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**CONTINUING PROFESSIONAL DEVELOPMENT OF  
LIBRARIANS IN THE REPUBLIC OF MOLDOVA: STATE OF  
THE ART AND PERSPECTIVES**

**Specialty 572.02 – Infodocumentation; Library and Information Sciences**

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The doctoral thesis and its abstract can be consulted at the National Library of the Republic of Moldova, the Central Library of Moldova State University and the websites of National Agency for Quality Assurance in Education and Research (<https://anacec.md/>).

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## CONCEPTUAL GUIDELINES OF THE RESEARCH

**The relevance and importance of the topic under consideration.** The issue of continuing professional development (CPD) of librarians is one of the most important in the field of infodocumentation in the Republic of Moldova. Currently, the libraries of the Republic of Moldova need competent and competitive specialized personnel, since social priorities are rapidly changing, library technologies are being modernized, information requests of users are diversifying, etc.

In the context of the accession process of the Republic of Moldova to the European Union, there is a need for competitive human resources capable of fitting into the European market. This requires a comprehensive approach, including appropriate continuing professional development of librarians, adapted to the current and future needs of the market. It is important to have training programs that contribute to the development of skills necessary for infodocumentary jobs. In addition, facilitating the movement of specialized library staff between Member States can contribute to the development of skills and the creation of a more dynamic and competitive European market.

The need to study the system of continuing professional development of specialized staff in libraries involves the solution of a number of problems: the discrepancy between the level of qualification and the requirements of the labor market; a low number of specialists qualified in the field of library science and information technology; a low level of training of librarians and possession of special and interdisciplinary skills; requests for the organization of continuing professional development programs submitted to providers of continuing training in the field of information and documentation activities.

The personnel policy of infodocumentary institutions in the country must aim both at preserving the professional potential and at training specialists of a new formation, possessing interdisciplinary skills to perform an active professional and social role. The solution to this problem provides for the development of an adequate educational infrastructure, an increasingly prominent place in which the formal, non-formal and informal education of librarians will occupy.

In addition to the constant progress of the last decades, all three components of education - formal, non-formal and informal - face a series of problems arising from: the lack of correlation between the formal and non-formal continuing training programs provided and the needs for professional development of library specialists; insufficient mechanisms to record the correlation between forms of continuing education; the lack of tools to motivate librarians to become trainers at the regional and national level; the lack of an institution monitoring the relationship between formal, non-formal and informal education and assessing the practical application of knowledge and skills obtained as a result of training. These problems, combined with the lack of motivation due to the insufficient social status of librarians, lead to the perpetuation of problems related to the flow of young people seeking qualifications in the infodocumentary field.

In this context, when the Republic of Moldova aspires to join the EU, it will be necessary to develop strategies and directions of action aligned with European professional development models and to provide the necessary framework for the continuing assimilation of useful information and skills for each individual and, obviously, the harmonization of library policies. Recommendation No. 1/2022 of the EU-Republic of Moldova Association Council of August 22, 2022 regarding the EU-Republic of Moldova Association Program [2022/1997] provides for the consolidation of inclusive education and training at all levels. In addition, it provides the creation

of a lifelong learning ecosystem, including functional validation of previous work experience. It is for these reasons that the approach to this topic is extremely relevant.

**The degree of research on the topic.** The theoretical basis of the study is the concepts of researchers in the field of information science and infodocumentation, education, sociology, and communication, who analyze the phenomenon of learning and personal development throughout life. In the specialized literature, most studies on continuing education of librarians are descriptive, exploratory, or narrative in nature.

*At the international level*, the problem of continuing professional development of specialized library staff is in the attention of several researchers: D. E. Weingand, Elizabeth W. Stone, C. Popescu, E. Faure, J. Ke, S.I. Golovko, A. Webster-Wright, T. Adanu, C. Schifirnet, C. Dumitru analyzed the theoretical aspects and the concept of continuing professional development; N. Jones, T. Malešev, O. Topalov, S. Radovanović examined continuing education from a multidimensional perspective; I. Enache studied the specifics of training and improvement; G. Buluță researched the role of training librarians; I.M.N. Kigongo-Bukenya analyzed continuing professional development in the context of the characteristics of continuing education; the compensatory function of continuing training and the ways of its implementation was investigated by T. Ya. Kuznetsova; J. Varlejs analyzed the principles of continuing professional development; I. Osei addressed the aspect of motivation for continuing training. In turn, international experience of professional development was studied by I.O.H. Drescher, A. Barrio, J. Bourdet, F. Bouthillier. The dimensions of the continuing professional development system for librarians in various development perspectives, and the elements and connections established within the system are discussed in the works of researchers V. Grigas, I. I. Rusu, A. M. Mazuritsky, V. V. Vyaznikova, and others; the study of knowledge and skills of infodocumentation specialists in a technological society can be found in the works of S. L. Bryant, M. Schwartz, J. Leong, S. Woods, T. Oprescu, A. E. Guskov, N. Marinescu, N. Constantinescu, A. I. Zemskov, M. Tolmach, and others; I. Cerghit, L. Sare, S. Bales, B. Neville, O. Okechukwu, A. Brettle, J. Lau, T. Neverova, and others examined the issue of training methods applied in professional studies; the impact of digital technologies on professional development was examined in the studies of I. Albulescu, J. Catalano, V. O. Anim, C. Ceobanu, and others; K. Lotrea, I. Oana studied the training needs and new occupations in the field of culture in Romania; H. Rashid, Mark Beschler examined the key trends in library and information science education, etc.

*In the Republic of Moldova*, the problem of continuing professional development of library staff was considered by N. Țurcan, N. Goian, L. Kulikovski, N. Cheradi, V. Osoianu, L. Corghenci, I. Cernat, T. Coșeri, A. Rău, V. Lupu, and others. The researchers highlight the training needs, the skills needed by the librarians of today and tomorrow, the innovative methods of continuing training, the opportunities of continuing education, the role of training centers in the field, the problem of initial professional training in the context of the globalization of information culture, etc.

The present paper proposes the solution of **the scientific problem** regarding the conceptual and methodological guidelines for continuing professional development, a systemic approach to continuing professional development in the infodocumentary field based on the relationships between the component elements of the system in order to develop the profile of skills specific to the profession of a librarian.

**The aim of the study** is to identify the factors that contribute to the improvement and adaptation of the system of continuing professional development in the field of information and documentation in the Republic of Moldova to meet international standards.

**Objectives of the study:**

- analysis of theoretical-conceptual approaches regarding the continuing training of librarians;
- studying the evolution of continuing professional development of specialized personnel of libraries of the Republic of Moldova;
- studying the current system of continuing professional development for library staff by highlighting the distinct characteristics and associated constraints;
- evaluation of the general context of the continuing professional development system in the Republic of Moldova;
- revealing the international and European experience in terms of developing the professional skills of specialists in the infodocumentary field;
- exploring ways of continuing professional development by identifying features and deficiencies;
- delimitation of the problems within the continuing professional development system in the infodocumentary field in the Republic of Moldova;
- researching the perceptions and attitudes of librarians regarding the operation and improvement of the quality of the continuing professional development system in the Republic of Moldova;
- identification of promising directions for the development of the continuing professional development system in the infodocumentary field in the Republic of Moldova.

**The general hypothesis of the study** is that a systematic approach to continuing professional development of specialized personnel of libraries of the Republic of Moldova, in which the interdependence between formal, non-formal and informal education is recognized and implemented, contributes to the functionality, development and qualitative changes in the system of continuing professional development in the infodocumentary field.

**The methodology of scientific research** is part of descriptive and explanatory analysis and includes the use of inductive, deductive, and analytical general logical methods, such as research methods used in library and information science through scientific documentation, a survey method using investigative tools, questionnaires and interview guides, using coding, analysis and data processing techniques. At the empirical level, the observation method was used.

