

Field Experience of Graduates of Information Science Departments and Labor Market Requirements in the Kingdom of Saudi Arabia: Current Challenges and Development Strategies

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ABSTRACT

This study sought to address the central problem of the widening gap between field training programs applied in library and information science departments and the actual needs of the labor market in the Kingdom of Saudi Arabia. The problem of the study is crystallized in the lack of coordination between educational outcomes and the required professional competencies, despite the pivotal role of field training in qualifying students and providing them with the necessary practical skills. The main objective was to develop an integrated training framework that achieves compatibility between academic education and the requirements of professional practice, by diagnosing the current reality, identifying constraints, and proposing viable development strategies. The study adopted the descriptive-analytical approach and the content analysis methodology, based on a critical review of the relevant Arab intellectual production (2016-2024). The study resulted in the identification of six main categories of challenges: inadequacy in planning and organization, limited time frame, weak technical infrastructure, inadequacy of professional supervision and guidance, inconsistency of training content, and weak institutional integration. The study presented a codified training plan that includes 192 training hours spread over two semesters, with a precise definition of responsibilities, a comprehensive classification of target skills, and a systematic evaluation mechanism based on the four-level Kirkpatrick model. The study represents a scientific contribution to the field training literature in the field of library and information science, and provides an applied tool for academic departments to bridge the gap between theoretical education and professional practice.

Keywords: Field Training, Libraries and Information Science, Labor Market, Information Institutions, Graduates, Field Experience, Saudi Arabia, Education

INTRODUCTION

The nature of the rapid and successive changes in the field of library and information science has necessitated that it has become necessary to review the rehabilitation programs of library and information science students and provide them with the necessary knowledge and skills that enable them to engage in the labor market and respond to its requirements, especially in light of the growing complaint about the poor qualification of graduates of these departments and the widening gap between theoretical study and practical application. The study aims to discuss this topic and determine the necessary factors that should be available in the practical training program, and then come up with a training plan that achieves the required benefit from the training program that can be applied in the academic departments in the field of library and information science.

Study Problem

Training and qualification is an essential pillar for the training of information specialists because of the impact of the training and qualification process on the transfer of experiences and the acquisition of skills. At a time when many universities seek to face the developments in the modern field, we find that there is still a gap between the practical training courses in academic departments and the professional needs of information institutions, which necessitates coordination and integration between the two sides, and the reconsideration of practical training courses for library and information science graduates in a way that is compatible with technological developments and compatible with the needs of labor market.

Study Questions

- What is the reality of field training in academic departments?
- What can contribute to the implementation of an effective training program?
- What are the difficulties facing field training in the academic departments specialising in library and information science?
- What are the main components of the training plan that can be implemented in the library and information science departments of different universities?

Objectives of the Study

The main objective of this study is to develop a proposed concept for the field training course that keeps pace with the recent developments in the field of library and information science, through which students can acquire practical skills that qualify them for the labour market, through:

- Studying the reality of field training.
- Identify the obstacles to the quality of field training.
- Clarifying the tasks of faculty members and training officials within information institutions and student trainees.
- Coming up with a proposed plan for the training of students in the libraries and information science departments in various universities.

Importance of the Study

The current study gains importance from its focus on field training, as it contributes to the preparation of well-qualified graduates who possess the experience and skills necessary to practice their profession efficiently and effectively, thereby contributing to the development of work in libraries of all kinds.

The importance of the study is also to determine the priorities that must be taken into account for the implementation of a good training program through which the gap between the theoretical study received by students in lecture halls and the actual application in practical life can be narrowed.

METHODOLOGY AND TOOLS OF THE STUDY

To achieve the objectives of this study, the descriptive analytical method was used. The study also relied on the content analysis method to analyse the requirements of the labour market in the field of library and information science.

Study Population and Sample: This study is applied to and its proposed program is directed to the departments of library and information science in different universities.

Limitations of the Study: The study includes the academic departments specialising in library and information science in Saudi universities and the Arab world.

Study Terms: The following is a definition of the terms that were used in the study, especially in the proposed training plan:

- **Training Entity:** Represent information institutions of various types in the public and private sectors that approve the training of students.
- **Training Supervisor:** A person who is assigned by the training entity to supervise the trainees and has certain characteristics and is required to perform specific activities as described in the proposed training plan.
- **Training Instructor:** A faculty member who teaches the practical training and supervises the trainee students, and has certain characteristics and is required to perform specific activities as described in the proposed training plan.
- **Counselling Stage:** It is the stage during which the trainees begin their activity in the training entity. It takes a specific period of time during which they get to know the sector in which they will receive the training, the activities they will be trained on, the relevant sectors and activities, the people, the procedures applied in that entity, and the work schedule.
- **Evaluation Stage:** It is the stage during which the performance of the trainees is evaluated, whether by the on-site training supervisor or the training instructor who makes periodic visits to the site. This stage also includes the trainee's own evaluation of the program and the training supervisors, and the submission of the final report.

LITERATURE REVIEW

The published intellectual production on the subject has been reviewed, and the following is a presentation of these studies:

Lamin (2024) studied the reality of field training for library and information science students, a field study at Hajj Al-Khader University (Batna). The study aimed to identify the reality of field training for library and information science students and to identify the role of departments. The researcher found out that there was an integration between the training curriculum and the acquired theoretical training in the studied field training program. However, the study revealed a weakness in the supervision capabilities available from the training institution and a lack of use of information technology in field training.

