchange opinions for a joint resolution of political and social problems, and participate in various activities
Ethics	The ability to understand and accept the opinions of others.
	Ability to use media that is not illegal and does not infringe on the rights of others
	Ability to recognize risk factors induced by media use and to protect oneself

MIL education qualifications for librarians (1 question)

7) The qualifications of librarians dispatched by KOICA, a grant aid organization of the Government of the Republic of Korea, vary depending on the needs of the recipient institution, but usually include a first-class librarian's license or a librarian's teacher's license, and preferably with at least one year of experience. What qualifications and experience do you think dispatched librarians should possess to enable them to conduct effective MIL literacy education training in developing countries?

Other (3 questions)

8) Do you think there is a way for libraries in recipient countries and public or school libraries in donor countries to link and collaborate on MIL activities? If so, what are the some potential ways?

9) Libraries and librarians are not recognized as partners to Sustainable Development Goals (the SDGs), despite their important role in sustainable education. What activities do you think libraries and librarians need to take to be considered as sustainable development partners?

10) If you have any comments that you think are important but haven't been mentioned in this questionnaire, please feel free to share them below.

2nd Delphi Survey

**The 2nd Delphi Survey to Study the Measures to Strengthen Media and
Information Literacy Education Competency of Librarians
in Developing Countries**

October 2022

Your answer to the survey questionnaire of “A study on ways to strengthen the media literacy education competency of librarians in developing countries” was very helpful. Thank you again for your precious time.

Based on the responses from the first survey, I would be like to conduct a second survey on measures to strengthen the media information literacy education competency of librarians in developing countries.

This survey consists of structured questions based on the opinions of experts who responded to the first survey. It consists of a total of 6 questions.

Experts from various fields will participate in this 2nd Delphi survey. After the survey results are analyzed, to collect consensus, it is possible that you will be asked whether you are willing to accept the opinions of other experts.

Personal information collected through this survey will be strictly protected. Please do not hesitate to contact me if you have any questions. Thank you in advance for your participation despite your busy schedule.

Sincerely,

Suhyoung Son
Ph.D. Program in Library and Information Science
Sapienza University, Rome

1. In the first Delphi survey, experts responded that they used the following methods to acquire media information literacy education knowledge.

Method	Details
Self-directed learning	Books (e.g. <i>EBS Your Literacy, Readers: Experience Literacy</i> , and other media information literacy books)
Media information literacy educational material	Media information literacy resources from UNESCO, OECD, and ALA
	Policy research data
	Internet
Training	Training at specialized institutions (e.g., training related to <i>Youth and Media</i> textbooks from the Korea Press Foundation, Teacher Training Program from Solar School Project Sponsored by KERIS, ALCoB Cooperation Project Sponsored by IACE)
	Job training
Regular curriculum	Professional knowledge obtained from majoring in Libraries and Information Sciences
	Professional knowledge obtained from majoring in Journalism
Observing media information literacy classes	Visit the Korea Press Foundation for observing classes on media information literacy
Professional experience	Field experience from library information centers
	Research experience related to media information literacy

Please select how important do you think the below methods are for strengthening the media information literacy education competency of librarians dispatched to developing countries.

Type	Method	Very unimportant←→Very important*				
Face-to-face	1. Learning community (e.g. best practices and information sharing)	1	2	3	4	5
	2. Small group discussion	1	2	3	4	5
	3. Brainstorming	1	2	3	4	5
	4. On-site job training	1	2	3	4	5
	5. Related professional education (e.g. seminar, conference)	1	2	3	4	5
	6. Mentoring	1	2	3	4	5
	7. Field training of media information literacy education experts	1	2	3	4	5

* In the actual questionnaire provided to participants, rank 1 to 5 are labelled “Very unimportant”, “Unimportant”, “Neither unimportant nor important”, “Important”, and “Very important”.

		8. Networking through face-to-face meetings	1	2	3	4	5
		9. Practice and observation of expert-led media information literacy classes	1	2	3	4	5
Online	One-way	10. Online training to acquire theoretical knowledge	1	2	3	4	5
		11. Media information literacy (competency) training provided by relevant international organizations (e.g. UNESCO, IFLA, etc.)	1	2	3	4	5
		12. Online job training	1	2	3	4	5
	Real-time	13. Online training of experts in media information literacy education	1	2	3	4	5
		14. Online networking	1	2	3	4	5

2-1. In the first Delphi survey, experts responded that the following qualifications and abilities would be helpful for media information literacy education of dispatched librarians. Please select how important you think these qualifications and abilities are for undertaking media information literacy training.

Qualification/ability	Very unimportant ← → Very important				
1. Relevant work experience over a certain period of time	1	2	3	4	5
<i>* Please provide additional information about how many years of experience you think is needed and what kind of experience you think is helpful.</i>					
2. Service experience over a certain period of time	1	2	3	4	5
<i>* Please indicate how many years of experience you think is needed and what kind of experience you think is helpful.</i>					
3. Experience in providing media information literacy education and training to users	1	2	3	4	5
4. Ability to understand a curriculum and teach with an accurate curriculum	1	2	3	4	5
5. Foreign language skills	1	2	3	4	5
6. Understanding of local culture	1	2	3	4	5
7. Motivation	1	2	3	4	5
8. Communication and cooperation capabilities	1	2	3	4	5

2-2. In the first Delphi survey, experts suggested several media information literacy education methods they thought would be effective in libraries in developing countries, listed as follows. Please select how important you think these methods are.

Type	Method	Very unimportant ←→ Very important				
Media	1. Media information literacy education using portable devices	1	2	3	4	5
	2. Media information literacy education using computer	1	2	3	4	5
	3. Media information literacy education using lectures and training materials	1	2	3	4	5
	4. Media information literacy education using media such as video and film	1	2	3	4	5
	5. Education through materials produced through research and collaboration by librarians	1	2	3	4	5
Time	6. One-time courses for sparking interest	1	2	3	4	5
	7. A regular program in the library whose activities change every time when conducted	1	2	3	4	5
	8. A regular program that repeats the same activities every few months	1	2	3	4	5
Cooperation	9. Cooperation with educational institutions such as schools	1	2	3	4	5
	10. Cooperation with other external organizations such as local governments	1	2	3	4	5
Approach	11. Online team teaching by dispatched librarians and local librarians to foster global citizenship and digital citizenship together	1	2	3	4	5
	12. Librarians who have media information literacy competency directly educate users	1	2	3	4	5
	13. Private volunteers are put into the curriculum to support learning	1	2	3	4	5
	14. Off-line course that maximizes the educational effect and forms a network between users	1	2	3	4	5
	15. Learner self-directed learning methods (e.g. computer simulations, role-playing, games, etc.)	1	2	3	4	5
	16. Case study, small group discussion, brainstorming, etc.	1	2	3	4	5

	17. Demonstrating media information literacy programs and equipment	1	2	3	4	5
	18. After learning the theoretical part to understand and analyze the media (the media's positive and negative functions, fake news, etc.), conduct hand-on practice in using media and creating media content	1	2	3	4	5

2-3. Currently, KOICA librarian volunteers dispatched to developing countries receive 5 weeks of training in Korea and 8 weeks of on-site training before dispatchment. The curriculum is as follows.

Contents of training before dispatch to developing countries

Stage	Field	Training contents
In Korea (5 weeks)	Development cooperation competency	Development cooperation issues, understanding international development cooperation (blended mode), introduction of KOICA and World Friends Korea, etc.
	Problem solving competency	Creative problem solving, etc.
	Global citizenship competency	Integrity practice education (blended mode), volunteer spirit workshop, strengthening gender sensitivity (blended mode), understanding other cultures, global citizenship education (environment, climate change, etc.), understanding Korean history and culture, etc.
	Safety management competency	Infectious disease response capacity reinforcement, travel medicine and overseas health management (blended mode), health hygiene and disease management in the era of COVID-19, emergency first aid principles, response in a disaster situation, disaster safety practice, terror/crisis response education, etc.
	Business performance competency	Overseas volunteer activity regulations, volunteer activity practice, online content production, online information management (copyright law), online education planning, design, operation and practice, mentoring program, etc.
	Foreign language competency	Local language learning (English, local language)
	Research and analysis competency	Overseas volunteer activity survey, project design matrix, and performance management, etc.
	Career development competency	Self-leadership, development cooperation, career development, etc.
	Project competency	Project management, etc.
On-site (8 weeks)	Understanding the dispatched country	Local language learning, the situation of the dispatched country, safety management, cultural tour

After reading this curriculum, how many hours of training do you think are needed for dispatched librarians to libraries in developing countries to understand and practice media literacy education?

1. Less than 5 hours 2. 5 to 10 hours 3. 10 to 15 hours 4. More than 15 hours

3-1. In the first Delphi survey, experts indicated that the following measures would be helpful to conduct media information literacy activities. Please select how important you think these measures are.

Measure	Very unimportant ←→ Very important				
1. Direct personnel dispatch	1	2	3	4	5
2. Direct physical support such as media information devices and equipment	1	2	3	4	5
3. Invite local librarians to Korea for field training	1	2	3	4	5
4. Go to a recipient country to conduct media information literacy education activities that are considered effective in the donor country	1	2	3	4	5
5. Link with experts on media and information literacy education	1	2	3	4	5
6. Connect with experts who can guide you on media information device use programs	1	2	3	4	5
7. Develop, share, and exchange media information literacy educational activities, research materials and teaching materials	1	2	3	4	5
8. By establishing an open library system, load various online training materials to cultivate media information literacy competency.	1	2	3	4	5
9. Cooperate in the development of media information literacy textbooks or curriculum requested by the recipient country or the recipient institution	1	2	3	4	5
10. Cooperation in the promotion of libraries in developing countries	1	2	3	4	5
11. Translate media information literacy textbooks together	1	2	3	4	5
12. Online seminar	1	2	3	4	5
13. Reading discussions, literature research, and joint programs linking the libraries of the recipient country and the donor country	1	2	3	4	5
14. Joint class	1	2	3	4	5

3-2. In the first Delphi survey, experts said that education on literacy in various media through libraries in developing countries was important for the following reasons. Please select how important you think these reasons are.

Reason	Very unimportant←→ Very important				
1. To improve the overall quality of life of people in developing countries by acquiring basic literacy skills	1	2	3	4	5
2. To improve basic literacy skills, a prerequisite for media information literacy education	1	2	3	4	5
3. In the future society, use of various forms of media and information analysis, evaluation, and utilization ability will become more important.	1	2	3	4	5
4. To protect against social and personal dysfunction caused by the rapid development in information environment and technology	1	2	3	4	5
5. To develop the capacity to evaluate the reliability of information	1	2	3	4	5
6. To participate social activities effectively	1	2	3	4	5
7. To develop the ability to use media tools effectively	1	2	3	4	5
8. To help the public use information efficiently	1	2	3	4	5
9. Because libraries are effective in accessing and learning media information literacy in the context of developing countries	1	2	3	4	5

4. In the first Delphi survey, experts responded that the following measures were needed to lay the foundation for the smooth implementation of Education for Sustainable Development (ESD) education for libraries and librarians. Please select how important you think these measures are.

Type	Measure	Very unimportant←→ Very important				
Identify and define roles	1. Help libraries and librarians to have a clear understanding of the concept of ESD.	1	2	3	4	5
	2. Clearly identify and define the role of libraries in ESD.	1	2	3	4	5
	3. Analyze the current ESD activities of the library from a critical and analytical perspective and plan future activities.	1	2	3	4	5
Data development and research	4. Research on the development plan of education for sustainable development of libraries.	1	2	3	4	5
	5. Dissemination of materials for systematic education.	1	2	3	4	5

	6. Training and exploration of teaching methods.	1	2	3	4	5
Preparation of support measures and activities	7. Participate directly as an instructor in education conducted in the library.	1	2	3	4	5
	8. To keep pace with changing technology, help libraries and librarians to develop media information literacy skills.	1	2	3	4	5
	9. Participate directly in media information literacy education as an instructor and publish related educational materials.	1	2	3	4	5
	10. Constantly update the library and information utilization platform.	1	2	3	4	5
Organizational action to set policy standards	11. Propose library achievement standards, etc. necessary to reach the goals of ESD to relevant national organizations and organizations.	1	2	3	4	5
	12. Include items related to the improvement of citizens' media information literacy competency in the library's goals and performance standards and the job evaluation indicators of librarians.	1	2	3	4	5
	13. Promote policies to make libraries and librarians accountable to improve citizens' media information literacy.	1	2	3	4	5
	14. Make efforts to designate "library" as the institution and "librarian" as the people responsible for improving media information literacy competency in the Library Act or the Media Information Literacy Act.	1	2	3	4	5
	15. Libraries and librarians from recipient countries and donor countries work together to establish policy standards for ESD education for libraries.	1	2	3	4	5
	16. The library prepares support measures for ESD activities and proposes activities to other institutions or groups.	1	2	3	4	5
	17. Work closely with the community when planning library media information literacy activities.	1	2	3	4	5

Promotion	18. Continuously and visibly expose the libraries' ESD activities to the outside.	1	2	3	4	5
	19. Make a voice in national and international gatherings related to ESD.	1	2	3	4	5

If you have any other comments about how to strengthen the media information literacy education competency of librarians in developing countries or the Delphi survey questions, please feel free to write them down below.