**The scientific novelty and originality** of the work is determined by the fact that in the local scientific environment for the first time a comprehensive study of the system of continuing professional development in the infodocumentary sphere was conducted. At the empirical level, an extensive scientific study and systemic analysis of the organizational and content aspects of the functioning of continuing professional development of librarians in the Republic of Moldova were carried out.

**The scientific problem being solved** consists in the conceptual and methodological substantiation of the functionality of the system of continuing professional development of specialized personnel in libraries, which will contribute to increasing the efficiency of the infodocumentation institutions.

**The theoretical value of the work** lies in the study of the system of continuing professional development, the development of theoretical and methodological bases of continuing training and the implementation of promising training policies in the field of library science and information science.

**The applied value of the study** lies in the relevance and usefulness of the scientific arguments and practical recommendations made in the paper, which can be used in a variety of

areas: at the theoretical and methodological level, at the regulatory level, at the organizational level.

**Approval of the research results.** The results obtained as a result of the investigations carried out, the basic conceptions of the thesis, the conclusions and recommendations regarding the current state and prospects of the continuing professional development of the specialists in the libraries of the Republic of Moldova are presented by the author in 30 scientific works published in collections, review articles in peer-reviewed journals in the country and abroad, as well as in other magazines of national and international circulation. The research materials were used to develop the educational support “Informal education of specialized library staff” (Chisinau, 2021); “Continuing training policies for the staff of the National Library of the Republic of Moldova” (BNRM, 2019); occupational standard librarian 4 CNC (professional-technical studies); educational proposals of the Centre for Continuing Professional Development in Library and Information Sciences within the National Library of the Republic of Moldova.

Articles based on the research results appeared both in peer-reviewed magazines from the Republic of Moldova: “Studia Universitatis. Seria Științe sociale” [Studia Universitatis. Social Sciences Series], “Akademos”, “Anale Științifice ale Universității de Stat din Moldova. Științe sociale” [Scientific Annals of Moldova State University. Social Sciences]; journals of national distribution: “Magazin bibliologic” [Magazine of Bibliology], “BiblioPolis”, as well as in the scientific magazine of international circulation “Biblioteca: revista de bibliologie și știința informării” [Library: Journal of Bibliology and Informatics] (Romania).

The theses contained in the work were presented, voiced and discussed at scientific forums, including conferences, symposia, national and international workshops, such as: *The University Library at the Intersection of Traditional and Contemporary Paradigms: Conference with International Participation* (Chisinau, 2019); *Education from the Perspective of Values: International Conference* (Romania, 2020); *Political and Administrative Science: Global Challenges, Local Solutions: International Scientific Conference* (Chișinău, 2020); *Online Conference of Doctoral Students and Post-Doctoral Students in Social Sciences* (Romania, 2020); *Integration through Research and Innovation: National Scientific Conference with International Participation* (Chisinau, 2020); *Contemporary Research and Evaluation Methodologies: National Scientific Conference of Doctoral Students* (Chisinau, 2021); *Challenges and Opportunities in Educational Libraries in the Context of New Realities: Conference with International Participation* (Chisinau, 2021); *30 Years of Economic Efficiency of the Republic of Moldova: through Innovation and Competitiveness to Economic Progress, Section “Carpe Scientiam: Evolution of Social and Human Sciences in the Knowledge Economy”*: International Scientific Conference (Chisinau, 2021); *The Institute of Educational Sciences: Origin, Achievements, Personalities: International Scientific Conference* (Chisinau, 2021); *Tradition and Innovation in Scientific Research: Scientific Conference with International Participation* (Chisinau, 2022); *Open Science in the Republic of Moldova: National Scientific Conference* (Chisinau, 2022); *Integration through Research and Innovation: Scientific Conference with International Participation* (Chisinau, 2022); *Tradition and Innovation in Scientific Research: Scientific Conference with International Participation* (Bălți, 2022); *International Conference for Doctoral, Post-Doctoral Students and Young Researchers in Humanities and Social Sciences* (2023, Romania).

**Summary of the thesis chapters.** The thesis contains of introduction, three chapters, general conclusions and recommendations, bibliography (344 titles), 17 annexes, 32 tables and 58 figures. The volume of the thesis is 272 pages, of which 189 are basic text. The research results are published in 17 scientific articles.

**Keywords:** continuing professional development system, professional skills model, Republic of Moldova, lifelong education, continuing professional development model, research methods of continuing professional development, trends in the development of continuing professional development.

## CONTENT OF THE DOCTORAL THESIS

**The Introduction** argues for the relevance and importance of the topic. The purpose and objectives of the study are described, the chosen research methods are substantiated, a summary of the thesis chapters is given with an emphasis on the investigations conducted and their necessity for achieving the stated goal and scientific objectives.

**Chapter 1 “Theoretical and methodological foundations of the system of continuing professional development of specialized personnel in libraries”** contains four subchapters. The first, *1.1. Continuing professional development: theoretical and conceptual aspects*, analyzes the basic concepts of continuing professional development, highlighting the imperative and awareness of the staff in the field of information and documentation of the need for continuous education, self-development, and adaptation to changes. These practices are vital for creating and offering innovative library services and products that meet the requirements and development of modern society [32, 33, 34].

The study was initiated by the delineation and definition of the concept of continuing professional education, followed by the presentation of points of view on its origin and essence from various perspectives: *continuing* or *permanent education*, in which continuing development is understood as a process of constant learning, and not as a simple replenishment of the deficiencies of initial training; *adult education*, where the main focus is on the development of the adult personality through continuing learning; *lifelong education*, which emphasizes the fact that continuous learning is a process that occurs throughout the life of the individual, adapting to changing needs and demands of the environment [17, 19, 34].

The literature on the topic under study suggests that continuing training of personnel in the infodocumentary field is presented in various senses, reflecting the complexity and importance of the professional development process in this particular sphere. For example, I.M.N. Kigongo-Bukenya [13] emphasizes the importance of continuous education beyond the initial professional qualification, regardless of its modes. According to R.H. Dave, “continuing professional learning is a multidirectional aspect that includes formal and informal education of an individual throughout his or her life for social, professional and personal development” [6]. On analyzing this definition, it turns out that the author means a combination of three forms of continuing professional education: *formal*, which is provided by recognized institutions, provides basic knowledge and gives qualifications confirmed by diplomas and certificates; *non-formal*, which complements formal education and is provided at the workplace or by continuing education providers; *informal*, including all influences with educational impact in the context of everyday activities and situations that are not clearly aimed at achieving educational goals [7, 19].

As a result of the theoretical analysis carried out, it was found that continuing professional development is a complex process that: (a) refers to the field of education; (b) is a form of adult education; (c) is focused on the permanent development of professional skills.

In the subchapter *1.2. Systemic approach to continuing professional development in the infodocumentary field* the general theory of systems was used to analyze the continuing



professional development of librarians. Continuing vocational training is characterized by a complex structure, defined by the interconnection and interdependence of its elements. These elements, under the action of a variety of external and internal factors, work synergistically to satisfy learning needs [11, 35].

At the same time, it is recommended to adopt a *Model of continuing professional development in the infodocumentary field*, characterized as a complex and open system, defined by the unity of three distinct blocks: Inputs Block (IB), Base Block (BB) and Outputs Block (OB). These blocks are structured from individual elements, each having a specific role within this system, and their interdependence and connection with the external environment are essential for the optimal functioning of the entire system. Without the relationships between the elements, continuing professional development as a system breaks down. It is important to emphasize that the absence of relationships between these elements can lead to the disintegration of continuing professional development as a coherent system.

Subchapter *1.3. Models of personnel competencies in institutions for information technology and documentation at the national and international levels* contains information about the knowledge, skills and abilities needed by librarians in the digital age. The thesis proposes a Model of generic professional skills for librarians: communication, digital, pedagogical, research, social and civic, managerial, multilingual, as well as skills specific to the qualification: development of information resources; acquisition and processing of documents; document cataloging and indexing; bibliographic research, references; communication of informational resources; public services for users and non-users; technology of digital resources. The research results showed that 82.3% of respondents consider communication skills to be the most important in professional activity and 57.8% – technological skills.