Another study (Saeedi et al., 2021) aimed to understand the role of field training in reducing the gap between classrooms and functional practices to know the most important outputs of the training process (technical skills, communication skills, and general skills). The study confirmed a weakness in the field training's outcome among the studied sample, as well as the acquired technical, practical, and communicational skills. Therefore, the study suggested the need to rebuild a clearly defined plan for field training in line with the rules in force at the global level.

Abdel Ghaffar (2020) also conducted an exploratory study to understand the opinion of students in the library and information science department about the practical training course. The study concluded that it is necessary to teach the practical training course for at least two academic years, increase the number of hours of the course, and develop a training plan that includes visits to major libraries. It also suggested that the field training course must meet the technological requirements, so that there is no gap between theoretical study and practical reality.

Ghuloom & Abu Abbas (2019) conducted a study about the obstacles to field training from the perspective of the students of the department of library and information sciences at the College of Basic Education in the State of Kuwait. The aim was to identify the most prominent obstacles and challenges facing them during the field training, as they are the future workers in the libraries and information centers available in the country. The results of the study showed that there were challenges and negatives in the field training program under study. The most prominent of which were that the curriculum and policy followed in the field training plan were vague and unclear for the trainee students, the theoretical curricula and courses obtained by the student are not compatible with the field training program, and that the field training bodies did not fit with the objectives of the field training (i.e. there was a great shortage of devices, equipment, and programs used, and the libraries were very small and not proportional to the number of trainee students, and some of the entities were very old). Also, the supervisors of the field training program were not all qualified, most of them did not have communication skill, and there was weak communication between the scientific department, the supervisors of the field training, and the trainee students, which causes a gap between them.

Al-Qalash (2018) investigates the current status of cooperation between academic departments and information institutions in Saudi Arabia. Using a descriptive analytical approach, it examines course design, coordination mechanisms, and the quality of field placements. The findings reveal inconsistencies in training course structures and limited collaboration between universities and host institutions, often due to inadequate facilities

and unclear supervision frameworks. The study recommends strengthening coordination agreements, updating field training content to align with market and technological developments, and establishing clear policies to ensure effective professional preparation for library and information science students.

As for the study Suleiman (2017), it dealt with the problem of field training in libraries and information departments in northern Upper Egypt during the first semester of the academic year 2016/2017, from the point of view of academic supervisors (faculty members). The study relied on the descriptive-analytical method and the standardized interview tool to collect data and answer the questions of the study. The study concluded that the field training was carried out randomly and does not depend on a methodology in its implementation, and there were no specific goals and needs according to which students are trained. In addition to the lack of clarity in the role of supervisors in training, training time was found not to be enough to achieve its goals, and the policy for evaluating and evaluating field training programs was unclear. The study provided a number of recommendations, including the need to adopt a training plan with a methodology and specific goals, expanding the period of field training to be at least four semesters, and that a systematic plan should be committed to evaluate the training program and its elements.

Al-Misrati (2017) studied the field training for the libraries and information departments at Al-Zawiya University to address the issue of field training, identify the actual reality and identify the necessary capabilities. The study concluded that the time allocated for training is insufficient in addition to the lack of available capabilities and tools. The study raised the need to plan a training program through which the department's outputs can be enhanced and other departments can be guided by it.

The study by Okasha (2016) studied whether the field training at the department of library and information science at Benha University meets the required skills of the labor market from the point of view of graduates and business owners. It created the necessary link between the academic institution and the professional institutions in which the graduates of that institution are likely to work, in addition to identifying the requirements of the labour market.

The study surveyed public and private institutions that have libraries or those that are likely to need qualified graduates to deal with libraries and information sources, as well as reaching graduates in their potential workplaces, and it also relies on the content analysis method to analyze the requirements of the labor market in the field of libraries and information in Qalyubia. The study provided many recommendations, the most important of which is the need to add both practical training materials, computer applications in the field of libraries and information, databases, programming, digital libraries, and school libraries, as well as the subject of developmental and educational psychology to study the psychology of children and adolescents and how to deal with them, while omitting the courses that the student does not need during their practice of work, the most important of which is the Persian language course, Arabic writing, and manuscript investigation.

Ahmed (2016) proposed a training program to train students in library and information departments. This study proposes a structured training programme for students in library and information departments undertaking their field-training course. The research utilized a descriptive survey of student perceptions and institutional practices to identify the content, duration, host-institutions and evaluation methods of the field-training module. Findings reveal gaps in students' satisfaction, limited use of digital services, and variable readiness of training sites. The proposed programme emphasises practical competencies such as reference service, electronic information systems, metadata entry (e.g., using open-source systems), and self-service lending systems. It further recommends clear coordination mechanisms between academic departments and host institutions, inclusion of new technological services in the curriculum, and expansion of training hours to better bridge theory and practice.