==== Thank you very much for participating in the survey ====

Annex 3. Detailed information on overseas dispatch of South Korean librarians, 2005–2022⁵⁹

Year / round of dispatch	Classification ⁶⁰	Time of dispatch	Destination	Recipient institution	Required qualifications, target, tasks, and other information	No. of librarians recruited
2005 / 2nd	oth	Nov 2005	Vietnam	Hadingsseong Electronic Library	<ul style="list-style-type: none"> • Qualifications: University graduate or experienced in library program operation; 2 years of experience • Main task: Construction project: installation and operation of libraries for use by local residents 	2
2006 / 1st	adm	Apr 2006	Asia Pacific, Latin America, Eastern Europe/CIS countries, Middle East, Africa			1
2007 / 2nd	oth	Jul 2007	Bangladesh	Dhaka University Contemporary Language Research Center-Korean Language Center	<ul style="list-style-type: none"> • Qualifications: University graduate; 2 years or more of experience; 2nd grade librarian or higher • Main tasks: Establishment and operation of a Korean language library in Dhaka University • Other tasks: Korean public relations work; Korean language education; others. 	1
			Paraguay	Itá Municipal Council	<ul style="list-style-type: none"> • Qualifications: University graduate • Main tasks: Organize books by library category; computerized advice on book catalogs; develop projects for smooth service; others. 	1
2007 / 3rd	oth	Aug 2007	Bangladesh	Dhaka University Contemporary Language Research Center-Korean Language Center	<ul style="list-style-type: none"> • Qualifications: University graduate; 2 years or more of experience; 2nd grade librarian or higher • Main tasks: Establishment and operation of a Korean language library in Dhaka University • Other tasks: Korean public relations work; Korean language education; others. 	1
			Paraguay	Centro de Desarrollo Cultural	<ul style="list-style-type: none"> • Qualifications: University graduate • Target: Municipal Council Library 	1

⁵⁹ Compiled from KOICA data

⁶⁰ Refers to KOICA's classification of the tasks to be performed by the dispatched librarians. Library ODA was classified as environment (env), public administration (adm), or others (oth) before 2014. Since 2014, it has been classified as education (edu).

					<ul style="list-style-type: none"> • Main tasks: Organize books by library category; computerized advice on book catalogs; develop projects for smooth service; others. 	
2007 / 4th	oth	Oct 2007	Bangladesh	Dhaka University Contemporary Language Research Center-Korean Language Center	<ul style="list-style-type: none"> • Qualifications: University graduate; level 2 official apprenticeship or higher; 2 years or more of experience • Main tasks: Establishment and operation of a Korean language library in Dhaka University • Other tasks: Korean public relations work; Korean language education; others. 	1
			Jordan	Department of Antiquities	<ul style="list-style-type: none"> • Qualifications: University graduate; 6 months or more of work experience • Target: department library • Main task: Establishment of library digital system 	1
2008 / 1st	oth	Mar 2008	Ecuador	Ministry of Foreign Affairs Central Library	<ul style="list-style-type: none"> • Qualifications: No academic background needed; certificate holder • Target: library users and staff • Main tasks: Library management and organizing work 	1 replacement
				Ministry of Foreign Affairs Central Library	<ul style="list-style-type: none"> • Qualifications: No academic background needed; certificate holder • Target: library users and staff • Main tasks: Library management and organizing work 	1 replacement
				Central Bank	<ul style="list-style-type: none"> • Target: Central bank employees • Main tasks: Librarian work 	1 new
2008 / 5th	env	Oct 2008	Vietnam	Quynyeon Vocational Technical School	<ul style="list-style-type: none"> • Qualifications: University graduate; 3 years of experience • Target: students and teachers • Main tasks: Education of local librarians 	1 new
			Tanzania	University of Dar es Salaam	<ul style="list-style-type: none"> • Qualifications: Master's degree or above; 2 years or more of experience; ability to teach English; major in library and information science or similar • Target: University students and instructors • Main tasks: Library management; research; consultant 	1 new
				Moshi University	<ul style="list-style-type: none"> • Qualifications: Master's degree or above; 2 years or more of experience; ability to teach English; major in library and information science or similar • Target: University students and instructors • Main tasks: Library management 	1 new
				Zanzibar University	<ul style="list-style-type: none"> • Qualifications: University graduate or above; experience of 1 year or more • Target: Students and library staff • Main tasks: Librarian work and management 	1 new
2009 / 2nd	env	Apr 2009	Mongolia	National Library	<ul style="list-style-type: none"> • Qualifications: University graduate or above; experience 2 years or more; female 	1 replacement

					<ul style="list-style-type: none"> • Target: Library users • Main task: Establishment of database of Korean books and publications; Korea-related book rental service; promotion of Korean culture, history, and traditions; hosting events for library users 	
			Uzbekistan	University of Economics and Diplomacy	<ul style="list-style-type: none"> • Qualifications: Network and database capable; 35 years of age or older • Target: University students • Main tasks: Book classification; book database work; electronic library related work 	1 replacement
2009 / 5th	env	Aug 2009	Mongolia	Children's Library	<ul style="list-style-type: none"> • Qualifications: University graduate or higher; experience in making children's book catalogs • Target: library users • Main tasks: Reading and holding public cultural events for children; making easy-to-use book lists for infants and children 	1 new
				Ulaanbaatar City Central Library	<ul style="list-style-type: none"> • Qualifications: University graduate or higher; experience 3 years or more; librarian license holder • Target: library users • Main tasks: Public relations and service improvement of libraries for users; creation of the latest library management system; library management and basic Korean education for librarians 	1 new
				National Library	<ul style="list-style-type: none"> • Qualifications: University graduate or higher; experience 2 years or more; female • Target: library users • Main tasks: Establishment of database of Korean books and publications; book rental service related to Korea; promotion of Korean culture; history; and traditions; holding events for library users 	1 replacement
2010 / 3rd	env	May 2010	Rwanda	National University of Education	<ul style="list-style-type: none"> • Qualifications: Bachelor's degree or higher in the relevant department; 3 years or more of experience required • Target: students (15-25 years old) and faculty • Main tasks: Library operation and management; education 	1 new
			Paraguay	Itá Public Library	<ul style="list-style-type: none"> • Qualifications: College graduate; 2 years or more of experience • Target: Residents • Main tasks: Management of existing projects and library management 	1 replacement
2010 / 4th	env	Jun 2010	Mongolia	Khovd Agricultural College	<ul style="list-style-type: none"> • Qualifications: University graduate or above; 3 years or more of experience • Target: students and professors • Main tasks: Advising on environmental improvement and operation of school libraries 	1 new

			Ecuador	Cuenca Municipal Council	<ul style="list-style-type: none"> • Qualifications: 3 years of experience • Target: Municipal council library users • Main tasks: Organizing old books at municipal council and managing the library 	1 replacement
				Catholic University of Porto Viejo	<ul style="list-style-type: none"> • Qualifications: 3 years of experience • Target: Library users • Main tasks: School library operation 	1 new
2010 / 5th	env	Aug 2010	Tunisia	Tunisian Handicraft Authority	<ul style="list-style-type: none"> • Qualifications: University graduate; 3 years of experience • Target: Libraries and museums affiliated with the Handicrafts Administration • Main tasks: Preservation of materials in libraries and museums; development of restoration technology; digitization and storage of handicraft-related materials; others 	1 new
2010 / 6th	env	Sep 2010	Paraguay	Gobernación de Cordillera	<ul style="list-style-type: none"> • Qualifications: University graduate • Target: Municipal Council Library • Main tasks: Arrangement of books by library category; computerized consultation of book catalogs; development of projects for smooth service; others. 	1 New
				Itá public library	<ul style="list-style-type: none"> • Qualifications: College graduate; 2 years or more of experience • Target: Local residents • Main tasks: Management of existing projects and library management 	1 replacement
2010 / 8th	env	Dec 2010	El Salvador	Hospital Nacional Rosales	<ul style="list-style-type: none"> • Qualifications: University graduate or above; 1 year or more of experience; Spanish speaking • Target: Hospital doctors and inpatients • Main tasks: Open and operate hospital library 	1 New
2011 / 1st	env	Feb 2011	Ecuador	Cotacachi Municipal council	<ul style="list-style-type: none"> • Qualifications: 3 years of experience • Target: Local residents • Main tasks: Mobile library operation (providing services to residents of long-distance areas where it is difficult to use the library) 	1 replacement
2011 / 68th⁶¹	env	Dec 2011	Ecuador	San Vicente Municipal Council	<ul style="list-style-type: none"> • Qualifications: University graduate; more than 3 years of experience • Main tasks: Support for computerization of books in public libraries; reading and writing education for children; reading instruction; operation of mobile library program to rural areas 	1 new

⁶¹ In 2011, KOICA changed the way of numbering from restarting every year to counting the total, and there have been some inconsistencies (i.e. not sequentially numbered). The numbers shown in the table are exactly what they appear in the official records.

2011 / 69th	env	Mar 2012	Rwanda	National Agricultural University	<ul style="list-style-type: none"> • Qualifications: University graduate; 2 years or more of experience • Main tasks: Library management; library space utilization; and replenishment and management of new books 	1 new
			Mongolia	National Library	<ul style="list-style-type: none"> • Qualifications: University graduate; more than 3 years of experience • Target: library users and librarians • Main tasks: Operation of the Korea Information Center; management of Korean books; promotion of Korean books 	1 replacement
2011 / 70th	env	Apr 2012	Ecuador	Cuenca Municipal Council	<ul style="list-style-type: none"> • Qualifications: college graduate; more than 3 years of experience • Main tasks: Support for management and operation of public libraries belonging to the Municipal council Ministry of Culture; library computerized system; support for acquisition work; education of librarians 	1 replacement
2012 / 71st	adm	Jul 2012	Rwanda	National Agricultural University	<ul style="list-style-type: none"> • Qualifications: University graduate; more than 2 years of experience • Main tasks: Library management; library space utilization; replenishment and management of new books 	1 new
				Musanze Science Middle and High School	<ul style="list-style-type: none"> • Qualifications: University graduate; more than 2 years of experience • Main tasks: Library management; library space utilization; and replenishment and management of new books 	1 new
2013 / 81st	adm	May 2013	Mongolia	School of Technology in Darkhan	<ul style="list-style-type: none"> • Qualifications: University graduate; 3 years or more of experience • Main tasks: Discussion about library activities and technology; introduction of new technologies; seminar on library use for teachers and students; storage and separation of books 	1 new
2013 / 83rd	adm	Jul 2013	Mongolia	Sukhbaatar Aimag Public Library	<ul style="list-style-type: none"> • Qualifications: University graduate; 2 years or more of library work experience • Target: students and local residents • Main tasks: digital library operation; library cultural activities; library computerization 	1 new
				Oyunii-Undraa Elementary School	<ul style="list-style-type: none"> • Qualifications: University graduate; relevant experience • Target: Students; teachers; local residents • Main tasks: Operation of reading education program; classroom library management; Korean language education 	1 new
			El Salvador	Municipality of Cojutepeque	<ul style="list-style-type: none"> • Qualifications: 3 years or more of experience • Target: Cujutepeque/Cuscatlan municipal council staff and local residents • Main tasks: Book classification and cataloging; library computerization; and librarian education (informatization education) 	1 new

2013 / 84th	adm	Sep 2013	Cambodia	CKCC: Cambodia-Korea Cooperation Center	<ul style="list-style-type: none"> • Qualifications: University graduate; 2 years or more of experience • Target: Students and faculty members of the Royal Phnom Penh University • Main tasks: Library collection and operation management 	1 new
2013 / 85th	adm	Sep 2013	Vietnam	University of Danang	<ul style="list-style-type: none"> • Qualifications: University graduate; 1 year or more of experience • Main tasks: Operating the Korean language library; organizing and expanding the Korean language library; translating student thesis materials and reading instruction 	1 new
2013 / 86th	adm	Nov 2013	Nepal	Nuwakot Regional Development Bureau	<ul style="list-style-type: none"> • Qualifications: University graduate; 2 years or more of experience • Main tasks: Classification and management of library materials/books within the institution; establishment of electronic information management system; reading revitalization activities for local residents 	1 new
			Cambodia	CKCC: Cambodia-Korea Cooperation Center	<ul style="list-style-type: none"> • Qualifications: University graduate; 2 years or more of experience • Target: Students and faculty members of the Royal Phnom Penh University • Main tasks: Library collection and operation management 	1 new
2013 / 93rd	adm	Aug 2014	Bolivia	Santa Cruz State Government	<ul style="list-style-type: none"> • Qualifications: University graduate; more than 5 years of experience • Target: Institutional officials • Main tasks: Computerized work such as design drawings; old documents; maps; newspapers; general supervision of the library and training of staff 	1 replacement
			Tunisia	Institut Supérieur d'informatique et de mathématique	<ul style="list-style-type: none"> • Qualifications: University graduate; 3 years or more of experience • Main tasks: Building computerized library system and teaching and transferring technology 	1 replacement
				Ibn El Jazzer Medical Faculty of Sousse	<ul style="list-style-type: none"> • Qualifications: University graduate; 3 years or more of experience • Main tasks: Building computerized library system and teaching and transferring technology 	1 replacement
2014 / 94th	edu	Sep 2014	Nepal	Nuwakot Regional Development Bureau	<ul style="list-style-type: none"> • Qualifications: University graduate; 2 years or more from college • Target of activity: employees and local residents • Main tasks: Library materials/books and management within the institution; establishment of electronic information management system; activities to promote reading for local residents 	1 new
			Uganda	Kyebambe Secondary School	<ul style="list-style-type: none"> • Qualifications: University degree not necessary • Main tasks: Research on library revitalization plan; loan system development; library facility management; others. 	1 new
2014 / 97th	edu	Dec 2014	Dominica Rep.	Universidad APEC	<ul style="list-style-type: none"> • Qualifications: University degree not necessary • Target: College students 	1 new

