

ASEAN Economic Community and Consal Professional Librarians an Indonesian Perspectives

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ประเทศในกลุ่มอาเซียนมีมุมมองเกี่ยวกับ เออีซีแตกต่างกัน คือ ความคิดเห็นในด้านบวกหรือด้านลบ ในกรณีของประเทศอินโดนีเซีย ซึ่งเป็นประเทศที่มีพลเมืองจำนวนมาก มีห้องสมุดและบรรณารักษ์จำนวนมากด้วย โดยเฉพาะมีห้องสมุดโรงเรียนหลายแห่ง ซึ่งไม่ได้เป็นสถานที่ไม่มีชื่อเสียงโด่งดังที่บรรณารักษ์ต้องการสมัครทำงาน ผลกระทบของ เออีซี อาจจำกัดเฉพาะในห้องสมุดขององค์กรเอกชน อย่างไรก็ตามการปกป้องวิชาชีพบรรณารักษ์ในอนาคต องค์กรสหภาพบรรณารักษ์แห่งเอเชีย CONSAL ควรมีบทบาทสำคัญในการส่งเสริมวิชาชีพบรรณารักษ์ร่วมกัน

คำสำคัญ : บรรณารักษ์, เออีซี

Abstract

The existence of AEC is viewed quite differently in many ASEAN countries. Some countries think optimistically and other pessimistically. Indonesia has the largest population of librarians and libraries as well. The movement of librarians and the liberalization workers in the library field will not be easy but it will be an opportunity. AEC will encourage the librarians and the government to improve the quality of human resources. Library is a nonprofit organization, and the majority of libraries in Indonesia are school libraries, public libraries and community libraries, These libraries are not prestigious institutions to work for, the language, cultural and the low salary are problems for any librarian who wants to work in Indonesia. The impact of AEC is only on a limited number and only at the special library in the private sectors. Nevertheless, to anticipate the future and to protect the professional librarians, CONSAL as a formal librarian organization in ASEAN has to promote a Mutual Recognition Arrangement (MRA) in the library profession.

Keywords: Asean economic, Indonesia, librarians and libraries

Introduction

The existence of AEC has been seen with different views by ASEAN countries. Some countries that think optimistically said that the AEC will bring many benefits. Through the AEC, ASEAN countries

will share knowledge and skills, and help each other. Foreign labor is not always a threat, but also a profit because it would trigger local power to wake from sleep. Conversely there are also some pessimistically which are concerned that their country will become

targets of employment for foreign workers. Local workforce will be eliminated because they are unable to compete. Consequently it will increase the number of unemployed and poor increased population

The countries in Southeast Asia have to the opportunity, as well as to find a way out to overcome the challenges. ASEAN country should prepare its workforce to be able to compete in the various fields of professions, including professionals in the field of library and information science. It is expected that Indonesia will not only accept foreign workers, but will also be able to send Indonesian experts to other countries.

The article discusses the impact of AEC to librarians and libraries to ASEAN countries, especially to Indonesia. Indonesia is the largest population, libraries and librarians in the region. The article describes the resources of librarianship in Indonesia such as the number of libraries, librarians, professional organizations, and education and training institutions. The variety of activities have been carried out to improve librarian competencies, especially to face the challenges. At the end of the article, it comes to a proposal that CONSAL as a formal librarian organization in ASEAN should have to promote a Mutual Recognition Arrangement (MRA) to mutually recognize and accept in part or in whole, all aspects of the competency test results that have been done in each ASEAN country.

ASEAN Economic Community and Consal

Old proverb says that "*United we stand, divided we fall*". Therefore we are the ASEAN community must cooperate and work together. The presence of Southeast ASEAN Congress of Librarians (CONSAL) and the ASEAN Economic Community (AEC) is a bridge to achieve progress and prosperity.