The above studies, amongst others, have pointed to many challenges that hinder the implementation of field experience for students of libraries and information departments, and accordingly, the main challenges can be classified into several axes, represented in the following:

First: Challenges Related to Planning and Organization

- Lack of a clear methodology: Training programs are often implemented randomly without adopting a specific methodology
- Lack of policy clarity: The curriculum and policy followed in the training plan are vague and unclear to the trainees
- Lack of defined goals: Lack of specific goals and needs to train students
- Lack of evaluation policies: Lack of a clear policy for evaluating field training programmes

Second: Challenges Related to Time and Duration

- Short training period: The time allocated for training is insufficient to achieve the desired goals
- Need for extension: The internship period should not be less than four semesters or two academic years

- Lack of hours: The need to increase the number of course hours

Third: Challenges Related to Infrastructure and Capabilities

- Poor available capabilities: Significant shortage of hardware, equipment, and software used
- Lack of use of technology: Lack of use of information technology in field training at times
- Inappropriate training institutions: Libraries are too small to accommodate the number of trainee students, and some of them are old and do not fit the training objectives

Fourth: Challenges Related to Supervision and Guidance

- Poor supervisor efficiency: Some supervisors in the training program are not adequately qualified
- Poor communication skills: Most supervisors do not have the skill to communicate information correctly
- Lack of clarity on the role of supervisors: Ambiguity in defining supervisors' responsibilities during training
- Lack of communication: Lack of communication between the scientific department and supervisors and trainee students, which causes a gap between them

Fifth: Challenges Related to Content and Skills

- The gap between theoretical and practical: Theoretical curricula and courses are not compatible with the field training program
- Poor training outputs: a clear lack of practical, technical, and communication skills acquired
- Failure to meet technological requirements: Courses do not keep pace with technical developments, which widens the gap between study and reality
- Lack of required skills: Graduates need more training on technical and administrative processes and beneficiary service

Sixth: Challenges Related to Institutional Integration

- Weak cooperation: Lack of effective cooperation between libraries departments, information facilities, and relevant community institutions.
- Lack of linkage: lack of necessary linkage between the academic institution and professional institutions
- Market misalignment: Failure to update courses in line with the actual needs of the labor market

These challenges reflect an urgent need for a comprehensive restructuring of field training programs in the library and information departments to ensure that graduates are equipped with the skills to meet the needs of the labour market. It includes building a well-defined plan for the field training program, which includes a specific methodology with clear objectives, a defined period of time, specification of the responsibilities for all parties involved in the program (students, supervisors, training bodies, program management, etc.), and a clear and systematic evaluation mechanism for the training programs. The departments of libraries and information science should enhance the study plans with practical and applied courses to support technical skills and enhance social responsibility among the students of the program, according to the nature and objectives of each program. Based on the previous analysis of the literature and the researchers' long experience in the field training for LIS students, the present study recommends the following to avoid these obstacles:

- The field training course must be taught in at least two full semesters.
- Carefully selecting the field training bodies, so that they have the necessary capabilities for training, and a database should be established for the training entities to be updated periodically.
- The need for the field training plan to meet the technological requirements and characteristics of the graduates so that there is no gap between the theoretical study and the actual reality.
- Coordinating with the training authorities to receive students well in advance of the field training date.
- Each department should prepare a manual for field training that clarifies its objective, the tasks of each student, the supervisor, the training authority, and evaluation methods, provided that the guide is presented to the student at the beginning of the semester.
- Holding training courses for supervisors of field training.
- The need to update the field training plan periodically in line with the developments in the field.

Applied Aspect: A Proposed Plan for the Training of LIS Female Students in Various Universities

The following is the training plan proposed by the current study to be applied in the field experience programs offered in the academic departments, so that each department can modify it in accordance with the goals and mission of the program and in a way that contributes to achieving national priorities. The proposed plan is built on the thorough analysis of literature and the long experience of the researchers. The present researchers participate

in building and improving the field training programs in two different universities and have supervised students during the field training programs for over ten years.

First: An Introductory Brief of Field Training (Field Experience):

Field Training is one of the basic educational aspects of university education, in which the student works full-time for a certain period in one of the information institutions or government or private entities. It aims to help students to gain practical experience in their field of specialization and to reach distinguished professional standards to prepare graduates who possess the professional competencies and technical skills necessary to work in information institutions, by linking theoretical knowledge with practical applications.

Field training is an important opportunity for the student to apply what they have learned theoretically by doing tasks that equip them with skills and experience. Skills can include, but are not limited to, interacting and communicating with others and identifying real problems and how to solve them.

Field training is also one of the real opportunities for higher education institutions to measure the extent to which they achieve their goals in preparing specialised and qualified graduates for the labour market.

Second: The Importance of Field Training:

Field training is one of the most important practical components in academic and professional programs, as it plays a major role in preparing students for the labour market, refining their skills, and expanding their professional perceptions. The importance of field training is manifested in several aspects, most notably:

- Linking the theoretical and practical aspects: Enables the student to apply what they have learned theoretically in the classroom in a real-world environment. It helps to gain a deeper understanding of theoretical concepts through their practice in the field.
- Acquire practical skills and experience: Enhance professional skills, such as communication, problem-solving, and teamwork. The student is introduced to the modern work tools and techniques used in his field.
- Familiarity with the realistic work environment: It helps the student to learn about the work culture, management style, and internal organisation of institutions. It gives them a clear perception of the nature of the work, its requirements and its challenges.
- Building self-confidence and independence: It develops a sense of responsibility and self-reliance. It helps students make informed career decisions based on real-life experience.
- Preparing the student for the labour market: It contributes to preparing the student in terms of skills and behaviour for future jobs. It may open up early employment opportunities for a student by building a professional network.
- Personalized assessment and guidance: Allows students to know their strengths and weaknesses through feedback from academic and field supervisors. It helps them identify areas that need improvement.
- Enhance employment opportunities after graduation (Adds work experience to the resume): The field training may turn into an actual employment opportunity if the student proves proficiency at the host institution.
- Enhance cooperation and teamwork among all participants in field training.