In this sense, the profession of a librarian is directly related to the future profession of a data science specialist. According to the ESCO taxonomy [8], the following data science professional profiles (DSPP) are described that can be attributed to specialists in the infodocumentary field in the Republic of Moldova, as they refer to the group of professional data processing/management skills: data administrators, data curators, data librarians and data archivists.

In subchapter *1.4. The methodology for studying the continuing professional development system in the infodocumentary field* is a synthesis of the theoretical-scientific and methodological support used to implement this research, which is determined by the complex and multidisciplinary nature of the investigated topic. Depending on the purpose of the research, quantitative and qualitative methods were combined. The empirical basis of the thesis was made up of six studies, and the combination of several sociological research methods allowed the identification of problems within the continuous professional development system in the Republic of Moldova. The scientific research was based on the results of the sociological study “The operation of the continuing professional development system of the specialized staff of the National Library System” carried out between July and September 2022.

**Objectives of the study:** analysis of the current state of the continuing professional development system for librarians in the Republic of Moldova; identification of needs for continuing training; assessment of the organization of continuing professional education; identification of problems and prospects for the development of the continuous professional development system in infodocumentary field.

The following **working hypotheses** were formulated:

- The continuing professional development system in the infodocumentary field in the Republic of Moldova requires changes in accordance with current trends.
- Training centers are the essential element of the continuing professional development system in order to improve the qualification level of employees in all types of libraries.
- The educational offer of continuing professional development providers does not largely cover the development needs of library professionals.
- The level of organization of continuing professional development programs is a basic criterion in the process of completing these programs by librarians.
- In the perception of the specialized staff from the libraries that participate in the continuing training programs, some categories of competences developed through continuing training have a greater relevance in relation to others, a fact that will determine success in the professional career.
- The perception of specialized library staff on the efficiency of the continuing development system is generated by the quality/competence of the CPD trainers.

For the population survey of 3,981 people, with a confidence level of 95% and an error margin of  $\pm 3\%$ , a **sample** of 842 people was formed from the specialized staff of all types of libraries in 35 administrative subdivisions: national libraries – 48 (5.6%), public libraries – 431 (51.3%), school libraries – 259 (30.8%), libraries in colleges, centers for advanced training, vocational schools – 24 (2.8%), university, specialized, academic libraries – 80 (9.5%).

Depending on the degree of qualification, the sample included 12.5% of respondents with higher qualification category, 37.1% of respondents with category I, 24.2% of respondents with category II and 26.2% of respondents without qualification category.

In terms of education, 34.5% of respondents have higher education in the field of library science, 37.4% of respondents have higher education in other fields, 11.6% of respondents have post-secondary vocational education in the field of library science, 8.4% of respondents have post-secondary vocational education in other fields, and 8.1% of respondents have other education.

About a third of respondents (33.4%) were aged 51-60 years, 25.9% were 41-50 years old, 19.5% were 31-40 years old, 17.2% were over 60 years old, and 3.9% were under 30 years old.

In terms of length of service, the sample included 3.6% of respondents with up to one year of experience, 16.3% with 1-5 years of experience, 14.5% with 6-10 years of experience, 23.7% with 11-20 years of experience, 15.1% with 21-30 years of experience, and 26.8% with more than 30 years of experience.

The research tool, used to carry out the study, was the sociological questionnaire, structured in six thematic sections that included 42 questions, designed to cover the research topic in depth.

In parallel with the quantitative research, a qualitative investigation was conducted to obtain a deep and comprehensive understanding of the subject under study. The semi-structured interview method was chosen, which provides flexibility and allows for a detailed examination of the opinions of 13 experts in the infodocumentary field, selected based on their relevant expertise in this field, and three representatives of the local public administration, in order to obtain multiple perspectives on the topic under study. Chapter 1 ends with **Conclusions (1.4.)**, which present generalizations on the investigated aspects.

**Chapter 2 “The development of continuing professional development in the institutions of the field of information and documentation of in the Republic of Moldova”** includes 3 subchapters. In subchapter *2.1. The evolution of the system of continuing professional development of library specialists in the Republic of Moldova*, the research continued with the detailed scientific analysis and presented a personal view on the development of the continuing professional development of librarians in the Republic of Moldova, starting with a critical analysis of regulatory documents, defining training projects, creating training centers. The benchmark in the study of the development of the system of continuing professional development of specialists in the libraries of the Republic of Moldova was 1960, when a specialized department with reduced attendance frequency was opened at the Department of Letters of Moldova State University (MSU). The reforms of librarianship in the 90s of the last century gradually led to the development of a new concept of continuous training of employees of the national library system of the Republic of Moldova.

In subsection *2.2. Analysis of the current state of continuing professional development in the infodocumentary field in the Republic of Moldova*, an analysis of the current state of continuing professional development of librarians in the Republic of Moldova was carried out, which included four aspects: level of education, qualification category, participation in training activities, the time allocated to training, including two components: organizational and skills supply analysis.

The examination of the statistical data regarding the current state of continuing professional development of specialized personnel in the libraries of the Republic of Moldova revealed several problems: a significant decrease in personnel with qualifications in the field of library science, constituting only 35.3% of the total number of employees; about 60% of librarians do not have a qualification category; the aging process is constantly ongoing: 45% of people employed in libraries are over 55 years old, only 2% are young people under 25; approximately 2% of the total working hours are allocated to continuous development actions.

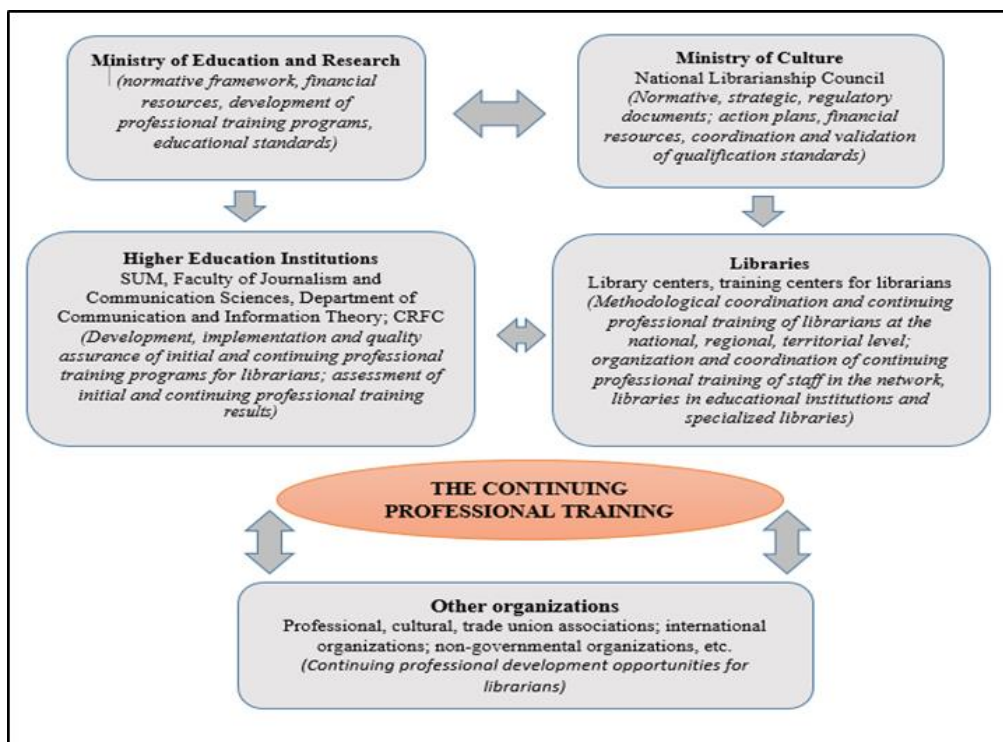
Following these analyzes, an organizational structure was proposed for the continuing professional development system of librarians in the Republic of Moldova (Fig. 1).