					<ul style="list-style-type: none"> • Main tasks: Establishment and transfer of collection data management and classification plan; monthly new book brochure production; promotion of various new book exhibitions and guidance on library utilization 	
			Bolivia	Tarabuco Municipal Council (Pan)	<ul style="list-style-type: none"> • Qualifications: University degree not necessary • Target: Students and residents who use the Municipal Council library • Main tasks: Vitalization of library use; opening of reading promotion courses; hosting of cultural events; revitalization and operation of mobile libraries 	1 new
			Sri Lanka	Batticaloa Municipal council	<ul style="list-style-type: none"> • Qualifications: University graduate; 1 year or more of experience • Target: Batikalo and citizens • Main tasks: Reading guidance and book management for children and adolescents 	1 replacement
			Kyrgyzstan	National Library	<ul style="list-style-type: none"> • Qualifications: University graduate; 2 years or more of experience • Target: Librarians in the library • Main tasks: Library management program maintenance and education; Korean library management; and Korean-Russian translation of book titles 	1 new
2014 / 100th	edu	Apr 2015	Myanmar	Cooperative University in Sagaing	<ul style="list-style-type: none"> • Qualifications: University graduate; 2 years or more of experience • Main tasks: Transfer of knowledge on electronic library operation and sharing of library operation cases; education of teachers and current students related to the use of e-library; library management system education; support for library computerization project; electronic library maintenance 	1 new
2015 / 102nd	edu	Jun 2015	Republic of Nicaragua	Ministry of Foreign Affairs	<ul style="list-style-type: none"> • Qualifications: University graduate; 3 years or more of experience • Main tasks: Transfer of knowledge of library operation and sharing of library operation cases; library management system education; library computerization project support; electronic library maintenance 	1 new
			Uganda	Kyebambe Secondary School	<ul style="list-style-type: none"> • Qualifications: University degree not necessary • Main tasks: Research on library revitalization plan; loan system development; library facility management; others. 	1 new
2015 / 103rd	edu	Jul 2015	Bolivia	Ministry of Foreign Affairs	<ul style="list-style-type: none"> • Qualifications: University graduate; more than 5 years of experience • Main tasks: Digital work of 18th century archives; evaluation of preservation of documents during the colonial period; document classification; document digital work; print and digital publishing of catalogs 	1 new
2015 / 104th	edu	Aug 2015	Cambodia	24 Kanha Elementary School	<ul style="list-style-type: none"> • Qualifications: University graduate; more than 1 year of experience • Target: Students; teachers; local residents • Main tasks: Improving book management and operation capabilities 	1 new
				Kratie Krong High School	<ul style="list-style-type: none"> • Qualifications: University graduate; more than 1 year of experience • Target: Students; teachers; local residents 	1 new

				Sihanoukville	<ul style="list-style-type: none"> • Main tasks: Improving book management and operation capabilities • Qualifications: University graduate; more than 2 year of experience • Target: Students; teachers; local residents • Main tasks: Improving book management and operation capabilities 	1 new
				Kyrgyzstan Kyrgyzstan National Library	<ul style="list-style-type: none"> • Qualifications: University graduate; 2 years or more of experience • Target: Librarians in the library • Main tasks: Library management program maintenance and education; Korean library management; Korean-Russian translation of book titles 	1 new
				Tanzania School of Library Archives and Documentation Studies	<ul style="list-style-type: none"> • Qualifications: University graduate from related majors; 3 years or more of experience • Target: 17–22 years old librarian trainees • Main tasks: Implementation of overall education on library operation and business; selection of data collection; classification; overall education and book management system (program) such as cataloging; archiving and viewing utilization education; others. 	1 new
				Mtwara Regional Library	<ul style="list-style-type: none"> • Qualifications: University graduate from related majors; 1 year or more of experience • Target: Librarians and local residents • Main tasks: Operation of programs for library management and vitalization of library use; development of programs for children and local residents 	1 new
2015 / 105th	edu	Oct 2015	Morocco	Mediatheque Dhar Al Mahraz	<ul style="list-style-type: none"> • Qualifications: University graduate; 2 years or more of experience; female; fluent in Arabic, French, or English preferred • Main tasks: Classification and management of library books within the institution; establishment and management of book management system 	1 new
			Equador	Cuenca Municipal Council	<ul style="list-style-type: none"> • Qualifications: University graduate; female • Main tasks: Public library management and operation support; system operation and education such as web page user management and document digitization; library computerized system and support for book work; librarian training 	1 replacement
			El Salvador	El Salvador National University	<ul style="list-style-type: none"> • Qualifications: University graduate • Target: About 40,000 university students • Main tasks: Operation of the Korean Archives (Library) in National University; planning and conducting Korean cultural lecture programs 	1 replacement
			Uganda	Kyebambe Secondary School	<ul style="list-style-type: none"> • Qualifications: University graduate • Main tasks: Study on library revitalization plan; loan system development; library facility management 	1 new

2015 / 106th	edu	Nov 2015	Cambodia	CKCC: Cambodia-Korea Cooperation Center	<ul style="list-style-type: none"> • Qualifications: University graduate; 3 years or more of experience • Main tasks: Library operation and management support in the Kam-Korea Cooperation Center (CKCC); book classification and catalog construction; training for capacity building of local library staff; others 	1 new
			Kyrgyzstan	Kyrgyzstan national Library	<ul style="list-style-type: none"> • Qualifications: University graduate; 2 years or more of experience • Target: Librarians in the library • Main tasks: Library management program maintenance and education; Korean library management; Korean-Russian translation of book titles 	1 new
			Tanzania	Dodoma Regional Library	<ul style="list-style-type: none"> • Qualifications: University graduate from related majors; 2 years or more of experience • Target: local residents and librarians • Main tasks: Book management and education on the management and utilization of the book management system (program) for staff; development of programs for local residents; basic computer education for users; others. 	1 new
				Iringa Library	<ul style="list-style-type: none"> • Qualifications: University graduate from related majors; 2 years or more of experience • Target: Local residents and librarians • Main tasks: Library management and system education; program operation for vitalization of library use (development of programs for children and local residents) 	1 new
				Kigoma Regional Library	<ul style="list-style-type: none"> • Qualifications: University graduate; 2 years or more of experience • Target: Local residents and librarians • Main tasks: Organize and manage books; operate a program to revitalize library use (development of programs for children and local residents) 	1 new
				Tanga Regional Library	<ul style="list-style-type: none"> • Qualifications: University graduate from related majors; 1 year or more of experience • Target: Local residents and library staff • Main tasks: Library management and system education; program operation for vitalization of library use (development of programs for children and local residents) 	1 new
2015 / 107th	edu	Jan 2016	Myanmar	University of Computer Studies, Mandalay	<ul style="list-style-type: none"> • Qualifications: University graduate; 3 years or more of experience; female • Main tasks: Transfer of practical; theory; and skills related to librarians; such as library collections and management view; introduction of information system; instruction on how to read; support for e-library project development; others 	1 new

				Cooperative Univ. in Yangon	<ul style="list-style-type: none"> • Qualifications: University graduate; work experience not necessary • Main tasks: Library operation method and system establishment 	1 new
			Uzbekistan	Andijan Engineering and Economics Institute	<ul style="list-style-type: none"> • Qualifications: University graduate; 10 years or more of experience; male • Target: Less than 50 adults 19 years of age or older • Main tasks: Construct electronic library project support; classification training by subject of collected data; reading club operation and reading guidance 	1 new, male
			Egypt	Egypt National Library	<ul style="list-style-type: none"> • Qualifications: University graduate; 6 months or more of experience • Main tasks: Library (Window on Korea) collection and operation management; introduction and operation of library management program; library user guidance 	1 new
			Cambodia	CKCC: Cambodia-Korea Cooperation Center	<ul style="list-style-type: none"> • Qualifications: University graduate; 3 years or more of experience • Main tasks: Support for library operation and management of collections; introduction of information system; training for capacity building of local employees 	1 replacement
			Tanzania	Morogoro Regional Library	<ul style="list-style-type: none"> • Qualifications: University graduate, with preference given to those who major in related disciplines or have certificates; 2 years or more of experience • Target: Local residents and librarians • Main tasks: Book management and system training; operation of programs to promote library use (development of programs for children and local residents) 	1 new
				Kilimanjaro Regional Library	<ul style="list-style-type: none"> • Qualifications: University graduate from related majors; 2 years or more of experience • Target: Local residents and librarians • Main tasks; Loan and book management; development of local children and youth participation programs; updating and managing library information on the Kilimanjaro Library website; library promotion brochure production and public relations support 	1 new
2015 / 108th	edu	Apr 2016	Uganda	Kyebambe Secondary School	<ul style="list-style-type: none"> • Qualifications: University graduate; 1 year or more of experience • Main tasks: Information education; book classification and list construction; establishment of automation system; library management; reading guidance 	1 new
			Tanzania	Mtwara Regional Library	<ul style="list-style-type: none"> • Qualifications: University graduate from related majors; 1 year or more of experience • Target: Librarians and local residents • Main tasks: Operation of programs to promote book management and library use (development of programs for children and local residents) 	1 new

				Iringa Library	<ul style="list-style-type: none"> • Qualifications: University graduate, with preference given to those who major in related disciplines or have certificates; 2 years or more of experience • Target: Local residents and librarians • Main tasks: Book management and system training; operation of programs to promote library use (development of programs for children and local residents) 	1 new
			Myanmar	University of Computer Studies, Mandalay	<ul style="list-style-type: none"> • Qualifications: University graduate; more than 3 years of experience; female • Main tasks: Library collection and operation management; introduction of information system; transmission of knowledge and skills such as reading instruction related to librarians; support for construct electronic library project development 	1 new
2015 / 109th	edu	Jun 2016	Myanmar	Cooperative Univ. in Yangon	<ul style="list-style-type: none"> • Qualifications: University graduate; work experience not necessary • Main tasks: Library operation method and system establishment 	1 new
			Cambodia	CKCC: Cambodia-Korea Cooperation Center	<ul style="list-style-type: none"> • Qualifications: University graduate; more than 3 years of work experience • Target: Library users • Main tasks: Support for library operation and management of collections; introduction of information system; competency strengthening training for local employees 	1 replacement
			Tanzania	Morogoro Regional Library	<ul style="list-style-type: none"> • Qualifications: University graduate from related majors; more than 2 years of experience • Target: Local residents and librarians • Main tasks: Library management and system education; operation of programs to promote library use (development of programs for children and local residents) 	1 new
				Kilimanjaro Regional Library	<ul style="list-style-type: none"> • Qualifications: University graduate from related majors; more than 2 years of experience • Target: Local residents and librarians • Main tasks: Loan and book management; development of local children and youth participation programs; updating and managing library information on the Kilimanjaro Library website; Moshi Library informational brochure production and public relations support 	1 new
			Peru	Trujillo municipal Library	<ul style="list-style-type: none"> • Qualifications: University graduate; more than 1 year of experience; female • Target: Children and adolescents • Main tasks: Transmission of knowledge and skills related to librarians such as reading instruction; library collection and operation management; introduction of information system; support for electronic library project 	1 new, female

					development; establishment of categorization plan by subject of collection materials; reading club planning and reading guidance	
2016 / 110th	edu	Aug 2016	Myanmar	Myanmar Development Institute (MDI)	<ul style="list-style-type: none"> • Qualifications: More than 2 years of experience, preferably in university libraries, corporate archives, or Korea Development Institute archives • Main tasks: Organize research materials and operate the data room 	1 new
				Yangon University of Foreign Languages (YUFL)	<ul style="list-style-type: none"> • Qualifications: More than 3 years of experience • Main tasks: Teaching how to operate the Korean archives; developing book management skills 	1 new
			Uganda	Lira VH Public Elementary School	<ul style="list-style-type: none"> • Qualifications: irrelevant • Main tasks: Book collection management; appropriate use of textbooks; construct electronic library management system; provision of books for teachers and books lacking in the library 	1 new
				Kyebambe Secondary School	<ul style="list-style-type: none"> • Qualifications: more than 1 year of experience • Main tasks: Information education; book classification and list construction; establishment of automation system; library management; reading guidance 	1 new
			Uzbekistan	Andijan Engineering and Economics Institute	<ul style="list-style-type: none"> • Qualifications: University graduate; more than 2 years of work experience • Main tasks: Development of manual for building electronic data center; electronic data center staff training; education for undergraduate and graduate students on how to use the electronic data center; technical and theoretical support for reading room operation (data computerization and information accumulation technology; material organization; others) 	1 new
			Tanzania	Morogoro Regional Library	<ul style="list-style-type: none"> • Qualifications: University graduate from related majors; more than 1 year of experience • Target: Local residents and librarians • Main tasks: Book loan and management; development and support of local children and youth participation programs; library promotion brochure production and public relations support 	1 new
				Mtwara Regional Library	<ul style="list-style-type: none"> • Qualifications: University graduate from related majors; more than 1 year of experience • Target: librarians and local residents • Main tasks: Book management; operation of programs to promote library use (development of programs for children and local residents) 	1 new
				Iringa Library	<ul style="list-style-type: none"> • Qualifications: University graduate from related majors, preferably with certificates; more than 2 years of experience • Target: librarians and local residents 	1 new