Third: Objectives of Field Training:

Field training aims to achieve a set of educational and professional objectives that contribute to preparing the student and qualifying him to effectively engage in the real work environment. The most prominent of these are:

- Apply theoretical knowledge in practice by practising daily tasks related to students' specialization in a real professional environment.
- Acquire the practical and professional skills necessary to perform job tasks efficiently, such as communication, planning, organization, and problem-solving skills.
- Identify the nature of the work environment and its administrative and technical requirements, which helps in forming a clear picture of the field of specialization from an applied perspective.
- Develop the ability to work together and cooperate with colleagues and supervisors within the organization, and adhere to work rules and regulations.
- Build self-confidence and take responsibility through active participation in the implementation of the tasks assigned to me.
- Explore different areas of specialisation in the labour market, helping to determine the appropriate career direction after graduation.
- Enhance future employment opportunities by forming positive professional relationships and gaining documented work experience that can be added to a resume.

Fourth: Duration of Field Training:

The study proposes that the field training should be for two semesters (16 weeks per semester, an average of one day per week \times 6 hours per day), and can be adjusted according to the requirements of the university or training entity.

Fifth: Field Training Bodies

It is necessary to carefully consider the entity in which the student will receive their training. The training officials and faculty members of the departments must get to know the institution and its departments, hold meetings with the officials of those entities, and make clear agreements, and the departments must prepare a database that includes all the entities in which students can train and update it periodically based on the evaluation of the trainee students and the faculty member supervising the training. These bodies can include:

1. Public Training Bodies:

- Various information institutions (university libraries, public information centers, school libraries or media centres)
- Government departments (Records management and digital storage in government institutions and bodies)
- Information and documentation centers in private sector authorities and institutions (Banks, Archives)
- Archives of government and private institutions.
- Documentation and record-keeping centers
- Information, documentation and conservation centers in the ministries
- Private sector institutions with information units.

2. Private Training Entities:

It refers to governmental and non-governmental institutions in which the work environment provides a suitable training environment for trainees of library and information science departments and has a nature of work, goals, and activities that differ from libraries.

Entities for field training are being chosen based on their ability to meet the targeted learning outcomes of the department and their effectiveness in developing the learning process. Therefore, clear selection criteria must be defined for training entities, including the following:

Criteria for the Selection of Proposed Host Institutions (Training Bodies):

- Selection of governmental, private and corporate entities, hospitals, ministries, private schools, courts, charitable associations, press and media, whose work environment provides a suitable training environment for trainees of information science departments.
- Organisational competence with a clear organisational structure, vision, mission, and stated goals.
- The entity must ensure the security and safety of the entity, and the availability of the necessary equipment and instructions to achieve security and safety.
- The entity must be committed to meeting the training needs in accordance with the requirements and targets of the program and the college.
- The entity must provide a system for managing and implementing the required training program.
- The entity must ensure the availability of a clear and specific academic plan for the trainee and a professional supervisor from the host institution. They must also follow up with the trainee during the training period and communicate with the academic supervisor, with the need for the supervisor to provide feedback to the trainee during the training period.
- The total approved training hours should not be less than 9 training hours, distributed over a minimum of 4 weeks during the semester.
- The appropriate financial resources for the training program must be available in the training entity (host institution), such as resources, materials, and tools.
- Supervisors must be familiar with the philosophy of field experience and its objectives to be achieved, as well as the laws and regulations in the program and the relevant college.
- The geographical location of the host institution for interns must be approachable and close to the university where trainees study.

Sixth: Organisational Structure of the Field Training Unit:

- Higher Committee for Field Training
- Field Training Coordinator in the Department

- Academic Supervisors
- Field Supervisor in the Training Entity
- Student Interns

To ensure a successful and integrated learning experience, it is proposed that the responsibilities of field training be defined so that they are distributed among all parties involved. The following is a proposal for the duties of each party.

Duties of the Head of the Field Training Committee in the Department:

- Preparing and updating a manual for field training periodically.
- Setting clear criteria for the selection of training entities in coordination with the program administration.
- Communicating with the various training bodies to provide suitable approved places for the training of students participating in the training program.
- Providing training opportunities and then distributing them to students in coordination with the educational departments according to specific criteria.
- Supervising the progress of the training process, starting from the registration of students, through the stages of preparation and training, and ending with the delivery of the evaluation and the discussion of the final report.
- Evaluating the training of students in the various training places in coordination with the scientific departments according to specific standards.
- Solving training problems or any problems facing students in cooperation with academic supervisors and training bodies.
- Formulating training skills in coordination with the scientific departments to be accessible to students, faculty members, and training destinations.
- Preparing forms and schedules for field training and updating them as needed.
- Prepare a final training report that includes the pros, cons, risks, strengths, weaknesses, and ways to improve.