This describes the roles of each component: the Ministry of Education and Research, the Ministry of Culture, accredited higher education institutions, libraries (for continuing training of librarians, for librarianship), other organizations with which a sustainable partnership is required for the development and effective implementation of continuous training programs in the library sector of the Republic of Moldova.

In the conclusion of the analysis, the professional training of librarians in the Republic of Moldova is conceptualized as a continuous process of formal, non-formal and informal learning, consisting of phases of special education. All these stages of continuous education are implemented by the continuing professional development system, that is, a set of educational programs offered by certain training providers focused on meeting the cognitive needs of the staff of the national library system.

The doctoral thesis developed methods of continuing professional development of librarians in the Republic of Moldova: (1) at the institutional level (formal education and non-formal education); (2) at the non-institutional level (informal education). *Formal education* for library specialists involves training activities carried out by the Resource for Continuous Education of

Moldova State University of (CRFC USM), the only accredited institution in the field of “Library, Information and Archival Studies”. The offers a professional retraining program for librarians with higher education in different fields.



**Fig. 1. The organizational structure of the continuing professional development system for librarians from the Republic of Moldova**

At the system level, the *non-formal education* of specialized staff in the national library system provides for the implementation of training programs through specialized institutions (library development), as well as other organizations (professional and cultural associations, international organizations, etc.). In accordance with the *Regulation on Methodological Activity within the National Library System* [24], the functions of methodological coordination and continuous professional development within the national library system are provided by a set of library centers at national level (2 centers), departmental level (8 centers) and territorial level (37 centers).

After analyzing the educational offers developed by the Departmental Librarianship Centers for a number of 1324 school, college and vocational school librarians from the northern, central and southern districts, it was found that the training focuses on national professional priorities, the development of activity plans and reports, correctness of completing statistical reports, etc.

An analysis of the training of librarians from specialized library networks (technical, agricultural, medical, economic, pedagogical) reveals an emphasis on the methods of developing library technological documentation, standardization of library activities, performance indicators for libraries, the use of institutional repositories for searching for information in studies and research, access to profile databases with open access, massive and open online courses, open educational resources, research data management, etc.

In the framework of the thesis, the analysis of the training offers provided by the non-formal continuous professional development centers in the infodocumentary field in 2019-2023 was carried out: *the Center for Continuous Professional Development in Librarianship and Information Sciences* within the National Library of the Republic of Moldova (CFPC BNRM), *the Development Center within the “Ion Creangă” National Children's Library* (CFC BNC), *the Regional Centers for Development* (CER), *the Competence Campus* within the “B.P. Hasdeu” Municipal Library (CC BM). The results indicate that the need for IT knowledge is the main factor motivating the predominance of activities aimed at developing digital skills, representing 40.4% of the total. These are followed by the activities aimed at the development of skills specific to the qualification, with 28%. Managerial and marketing skills account for 14.4%, while communication skills are estimated at 11.8%.

According to the analysis of the answer variants, a discrepancy is observed between the priority themes of the continuous training courses and the emphasis on skills development. The respondents believe that the most important are communication skills (82.3%), because librarians play an essential role of mediation and communication between information resources and users.

A comparative study of offers from providers with the status of a national librarianship center found that on average, the CFPC BNRM held 53 educational events, approximately 4 events per month. These activities involved an average of 311 academic hours per year. In contrast, the CFC BNC organized an average of 40 professional events, which took approximately 265 academic hours per year.

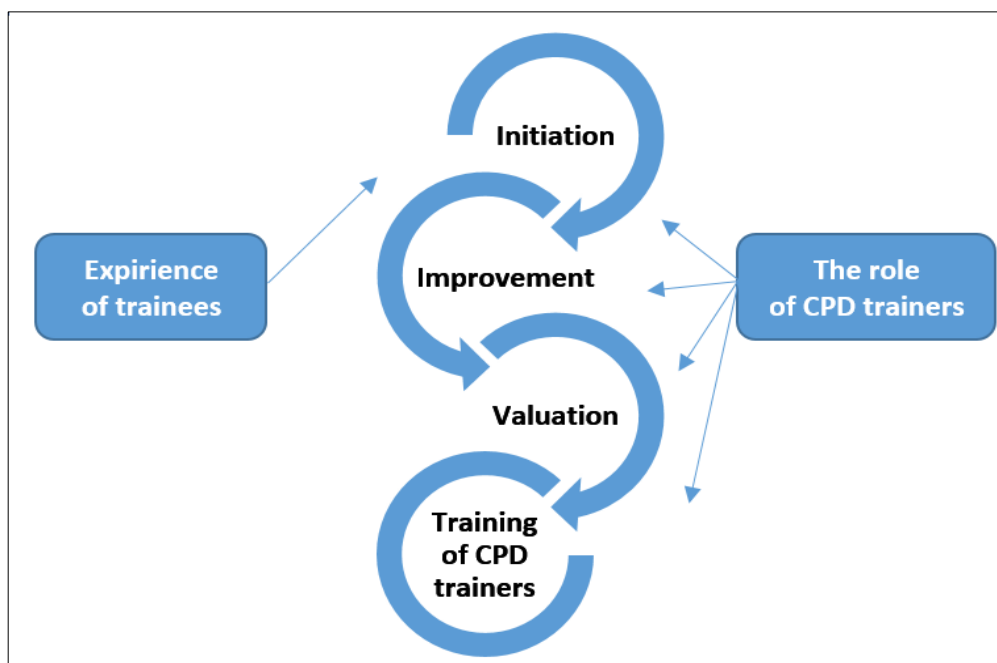
The study found that informal education for librarians in the country does not impose obligations and is not subject to control in terms of the activities carried out. It is essential that continuous education providers encourage librarians to take responsibility for their own learning by promoting independent study and developing individual skills.

In subchapter **2.3. *Forms and methods of continuing professional development in the infodocumentary institutions of the Republic of Moldova*** various training methods for librarians are presented, being considered from different perspectives; both the advantages and disadvantages of each are highlighted. The studied sample showed that the important criteria for choosing a training program are the form of organization (48.8%) and the methods used (33.3%).

Accepting the position of A. Barrio and J. Bourdet [2], a four-level structure of the process of qualification of specialized personnel in the libraries of the Republic of Moldova was proposed: initiation, improvement, valuation and teaching of trainers. This approach provides a clear and progressive direction for library development, comprising different stages adapted to individual needs and experience (Fig. 2).

When analyzing the integrated educational offers provided by non-formal centers for continuous professional development (CFPC BNRM, CFC BNC, CC BM and CER), it was found that the most common forms and methods of training are *workshops*, representing about 65% of the total, followed by *trainings*, with a share of approximately 26% [10].

The results of the studied sample showed that the majority of librarians would prefer professional trainings (71.9%), followed by workshops (60.3%), examples of good practices (53.5%), seminars (39.3%), training courses (36.4%), round tables (23.3%), debates (18%). According to the answers, public lessons (14.5%) and lectures (10.9%) are less in demand.



**Fig. 2. Four levels of library staff qualification**

According to respondents, the most preferred type of training program is traditional (46.1%), followed by online courses (32.3%) and a combination of traditional and online courses (hybrid) (32%).

The sociological studies carried out allowed the evaluation of online training and the identification of problems related to the training and capabilities of librarians. These problems include conceptual and technical issues such as online content, instructional design, and achievements. Based on the results of these studies, specific actions were proposed to training providers to improve the digital education of librarians, including the implementation of differentiated learning depending on the level of training, ensuring the homogeneity of learners, addressing specific training requirements, offering personalized training, adapting to different rhythms and times of learning, encouraging participation in self-training courses. Chapter 2 ends with *Conclusions 2.4.* on the topics covered.

**Chapter 3** entitled “**Optimization of the system of continuing professional development of library personnel in the Republic of Moldova**” contains 3 subchapters. The first part *3.1. Functioning of continuing professional development in the perception of specialized personnel in the libraries of the Republic of Moldova*, within the framework of a comprehensive study of the problem of continuous development in the field of information and documentation, assessed the level of operation of the system of continuing professional development of specialized personnel in the libraries of the Republic of Moldova based on the sociological study.