The nations of Southeast Asian countries determined to have the ASEAN Economic Community (AEC). The ASEAN Community in 2015 envisions the region as "onward looking, living in peace, stability and prosperity, bonded together in partnership in dynamic development and in a community of caring societies" and in the ASEAN Vision 2020, "to create a stable, prosperous and highly competitive ASEAN economic region in which there is a free flow of goods, services, investment and a freer flow of capital, skilled labor, equitable economic development and reduced poverty and socio-economic disparities in year 2020". The people in the ASEAN region would like to cooperate, to share and to assist each other, in order to achieve the wealthy together (ASEAN Secretariat, 2009)

Approximately 625.091.000 people live in Southeast Asia consisting of Brunei 406.000, Cambodia 14.963, Indonesia 248.818.000, Laos 6.644.000, Malaysia, 29.948.000, Myanmar 6.568.000, the Philippines 99.385.000, Singapore 5.399.000, Thailand 68.251.000, and Vietnam 89.709.000 (ASEAN Secretariat, 2014). This huge number of population represents a potential market and also an invaluable asset. The question is whether the people of ASEAN will only be a spectator or also as a player in the future, and whether it is only going to be consumers or as producers (Chia, 2010)

Countries in Europe have long had the European Economic Community (EEC) and European Union (EU) they have been enjoying progress and the EEC and EU has brought benefits and advantages than harm. Therefore, the presence of AEC should also be seen as something of luck. The librarians do not have to worry. AEC is not a threat but an opportunity. AEC will further strengthen cooperation among librarians and libraries in the region. This is in line with the objectives of CONSAL. There are 4 (four) main objectives of CONSAL as clearly stated in the Constitution, Article II Section 3, 2012: To establish, maintain and strengthen networks, partnerships, and linkages with librarians, libraries, library schools library association, and other institutions in the region

To promote cooperation and provide assistance in the development of librarianship , library and information science, documentation, information and related services in the region.

To cooperate with regional and international organizations, and other institutions In the support of common undertakings and interests of CONSAL.

To provide the for a for sharing and exchange of information and experiences on issues in the field of librarianship, library and information science, documentation, information and related services in the region.

Any other objectives that may be approved by the Executive Board.

Since the libraries are non-profit organizations, it is likely that (presumably) the presence of AEC will not create competition between or among libraries and librarians. The movement of professional librarians in the ASEAN region may be only for some

private (university & school) libraries and in limited quantities. Only few universities, schools, or institutions that will feel the impact of the AEC.

The spread of professional librarians in all member countries of CONSAL is a form of cooperation that has been long desired. Each one should help and collaborate with each other. Librarians can learn from other professions, such as in the field of sports. Many football clubs are inviting foreign players to graze with higher pay than local players. The presence of foreign players will bring many benefits, including increasing the image, while expecting the transfer of knowledge and skills.

Libraries and Librarians in Indonesia

The number of libraries and potential users, Indonesia is a captive market for Indonesian librarians and Southeast Asian librarians as well. There are 251 448 libraries which consist of: National library (1), 499 Public libraries (499), Community libraries / Village libraries 19,280), Academic libraries (3226), Special libraries (1802) and 226 640 School Libraries (19,280). The huge number of libraries provide employment opportunities for librarians (NLRI, 2014).

The main problem of library service in Indonesia is the quality of library staff. Indonesia needs a lot of qualified and skilled librarians. Nowadays, public libraries, school libraries and in particular community libraries are generally managed by unprofessional librarians. The school libraries mainly coordinated by teachers with no qualification as librarians but acting as librarians and some by administrative staff. Almost all community libraries have no permanent library staff.

Since 1988, a librarian in Indonesia has been recognized as a "functional librarian". The librarian is recognized as equal as to other professions such as teachers, professors, researchers, and judges. In the Library Act No. 43 year 2007 it is stated that the library has two types of staff, they are librarians and library technical assistants. Librarians who have the library and information science background at least Diploma of 2 years education from the higher institution then apply voluntarily to become librarians. While the library technical assistants are the supporting staff in library operations, such as computer and multimedia operators, translators, and administrative staff.