					<ul style="list-style-type: none"> • Main tasks: Library management and system education; operation of programs to promote library use (development of programs for children and local residents) 	
2016 / 111th	edu	Nov 2016	Myanmar	University of Computer Studies, Mandalay	<ul style="list-style-type: none"> • Qualifications: University graduate; more than 3 years of experience; female • Main tasks: Library collection and operation management; introduction of information system; transmission of knowledge and skills related to librarians such as reading instruction; support for constructing electronic library 	1 new
				Cooperative Univ. in Yangon	<ul style="list-style-type: none"> • Qualifications: University graduate; work experience not necessary • Main tasks: Library operation method and system establishment 	1 new
			Bangladesh	Dhaka University	<ul style="list-style-type: none"> • Qualifications: Master's degree; 5 years or more of work experiences • Target: Students and teachers • Main tasks: Support for the construct electronic library projects; management of reading rooms for the visually impaired; management of books related to Korea 	1 new
			Bolivia	Samaipata municipal council	<ul style="list-style-type: none"> • Qualifications: University graduate; 3 years or more of work experience • Main tasks: Book organization; classification and reading guidance; mobile library vehicle support; others 	1 new
			Egypt	Egypt National Library	<ul style="list-style-type: none"> • Qualifications: University graduate; 3 year or more of work experience • Main tasks: Library (Window on Korea) collection and operation management; introduction and operation of library management program; guidance for library users; dissemination of Korean culture and Korean language; cultural forum; others 	1 new
			Tanzania	Mwanza Regional Library	<ul style="list-style-type: none"> • Qualifications: University graduate from related majors; 1 year or more of work experience • Target: Local residents and librarians • Main tasks: Library promotion brochure production and public relations support; materials loan and management; development and support of local children and youth participation programs 	1 new
			Peru	Trujillo municipal Library	<ul style="list-style-type: none"> • Qualifications: Master's graduate; more than 1 year of work experience; female • Main tasks: Library collection and operation management; introduction of information system; training library-related practices, knowledge, skills and reading instruction for children and adolescents; support for development of e-library projects; establishment of classification schemes for collections by subject; planning of reading clubs and guidance on reading instruction 	1 new

2016 / 112th	edu	Dec 2016	Sri Lanka	Batticaloa Municipal Council	<ul style="list-style-type: none"> • Qualifications: University graduate; 1 year or more of work experience • Main tasks: Operation and follow-up management of the library installed as an on-site project in the municipal council; reading guidance and book management for children and adolescents 	1 replacement
			Uganda	Mbale Secondary School	<ul style="list-style-type: none"> • Qualifications: University graduate, preferably with intermediate level of English proficiency; 1 year or more of work experience • Main tasks: Library-related practices, theory, and skill transfer, such as library collection and operation management; informatization system introduction; reading instruction; others 	1 new
			Uzbekistan	Andijan Engineering and Economics Institute	<ul style="list-style-type: none"> • Qualifications: University graduate; more than 2 years of work experience • Main tasks: Development of manual for building electronic data center; electronic data center staff training; education for undergraduate and graduate students on how to use the electronic data center; technical and theoretical support for reading room operation (data computerization and information accumulation technology; material organization; others) 	1 new
			Cambodia	CKCC: Cambodia-Korea Cooperation Center	<ul style="list-style-type: none"> • Qualifications: University graduate; more than 3 years of work experiences • Main tasks: Operation and management of libraries in the Cambodia-Korea Cooperation Center (CKCC) 	1 replacement
2016 / 113th	edu	Mar 2017	Rwanda	Kigali Library	<ul style="list-style-type: none"> • Qualifications: University graduate; 1 year or more of experience • Main tasks: Korea Corner operation; electronic library construction project support; introduce Korean culture (plan and implement programs; cooperative activities and events that promote cultural-related cooperative activities between the two countries); establishment of categorization plan by subject of collection; reading club planning and reading guidance 	1 new
			Mongolia	Mongolian Youth Association	<ul style="list-style-type: none"> • Qualifications: University graduate; more than 2 years of work experience • Main tasks: Management and operation of books owned by Korea Corner; establishment of a multimedia room; planning and operation of events related to Korean culture; performing tasks such as linking cooperative activities with the Korea Youth Association 	1 new
			Bolivia	Samaipata Municipal Council	<ul style="list-style-type: none"> • Qualifications: University graduate; 3 years or more work of experiences • Main tasks: Book organization; classification and reading guidance; mobile library vehicle support; others 	1 new
2017 / 114th	edu	May 2017	Bangladesh	Dhaka University	<ul style="list-style-type: none"> • Qualifications: Master's degree; 5 years or more of work experience • Target: Students and teachers 	1 new

		<ul style="list-style-type: none"> • Main tasks: Support for the construct electronic library projects; management of reading rooms for the visually impaired; management of books related to Korea 				
Sri Lanka	Colombo Municipal Council National Library	<ul style="list-style-type: none"> • Qualifications: University graduate or higher; 2 years or more of work experience • Main tasks: Computerization improvement and management for efficient collection management; support for library computerized education to strengthen local staff's competency; develop and hold events related to Korean culture 	1 new			
Uganda	Kyebambe Secondary School	<ul style="list-style-type: none"> • Qualifications: 1 year or more of experience • Main tasks: Information education; classify books and build lists; establishment of electronic library system; library management; reading instruction 	1 new			
Uzbekistan	Andijan Engineering and Economics Institute	<ul style="list-style-type: none"> • Qualifications: University graduate; more than 2 years of work experience • Main tasks: Development of manual for building electronic data center; electronic data center staff training; education for undergraduate and graduate students on how to use the electronic data center; technical and theoretical support for reading room operation (data computerization and information accumulation technology; material organization; others) 	1 new			
Costa Rica	Universidad de Costa Rica (San Jose)	<ul style="list-style-type: none"> • Qualifications: 1 year or more of experience • Main tasks: Collection of materials related to Korean studies and Asian studies; requesting and collecting from institutions, university research institutes, and others in Korea; book cataloging / bibliographic classification (college library system integration / database); training for Korean language majors in the Department of Library; Loan and return materials 	1 new			
Costa Rica	Universidad de Costa Rica (UCR) - Seda de Occidente	<ul style="list-style-type: none"> • Qualifications: University graduate; 2 years or more of experience • Main tasks: School library management; central library management; university book system database work; staff training 	1 new			
Peru	Trujillo municipal Library	<ul style="list-style-type: none"> • Qualifications: Master's degree; over 1 year of work experience; female • Main tasks: library collection and operation management; introduction of information system; training library-related practices, theories, skills, and reading instruction for children and adolescents; support for development of e-library projects; establishment of classification schemes for collections by subject; planning of reading clubs and guidance on reading instruction 	1 new			
2017 / 115th	edu	Jul 2017	Rwanda	University of Rwanda	<ul style="list-style-type: none"> • Qualifications: Master's degree; 3 years or more of experience 	

					<ul style="list-style-type: none"> • Main tasks: Analyze the current OPAC (Online Public Access Catalog) and propose improvement measures; establishment of efficient electronic library and archives of academic institutions; data collection and research advice for junior librarians; development of programs that provide library services to the community; providing an international academic library-oriented strategy; familiarity with technology and support services for special students and staff; providing advice for comprehensive services; transfer of library management skills to local librarians 	
			Bangladesh	Dhaka University	<ul style="list-style-type: none"> • Qualifications: Master's degree; 5 years or more of work experience • Target: for students and teachers • Main tasks: Support for the construct electronic library projects; management of reading rooms for the visually impaired; management of books related to Korea 	
			Laos	National University of Laos (engineering)	<ul style="list-style-type: none"> • Qualifications: Master's degree; 1 year or more of experience • Main tasks: Maintaining the library of Laos National University College of Engineering campus; book classification and catalog construction; automated system construction; library management; others 	
2017 / 116th	edu	Aug 2017	Sri Lanka	Colombo Municipal Council National Library	<ul style="list-style-type: none"> • Qualifications: at least university; 2 years or more of work experience • Target: Local residents; students and staff • Main tasks: Computerization improvement and management for efficient collection management; support for library computerized education to strengthen local staff's competency; develop and hold events related to Korean culture 	1 new
			Tanzania	Iringa Library	<ul style="list-style-type: none"> • Qualifications: More than 2 years of experience; preferably university graduates from related majors and certificate holders • Target: Librarians and local residents • Main tasks: Library management and system education; operation of programs to promote library use (development of programs for children and local residents) 	1 new
			Tanzania	Mbeya Regional Library	<ul style="list-style-type: none"> • Qualifications: more than 1 year of experience • Target: Local residents and librarians • Main tasks: Library promotion brochure production and public relations support; loan and return book management; development and support of local children and youth participation programs 	1 new
			Peru	Trujillo municipal Library	<ul style="list-style-type: none"> • Qualifications: University graduate; female • Target: Library staff and local residents 	1 new

					<ul style="list-style-type: none"> • Main tasks: Library collection and operation management; introduction of information system; training library-related practices; theories; skills and reading instruction for children and adolescents; support for development of e-library projects; establishment of classification schemes for collections by subject; planning of reading clubs and guidance on reading instruction 	
2017 / 117th	edu	Oct 2017	Rwanda	Saint Marie Reine Kabgayi Secondary School	<ul style="list-style-type: none"> • Qualifications: University graduate; 6 months or more of experience; preferably with English communication ability • Main tasks: Support for library development projects; advice for improving library operation and quality; forming close cooperative relationships with faculty and staff 	1 new
			Ecuador	Ministry of Foreign Affairs and Migration of Ecuador Central Library	<ul style="list-style-type: none"> • Qualifications: University graduate from related majors; 2 years or more of experience • Target: Library users and staff • Main tasks: Operation of book management computerized program (KOHA) and data input; materials classification system support and catalog work; arrangement of archival literature data; education related to other books and classification 	1 replacement
			Kyrgyzstan	National Library of the Kyrgyz Republic	<ul style="list-style-type: none"> • Qualifications: University graduate; 1 year or more of experience • Target: Local residents • Main tasks: Operation and management of the Korea Center in the library; establishment of automation cataloging program database; operate programs related to Korea and provide services to library users in Korea Center 	1 replacement
			Tanzania	Tanga Regional Library	<ul style="list-style-type: none"> • Qualifications: University graduate from related majors; 1 year or more of experience; female • Target: Local residents and library staff • Main tasks: Library management and system education; operation of programs to promote library use (development of programs for children and local residents) 	1 replacement
2017 / 118th	edu	Dec 2017	Laos	Faculty of Engineering National University of Laos	<ul style="list-style-type: none"> • Qualifications: University graduate; 2 years or more of experience • Main tasks: Maintenance of the library of Laos National University College of Engineering campus; book classification and catalog construction; construction of library automation system; library management; others. 	1 new
			Sri Lanka	Public Library, Batticaloa	<ul style="list-style-type: none"> • Qualifications: University graduate; 1 year or more of experience • Target: Local residents • Main tasks: Maintenance and maintenance of library management system; development and conduct of cultural events 	1 replacement