*Objectives of the sociological study:* to determine the level of efficiency and quality of functioning of the continuing professional development system; to establish the role of training providers; to determine training needs; to determine the reasons for both participation and non-participation in training programs; to determine the degree of satisfaction with the organization of continuing training; to identify problems in the continuing professional education system; to inform about promising directions of continuing training; to study the opinions of the staff

regarding the improvement of the quality of the continuing professional development system for librarians in the Republic of Moldova.

*Main results of the study:* The results of the study confirm that the majority of the sample are aware of the need for continuing professional development (98.5%).

1. The research carried out within the doctoral thesis validates the hypotheses proposed in the study. The results of the investigation confirm the hypothesis that *the system of continuing professional development in the infodocumentary field in the Republic of Moldova requires changes in accordance with current trends*. Therefore, reforming the system of continuing professional development of librarians is essential both for the progress of society and for the professional development of library staff. The obtained data highlight the need to transform the current system into a sustainable one. The respondents mostly expressed the desire to orient the continuous professional development system towards reform and methodological modernization, improving the quality of educational support, collaborating with centers specialized in continuous education and aligning it with national and European professional standards. In perspective, the investigated sample attached maximum importance to increasing the quality of professional training at the system level, including supporting the development of the professional skills of the staff in infodocumentary institutions. The data indicate the existence of this problem: 14.5% of respondents did not indicate continuous training in their job description, and 12% are not aware of this right. Also, for 88.6% of respondents, sufficient provision of financial and technological resources is important.

2. *The training centers are the most important element of the continuous professional development system for the purpose of improving the qualifications of specialists in all types of libraries* – another hypothesis put forward in the work. This hypothesis is supported by a significant number of librarians who recognized the importance of continuous training within CRFC USM, the only accredited institution (75.1%), as well as those organized by CFPC BNRM (86.5%), CFC BNC (72.4%) and CC BM (72.1%). This finding is recognized by 60.8% of the respondents, who consider that the departmental librarianship centers have a significant role in ensuring the organization and coordination of continuous professional development at the network level (librarians from educational and specialized institutions), and the territorial librarianship centers are principal for library employees of the same network (77.9%). 83% of the surveyed sample believe that retraining in librarianship and information science should be mandatory for all unqualified employees. A problem has been identified related to the failure to fully utilize the potential of training centers and the insufficient involvement of trainers, whose level of training directly affects the fulfilment of the requirements set by training providers. Therefore, one of the pressing problems of the continuing professional development system is the increased need to adapt to the new socio-economic and technological environment, both for librarians as beneficiaries of educational services and for trainers who provide these services.

3. The results of the study refuted the hypothesis that *the educational offer of continuing professional development providers does not largely cover the training needs of library specialists*. According to the collected data, it was established that for 88.8% of the survey participants, continuing professional development largely meets their needs. However, the survey results showed that 12.2% of respondents have not attended continuing professional development courses in the last five years. In addition, the study indicates that the sample studied is more actively involved in only 1-2 educational programs.

4. The data of this study show that *the level of organization of continuing professional education programs is the main criterion for librarians*. According to research, an effective training system is based on motivation and is goal-oriented. Thus, 60.7% of respondents indicated the lack of financial resources as the main reason for not participating in training programs, and 40.2% noted the lack of motivation. As for the criteria for choosing a training program, 76.6% of respondents emphasized the importance of the topic, and 48.8% noted the form of organization. In addition, a third of respondents emphasized the effective use of methods and the cost of educational services. For most respondents, it is important that the responsibility for covering the costs of training programs lies with parties other than the employees directly involved in them.

5. *In the opinion of library specialists that participate in continuing training programs, some categories of competencies developed through continuous training are more important than others, and this fact will determine success in a professional career* – this is a hypothesis, partially confirmed by the following data: in the need for continuing professional development, 66.1% of respondents attached maximum importance to the development of skills and success in the professional career (score 4.58). When ranking the most important skills as a direct result of participation in continuous learning programs, 82.3% of librarians consider communication skills necessary in their professional activities, and 57.8% emphasize the importance of technology skills. The surveyed specialists confirm that today's librarians need to have a wide range of skills, giving priority to digital and communication skills. The study confirms that the introduction and use of new technologies increases the level of qualification of employees. Thus, it is not enough for the staff in infodocumentary institutions to only develop and expand their traditional skills, they need to acquire new ones.

6. The study showed that the level of trainers' qualifications is an important criterion when choosing a continuous professional education program. The hypothesis that *the perception of the continuing professional education system effectiveness by library professionals is determined by the quality/competence of trainers* was confirmed, as 45.6% of respondents considered the trainer to be the determining factor in their participation in continuing professional education programs. 19.7% of participants noted that the trainer's qualification level demotivates them to participate in such programs. It also turned out that 32.1% of respondents want to improve the qualifications of trainers. The study also revealed that 7.3% of respondents consider the trainer's qualifications to be one of the current problems of the continuous professional education system, emphasizing the importance of their knowledge and skills, the use of innovative teaching methods and the integration of new experiences in the learning process.

In subchapter 3.2. *Trends in the development of continuing professional development in the infodocumentary field* an analysis of the development trends of continuous training of personnel in the field of library and information science at the international level is conducted, as a result of which the main trends in the development of continuous training in this field at the national level are formulated. These trends are confirmed and substantiated by the results of doctoral research.

According to the analyzed statistical data, the share of librarians who have undergone at least one training a year is from 77.1% to 89.5%. Thus, there is a positive trend, manifested by a constant growth in the last 4 years, which reflects the positive effort of the institutions of the infodocumentation sector of the Republic of Moldova to invest in staff development [27].



The thesis identifies the main trends in the development of continuing professional development in the field of information and documentation in the Republic of Moldova:

**Mandatory nature and continuity of the process of continuing professional development.** The EU Council Recommendation of 22 May 2018 on key competences for lifelong learning aims to support the right to education, vocational training and lifelong learning [22]. European trends aimed at raising the social status of the librarian profession and equalizing the chances of professional development of this category of employees have determined the institutional revision of the personnel training system. 98.5% of the responses from the sample confirm the necessity and continuity of continuous professional development, and 73.6% of respondents claim that the job description stipulates the obligation of continuing training.

**Reflection of librarian training in the national library legislation.** The Council of Europe/EBLIDA Recommendation on Library Legislation and Policy in Europe [23] provides for reflection in national library legislation the training and provision of specialists in this field. According to the survey, 54.3% of librarians indicated the national legislation as a problem in the continuous professional development system. Respondents indicated that the provisions on continuous professional development are not observed and there are no specific rules that could influence the authorities' decisions regarding the development of librarians. Therefore, there is a need to include actions to optimize continuous training of employees of the national library system in legislative, strategic and regulatory documents, in institutional policies and plans.

**Aspect of quality assurance and competence development.** Given that the European Commission has officially declared 2023 and 2024 as *the European Years of Skills*, it can be concluded that as librarians in the European Union diversify and improve their professional skills, retraining and upgrading will increase. The training of employees in the process of continuing professional development aims to update professional knowledge and skills in line with technological progress. This statement is confirmed by 82.1% of survey participants who expressed a high interest in acquiring new skills.

**Diversification of funding sources for the continuing professional development process.** In accordance with the national legislation in force, the continuing professional development of librarians should be ensured from the budget allocations, as well as from the collected revenues. Libraries in the Republic of Moldova must comply with the provisions of *the Labor Code of the Republic of Moldova* [4], which stipulates that the volume of financial resources allocated for the purpose of training should constitute at least 2% of the unit's payroll. The research data show that 60.7% of respondents do not participate in training programs due to insufficient financial resources. 61.1% of them mention that the insufficiency of allocated financial resources is one of the existing problems in the continuous professional development system.