Responsibility of the Training Committee Coordinator:

- Providing and making available training facilities for trainee students.
- Referring and distributing trainee students to the appropriate training bodies in coordination with academic departments and academic supervisors.
- Identifying the academic supervisors who supervise the trainee students in coordination with the academic departments.
- Continuous coordination with the training bodies regarding the trainee student, the evaluation process, the training places, etc.
- Preparing letters and forms related to the trainee student, academic supervisor, training supervisor, training body, and other relevant authorities.
- Conflict resolution between all parties involved in the field training.
- Submitting the final report on field training.

Responsibilities and Duties of the Academic Supervisor (Faculty Member):

- Liaising between the field training unit, the training supervisor and the students.
- Identify the training bodies in coordination with the member supervising the students according to the standards and objectives of the department.
- Providing a workshop to prepare students for field training at the beginning of the semester.
- Sending the field training manual and training plan, including the forms for field training for students and training entities, through the means approved by the academic department (Approved educational platform to communicate with students and approved means of communication to communicate with training bodies).
- Supervising the trainees' work plan in coordination with the designated professional supervisor and training body.
- Following-up the training in terms of objectives and tasks and the extent to which they are achieved by following up with the supervising members of the students in the training bodies or through periodic discussions with the trainees or periodic reports submitted by the trainees or all of them.

- Assisting the trainees in coordination with the member supervising the training in the entities in solving any problem they face in the work environment and encouraging them to benefit from the training.
- Forming discussion committees for training work and activities.
- Implementing the field training initiative to improve the training process.
- Distributing questionnaires to trainees to measure the level of satisfaction with the field experience program and a questionnaire to measure if the professional supervisor (training entities) is satisfied with the training program.
- It is preferable for the academic supervisor to document the experience of the field experience by submitting a report to the field training unit in the department or college, if any, or to the program management in which it explains the progress of the field training process. It is suggested that the report be strengthened by some or all of the following documents:
 1. Presentations or photographs and transcripts of attendance at orientation workshops.
 2. Registration mechanism for field training courses approved by Academic Affairs.
 3. Field training manual, if applicable.
 4. Instructor's manual (Training Entity) if applicable.
 5. Academic supervisor's manual (Field Training Coordinator at the College/Program) approved by the department/college council, if any.
 6. Approved description of field experience, which is an important document, if available.
 7. Criteria for the selection of training bodies.
 8. The supervisory plan approved by the competent councils of the department.
 9. Approved field experience assessment plan that is aligned with the learning outcomes of the course.
 10. Copies of agreements and memoranda with training bodies.

Responsibility of the Institutional Supervisor(s):

Field Supervisor: Represents the institution in which students are trained, and must meet the required conditions in terms of experience and ability to qualify, train, and evaluate students and deal with the problems they face. **The duties of the field supervisor are limited to the following:**

- Coordinate and cooperate with the academic supervisor to determine the training plan for students in accordance with the training objectives and capabilities of the training entity in case the entity does not have a specific training program.
- Follow-up and discuss the training steps with students continuously throughout the training period.
- Monitor the students' commitment to all the details of the training process and clarify this in the reports and observations that are reported to the responsible authorities at the university.
- View the weekly reports that students submit to training unit and comment on them as appropriate.
- Address the issues and difficulties that may face the student training plan in coordination with the academic supervisor.
- Attend sessions between the student and his/her academic supervisor at the training venue whenever possible.
- Fill out the student assessment form at the end of the internship period, and fill out the necessary forms during the internship period.
- Update and develop the existing training programs, according to the development of the workflow, in coordination with the academic supervisor and the training center at the institution.

Student Intern Responsibility:

Since the student is the first beneficiary of the training process, it is necessary to help them to achieve the maximum possible benefit, and this can only be achieved by first helping them to realize and understand the importance of the training, and to know their responsibilities towards this work. The most important of these responsibilities can be summarized in the following aspects:

- Attend the introductory meeting held by the competent department to introduce students to the objectives and importance of field training.
- Select the field of training and the institution in accordance with their goals, ambitions, inclinations and abilities.
- Draw up and clearly understand the training plan in collaboration with the academic supervisor and the institution's supervisor who outlines what the student wants to achieve through this process.
- Attend the introductory meeting held by the training body to introduce the institution and its objectives and services and the role played by the trainee in it.

- Attend the training at the institution on all days allotted for training and on specified dates.
- Work to accomplish all professional work, activities, and tasks correctly and in a clear scientific manner.
- Attend individual and group supervisory meetings and benefit from them as much as possible.
- Work to make the most of the available training opportunities, and use the expertise of supervisors.
- Abide by the institution's regulations, rules, and procedures and policies and not violating them.
- Understand the assessment criteria against which they will be evaluated at the end of the semester.
- Complete and prepare training records and submitting them to the supervisor on time.
- Submit a comprehensive final report on all achievements and work done in the process by the end of the fifteenth week of the field training.