			Ecuador	Biblioteca Antonio Lloret Bastidas	<ul style="list-style-type: none"> • Qualifications: University graduate; 1 year or more of experience • Main tasks: Library operation; establishing information system and instruction on how to use; material classification and computerization work; library user guidance; planning and operation of reading education programs; others 	1 replacement
			Ecuador	Association of Ecuadorian Municipalities	<ul style="list-style-type: none"> • Qualifications: University graduate; 2 years or more of experience • Main tasks: Books and serials MARC construction and equipment work; non-book MARC construction and equipment work; homepage content management (Intranet-AME. VIRTUAL. GOB.EC); collection and digitization of regional publications 	1 new
			Jordan	Department of The National Library	<ul style="list-style-type: none"> • Qualifications: University graduate; 2 years or more of experience • Main tasks: Administrative tasks such as classification of English and Arabic books and system registration work (MARC21 system); registration of about 100,000 books into the system; collection management training such as MARC21 system for colleagues; development of activity programs for library revitalization 	1 new
			Uganda	Kyebambe Secondary School	<ul style="list-style-type: none"> • Qualifications: University graduate; 1 year or more of experience • Main tasks: information education; book classification and catalog construction; automation system construction; library management; reading instruction 	1 new
			Peru	Trujillo Municipal Library	<ul style="list-style-type: none"> • Qualifications: Master's degree; Over 1 year of work experience; female • Main tasks: Library collection and operation management; introduction of information system; training library-related practices, theories, skills, and reading instruction for children and adolescents; support for development of e-library projects; establishment of classification schemes for collections by subject; planning of reading clubs and guidance on reading instruction 	1 new
2017 / 119th	edu	Dec 2017	Costa Rica	Universidad de Costa Rica(UCR) - Seda de Occidente	<ul style="list-style-type: none"> • Qualifications: University graduate; 2 years or more of experience • Main tasks: Participation in the e-library project of the University Central Library; support for electronic library project (Future Library) and construction (digitization of books in the library); multimedia data management; arrangement of linkages between digital materials; others. 	1 new
			Sri Lanka	Public Library, Batticaloa	<ul style="list-style-type: none"> • Qualifications: University graduate; 1 year or more of experience • Target: Residents of Batticaloa, northeastern Sri Lanka, and library staff • Main tasks: Maintenance and repair of computerized library management system; development and implementation of cultural events; various public relations activities to improve the usage rate of local residents 	1 replacement

			Sri Lanka	Colombo Public Library	<ul style="list-style-type: none"> • Qualifications: University graduate; 1 year or more of experience • Target: Local residents and library staff in Colombo • Main tasks: Maintenance and repair of computerized library management system; development and implementation of cultural events; various public relations activities to improve the usage rate of local residents 	1 new
2017 / 120th	edu	Mar 2018	Kyrgyzstan	National Library of the Kyrgyz Republic	<ul style="list-style-type: none"> • Qualifications: University graduate; 1 year or more of experience • Target: Local residents • Main tasks: Operation and management of the Korea Center in the library; establishment of an automated cataloging program (ИРБИС) database; operation of programs related to Korea; library Korea Center; user service; others 	1 replacement
			Ghana	University of Cape Coast library	<ul style="list-style-type: none"> • Qualifications: Master's degree; 5 years or more of experience • Target: Cape Coast University students and faculty • Main tasks: Support for the development of electronic library projects and establish a method for categorizing collection materials by subject; building a library cooperation system within Cape Coast University and supporting library work; planning various cultural activities and conducting programs such as reading guidance 	1 new
2018 / 121st	edu	May 2018	Nicaragua	Granada Municipal Library	<ul style="list-style-type: none"> • Qualifications: University graduate from related majors; 1 year or more of experience • Main tasks: Encourage the use of library services; transfer of knowledge on theory and practice for library information management; utilization of information technology; support for the application of research methodology for the development of research techniques; cultural activities and visitor support activities; others 	1 new
2018 / 122nd	edu	Jun 2018	Laos	Luang Prabang Teacher Training College	<ul style="list-style-type: none"> • Qualifications: 2 years or more of experience • Main tasks: Education on book use service and education on how to arrange books; education on the importance of libraries to students; provision of activities for library-related students, teachers, and staff; improve the library to an international standard; information education, establishment of book classification and cataloging, and establishment of automation system; library management; reading guidance 	1 new
2018 / 123rd	edu	Aug 2018	Ghana	University of Cape Coast library	<ul style="list-style-type: none"> • Qualifications: Master's degree; 5 years or more of experience • Target: Cape Coast University students and faculty • Main tasks: Support for the development of electronic library projects and establish a method for categorizing collection materials by subject; building a 	1 new

		library cooperation system within Cape Coast University and supporting library work; planning various cultural activities and conducting programs such as reading guidance	
Ethiopia	Korea-Ethiopia Elementary School	<ul style="list-style-type: none"> • Qualifications: more than 3 years of experience • Main tasks: Modernization of the library in operation; transfer of book management and library operation skills 	1 new
Uganda	Mbale Regional Library	<ul style="list-style-type: none"> • Qualifications: Master's degree • Main tasks: Children's library operation; school outreach; book festival; book management general business 	1 new
	Jinja Regional Library	<ul style="list-style-type: none"> • Qualifications: Master's degree • Main tasks: Children's library operation; school outreach; book festival; book management general business 	1 new
	Mbarara Regional Library	<ul style="list-style-type: none"> • Qualifications: University graduate • Main tasks: Children's library operation (resources are available, but not currently being conducted due to shortage of manpower); school outreach; general affairs of library management 	1 new
Côte d'Ivoire	Yopougon School for the Blind	<ul style="list-style-type: none"> • Qualifications: preferably with experience in education for the visually impaired • Main tasks: <ul style="list-style-type: none"> ○ Arrangement and management of Braille books according to the Book Classification Act; loan and return process; file management ○ Installation and management of audio library for the visually impaired ○ Support for book classification and cataloging; management of information tools in the library ○ Library for students Education and management on how to use ○ Informatization education and library management law education 	1 new
Tanzania	Mtwara Regional Library	<ul style="list-style-type: none"> • Qualifications: Over 1 year of experience • Target: Local residents and librarians • Main tasks: library management and system education; program operation for vitalization of library use (development of programs for children and local residents) 	1 new
	Tanga Regional Library	<ul style="list-style-type: none"> • Target: Local residents and librarians • Main tasks: library management and system education; program operation for vitalization of library use (development of programs for children and local residents) 	1 new
	Mbeya Regional Library	<ul style="list-style-type: none"> • Qualifications: Over 1 year of experience 	1 new

					<ul style="list-style-type: none"> • Target: Local residents and librarians • Main tasks: Loan and book management; development and support of local children and youth participation programs; library promotion brochure production and public relations support; others 	
				Tabora Regional Library	<ul style="list-style-type: none"> • Qualifications: High school graduate; 1 year or more of experience • Target: Local residents and librarians • Main tasks: Library management and system education; operation of programs to promote library use (development of programs in which children and local residents participate) 	1 new
				Ruvuma Regional Library	<ul style="list-style-type: none"> • Qualifications: Over 1 year of experience • Target: Local residents and librarians • Main tasks: Library management and system education; operation of programs to promote library use (development of programs in which children and local residents participate) 	1 new
2018 / 124th	edu	Sep 2018	Laos	Luang Prabang Teacher Training College	<ul style="list-style-type: none"> • Qualifications: more than 2 years of experience • Main tasks: <ul style="list-style-type: none"> ○ Education on book use service and education on how to arrange books ○ Educate students on the importance of the library ○ Provide library-related activities ○ Improve the library to an international standard ○ Provide library activities for teachers and students ○ Provide library activities for staff 	1 new
			Laos	Ban Keun Tranning Teacher College	<ul style="list-style-type: none"> • Main tasks: Establishment and improvement of library automation system (loan/return service, others); improvement of library environment; education of faculty on library management 	1 new
			Sri Lanka	Batticaloa Municipal Council	<ul style="list-style-type: none"> • Qualifications: University degree not necessary; 1 year or more of experience • Target: Local residents and library staff • Main tasks: -Maintenance and maintenance of library management system; develop and conduct cultural events; public activities to improve the use rate of local residents 	1 replacement
			Sri Lanka	Colombo Municipal Council national library	<ul style="list-style-type: none"> • Qualifications: University degree not necessary; 1 year or more of experience • Target: Local residents and library staff • Main tasks: Maintenance and repair of the library computerized system; development and implementation of cultural events; various public relations activities to improve the utilization rate of local residents 	1 new

			Egypt	National Library	<ul style="list-style-type: none"> • Qualifications: University graduate; 1 year or more of work experience • Main tasks: Operation and management of Window On Korea, a project of the National Library of Korea 	1 replacement
2018 / 125th	edu	Oct 2018	Uganda	Gayaza High school	<ul style="list-style-type: none"> • Target: Female students • Main tasks: Education on library use (establishment of automated book rental system; education on book rental service); construction of multimedia room and provision of services (education on using multimedia materials); classification of books and establishment of cataloging 	1 new
			Tanzania	Mtwara Regional Library	<ul style="list-style-type: none"> • Qualifications: More than 1 year of experience • Target: Local residents and librarians • Main tasks: Library management and system education; program operation for vitalization of library use (development of programs for children and local residents) 	1 new
			Peru	Archivo General de la Nacion	<ul style="list-style-type: none"> • Qualifications: Over 1 year of experience • Target: Adults 19 years and older • Main tasks (share): Information education (12%); book classification and catalog construction (40%); automated system construction (27%); library management (17%); reading instruction (4%) 	1 new
			Uganda	Kalinaabiri Primary School	<ul style="list-style-type: none"> • Target: Elementary school students • Main tasks: <ul style="list-style-type: none"> ○ Classification of materials and cataloging (purchase and classification of additional materials; total materials management and administrators; user education) ○ Construction of automation system (building book loan/return service) ○ Operation of educational programs (for elementary school students) ○ After-school reading club operation (educational information provided periodically) 	1 new
2018 / 126th	edu	Nov 2018	Ethiopia	Korea-Ethiopia Elementary School	<ul style="list-style-type: none"> • Qualifications: More than 3 years of experience • Main tasks: Modernization of the library in operation; transfer of library management and library operation technology 	1 new
			Honduras	National Autonomous University of Honduras (Pacific Littoral Region Central University))	<ul style="list-style-type: none"> • Qualifications: Over 1 year of experience • Target: University students, institutional officials, and local residents • Main tasks: <ul style="list-style-type: none"> ○ Library automation system and website establishment ○ Book classification and cataloging ○ Multimedia establishment and service 	1 new

		<ul style="list-style-type: none"> ○ Reading discussion forum operation and reading instruction by age ○ Book exhibition to promote reading ○ Education on how to use the library and collect information using ICT for users; training librarians in library operation and information service using ICT 	
Uganda	Jinja College	<ul style="list-style-type: none"> ● Target: University students ● Main tasks <ul style="list-style-type: none"> ○ Building automated library system ○ Loan/return service ○ Education on how to search for information on books and educational materials ○ Operation of reading programs ○ Operation of after-school reading clubs ○ Creation of an atmosphere for learning to read ○ Education on how to manage and use the library ○ Building a book list ○ Buying various books and training on how to organize them 	1 new
Côte d'Ivoire	Bingerville Boys' Orphanage	<ul style="list-style-type: none"> ● Qualifications: More than 5 years of experience ● Main tasks: Library operation; IT utilization information service method education; Book collection policy establishment, loan/return service, support for learning books and liberal arts books; psychological and social reading guidance for orphanage children; others 	1 new
Côte d'Ivoire	Yopougon School for the Blind	<ul style="list-style-type: none"> ● Main tasks: <ul style="list-style-type: none"> ○ Arrangement and management of Braille books according to the book classification method ○ Loan and return process and file management ○ Installation and management of audio library for the visually impaired ○ Support for book classification and cataloging ○ Management of information tools in the library ○ Teach students how to use library ○ Informatization education and library management method education 	1 new
Kyrgyzstan	National Library of the Kyrgyz Republic	<ul style="list-style-type: none"> ● Qualifications: Over 1 year of experience ● Target: Local residents and users of the Korea Center in the library ● Main tasks: Operation and management of the Korea Center in the library 	1 replacement
Tanzania	Ruvuma Regional Library	<ul style="list-style-type: none"> ● Qualifications: Over 1 year of experience ● Target: Local residents and librarians 	1 new

					<ul style="list-style-type: none"> • Main tasks: Library management and system education; operation of programs to promote library use (development of programs for children and local residents) 	
			Tanzania	Mbeya Regional Library	<ul style="list-style-type: none"> • Qualifications: Over 1 year of experience • Target: Local residents and librarians • Main tasks: Loan and return book management; development and support of local children and youth participation programs; production of library promotional brochures and support for public relations work 	1 new
			Tanzania	Kilimanjaro Regional Library	<ul style="list-style-type: none"> • Target: Local residents and librarians • Main tasks: Library management and system education; operation of programs for computerization of books and vitalization of library use (development of programs for children and local residents and operation of computer labs) 	1 replacement
			Tanzania	Tabora Regional Library	<ul style="list-style-type: none"> • Qualifications: High school graduate; 1 year or more of experience • Target: Local residents and librarians • Main tasks: Library management and system education; operation of programs to promote library use (development of programs for children and local residents) 	1 new
2018 / 127th	edu	Dec 2018	Egypt	Egypt National Library	<ul style="list-style-type: none"> • Qualifications: University graduate; 1 year or longer of work experience • Main tasks: Operation and management of Window On Korea, a project of the National Library of Korea 	1 replacement
2018 / 128th	edu	Dec 2018	Uganda	Mbale Regional Library	<ul style="list-style-type: none"> • Qualifications: University graduate • Target: Infants and students; local residents • Main tasks: Children's library operation; school outreach; book festival; library management 	1 new
			Uganda	Jinja Regional Library	<ul style="list-style-type: none"> • Qualifications: Master's • Target: Local children and staff • Main tasks: Children's library operation; school outreach; book festival; library management 	1 new
			Uganda	Mbarara Regional Library	<ul style="list-style-type: none"> • Qualifications: Master's • Target: Local children and staff • Main tasks: Children's library operation; school outreach; library management 	1 new
			Cambodia	Regional Polytechnic Institute Techno Sen Battambang	<ul style="list-style-type: none"> • Target: Library users in the school • Main tasks: Introduction of the electronic library system in the institution; opening of a website; collection and uploading of materials for local students 	1 new