**Collaborative relationships and knowledge transfer in the field of continuing professional development,** between providers of continuing professional development both at national and international level, through the joint organization of various activities aimed at the professional development of librarians in the country is a trend confirmed by 45.6% of respondents. The compatibility of the initial training system of the library staff in the higher librarianship education with the structures of the continuous professional development system and the achievement of effective cooperation between the different institutions involved are considered very important.

**Use of technologies in the content delivery through e-Learning.** Taking into account global and European trends, as well as the provisions of the *Digital Transformation Strategy of the Republic of Moldova for 2023-2030* [29], the implementation of a strong, innovative, competitive and digital ICT environment will ensure a safe and functional digital system of continuous professional development for specialists in the libraries of the Republic of Moldova. The preference of 78.4% of survey participants for online distance learning and its combination with traditional courses highlights the need to use technology to develop the educational process.

**Diversification of topics in accordance with the needs of the information society.** *Key global trends in library and information science education* [20] have caused significant changes in library and information science education. The results of the study on the problem of continuous professional development of specialized personnel in the libraries of the Republic of Moldova confirmed that the motivation for continuous learning is often the topics of study.

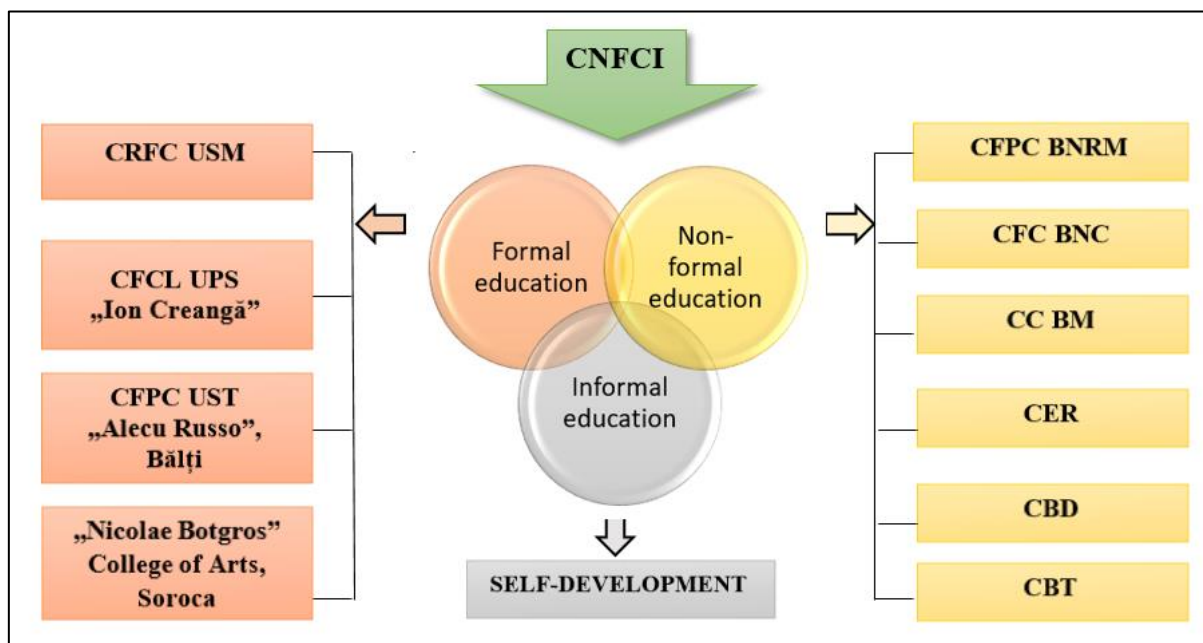
In subchapter **3.3. Prospects for continuous professional development of specialized personnel of libraries of the Republic of Moldova** it is shown that constant assessment of the external environment helps to identify problems in the system of continuing professional development in the field of information and documentation.

The expert survey confirmed the hypothesis that one of the essential perspective directions is the development and implementation of a sustainable continuous development system. The respondents also confirmed that decision makers do not take specific measures to ensure the proper functioning of the initial training process. Dual training is considered as an effective solution to the problem of providing the labor market with qualified personnel. Specific guidelines for institutional management regarding lifelong vocational training in certain areas are indicated, which will be included in the institutional training policy.

In researching the problem of continuous professional development of librarians of the national library system, it is observed that each form of education – formal, non-formal and informal – develops independently. However, it is important to recognize the interdependence of these forms of education as it contributes to improving the professional performance of librarians. No one form of education, taken in isolation, can adequately meet all the needs of librarians in training. This means that continuous personal and professional development of specialists in accordance with the principle of continuous learning cannot then be ensured.

In the context of information and communication technologies, it is important that continuing professional development is properly adapted to the development needs of individuals. In this situation, it is proposed to grant liberal conditions for self-education and self-assessment, which will allow learners to personalize the learning process according to their own goals and preferences. In the field of information and documentation of the Republic of Moldova, it is proposed to accredit several specialized training programs that respond to specific, constantly changing needs. In addition, one of the priorities of the continuous professional education system should be the development of the capacity of trainers to ensure the quality and relevance of training programs. These proposals are supported by the results obtained after consultations with specialists in the field of information and documentation, which confirmed the need for a flexible and adaptable approach to continuing professional learning.

Based on the analysis, a model of continuing professional development in the field of information and documentation in the Republic of Moldova was proposed, which involves the implementation of a number of actions to optimize continuous education in the future (Fig. 3).



**Fig. 3. Model of continuing professional development of librarians in the Republic of Moldova in perspective**

In subsection 3.4. *Conclusions in Chapter 3* generalizations regarding the topics covered are presented.

## GENERAL CONCLUSIONS AND RECOMMENDATIONS

In the 21<sup>st</sup> century, specialized staff in libraries face significant transformations due to technological advances in ICT. The roles and functions of librarians have expanded significantly beyond the simple acquisition, preservation and dissemination of information. Based on the research topic, which emphasizes the importance of continuous professional development in librarianship to ensure the highest quality of professional work, public recognition and meeting the needs of library services in the society, it is obvious the need to update and complete the skill profile of the librarian profession.

The study of the theoretical, methodological and practical aspects of the continuing professional development of library staff represents a fundamental aspect in addressing current issues related to adaptation to changes in the external environment. This research not only facilitates compliance needs, but also identifies strategic directions for optimizing library services through continuous professional development.

The complex approach to the problem of continuing education in the infodocumentary field allowed us to identify the role of formal, non-formal and informal education in improving the professional performance of librarians. The results of the investigation confirmed the general hypothesis of the research, demonstrating both the validity and limitations of the hypotheses formulated in the study of the functioning of the continuing professional development system of personnel in the national library system.

The contribution to obtaining *new scientific results* consists in conceptualizing continuing professional development in the field of information and documentation, in formulating the definition of continuing professional development of specialized personnel in the field of information and documentation, in highlighting the development of continuing professional development of specialized personnel in the libraries of the Republic of Moldova, in a systematic approach to continuing professional and determining the interdependence between the main components of the system, in developing a profile of professional skills required by librarians, in establishing the factors that contribute to the improvement of the system of continuing professional education, in determining the role of providers of continuing professional education, in substantiating the integrity of forms of continuing education at the level of the system, which may include various combinations of forms of continuing education, in determining the reasons that favor participation in training programs, in specifying the degree of satisfaction of beneficiaries with the organization of processes of continuing professional education, in identifying problems in the system of continuing professional education in the field of information and documentation in the country. The paper substantiates the trends in the development of continuing professional development in the field of information and documentation and provides proposals regarding promising areas for improving the system of continuing professional development of librarians in the Republic of Moldova.

Based on the study of the actual situation and prospects for continuing professional development of specialized personnel in the libraries of the Republic of Moldova, the following **general conclusions** were formulated:

The analysis of the aim and objectives proposed for the study revealed the fact that through *continuing professional development* the librarian learns to improve his knowledge and develop his professional skills that he already possesses, he wants to place them in a new perspective.