In order to invite as many as library staff to be librarians, the National Library of Republic of Indonesia (NLRI) conducts special training, known as Library Training for Skilled Librarian (Calon Pustakawan Tingkat Trampil) and Library Training for Expert Librarian (Calon Pustakawan Tingkat Ahli). The Training for skilled librarian is conducted in 481 training hours and the training for expert librarian is 628 training hours. Based on the latest data published by the National Library (NLRI, 2013) there are approximately only 3062 librarians who work on various types of government libraries.

Another problem facing by Indonesia is the low interest in reading. Reading is not the people's basic needs, like eating and drinking. Low interest in reading among others due to: (a). teaching and learning system that is not yet based on library (b). the

proliferation of electronic media, such as TV, video, internet, cellular phones, (c). language barriers, especially English. According to research from UNESCO in 2011, the index reading levels of Indonesian society is only 0.001 percent, which means that there is only 1 (one) person out of 1000 people who want to read seriously (Fikri, 2015). The condition puts Indonesia at the position of 124 out of 187 countries in the Human Development Index ratings.

In order to promote the profession and to improve the quality of librarians and library staff, there are available the organization of librarians and libraries. During the New Order Era (Soeharto's Administration), Indonesian Library Association (ILA) was the only one professional organization for librarians in Indonesia. After the reform movement in 1998, the new organizations for librarians were established. Some are professional organizations and the other majority are library organizations. Nowadays there are 15 organizations for librarians and libraries in Indonesia. The details can be seen at Table 2 below:

Tabel 2*List of Librarian and Library Organizations*

No	Organization	No	Organization
1	Indonesian Library Association, 1973-- <i>(Ikatan Pustakawan Indonesia), (IPI)</i>	9	Association of Indonesian Library and Information Science Scholar, 2006(<i>Asosiasi Sarjana Ilmu Perpustakaan dan Informasi Indonesia), (ISIPII)</i>
2	Managerial Board of Indonesian Mosque Library, 1983-- <i>(Badan Pembina Perpustakaan Masjid Indonesia) (BPPMI)</i>	10	Association of Indonesia Information Workers, 2006 -- <i>(Asosiasi Pekerja Informasi Seluruh Indonesia), (APISI)</i>
3	Library Club of Indonesia, 1990-- <i>(Klub Perpustakaan Indonesia) (KPI)</i>	11	Conference of Indonesian Digital Library, 2008-- <i>(Konferensi Perpustakaan Digital Indonesia) (KPDI)</i>
4	Forum of Indonesian Academic Library, 2000— <i>(Forum Perpustakaan Perguruan Tinggi Indonesia) (FPPTI)</i>	12	Association of Indonesian School Library Professional, 2009-- <i>(Asosiasi Tenaga Perpustakaan Sekolah Indonesia), (ATPUSI)</i>
5	Forum of Indonesian Special Library, 2000-- <i>(Forum Perpustakaan Khusus Indonesia), (FPKI)</i>	13	Association of Indonesian Library and Information Science Educations, 2012 <i>(Asosiasi Penyelenggara Pendidikan Tinggi Ilmu Perpustakaan dan Informasi Indonesia) ,(APPTIPII)</i>
6	Forum of Indonesian Public Library, 2002- <i>(Forum Perpustakaan Umum Indonesia), (FPUI)</i>	14	Association of Library and Information Science Students, 2004 (Himpunan Mahasiswa Jurusan Ilmu Perpustakaan dan Informasi Indonesia), (HMJIPII)
7	Forum of Indonesian School Library, 2002-- <i>(Forum Perpustakaan Sekolah Indonesia), (FPSI)</i>	15	Association of Islam Academic Libraries, 2011-- (Asosiasi Perpustakaan Tinggi Islam Indonesia) (ASPTII)
8	Community Reading Habit Movement, 2001-- <i>(Gerakan Masyarakat Minat Baca), (GPMB)</i>		

Except the Association of Indonesian Library and Information Science Scholar (ISIPIL), the other organizations are open to any one who want to be a member, they may come from any disciplines. Nowadays, Indonesian Library Association (ILA) is the largest organization in Indonesia, because the majority members of other organization are also a member of ILA. The ILA code of ethics becomes a reference for Indonesian librarians. Code of Ethics is evaluated and reviewed by ILA members at the National Congress of ILA every 3 years (Ikatan Pustakawan Indonesia, (2013). ILA is expected to be a home for Indonesian librarians and It also hoped that the ILA will be the umbrella and the adhesive among librarians in Indonesia.