			Tanzania	School of Library Archives and Documentation Studies	<ul style="list-style-type: none"> • Qualifications: University graduate from related majors • Target: Students 17 years of age or older • Main tasks: <ul style="list-style-type: none"> ○ Library operation and material classification education ○ Computerized book education and practice ○ Presentation education guidance ○ Reading program operation guidance ○ Student guidance required in English and local language (beginners of English or higher) 	1 replacement
			Tanzania	Mtwara Regional Library	<ul style="list-style-type: none"> • Qualifications: University graduate; 1 year or more of experience • Target: Local residents and librarians • Main tasks: Library management and system education; operation of programs to revitalize library use 	1 new
			Tanzania	Iringa Library	<ul style="list-style-type: none"> • Qualifications: more than 1 years of experience • Target: Librarians and local residents • Main tasks: Library management and system education; operation of programs to promote library use (development of programs for children and local residents) 	1 new
			Tanzania	San Miguel National High School	<ul style="list-style-type: none"> • Qualifications: University graduate from related majors; 2 years or more of experience • Targets: Library users and teachers • Main tasks: Build library information system; providing book loan and return services; education on how to use library for library users; education on information service method using IT for local teachers and training on how to operate library; library operation and library management 	1 new
2018 / 131st	edu	Feb 2019	Ghana	University of Cape Coast library	<ul style="list-style-type: none"> • Qualifications: Master's degree; 5 years or more of experience • Target: Cape Coast University students and faculty • Main tasks: Support for the development of electronic library projects and establish a method for categorizing collection materials by subject; building a library cooperation system within Cape Coast University and supporting library work; planning various cultural activities and conducting programs such as reading guidance 	1 new
			Ethiopia	Korea-Ethiopia Elementary School	<ul style="list-style-type: none"> • Qualifications: University graduate; 2 years or more of experience • Target: Students and the general public • Main tasks: modernization of the current library; transfer of library management and library operation technology; development of community 	1 new

					activities for students and the general public; expanding opportunities to share Korean language and culture	
			Tanzania	Ruvuma Regional Library	<ul style="list-style-type: none"> • Qualifications: University graduate; 1 year or more of experience • Target: Local residents and librarians • Main tasks: Library management and system education; operation of programs to promote library use (development of programs for children and local residents) 	1 new
			Tanzania	Mbeya Regional Library	<ul style="list-style-type: none"> • Qualifications: University graduate from related majors; 1 year or more of experience • Targets of activity: Local residents and librarians • Main tasks: Loan and book management; development and support of local children and youth participation programs; production of library brochures and support for public relations 	1 new
			Tanzania	Tabora Regional Library	<ul style="list-style-type: none"> • Qualifications: High school graduate; 1 year or more of experience • Target: Local residents and librarians • Main tasks: Library management and system education; operation of programs to promote library use (development of programs for children and local residents) 	1 new, 1 replacement
2018 / 132nd	edu	Mar 2019	Laos	Ban Keun Tranning Teacher College	<ul style="list-style-type: none"> • Main tasks: Establishment of library automation system; improvement of library system (loan/return service, others); improvement of library environment; education of faculty on library management 	1 new
2019 / 133rd	edu	May 2019	Ghana	Sekondi Regional Library	<ul style="list-style-type: none"> • Qualifications: University graduate; 1 year or more of experience • Targets: Local residents and children using public libraries • Main tasks: Support for the development of electronic library projects and establish a method for categorizing collection materials by subject; establish a library cooperation system in Sekondi Regional Library and conduct library work; plan various cultural activities and conduct tasks such as reading guidance 	1 new
			Honduras	La Paz Cultural Center	<ul style="list-style-type: none"> • Qualifications: University graduate; 1 year or more of experience; female • Targets: Librarians at local educational institutions; local children and youth • Main tasks <ul style="list-style-type: none"> ○ Librariy operation for librarians ○ Information service method education using IT ○ Library usage method and information collection education for users using IT ○ Book exhibition for book promotion 	1 new

		<ul style="list-style-type: none"> ○ Planning and implementation of education encouraging reading for educational institutions in urban and suburban areas ○ Establishment of library automation system 	
Uganda	Mbale Regional Library	<ul style="list-style-type: none"> ● Qualifications: University graduate ● Target: Infants and students; local residents ● Main tasks: Children's library operation; school outreach; book festival; library management 	1 new
Uganda	Jinja Regional Library	<ul style="list-style-type: none"> ● Qualifications: Master's degree ● Target: Local children and staff ● Main tasks: Children's library operation; school outreach; book festival; library management 	1 new
Uganda	Mbarara Regional Library	<ul style="list-style-type: none"> ● Qualifications: Master's degree ● Target: Local children and staff ● Main tasks: Children's library operation; school outreach; library management 	1 new
Uganda	Kalinaabiri Primary School	<ul style="list-style-type: none"> ● Qualifications: University graduate ● Target: Elementary school students ● Main tasks <ul style="list-style-type: none"> ○ Classification of books and cataloging; purchase and classification of additional books; total material management and administrator training; user education ○ Construction of automation system (building book loan/return service) ○ Operation of educational programs (reading after school for elementary school students) and reading club 	1 new
Uganda	Gayaza High school	<ul style="list-style-type: none"> ● Qualifications: University graduate ● Target: Students ● Main tasks: Library usage education (book rental automation system establishment; book rental service training); multimedia room establishment and service provision (multimedia data utilization education); book classification and catalog establishment 	1 new
Uganda	Jinja College	<ul style="list-style-type: none"> ● Target: University students ● Main tasks: <ul style="list-style-type: none"> ○ Library automation system construction ○ Loan/return service ○ Book and educational material information search method education ○ Reading program operation 	1 new

		<ul style="list-style-type: none"> ○ After-school reading club operation ○ Creating an atmosphere for learning to read ○ Library management and instruction on how to use ○ Cataloging ○ Education on how to purchase and organize various books 	
Tanzania	Mwanza Regional Library	<ul style="list-style-type: none"> ● Qualifications: University graduate ● Target: Local residents and librarians ● Main tasks: <ul style="list-style-type: none"> ○ Library promotion brochure production and public relations support ○ Materials loan and management ○ development and support of local children and youth participation programs ○ Establishment of electric library system ○ ICT education for local residents others. 	1 replacement
Tanzania	Mbeya Regional Library	<ul style="list-style-type: none"> ● Qualifications: University graduate from related majors; 1 year or more of experience ● Target of activity: Local residents and librarians ● Main tasks: Loan and book management; development and support of local children and youth participation programs; production of library promotion brochures and support for public relations 	1 new
Tanzania	Tabora Regional Library	<ul style="list-style-type: none"> ● Qualifications: High school graduate; 1 year or more of experience; preferably holders of related licenses ● Targets: Local residents and librarians ● Main tasks: Library management and system education; operation of programs to promote library use (development of programs involving children and local residents) 	1 new
Tanzania	Ruvuma Regional Library	<ul style="list-style-type: none"> ● Qualifications: University graduate from related majors; 1 year or more of experience ● Target: Local residents and librarians ● Main tasks: Library management and system education; program operation to promote library use (development of programs involving children and local residents) 	1 new
Tanzania	Tanga Regional Library	<ul style="list-style-type: none"> ● Qualifications: University graduate ● Target: Local residents and librarians 	1 replacement

					<ul style="list-style-type: none"> • Main tasks: Library management and system education; operation of programs to promote library use (development of programs involving children and local residents) 	
2019 / 134th	edu	Jun 2019	Laos	Bankeun Teachers Training College	<ul style="list-style-type: none"> • Main tasks: Establishment of library automation system; improvement of library system (loan/return service, others); improvement of library environment; education of faculty on library management 	1 new
			Laos	Luang Prabang Teacher Training College	<ul style="list-style-type: none"> • Qualifications: 2 years or more of experience • Main tasks: <ul style="list-style-type: none"> ○ Book use service education; library use education ○ Library-related activity activities ○ Information education; reading guidance ○ Book classification and list establishment; automation system establishment; library management 	1 new
			Myanmar	Co-operative College, Mandalay	<ul style="list-style-type: none"> • Qualifications: 6 months or more of experience; female • Target: All students of Mandalay Cooperative University (about 500) • Main tasks: Library management; book management; e-library system establishment 	1 new
			Myanmar	Co-operative University, Sagaing	<ul style="list-style-type: none"> • Qualifications: University graduate; 2 years or more of experience; female • Target: All students of Sagaing Cooperative University (25,981) • Main tasks: Book and library management; library user management and library event program planning; online library system establishment 	1 new
			Solomon Islands	Solomon Islands National University	<ul style="list-style-type: none"> • Target: Students and faculty • Main tasks: <ul style="list-style-type: none"> ○ Library operation and library management ○ Orientation for new students to use the library ○ Sharing management plans for books, library facilities, others ○ Support for production of electronic materials and others ○ Support when other school administrative support matters occur 	1 new
2019 / 135th	edu	Sep 2019	Mongolia	Central Library in Dornod Province	<ul style="list-style-type: none"> • Main tasks: <ul style="list-style-type: none"> ○ Opening and operating Korean language clubs ○ Education and seminars for library staff ○ Events to promote Korean culture ○ Establishment of an electronic library 	1 new
			Mongolia	Tuv Province Public Library	<ul style="list-style-type: none"> • Qualifications: University graduate • Target: Employees 	1 new

					<ul style="list-style-type: none"> • Main tasks: <ul style="list-style-type: none"> ○ Library operation and management education ○ Introduction the Korean library operation management system ○ Projects to improve the library environment ○ Support for children's library operation ○ Operation of Korean culture and handicraft clubs for local students (if possible) 	
			Myanmar	Co-operative University, Thanlyin	<ul style="list-style-type: none"> • Qualifications: University graduate; 2 years or more of experience; female • Target: Thanlyin Cooperative University library users (1,975) • Main tasks: Materials and library management; materials classification and improvement work; material user management and book education program planning; online book loan/return system establishment 	1 replacement
			Myanmar	Technological University, Hmawbi	<ul style="list-style-type: none"> • Qualifications: University graduate • Target: Technological University, Hmawbi library users (all students) • Main tasks: Book and library management; book classification and improvement work; library user management and book education program planning 	1 new
2019 / 137th	edu	Oct 2019	Ghana	Sekondi Regional Library	<ul style="list-style-type: none"> • Qualifications: University graduate; 1 year or more of experience • Target: Local residents and children using public library • Main tasks: Support for electronic library construction project and establish a plan to categorize collection materials by subject; establish a library cooperation system at Cape Coast University and conduct library work; plan and conduct various cultural activities and reading instruction. 	1 new
			Ecuador	Association of Ecuadorian Municipalities	<ul style="list-style-type: none"> • Qualifications: University graduate; 2 years or more of experience • Target: Employees and local residents • Main tasks: Books and serials MARC construction and equipment work; Non-book MARC construction and equipment work; Website content management (Intranet-AME.VIRTUAL.GOB.EC); Local publications collection and digitization work 	1 replacement
			Ecuador	Ministry of Foreign Affairs and Migration of Ecuador Central Library	<ul style="list-style-type: none"> • Qualifications: University graduate; 1 year or more of experience; preferably with qualifications related to digitization of old books and cultural books • Target: Library users • Main tasks: Computerization; digitization; and cataloging of historical materials 	1 replacement
			Ethiopia	Korea-Ethiopia Elementary School	<ul style="list-style-type: none"> • Qualifications: University graduate; 2 years or more of experience • Target: Students and teachers 	1 new

		<ul style="list-style-type: none"> • Main tasks: Modernization of the currently operating library; library management and Transfer of library management skills; development of community activities for students and the general public; expand opportunities to share Korean language and Korean culture 	
Honduras	La Paz Cultural Center	<ul style="list-style-type: none"> • Qualifications: University graduate; 1 year or more of experience; female • Target: Librarians at local educational institutions; local children and youth • Main tasks: <ul style="list-style-type: none"> ○ Library operation and information service education using IT for librarians ○ Library usage and information collection education for users using IT ○ Book exhibition for book promotion ○ Planning and implementation of education to encourage reading for educational institutions in urban and suburban areas ○ Establishment of library automation system 	1 new
Uganda	Mbale Regional Library	<ul style="list-style-type: none"> • Qualifications: University graduate • Target: Library users and administrators • Main tasks: Children's library operation; school outreach; book festival; book management general affairs 	1 new
Uganda		<ul style="list-style-type: none"> • Qualifications: Master's degree • Target: Library users • Main tasks: Children's library operation; school outreach; book festival; library management general task 	1 new
Uganda	National Library of Uganda	<ul style="list-style-type: none"> • Qualifications: University graduate; 2 years or more of experience; female • Target: Library users and fellow staff • Main tasks: Children's library operation; school outreach; book festival; library management general task 	1 replacement
Uganda	Gayaza High school	<ul style="list-style-type: none"> • Qualifications: University graduate • Target: Students and teachers • Main tasks: Library usage education - Building automated book rental system; book rental service training; multimedia room establishment and service provision - Multimedia materials utilization training; book classification and catalog construction 	1 new
Ethiopia	Korea-Ethiopia Elementary School	<ul style="list-style-type: none"> • Qualifications: University graduate; 2 years or more of experience • Target: Students and teachers 	1 new