Unlike the initial training, which is carried out according to a professional plan modeled by the involvement of the learner, in the continuous professional development the starting point is the professional realities of specialists in order to help them progress in their profession. The integration and expansion of concepts proposed by training researchers contributed to the formulation of the definition of the central concept on which this study focuses: *Continuing professional development of specialized personnel in the infodocumentary field is a set of lifelong learning activities achieved through the interdependence of formal, non-formal and informal education contexts with the aim of developing generic professional skills and specific qualification competencies.*

The involvement of library personnel in the continuing professional development process aims to modernize professional knowledge and skills according to technological progress. It has been shown that the competencies that today's librarian must possess appear as a logical consequence of the roles that the specialist performs. According to these findings, *generic professional skills* were highlighted: communication, digital, social and civic, managerial, pedagogical, multilingual and research, as well as *special qualifications*: development of information resources; acquisition and processing of documents; document cataloging and indexing; bibliographic research, references; communication of informational resources; public services for users and non-users; technology of digital resources required by librarians of the national library system. Thus, 82.1% of the librarians who took part in the survey showed a high level of interest in expanding their skills.

In the Republic of Moldova, the first step towards establishing the professional development system for librarians was taken with the introduction of higher university education in the field of librarianship in the 1960-1970s. Thanks to the librarianship reforms of the 1990s, a new conception of continuing education is gradually being formed in the national library system: the approval of a legislative, strategic and regulatory framework, the founding of professional associations, initiatives to create structures for the modernization of the capacities of personnel in the field of culture, the implementation of various learning projects, the establishment of training centers in the infodocumentary field, the use of information technologies laid the foundation for the development of a continuing professional development system.

In order to achieve a stable and effective development of the continuing professional development system in modern conditions, it is necessary to constantly analyze the external and internal environment. The PEST analysis allowed us to identify the factors of influence in terms of political, legislative, economic, social and technological development of the continuous professional education sphere. The SWOT analysis of the current situation determined the nature of the ratio of strengths and weaknesses in terms of continuous professional development of specialized personnel of the national library system. The current situation shows a significant decrease in the number of qualified personnel (35.3%) and employment of specialists from other fields (57.8%). About 60% of librarians do not have a qualification category. In addition, it was found that the aging process of library staff in the Republic of Moldova is ongoing: 45% of people have exceeded the 55-year-old threshold, and young people under 25 make up only 2%.

The study of the problem of continuing professional development of librarians of the national library system allowed us to state that the practice of using all forms of continuing education is gradually developing. This fact is due both to requests from librarians for a certain form of training - formal, non-formal and informal, and to the development of education

components at the level of different training structures in the infodocumentary field. In the future, it is important to investigate and implement the integration of forms of continuing education at system, process and results level, which may include different combinations of forms of continuing education that will give new results in the continuing professional development of librarians. The results of such studies will contribute to solving the problem regarding the specifics of the integration of forms of continuing education.

Based on the results obtained from the scientific development of the tasks set, a number of **recommendations** are proposed for improving the system of continuing professional development of specialized personnel of libraries of the Republic of Moldova:

**a) For decision-makers at the Ministry of Culture of the Republic of Moldova:**

1. *Elaboration of the Strategy for Continuing Professional Development* for specialized staff from the libraries of the Republic of Moldova.
2. *Provision in the Action Plan* for the implementation of the Culture Development Strategy until 2030 of *specific measures* for financial support of infodocumentary institutions for the purpose of continuing professional development of library staff.
3. *Monitoring the activities of the national library system* with the aim of improving the position of libraries in terms of developing the regulatory framework for continuing professional development.

**b) For decision-makers in the national library sector (national library system):**

1. *Development of the Regulation on Continuing Professional Development* for specialized personnel of libraries of the Republic of Moldova.
2. *Updating the Regulation on Methodological Activity* within the national library system.
3. *Updating the Regulation on the Procedure for Assigning Qualification Categories to Library Employees.*

**c) For providers of continuing professional development programs:**

1. *Accreditation of specialized educational programs:* for the specialized personnel from libraries within the Center for Continuing Professional Development of the “Alecu Russo” State University of Bălți; for the specialized personnel from the school libraries within the Center for Continuous Development and Leadership of the “Ion Creangă” State Pedagogical University of Chișinău; for the specialized personnel from libraries with technical professional studies, level 4 CNC, within the “Nicolae Botgros” College of Arts and for the flexibility of the curriculum according to the development trends in the info - documentary field.
2. *Systematic provision of specialized continuing training courses*, with a sufficient number of hours, for the acquisition of the specialized skills by the personnel without education in the field.
3. *Accession of the continuing training providers to the MLearn* online learning platform developed by the e-Governance Agency, which will contribute to the training of librarians from any location and at any convenient time.
4. *Periodic conduct of the course “Training of CPD trainers”.*
5. *The development of a flexible and adaptable curriculum* that incorporates elements of formal, non-formal and informal education, in order to respond to the constantly changing needs and requirements.

6. Elaboration of *personalized continuing training programs*, which offer the possibility of specializing in various specific fields of librarianship, such as digitalization, information management, community services, etc.
7. *Creating effective mechanisms to assess the impact of continuing vocational training programs* in order to constantly control and improve their quality.
8. *The use of the results of this study* as a support for updating the continuing training programs, starting from the analysis of personal and institutional needs, but also the extension of the research by exploring new vectors of evolution of the continuing training.

**d) For higher and vocational education:**

1. *The use of dual education* to obtain the qualification in the field of librarianship and information science within the vocational education and profile higher education cycle I License, in which theoretical training is carried out within the educational institution, and practical training is carried out at the infodocumentary institution.

**e) For infodocumentary institutions:**

1. *The allocation of investments* for material and financial support for continuing professional development of employees in the amount of at least 2% of the unit's payroll.
2. *Introducing in the library's activity plan* the possibility of using approximately 10% of librarians' working hours for participation in continuing professional development.
3. *Mandatory inclusion* of time for self-training activities *in the job description*.
4. *Permanent identification* of individual and institutional *training needs*.
5. *Monitoring the impact of continuous training courses* at the institution level.
6. *Providing access to up-to-date information resources and learning materials*, including publications, textbooks, journals and online databases, to support the learning and research process.
7. *Promoting a culture of continuous learning* and personal development among library staff by recognizing and appreciating their efforts to improve and encouraging involvement in learning and professional development activities.

**f) For specialized non-governmental associations (Association of Librarians from the Republic of Moldova, The "Alexe Rău" League of Librarians from the Republic of Moldova)**

1. *Launching promotional campaigns* regarding the importance of continuing education of librarians, organizing national events that would support the successful experiences of training centers and trainers.
2. *Encouraging the active participation of librarians* in research and professional development activities, by granting or supporting participation in national and international conferences and symposia.
3. *Implementation of mentoring and coaching programs* for personnel newly entering the librarianship field.
4. *Stimulating collaboration and partnerships* between libraries, educational institutions, governmental and non-governmental organizations, in order to develop and implement continuing professional development programs.

**g) For specialized staff in libraries:**

1. *Responsible participation in learning* regarding continuing professional development through a careful self-analysis of the professional activity and the skills that require development.
2. *Collaboration with support factors*.

3. *Participation in the development of the continuing professional development system* through proposals for improvement, suggestions of topics in various aspects as a result of completing some continuous training programs.
4. *Promoting the exchange of experience* and best practices between libraries both nationally and internationally through participation in conferences, professional forums and joint projects.

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## ADNOTARE

**Autoare: Povestca Lilia**

**Tema: Formarea profesională continuă a personalului de specialitate din bibliotecile Republicii Moldova: starea de fapt și perspective.**

**Teză de doctor în științe ale comunicării la specialitatea 572.02 – Infodocumentare; biblioteconomie și știința Informării. Chișinău, 2024.**

**Structura tezei:** introducere, trei capitole, concluzii generale și recomandări, bibliografie din 344 titluri, 189 pagini text de bază, 32 tabele, 58 figuri, 17 anexe. Rezultatele obținute sunt publicate în 17 lucrări științifice.