Seventh: Skills and Experiences to Be Acquired by Students Through the Field Training Program:

Table 1: Suggested field training skills that LIS students should acquire from the field training in information centers:

Types of Skills	Procedure	Skills Acquired	Proposed Institutions for Training
Collection Development Skills	At least train students on 8 skills according to the nature of the entity's work	1. Training on procedures and tools for selecting, compiling, acquiring and preserving traditional information sources and policies for dealing with publishers. 2. Online purchasing and digital acquisition. 3. Criteria for selecting the sources of information used. 4. Purchasing, exchanging and gifting policies. 5. Standards and policies for legal deposit in the national library. 6. Policies for depositing documents in the archives. 7. The type of resources that are subject to exchange and gifting. 8. Weeding and exclusion policies and procedures. 9. Inventory procedures. 10. Maintenance and restoration procedures for documents. 11. Maintenance and binding procedures for printed sources. 12. Procedures for selecting, collecting, acquiring and preserving electronic resources. 13. Distinguish between easy, quick-to-use and limited resources. 14. Policies and procedures for subscription to periodicals and databases	-Libraries -Information centers of various types - Archives
Organization of information	At least train students on 5 Skills, according to the nature of the entity's work	1. Identify the various information and resources organization activities and how they are being applied in reality. Activities can include, indexing, classification, subject headings, etc.). 2. Using with various electronic indexing applications. 3. Manage the indexing process for traditional and electronic sources (content description, metadata preparation, description of digital entities) 4. Proficiency in the use of classification systems in their traditional and digital editions. 5. Classification of sources in the digital environment. 6. Production of various retrieval tools (various indexes, classification codes, searches of all kinds, extract guides... etc.) 7. Identify the procedures and policies for organizing and preserving documents and manuscripts. 8. Classification and archiving of documents according to international and national standards.	-Libraries -Information centers of various types - Archives
Skills of managing information services	Training students in at least 5 skills, according to the nature of the entity's work	1. Identify the services available at the training institution. 2. Familiarize students with the procedures for providing services. 3. Using with automated systems for managing libraries and their subsystems with high efficiency. 4. Creating and managing the digital repository. 5. Procedures for organizing the content of the digital repository. 6. Managing e-resources services, including: • Facilitating access, identifying databases. • Conducting the search process in more than one database. 7. Providing the reference service digitally with training on its procedures 8. Training on marketing library services digitally.	-Libraries -Information centers of various types - Archives
Technical and managerial skills	Training students in at least 4 skills, according to the nature of the entity's work	1. How to prepare a budget. 2. Formulate standards and policies that govern the work within the organization. 3. Identify the necessary and followed measures to ensure the protection and integrity of information. 4. Web page design. 5. Mastering Microsoft applications. 6. Using cloud computing to serve the work environment.	-Libraries -Information centers of various types - Archives
Emerging Technologies and Future Skills	Training students in at least 8 skills,	Artificial Intelligence in Information Organizations Required Skills: 1.Understanding the basics of AI	-Libraries -Information centers of various types

	according to the nature of the entity's work and the available technologies	<p>2. Machine Learning Concepts 3. Natural Language Processing (NLP)</p> <p>Practical Applications: 1. Using ChatGPT and Generative Intelligence Tools Chatbots to answer patron queries 2. Automatic AI indexing</p> <p>Ethics of Artificial Intelligence: 1. Privacy and data protection 2. Algorithmic bias 3. Transparency in automated decisions</p> <p>Suggested Training Program: Duration: 4 weeks Hours: 16 Theoretical Hours + 24 Practical Hours Output: 1. Create a simple chatbot 2. Designing a Recommendation System for Books 3. Report on AI Ethics</p> <p>Cybersecurity and Information Protection Main Themes: To learn about the basics of cybersecurity: 1. Types of threats 2. Social Engineering 3. Common attacks</p> <p>Data Protection: 1. Encryption 2. Backup & Restore 3. Manage permissions</p> <p>Compliance and Standards: 1. Personal Data Protection Act (PDPL) 2. ISO 27001 3. General Data Protection Regulation (GDPR)</p> <p>Suggested workshops in this context: 1. Cyber Attack Simulation 2. Designing an Information Security Policy 3. Security Audit of a Library System</p> <p>Blockchain and its applications in information management and libraries 1. Learn about blockchain technology. 2. Decentralization and Transparency 3. Smart Contracts</p> <p>Applications in libraries: 1. Intellectual Property Rights Management 2. Validation of certificates and documents 3. Decentralized lending systems 4. Conservation of digital heritage</p> <p>Exploratory Project: 1. Feasibility Study of Blockchain Application 2. Designing a Prototype of a Blockchain-Based Document System</p>	- Archives
Soft skills	Training students on all skills	<p>1. Having a professional work ethic. 2. Flexibility. 3. Ability to manage and lead others. 4. Taking responsibility and taking initiative in solving problems 5. Ability to work in a team 6. Take risks 7. Possess high communication skills 8. Continuous learning and ability to learn quickly</p>	<p>- Libraries - Information centers of various types - Archives</p>

Table 2: Suggested skills that students should acquire from training in private institutions:

Types of Skills	Skills Acquired	Procedure
Administrative Organizational Skills	<p>Identify the various administrative organizational activities and practice them in the work environment.</p> <p>Formulate standards and policies that govern work within the organization</p> <p>How to set up a budget.</p> <p>Familiarize students with the procedures and policies for organizing and preserving documents and the mechanism of work in the institutional archives.</p> <p>Classification and archiving of documents according to international and national standards.</p>	Training students in at least 5 skills, according to the nature of the entity's work