					<ul style="list-style-type: none"> • Main tasks: Modernization of the currently operating library; library management and transfer library management skills; development of community activities for students and the general public; expand opportunities to share Korean language and Korean culture 		
				Tanzania	Mwanza Regional Library	<ul style="list-style-type: none"> • Qualifications: University graduate • Target: Local residents and librarians • Main tasks: <ul style="list-style-type: none"> ○ Library promotion brochure production and public relations support ○ Materials loan and management ○ development and support of local children and youth participation programs ○ Establishment of electric library system ○ ICT education for local residents others 	1 replacement
				Tanzania	Kilimanjaro Regional Library	<ul style="list-style-type: none"> • Qualifications: University graduate • Target: Local residents and librarians • Main tasks: <ul style="list-style-type: none"> ○ Loan and return book management ○ Development and support of local children and youth participation programs ○ Establishment of book computerization ○ ICT education for local residents ○ Production of library promotion brochures; others. 	1 replacement
				Tanzania	Mbeya Regional Library	<ul style="list-style-type: none"> • Qualifications: University graduate; 1 year or more of experience • Target: Local residents and librarians • Main tasks: <ul style="list-style-type: none"> ○ Loan and return book management ○ Development and support of local children and youth participation programs ○ Establishment of book computerization ○ ICT education for local residents ○ Production of library promotion brochures; others. 	1 new
2019 / 138th	edu	Nov 2019	Nepal		Adarsha Multiple Campus	<ul style="list-style-type: none"> • Qualifications: University graduate; 3 years or more of experience • Target: Students and staff on campus • Main tasks: Activation through operation and management of digital library; development of guideline for use and usage of electronic library 	1 new

			Laos	Luang Prabang Teacher Training College	<ul style="list-style-type: none"> • Qualifications: 2 years or more of experience • Target: Students • Main tasks - library usage service education; book arrangement education - Library-related activity activities - Information education; book classification and cataloging construction - Automation system construction; library management; reading guidance 	1 new
			Laos	Ban Keun Tranning Teacher College	<ul style="list-style-type: none"> • Qualifications: 2 years or more of experience • Main tasks: <ul style="list-style-type: none"> ○ Establishment of library automation system ○ Improvement of library system (loan/return service; others.) ○ Improvement of library environment ○ Library management and management and Education of faculty on library management 	1 new
			Myanmar	Yezin Agricultural University	<ul style="list-style-type: none"> • Qualifications: University graduate; 2 years or more of experience • Target: Library users among Yezin Agricultural University students • Main tasks: Book and library management; library information education 	1 new
			Myanmar	National Library	<ul style="list-style-type: none"> • Qualifications: University graduate • Target: Children's library users and children participating in library education • Main tasks: Book and library management; children's library education 	1 new
			Bangladesh	Bangladesh Institute of Marine Technology, Narayangonj	<ul style="list-style-type: none"> • Target: Library staff • Main tasks: Library management within the institution and educational activities for staff 	1 new
2019 / 139th	edu	Dec 2019	Myanmar	West Yangon Technological University	<ul style="list-style-type: none"> • Qualifications: University graduate; 2 years or more of experience • Target: Users of West Yangon Technological University library • Main tasks: Sorting and managing books; support for library operation; support for education using the library online use system (Slims 8.1) 	1 replacement
			Ecuador	Guaranda Minicipality	<ul style="list-style-type: none"> • Main tasks: Reading program for children and adolescents; book barcode work and program progress; book classification and coding; holiday and educational workshops 	1 new
			Tanzania	School of Library Archives and Documentation Studies	<ul style="list-style-type: none"> • Qualifications: University graduate from related majors • Target: Students 17 years of age or older • Main tasks: <ul style="list-style-type: none"> ○ Library operation and material classification education ○ Computerized book education and practice ○ Presentation education guidance ○ Reading program operation guidance 	1 replacement

					<ul style="list-style-type: none"> ○ Student guidance required in English and local language (beginners of English or higher) 	
			Tanzania	Arusha Regional Library	<ul style="list-style-type: none"> ● Target: Local residents and librarians ● Main tasks: Library management and system education; program operation for vitalization of library use (development of programs for children and local residents) 	1 new
			Tunisia	Ecole Normale Superieure de Tunis	<ul style="list-style-type: none"> ● Qualifications: University graduate from related majors; 1 year or more of experience ● Main tasks: <ul style="list-style-type: none"> ○ Digitization of university administrative system (network setting and programming; others.) ○ Digitization of computer security and administrative work ○ Development of a system for student attendance management and education; others. ○ Electronic library and records 	1 new
2019 / 140th	edu	Feb 2020	Ghana	Sekondi Regional Library	<ul style="list-style-type: none"> ● Qualifications: University graduate; 1 year or more of experience ● Targets: Local residents and children using public libraries ● Main tasks Support for the development of electronic library projects and establish a plan to categorize collections by subject; establish a library cooperation system and support library work; plan and conduct various cultural activities and reading guidance 	1 new /1 year dispatch
			Mongolia	Dornogovi Aimag Central Library	<ul style="list-style-type: none"> ● Main tasks: <ul style="list-style-type: none"> ○ Sharing Korea's advanced library management system ○ Improving library operation methods ○ Improving the library (children's reading room) environment ○ Finding ways to expand library book users ○ Improving library data storage methods 	1 new /1 year dispatch
			Mongolia	Darkhan Aimag Children's Library	<ul style="list-style-type: none"> ● Main tasks: <ul style="list-style-type: none"> ○ Expansion of library services ○ Sharing Korea's advanced library management system ○ Searching for ways to improve the use of e-book services within the institution (e-book search system service; others.) ○ Finding ways to provide online book services for readers in remote areas ○ Computer training for employees 	1 new /1 year dispatch

Mongolia	Mongolian State University of Art and Culture	<ul style="list-style-type: none"> • Qualifications: Master's degree; 5 years or more of experience • Main tasks: Conducting a reading club at the Korean Cultural Center; education related to Korean culture and art; research on experiences of the Korean electronic library 	1 new /1 year dispatch
Mongolia	Tuv Province Public Library	<ul style="list-style-type: none"> • Qualifications: University graduate • Main tasks: <ul style="list-style-type: none"> ○ Library operation and management education for staff ○ Introduction and introduction of the Korean library operation management system ○ Project for improvement of library environment ○ Support for children's library operation ○ Operate Korean culture and handicraft clubs for local students (if possible) 	1 new /1 year dispatch
Mongolia	Central Library in Dornod Province	<ul style="list-style-type: none"> • Main tasks: Opening and operating Korean language clubs; education and seminars for library staff; events to promote Korean culture; establishment of electronic library 	1 new /1 year dispatch
Myanmar	Co-operative University, Thanlyin	<ul style="list-style-type: none"> • Qualifications: University graduate; 2 years or more of experience; female • Target: 1,975 students • Main tasks: <ul style="list-style-type: none"> ○ Support for the establishment of a digital library ○ Classification of books by topic ○ Planning and implementation of reading programs ○ Competency-building education for administrative staff such as library information science theory 	1 replacement /1 year dispatch
Vietnam	Da Nang College of Commerce	<ul style="list-style-type: none"> • Qualifications: Master's degree; 2 years or more of experience • Main tasks: <ul style="list-style-type: none"> ○ Library operation; information service method education using IT ○ Book collection policy establishment ○ Multimedia room construction and service ○ Support for strengthening library convenience facilities 	1 new /1 year dispatch
Colombia	Korea-Colombia Friendship	<ul style="list-style-type: none"> • Qualifications: University graduate • Main tasks: CRI library space and book arrangement management; open a part of the library Korean Pavilion 	1 new /1 year dispatch
Colombia	Biblioteca de Rafael Carillo Luquez	<ul style="list-style-type: none"> • Main tasks: Management of book loan/return system; planning of cultural programs in the library; installation of the Korean Pavilion in the library 	1 new /1 year dispatch

2019 / 141st	edu	Apr 2020	Bolivia	Biblioteca Publica Municipal de Santa Cruz	<ul style="list-style-type: none"> • Qualifications: University graduate • Main tasks <ul style="list-style-type: none"> ○ Book classification and catalog construction: monograph and serial MARC construction; non-book MARC construction ○ Improvement of loan/return service environment ○ Library management: book collection policy establishment and collection ○ Information education: education on how to use the library for librarians and users 	1 new
			Senegal	Omar Ben Khatab Dia Primary School	<ul style="list-style-type: none"> • Qualifications: 1 year or more of experience • Target audience: About 100 teachers and students in school • Main tasks: Library collection and operation management; reading instruction 	1 new
			Ecuador	Biblioteca Antonio Lloret Bastidas	<ul style="list-style-type: none"> • Qualifications: University graduate; 1 year or more of experience • Main tasks: <ul style="list-style-type: none"> ○ Data input for library material registration ○ PMB system management (library file system) ○ Classification; cataloging; preservation and restoration of library materials ○ Creation of electronic signatures with international PMB program ○ Book rental customer service 	1 replacement
			Ecuador	Association of Ecuadorian Municipalities	<ul style="list-style-type: none"> • Qualifications: University graduate; 2 years or more of experience • Main task: MARC construction and equipment work for books and serials; non-book MARC construction and equipment work; website content management (Intranet-AME.VIRTUAL.GOB.EC); local publications collection and digitization work 	1 replacement
			Ecuador	General Directorate of Culture, Recreation and Knowledge of the Municipality of Cuencazn	<ul style="list-style-type: none"> • Qualifications: University graduate; 1 year or more of experience • Main tasks: <ul style="list-style-type: none"> ○ Support for coordination and management of municipal libraries in urban and rural areas ○ Collaboration for cultural development programs and library promotion ○ Support for sorting, cataloging, preservation and restoration of library books ○ Creation of electronic signatures with international PMB programs ○ Customer service for Promotion of cultural programs 	1 new

Tanzania	Morogoro Regional Library	<ul style="list-style-type: none"> • Qualifications: University graduate • Main tasks: <ul style="list-style-type: none"> ○ Book classification and loan support ○ Book reading support ○ Library user education ○ Library user registration and management ○ Children's program operation; computer education of fellow librarians; others. 	1 replacement
Tanzania	Mwanza Regional Library	<ul style="list-style-type: none"> • Qualifications: University graduate • Target: local residents and librarians • Main tasks: <ul style="list-style-type: none"> ○ Book classification (DDC 14); ○ Book catalog: Books are cataloged in a manual rather than computerized format. Computerization required. ○ Loan and return book support; reading instruction task; library user (local residents) education; library user registration and management ○ Children's program operation: The weekend children's program is free and the donated books are in English, so it is necessary to operate the program prepared in the local language. ○ Library promotion brochure production and public relations support ○ Materials loan and management ○ Development and support of local children and youth participation programs ○ Establishment of electric library system ○ ICT education for local residents (Only for applicants): It is conducted for local residents. Basic MS Office (Excel, Word, and PowerPoint) education is provided; organization officials also need guidance. 	1 replacement

			Tanzania	Kilimanjaro Regional Library	<ul style="list-style-type: none"> • Qualifications: University graduate • Main tasks: <ul style="list-style-type: none"> ○ Classification of books (DDC 14) and loan support work; book reading support work; library user education; library user registration and management; operation of children's programs ○ ICT education for local residents (Only for applicants): It is conducted for local residents. Basic MS Office (Excel, Word, and PowerPoint) education is provided; training for institutional officials is needed. ○ Book cataloging: Books were cataloged in a manual not computerized format. Computerization required. ○ Children's Program: Weekend children's programs are free and most of the donated books are in English, so programs prepared in the local language are required. 	1 replacement
2020 / 142nd	edu	May 2020	Uganda	Kalinaabiri Primary School	<ul style="list-style-type: none"> • Qualifications: University graduate; 2 years or more of experience; preferably with good English skills • Target: School students and staff • Main tasks: <ul style="list-style-type: none"> ○ Book classification and database establishment ○ Purchase and classification of additional books ○ Total book management and education for administrators and users ○ Creation of a reading environment in the library ○ Education on book management methods (planning and operation of reading programs) ○ Operation of an after-school reading club for elementary school students ○ Periodic provision of educational information 	1 new
			Tanzania	Arusha Regional Library	<ul style="list-style-type: none"> • Qualifications: University graduate • Target: Children; middle and high school students; college students; adults who visit the library for study and discussion • Main tasks: Materials organization and management; materials lending; overall library operation; children's library (program) operation; ICT education for fellow librarians for converting manual book arrangement to digital way 	1 new
2020 / 143rd	edu	Jun 2020	Ghana	Sekondi Regional Library	<ul style="list-style-type: none"> • Qualifications: University graduate; 1 year or more of experience • Targets: Local residents and children using public libraries 	1 new