Since librarian is recognizes as a profession, the role of library education is important. There are two systems of library and information science education in Indonesia, formal and non formal education. The formal education is conducted at the higher education level and non-formal education is conducted by many institutions, associations, and organizations.

The formal education in library and information science education was started by two years courses at 20th October 1952 under the Department of Education Republic of Indonesia. In 1961 the education was integrated to the University of Indonesia. Nowadays (Zen, 2014) there are: a). 22 Undergraduate Programs, (Sarjana / S1), b). 6 Master Programs (Magister /S2) and c). 22 Diploma Programs (Diploma/ D3. There is no Doctorate (PhD) Program in Indonesia.

Sarjana Program (S1) and Pascasarjana Program (S2/ S3) are also known as Academic Programs, while Diploma (D3) is known as the Vocational Program. The Academic programs prepare students to master, apply and enhance science and technology. The Vocational program prepares student to have special skills for working (Indonesia, 2012).

The majority of the existing library and information science schools are registered and with the Department of Education and Culture Republic of Indonesia. The schools are also accredited by an independent institution called as the National Accreditation Board (Badan Akreditasi Nasional). The non-formal education is in the forms of short trainings, courses, internship, etc. and conducted by many institutions, or associations. The NLRI has released the standards and guidelines for the accreditation and certification of non formal library education. They are training programs for a). professional librarians, b). technical librarians, c). managerial librarians, d). head of library schools and e). staff of library schools. The topics and the length of trainings vary and it depends on the budget and the time available.

Certification of Professional Competency

Since the declaration of AFTA, NAFTA and now the AEC, Indonesia has been prepared, in order to take advantage of existing opportunities and to overcome the challenges. Various attempts have been made. In the library field, Indonesian Library Association (ILA) through various activities strive to improve the quality of librarians. Librarians'

competences become a major issue in the development of human resources. The 19th annual meeting of ILA, which was held in Pontianak West Kalimantan in October 8-12, 2014, had the theme "Librarian Toward ASEAN Economic Community 2015". The AEC is an opportunity for Indonesia, to improve the quality of Indonesian librarians and also to prepare the competition in the library work force.

In order to improve and to maintain the competence of Indonesian librarians, on March 14, 2013, Indonesian Library Association (ILA) with the support of National Library of Republic of Indonesia (NLRI) has established a *Professional Certification Agency for Librarian (PCAL)*, known as *Lembaga Sertifikasi Profesi Pustakawan (LSPP)*. It is an independent agency aimed to furnish certification of librarians. PCAL is managed independently by various elements of librarians and library organizations. The main objectives of the PCAL is to conduct competency certification for professional librarians (Indonesia, 2008).

Librarian, LCC helps librarians to convince the library where she/he works and the users of the library that he/she is competent in work. It will also increase librarian' self confidence, career planning, measuring the level of achievement of competence, gain recognition across sectors, and will meet regulatory requirements, promotion, etc. Library, LCC will convince users of the library that services are provided by personnel who are competent in its field, data collection and personnel recruitment based on competency, improve productivity, etc. Education and Training Institutions. LCC helps ensure the suitability (link and match) between the

competencies of graduates to the demands in the work place, Therefore an improvement of efficiency in education and training programs.

4. The Government, LCC ensure achievement of the program in the field of human resources development in library.

In carrying out its duties and functions, the Professional Certification Agency for Librarian (PCAL) prepared the *Indonesian National Work Competence Standards (INWCS)*. The concept of INWCS is the formulation of workability which covers aspects of knowledge, skills and attitudes that are relevant to the duty of librarians. (The terms of office are determined in accordance with the provisions of the applicable laws and regulations) Uda saya kurang faham frasa ini..