Types of Skills	Skills Acquired	Procedure
Technical and management skills	Learn about the services available in the organization. Familiarize student with the procedures for providing services. Handle automated systems and their subsystems with high efficiency. Creating and managing the digital repository, if any. Procedures for organizing the content of the digital repository. Data classification mechanism. Identify the necessary measures to ensure the protection and integrity of information How to design and manage databases Web Design Using cloud computing to serve the work environment. Master Microsoft applications.	Training students in at least 8 skills, according to the nature of the entity's work
Emerging and Future Technologies	Big Data and Analysis Basic Skills: How the data is collected: Web Scraping Techniques API Integration Use of sensors Data Governance and Management: Non-Relational Databases (NoSQL) Cloud Storage Technologies Linked Data Standards Analysis and Visualization: Introduction to statistical analysis tools Visualization Software Trend and pattern analysis Applied Project: It is suggested that the trainee be assigned Analysis of library usage data (3 months) Building an Interactive Dashboard Making recommendations to improve services	
Soft skills	Professional work ethic. Flexibility. Ability to lead and manage others. Taking responsibility and taking the initiative in solving problems Ability to work in a team Passive Risk Strong communication skills Continuous learning and the ability to learn quickly	Training students on all skills

Eighth: Following-up and Supervision Mechanism for Field Training:

The success of the training process requires the attention and active participation of all the members participating in it (the concerned department, the faculty supervisor, the supervisor of the institution, and the trainee student). As good planning of the training curricula, proper implementation, constructive cooperation between the department and the training institutions, and the follow-up of the competent department for the field training process are considered one of the most important factors affecting the formation and construction of students' learning outcomes. The importance of follow-up and supervision of the implementation of training plans and strategies lies in highlighting the role and responsibility of supervisors (academic supervisor and institutional supervisor), as they are the backbone in the training process.

The responsibilities of the academic supervisor are as follows:

- It is important that each academic program designs and implements a preparation program for students entering field experience course. The academic supervisor must have an active role in this program. It is suggested that the a preparation program be implemented every first semester of the year during which students take the field training course, provided that the program includes a visit to the training institution to agree with them on the planned training program and the suggested responsibilities of the academic supervisor.
- Hold one-on-one supervisory meetings with each student to help them make the most of the training, provide them with instructions, information, and guidance that contribute to their performance of their professional role in the institution and review their records.

- Holding group supervisory meetings with the trainees to review what the students did during the week and discuss the difficulties and obstacles that stand in their way.
- Holding follow-up meetings with the other institution's supervisor whenever necessary to follow up on the implementation of the plan as agreed, discuss the necessary amendments, and exchange opinions and advice on all aspects related to the training process.
- Evaluate the professional performance of students at the end of the semester and submit the evaluation results to the relevant college or department.

Responsibilities of the Corporate Supervisor:

- There is no doubt that the supervisors of the training institution who supervise the students during the field training are a very important element in the success of the training. They have a great responsibility in following up with the students, guiding them, and providing them with the necessary experiences and skills, because they spend more time with the students. The proposed tasks for these supervisors are summarized as follows:
- Participate with the academic supervisor in the formulation of the field training plan.
- Introduce students to the training institution, its objectives, policies, and procedures, and provide them with the appropriate psychological atmosphere that helps them perform their professional work properly.
- Explain the tasks performed by the student intern.
- Providing students with the opportunity to practice professional work in light of the educational objectives of the field training.
- Daily supervision and direct follow-up of the students' work and activities, and providing them with the necessary instructions and directions.
- Hold one-on-one supervisory meetings with each student, guide them as needed, and help them overcome difficulties that hinder their access to educational experiences, review their records, and follow up on their performance and professional growth.
- Provide students with the opportunity to participate in the planning, implementation and evaluation of programs and public events, and to participate in field research carried out by the institution.

Ninth: Evaluation Mechanism and Criteria:

Table 3: Division of Field Training Course Grades

	Evaluated Activities	Timing of the assessment (per week)	Percentage
1	Training entities evaluation of students achievements (a form is provided to the training institution)	From third week to week 14 of the academic semester	50%
2	Reflective essays + Free hours of volunteering in an institution picked by the students or involving in academic training or seminars	Throughout the class	20%
3	Achievement File	Throughout the class	20%
4	Final Report	Week 16 of the academic semester	20%

Final Report for Field Experience:

Many benefits result from writing a report, the most important of which are the following:

- It is considered one of the most prominent sources of information.
- One of the most effective tools in monitoring performance and overall evaluation of many activities to be implemented.
- It aims to present and clarify the most important developments.

There are a set of criteria that must be met when writing the field report, the most important of which are:

- It should be written in a clear format and do not include any ambiguous phrases.
- Present the ideas within the report sequentially.
- It must not contain misinformation, and it must be formulated convincingly and smoothly.