					<ul style="list-style-type: none"> • Main tasks: <ul style="list-style-type: none"> ○ Library collection and operation management; introduction of informatization system; others. ○ Transmission of practice, theory, and skills related to librarians ○ Operation of after-school reading classes for local elementary school students 	
			Mongolia	Khovd University, Khovd Province	<ul style="list-style-type: none"> • Target: University students and faculty/librarians • Main tasks: <ul style="list-style-type: none"> ○ Sharing information related to library management service in Korea ○ Education support related to informatization materials management service ○ Support for MARC, multimedia, and others. ○ Advising on library management system ○ Conducting seminars and meetings for users 	1 new
			Tanzania	Iringa Library	<ul style="list-style-type: none"> • Qualifications: University graduate • Target: Students using the library and fellow librarians • Main tasks: Book organization and management; overall library operation; children's program operation; ICT education of fellow librarians for digital conversion of the book organization system 	1 new
			Peru	Trujillo municipal Library	<ul style="list-style-type: none"> • Qualifications: University graduate; over 1 year of work experience; female • Target: Local residents • Main tasks: <ul style="list-style-type: none"> ○ Support for effective use of the PMB system installed by senior members ○ Help users to quickly find book materials under optimal conditions ○ Order and register books ○ Secure records of donated books and library materials ○ Proposal of a new project for the education of children, youth and the general public 	1 replacement
2021 / 144th	edu	Dec 2021	Kyrgyzstan	National Library of Kyrgyzstan		
2021 / 146th	edu	Dec 2021	Paraguay	Caacupe Colegio Nacional San Miguel Arcngel	<ul style="list-style-type: none"> • remote active 	

2021 / 147th	edu	Dec 2021	Egypt	Egypt National Library	<ul style="list-style-type: none"> • Qualifications: University graduate; 1 year or longer of work experience; female • Target: Library staff and visitors • Main tasks: Operation and management of Window On Korea, a project project of the National Library of Korea; dissemination materials on Korean culture and language; operate cultural forum; others. 	1 replacement
2021 / 149th	edu	Dec 2021	Egypt	Egyptian Ministry of Culture National Library	<ul style="list-style-type: none"> • Qualifications: University graduate; 1 year or longer of work experience; female • Target: Library staff and visitors • Main tasks: Operation and management of Window On Korea, a project project of the National Library of Korea; dissemination materials on Korean culture and language; operate cultural forum; others. 	1 replacement /1 year dispatch
2022 / 150th	edu	Jun 2022	Laos	Vientiane Capital Library	<ul style="list-style-type: none"> • Qualifications: University graduate from related majors; 2 years or more of experience • Target: Managers and users of Capital Library • Main tasks: Reinforcement of management manpower and management library/operation of libraries 	1 new /1 year dispatch
			Egypt	Egyptian Ministry of Culture National Library	<ul style="list-style-type: none"> • Qualifications: University graduate; 1 year or longer of work experience; female • Target: Library staff and visitors • Main tasks: Operation and management of Window On Korea, a project project of the National Library of Korea; dissemination materials on Korean culture and language; operate cultural forum; others. 	1 replacement /1 year dispatch
			Colombia	Korea-Colombia Friendship	<ul style="list-style-type: none"> • Qualifications: University graduate; female • Target: Military and police officers; families and employees • Main tasks: Library operation and exhibitions related to the Korean War 	1 new /1 year dispatch
			Tanzania	Dodoma Regional Library	<ul style="list-style-type: none"> • Qualifications: University graduate; 2 years or more of work experience • Target: Local residents and librarians • Main tasks: <ul style="list-style-type: none"> ○ Provision and guidance of library information services for users ○ Librarian-related practice, theory, and skills transfer, such as library collection and operation management, informatization system introduction, and reading instruction ○ Electronic library construction project ○ Book and multimedia materials management 	1 replacement /1 year dispatch

					<ul style="list-style-type: none"> ○ Establishment and transfer of materials collection by subject classification plan ○ Planning and reading guidance for reading clubs for adults and children 	
2022 / 151st	edu	Aug 2022	Rwanda	Groupe Scolaire Kichukiro	<ul style="list-style-type: none"> ● Qualifications: University graduate ● Target: 100 students ● Main tasks: <ul style="list-style-type: none"> ○ Library operation for librarians; education on information service methods using IT ○ Education on how to use libraries and information collection using IT for users ○ Construction and maintenance of MARC for books, serials, and non-books ○ Book collection policy establishment (book classification and inventory, others.) ○ Book list automation system establishment ○ Multimedia room establishment and service ○ Reading discussion group operation and reading instruction method ○ Book fair to promote reading 	1 new /1 year dispatch
			Egypt	Egyptian Ministry of Culture National Library	<ul style="list-style-type: none"> ● Qualifications: University graduate; 1 year or longer of work experience; female ● Target: Library staff and visitors ● Main tasks: Operation and management of Window On Korea, a project project of the National Library of Korea; dissemination materials on Korean culture and language; operate cultural forum; others. 	1 replacement /1 year dispatch
2022 / 153rd	edu	Sep 2022	Laos	Municipal Library Vientiane	<ul style="list-style-type: none"> ● Qualifications: University graduate from related majors; 2 years or more of experience ● Target: Managers and users of municipal libraries ● Main tasks: Reinforcement of management and library management/operation 	1 replacement /1 year dispatch
			Egypt	Egyptian Ministry of Culture National Library	<ul style="list-style-type: none"> ● Qualifications: University graduate; 1 year or longer of work experience; female ● Target: Library staff and visitors ● Main tasks: Operation and management of Window On Korea, a project project of the National Library of Korea; dissemination materials on Korean culture and language; operate cultural forum; others. 	1 replacement /1 year dispatch

				Egypt	Egyptian Ministry of Culture National Library	<ul style="list-style-type: none"> • Qualifications: University graduate; 1 year or longer of work experience; female • Target: Library staff and visitors • Main tasks: Operation and management of Window On Korea, a project of the National Library of Korea; dissemination materials on Korean culture and language; operate cultural forum; others. 	1 replacement /1 year dispatch
				Tunisia	National Library of Tunisia	<ul style="list-style-type: none"> • Qualifications: University graduate; 2 years or more of experience; female • Target: Library users; library staff • Main tasks: <ul style="list-style-type: none"> ○ Librarian's work; information science; use and management of RFID system ○ Use and management of RFID system Introduced to facilitate return; which enables book management and control and reduces the risk of loss or theft ○ Conducting research on existing libraries ○ Conducting various projects ○ RFID system ○ Management and preservation of Korean archives ○ Promotion of Korean culture and cultural exchange events 	1 new 1year/ Only male
2022 / 154th	edu	Nov 2022	Laos		Agriculture and Forestry College of Champasak Province	<ul style="list-style-type: none"> • Qualifications: University graduate • Target: Faculty and students • Main tasks: Establishment of library automation system and education on library operation for local librarians; education on how to use library and establishment of book database 	1 new /1 year dispatch
				Egypt	Egyptian Ministry of Culture National Library	<ul style="list-style-type: none"> • Qualifications: University graduate; 1 year or longer of work experience; female • Target: Library staff and visitors • Main tasks: Operation and management of Window On Korea, a project of the National Library of Korea; dissemination materials on Korean culture and language; operate cultural forum; others. 	1 replacement /1 year dispatch
				Tunisia	National Library of Tunisia	<ul style="list-style-type: none"> • Qualifications: University graduate; 2 years or more of experience; male • Target: Library users; library staff • Main tasks: <ul style="list-style-type: none"> ○ Librarian's work; information science; use and management of RFID system 	1 new /1 year dispatch

					<ul style="list-style-type: none"> ○ Use and management of RFID system Introduced to facilitate return; which enables book management and control and reduces the risk of loss or theft ○ Conducting research on existing libraries ○ Conducting various projects ○ RFID system ○ Management and preservation of Korean archives ○ Promotion of Korean culture and cultural exchange events 	
2022 / 155th	edu	Nov 2022	Rwanda	Groupe Scolaire Kichukiro	<ul style="list-style-type: none"> ● Qualifications: University graduate ● Target: 100 students ● Main tasks: <ul style="list-style-type: none"> ○ Library operation for librarians; education on information service methods using IT ○ Education on how to use libraries and information collection using IT for users ○ Construction and maintenance of MARC for books, serials, and non-books ○ Book collection policy establishment (book classification and inventory, others.) ○ Book list automation system establishment ○ Multimedia room establishment and service ○ Reading discussion group operation and reading instruction method ○ Book fair to promote reading 	1 new/ /1 year dispatch
			Rwanda	Kacyiru II School (elementary, middle, high)	<ul style="list-style-type: none"> ● Qualifications: University graduate ● Target: 120 school students ● Main tasks: <ul style="list-style-type: none"> ○ Support for maintaining a systematic library circulation system ○ Guidance for student and teacher book search ○ Writing overdue notice and distribution training ○ Collecting replacements for lost and damaged items ○ Checking the book display order maintenance system ○ Maintaining statistical records on book use; distribution; others. ○ Notifying students when reserved books are available for rental ○ Automatic inventory supervision and execution ○ Library usage monitoring 	1 new/ 1 year dispatch

					<ul style="list-style-type: none"> ○ Library cleanup and cleanliness ○ Organizing clubs and competitions to promote friendly library use ○ Developing and coordinating the ongoing evaluation of library and media center programs ○ Creating budgets for programs ○ Editing and maintaining reports, records and other documents ○ Promoting positive attitudes effects on school libraries ○ Engage with students actively ○ Encouraging community and parent involvement through appropriate and effective use of technology 	
			Tanzania	Dodoma Regional Library	<ul style="list-style-type: none"> ● Qualifications: University graduate from related majors; 2 years or more of work experience ● Target: Local residents and librarians (average of 200 users per day) ● Main tasks: <ul style="list-style-type: none"> ○ Provision and guidance of library information services for users ○ Librarian-related practice, theory, and skill transfer, such as library collection and operation management, informatization system introduction, and reading instruction ○ Electronic library construction project ○ Book and multimedia materials management ○ Establishment and transfer of collection by subject classification plan ○ Planning and reading guidance for reading clubs for adults and children 	1 replacement /1 year dispatch
2022 / 156th	edu	Dec 2022	Laos	Vientiane Municipal Library	<ul style="list-style-type: none"> ● Qualifications: University graduate; 2 years or more of experience ● Target: Managers and users of municipal libraries ● Main tasks: Reinforcement of management manpower and library management/operation 	1 replacement /1 year dispatch
			Rwanda	Kacyiru II School (elementary, middle, high)	<ul style="list-style-type: none"> ● Qualifications: University graduate; English skills sufficient for instruction ● Target: 120 school students ● Main tasks: <ul style="list-style-type: none"> ○ Support for maintaining a systematic library circulation system ○ Guidance for student and teacher book search ○ Writing overdue notice and distribution training ○ Collecting replacements for lost and damaged items 	1 new /1 year dispatch

		<ul style="list-style-type: none"> ○ Checking the book display order maintenance system ○ Maintaining statistical records on book use; distribution; others. ○ Notifying students when reserved books are available for rental ○ Automatic inventory supervision and execution ○ Library usage monitoring ○ Library cleanup and cleanliness ○ Organizing clubs and competitions to promote friendly library use ○ Developing and coordinating the ongoing evaluation of library and media center programs ○ Creating budgets for programs ○ Editing and maintaining reports, records and other documents ○ Promoting positive attitudes effects on school libraries ○ Engage with students actively ○ Encouraging community and parent involvement through appropriate and effective use of technology 	
Rwanda	Groupe Scolaire Kichukiro	<ul style="list-style-type: none"> ● Qualifications: University graduate ● Target: 100 students ● Main tasks: <ul style="list-style-type: none"> ○ Library operation for librarians; education on information service methods using IT ○ Education on how to use libraries and information collection using IT for users ○ Construction and maintenance of MARC for books, serials, and non-books ○ Book collection policy establishment (book classification and inventory, others.) ○ Book list automation system establishment ○ Multimedia room establishment and service ○ Reading discussion group operation and reading instruction method ○ Book fair to promote reading 	1 new /1 year dispatch
Egypt	Egyptian Ministry of Culture National Library	<ul style="list-style-type: none"> ● Qualifications: University graduate; 1 year or longer of work experience; female ● Target: Library staff and visitors 	1 replace- ment /1 year dispatch

		<ul style="list-style-type: none"> • Main tasks: Operation and management of Window On Korea, a project of the National Library of Korea; dissemination materials on Korean culture and language; operate cultural forum; others. 	
Tanzania	Dodoma Regional Library	<ul style="list-style-type: none"> • Qualifications: University graduate from related majors; 2 years or more of work experience • Target: Local residents and librarians (average of 200 users per day) • Main tasks: <ul style="list-style-type: none"> ○ Provision and guidance of library information services for users ○ Librarian-related practice, theory, and skill transfer, such as library collection and operation management, informatization system introduction, and reading instruction ○ Electronic library construction project ○ Book and multimedia materials management ○ Establishment and transfer of collection by subject classification plan ○ Planning and reading guidance for reading clubs for adults and children 	1 replacement /1 year dispatch