There are 4 (four) main objectives of INWCS in the library field, namely: (Lembaga Sertifikasi Profesi Pustakawan, 2013) To improve the professionalism of librarians in performing their roles as mediators and facilitators of information;

To become the performance benchmarking for librarians; To generate grouping of librarians' expertise in accordance with the standardization that has been validated by the certification body; and To provide standards and code of ethics for library profession.

In INWCS, the knowledge and skills are embodied in 3 (three) groups of units of competence, they are as follows:: (Lembaga Sertifikasi Profesi Pustakawan, 2013)

1. General competence. The general competencies are the common basic competencies that must be possessed by every librarian, who is required to perform the library tasks. General competencies include: (1) Operating computer at the basic level, (2) Developing library work plan (RKP), (3) Creating library work report (PPR). The general competencies are inherent in core and specialized competencies.

2. Core competencies. The core competencies are the basic skills competencies that must be owned by every librarian in carrying out the library tasks. Core competencies include: (1) Selecting Library materials, (2) Conducting procurement of library materials, (3) Doing descriptive cataloging, (4) Doing subjects cataloging, (5) Maintaining library collections care, (6) Performing circulation services, (7) Conducting reference service, (8) Doing simple information retrieval, (9) Doing library promotion, (10) Conducting information literacy, (11) Utilizing the internet network for library services.

3. Special competence, The special competencies are the advanced competencies, including: (1) Conducting library studies or user studies, (2) Writing a scientific paper, (3) Writing secondary literature, (4) Performing preservation of library collections, (5) Doing complex information retrieval, (6) Planning? 1 Library design and furniture

During the years 2013 -2014 the INWCS has conducted 10 (ten) competency assessments and tests with funding from the NLRI. The competency assessments & tests were attended by 255 librarians. The participants consist of 112 academic librarians,

62 national librarians, 48 public librarians, 17 school librarians and 16 special librarians. To attend the competency assessment, librarians must have a minimum of diploma Bachelor (Sarjana S1) and at least 2 (two) years working experience in the library. The results 159 of participants (62,36%) have certified? (graduated) and 96 participants (37,64%) who have not graduated (failed).

Despite of many advantages of having a certification for librarians, many librarians are not interested in taking the competency test to become certified librarians. The main problem is the lack of official recognition and rewards such as salary or promotion. In Indonesia, the teacher who hold a certificate will receive an additional salary over regular salary, but this has not been yet applied for the certified librarians.

Restriction for Foreign Professionals

In accordance with existing regulations in Indonesia, anyone who works in Indonesia must obtain a work permit from the Ministry of Manpower and Transmigration. In general, the foreign workers mainly work in the private sectors, such as non-governmental organizations or international institutions. The impact of foreign librarians who work in Indonesia is not significant because they are still quite limited in numbers..

Based on my interviews with several librarians that have or have had professional librarians from foreign countries, they gain many advantages. In May 15, 2015. Ms Endang Enawati, a senior librarian at Bina Nusantara University Library Jakarta, shared her experience and said that directly

or indirectly, the foreign professional librarians can develop the competence of local librarians. One thing that is not uncommon is that the salary received by foreign librarians is usually higher than the salary of local librarians, although they have the same jobs. The director of Bina Nusantara University Library is a professional librarian from the Philippines, she holds a degree of Master in library and information science and is registered as a professional librarian at the Philippine Library Association, Inc. (PLAI).

Movements in Southeast Asian Countries librarian for non-professional level is virtually impossible. There are 3 (three) major constraints, namely issues of language, culture and salary. Although Indonesia has more than 250,000 libraries, the majority are School Libraries and Public Libraries that are scattered in the huge areas to the village levels. Non-Indonesian Librarians who will work there would first have to master the Indonesian language and local culture. Another problem is the appreciation or salary is very low. The recognition to library staff at school and public services is still limited.

The impact of AEC to librarians and libraries, especially school libraries and public libraries is indirectly that the library should improve their service quality. Through good library services, it is expected that the quality of students and the communities will also improve. In fact, the countries in Southeast Asia, and Indonesia in particular, have a lot of natural resources but have not enough skilled human resources.

The movement of skilled labors for school librarians and public librarians, at present is quite difficult?