**Cuvinte-cheie:** sistem de formare profesională continuă, model de competențe profesionale, Republica Moldova, educație permanentă, model de formare profesională continuă, metode de cercetare a formării profesionale continue, tendințe de dezvoltare a formării profesionale continue.

**Domeniul de studiu:** științe ale comunicării.

**Scopul cercetării** constă în determinarea factorilor care contribuie la îmbunătățirea și adaptarea sistemului de formare profesională continuă în domeniul infodocumentar din Republica Moldova la standardele internaționale.

**Obiectivele lucrării:** studierea evoluției formării profesionale continue a personalului de specialitate din bibliotecile Republicii Moldova; studierea actualului sistem de formare profesională continuă pentru personalul specializat din biblioteci prin evidențierea caracteristicilor distincte și a constrângerilor asociate; relevarea experienței internaționale și europene în materie de dezvoltare a competențelor profesionale a specialiștilor din domeniul infodocumentar; stabilirea direcțiilor de perspectivă pentru dezvoltarea sistemului de formare profesională continuă în domeniul infodocumentar din Republica Moldova.

**Noutatea și originalitatea științifică:** stabilirea fundamentelor teoretice și metodologice ale formării profesionale continue a personalului de specialitate din biblioteci; conceptualizarea formării profesionale continue și formularea unei definiții privind formarea personalului de specialitate din domeniul infodocumentar; abordarea sistemică a formării profesionale continue și determinarea interdependenței dintre componentele de bază ale sistemului; elaborarea unui profil de competențe profesionale pentru bibliotecari; propunerea unui model de formare profesională continuă în domeniul infodocumentar din Republica Moldova.

**Rezultatele noi pentru știință:** fundamentarea conceptuală și metodologică a funcționalității sistemului de formare profesională continuă a personalului de specialitate din biblioteci, fapt care va contribui la eficientizarea activității instituției infodocumentare.

**Semnificația teoretică a tezei** constă în cercetarea fenomenului de formare continuă, fiind elaborate bazele teoretico-metodologice ale formării și realizării viitoarelor politici de formare în domeniul biblioteconomiei și științei informării.

**Valoarea aplicativă a cercetării** constă din relevanța și utilitatea argumentelor științifice și recomandărilor practice realizate în lucrare, care pot fi folosite într-o varietate extinsă de domenii: la nivel teoretico-metodologic, la nivel reglementar, la nivel organizațional.

**Implementarea rezultatelor științifice:** Ideile științifice, rezultatele obținute și recomandările practice expuse în conținutul lucrării au fost implementate prin publicarea a 17 articole științifice la subiect; contribuții prin participări la conferințe naționale și internaționale.

## АННОТАЦИЯ

Автор: Повестка Лилия

**Тема: Непрерывная профессиональная подготовка библиотечных кадров Республики Молдова: современное состояние и перспективы.**

**Диссертация на соискание ученой степени доктора коммуникационных наук по специальности 572.02 – Инфодокументация; библиотековедение и информационные науки. Кишинев, 2024.**

**Структура диссертации:** введение, три главы, общие выводы и рекомендации, библиография из 344 наименований, 189 страниц основного текста, 32 таблицы, 58 рисунков, 17 приложений. Полученные результаты опубликованы в 17 научных статьях.

**Ключевые слова:** система непрерывного профессионального образования, модель профессиональных компетенций, Республика Молдова, постоянное образование, модель непрерывного профессионального образования, методы исследования непрерывного профессионального образования, тенденции развития непрерывного профессионального образования.

**Область исследования:** коммуникационные науки.

**Цель исследования:** определить факторы, способствующие совершенствованию и адаптации системы непрерывного профессионального обучения в инфодокументальной сфере в Республике Молдова к требованиям международных стандартов.

**Задачи работы:** изучить эволюцию непрерывной профессиональной подготовки библиотечных кадров в библиотеках Республики Молдова; изучение действующей системы непрерывной профессиональной подготовки библиотечных работников с выделением её особенностей и связанных с ними ограничений; раскрытие международного и европейского опыта в части развития профессиональных навыков специалистов инфодокументальной сферы; определение перспективных направлений развития системы непрерывного профессионального образования в инфодокументальной сфере в Республике Молдова.

**Научная новизна и оригинальность:** создание теоретических и методологических основ непрерывной профессиональной подготовки библиотечных кадров; концептуализация непрерывного профессионального образования и формулировка нового определения; системный подход к непрерывной профессиональной подготовке и определение взаимозависимости между основными компонентами системы; разработка профиля профессиональных навыков библиотекарей; предложение модели непрерывного профессионального обучения в инфодокументальной сфере в Республике Молдова.

**Новые результаты для науки:** концептуальное и методологическое обоснование функциональности системы непрерывной профессиональной подготовки библиотечных кадров, что способствовало бы повышению эффективности деятельности инфодокументального учреждения.

**Теоретическая значимость диссертации** заключается в исследовании феномена непрерывного обучения, разработке теоретико-методологических основ обучения и реализации перспективной политики обучения в области библиотечного дела.

**Прикладная ценность исследования** состоит в актуальности и полезности изложенных в работе научных аргументов и практических рекомендаций, которые могут быть использованы в самых разных областях: на теоретико-методологическом уровне, на нормативном уровне, на организационном уровне.

**Внедрение научных результатов:** Научные идеи, полученные результаты и практические рекомендации, представленные в содержании работы, были внедрены путем публикации 17 научных статей в данной области, выступлений на национальных и международных конференциях.

## ANNOTATION

**Author: Povestca Lilia**

**Theme: Continuing professional development of librarians in the Republic of Moldova:  
State of the art and perspectives.**

**Ph.D. thesis on Communication Sciences, Specialty 572.02 – Infodocumentation; Library  
and Information Sciences. Chisinau, 2024.**

**Thesis structure:** introduction, three chapters, general conclusions and recommendations, bibliography of 344 titles, 189 pages of basic text, 32 tables, 58 figures, 17 annexes. The results are published in 17 scientific papers.

**Keywords:** continuing professional development system, professional skills model, Republic of Moldova, lifelong education, continuing professional development model, research methods of continuing professional development, trends in the development of continuing professional development.

**Domain of research:** Communication Sciences.

**The aim of the study** is to identify the factors that contribute to the improvement and adaptation of the system of continuing professional development in the field of information and documentation in the Republic of Moldova to meet international standards.

**The objectives of the thesis:** studying the evolution of continuing professional development of specialized personnel of libraries of the Republic of Moldova; studying the current system of continuing professional development for library staff by highlighting the distinct characteristics and associated constraints; revealing the international and European experience in terms of developing the professional skills of specialists in the infodocumentary field; identification of promising directions for the development of the continuing professional development system in the infodocumentary field in the Republic of Moldova.

**Scientific innovation and originality:** establishing the theoretical and methodological foundations of continuing professional development of library specialists; conceptualizing continuing professional development and formulating a new definition; systemic approach to continuing professional development and determining the interdependence between the basic components of the system; developing a profile of professional competences for librarians; proposing a model of continuing professional development in the infodocumentary field in the Republic of Moldova.

**New results for science:** conceptual and methodological basis for the functionality of the system of continuing professional development of library staff, which contributed to the efficiency of the work of the infodocumentary institution.

**The theoretical value of the work** lies in the study of the system of continuing professional development, the development of theoretical and methodological bases of continuing training and the implementation of promising training policies in the field of library science and information science.

**The applied value of the study** lies in the relevance and usefulness of the scientific arguments and practical recommendations made in the paper, which can be used in a variety of areas: at the theoretical and methodological level, at the regulatory level, at the organizational level.

**Implementation of scientific results:** The scientific ideas, results and practical recommendations presented in the paper have been implemented through the publication of 17 scientific articles on the subject; contributions through participation in national and international conferences.

**POVESTCA LILIA**

**CONTINUING PROFESSIONAL DEVELOPMENT OF  
LIBRARIANS IN THE REPUBLIC OF MOLDOVA: STATE OF  
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**Specialty 572.02 – Infodocumentation; Library and Information Sciences**

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