(impossible). Working in school and public libraries is almost the same as with the social workers, especially in the remote areas. Nevertheless, for certain condition, the ASEAN member countries should have the agreement to anticipate the future in line with an impact of AEC. In an effort to support the liberalization of the services sector, especially related to traffic or movement of skilled labors, ASEAN member countries have signed the MRA (Mutual Recognition Agreement) on November 19, 2007 (Keliat, 2013). MRA becomes compulsory to support the liberalization of the services sector based on the principle of justice / fairness. In this regard, there are 3 (three) numbers of nature of MRA:

the country of destination or receiving countries recognize professional qualifications and training load obtained from the sending country or countries of origin of skilled labor.

the country of origin is given the authority to certify qualifications and training by providing a diploma or certificate.

recognition is not automatic. There is a process for setting standards and other requirements that apply both in the recipient country or in the country of origin.

In other words, MRA does not directly provide the right to exercise a profession. Recognition does not guarantee that there will be market access. This gives an indication of the problems at the regional level. However, MRA is an important first step to promote the movement of skilled labors. As far as can be observed, the achievements of ASEAN in relation to the MRA is good enough.

As of to date (2015) there have been 8 (eight) sectors of profession that already have MRA in ASEAN (Keliat, 2013). They are: a). engineering services (2005), b). nursing services (2006), c). architectural services (2007), d). surveying qualification (2007), e). medical practitioners (2009), f). dental practitioners (2009), g). accountancy services (2009), and h). tourism professionals (2009).

As professional librarians, the CONSAL community should encourage the establishment of Mutual Recognition Arrangement (MRA) in the library profession. Therefore CONSAL should form a Council, such as PCAL in Indonesia which will develop and approve the Regional Work Competency Standards (RWCS). MRA will recognize and also will protect the professional librarians in the region.

Conclusion

In fact the presence of the ASEAN Economic Community is to promote the countries in Southeast Asia. They must compete to capture the opportunities that exist. The winner of the competition is determined by the quality of its human resources. Improving the competency of librarians is a must. Therefore, efforts towards this quality improvement should be an absolute prime importance. The role of professional organizations and educational institutions is very important in improving the quality of librarians.

Library as a non-profit organization, presumably the presence of AEC will not become a threat and will not create a tight competition between

or among librarians in ASEAN countries. The movement of professional librarians in the region may be only for some private libraries and in limited quantities. Although Indonesia has more than 250.000 libraries but the majority are school libraries, public libraries, community libraries and village libraries. It is not easy for the foreign librarians to work in those libraries. The main obstacle to work on some of these libraries is the ability of Indonesian language (Bahasa Indonesia), understanding of the local culture and are willing to live in rural or remote areas. In addition to that, the appreciation and salary is not well paid. In general, these are also occurs in other ASEAN countries, working in those libraries are treated equally with social workers who demanded devotion and sincerity.

In the information age, there is no one can have a complete library in the world, and no one of library is able to meet all its user's needs, therefore, the cooperation and networking is essential and a must. The spread of professional librarians in all CONSAL member countries is also a form of cooperation that has been long desired. The establishment of CONSAL 45 years ago is the same with the purpose of the AEC, namely to promote ASEAN community. The cross border mobility of professional librarians in the ASEAN region is an opportunity to improve the quality of library management which will lead to the improvement of information services to the library customers.

To anticipate the future and in line with the implementation of the AEC in the library field, it is hoped and expected that the CONSAL community

should have a Mutual Recognition Arrangement (MRA) as soon as possible. MRA is an agreement to mutually recognize or accept in part or in whole aspects of the competency test results that have been done in each ASEAN country. MRA is becoming an absolute thing that is done to support the liberalization of the services sector based on the principle of justice / fairness. Some countries in ASEAN has certified the recognition of professional librarians. This should

also be followed up with recognition at the ASEAN level. ASEAN needs to have a Board of Certification. The agencies can develop and agree Regional Work Competence Standards. The national standards that already exist can be used as input and the benchmarks for standards to be agreed upon. The 8 (eight) sectors of profession that already have MRA in ASEAN can be made as benchmark for library profession.



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