There are many steps to follow once writing the field report, the most prominent of which are the following:

- Define the topic of the report accurately, commit and not deviate from the context of the topic under discussion.
- Write down the ideas and key points that will be presented within the report in a sequential and structured manner.
- Working to collect all information and data related to the subject of the report, taking into account the documentation of the information included in the report with argument and evidence.
- Draft the report to be understood clearly and easily.
- Present the conclusions reached after writing the report, and attach some tips and recommendations to be considered at the end of the report.
- Ensuring a thorough examination and comprehensive review of the report to identify some of the errors that may have occurred and work to correct them.

The student writing the report must take into account several important things within the report, which are as follows:

- Consider starting the report with words of thanks to both the field training officer and the supervisor in charge of the training referred to.
- Explicit mention of the name of the entity in charge of field training.
- Identify the sector that the field training entity follows, whether it is a public or private sector or an individual institution.
- Presenting the most important goals that the organization relies on.
- Defining the mechanism of the organizational structure of the institution and the field training body.
- Documenting all the scientific experiences gained during the field training period.
- Listing all the means and equipment used within the field training entity.
- Mentioning all the documents and books used within the field training institution.
- A comparison shall be made between the skills gained during the study period and the skills obtained during the field training period, to be mentioned in the conclusion of the report.
- Writing down some information that may enhance the value of the report's content.
- Committing to scientific integrity during the writing of reports and not quoting any information without referring to the source. If plagiarism of any type occur, the evaluation grade of the students will be canceled.

The trainee student must take into account the following points during the training process in order to prepare the field training report to include the following points:

1. **Introduction to the Training Report:**
 - brief introduction of the report, the purpose of writing the report, and the main points to be addressed in the report
 - general idea of the institution in which the student is trained; showing the nature of its work, its objectives, its organizational structure, and the nature of their work.
 - simple explanation of the aspects of the training that were learned during the internship and could also include a word of thanks
2. **Departments and activities in which the student was trained:** This includes explain each department and activity separately, discussing the nature of their work, and the informational and managerial processes that are carried out in it, with an accurate description of each process and the consequent administrative decisions.
3. A statement of the forms and documents used for each operation and the purpose of each of them, and the permission of the entity must be obtained before copying and attaching proof of this.
4. **Brief about the department in which the training was conducted:** Explanation of the job tasks assigned during the training period and the extent to which they are related to the theoretical study. This section can also include results and recommendations after the end of the specified period and evaluation of the practical experience in terms of place and time and relationship with colleagues and academic supervision.
5. **Summary of the report:** It includes a statement of the extent to which the student has benefited from the practical training and a statement of the proposed views related to the development of the efficiency of field training.
6. **Annexes to the report:** Whenever possible, the student must attach forms and copies of administrative and technical documents and reports related to each activity at the end of the report.

Tenth: Performance Indicators

To measure the success of the field training plan for LIS students, a set of tools and criteria can be used that ensure a comprehensive assessment of the educational and professional impact of field experience. The most prominent methods are as follows:

1. Key Performance Indicators:

- **Attendance and Commitment Rate:** Did the students commit to full attendance?
- **Completion Rate:** How many students have successfully completed the training tasks?
- **Learning Level:** Measured through pre- and post-training tests or assessments to measure the extent to which skills and knowledge have been acquired.
- **Pass and Fail Rates:** Did students achieve satisfactory results on final assessments?

2- Kirkpatrick Model for Training Evaluation:

It includes four levels:

- **Feedback:** How satisfied students are with the training content, venue, and supervisors.
- **Learning:** What did students actually learn?
- **Behavior:** Have students can apply the skills acquired in the work environment?
- **Results:** Did the training improve overall performance or open up career opportunities for students?

The implementation of the Kirkpatrick model in training requires systematic planning that links training objectives to desired outcomes, and is implemented through four interrelated phases. Here's how to apply step-by-step:

1. Determining the Results (Level IV)

- We start from the end:
- Determine what is to be achieved from the training process (e.g., improving the quality of service or raising the efficiency of employees).
- Linking the results to the goals of the organization or department.
Example: If the goal is to improve the organization of library resources, indicators such as reducing search time or increasing patron satisfaction are identified.

2. Identifying the Desired Behavior (Level III)

- Identify the professional behaviors that should emerge after the training to achieve results.
- Designing training activities that motivate the application of these behaviors.
Example: Training students to use digital cataloging tools and apply them in practice in the library.

3. Educational Content Design (Level II)

- Choosing the appropriate learning strategies (workshops, field training, digital content).
- Develop tools to measure the extent to which knowledge and skills are acquired (tests, practical assessments).
Example: A pre- and post-training test to measure students' understanding of classification skills.

4. Reaction Measurement (Level I)

- Designing questionnaires or interviews to measure the trainees' satisfaction with the training program.
- Gather their opinions on the content, trainer, training environment, and usefulness.
Example: A Google Forms survey after the training to measure the overall impression.

The impact of field training on students and institutions:

First: The Impact of Training on the Student:

1. **Practical Skills' Development:** It allows students to practice managerial and informational skills in a real-world environment, enhancing their understanding of the specialization.
2. **Boosting self-confidence:** By facing work challenges and interacting with beneficiaries, the student gains greater confidence in their professional abilities.
3. **Developing Professional Behavior:** Training contributes to instilling the values of discipline, commitment, and accuracy in performance.
4. **Broadening professional knowledge:** Helps students discover new areas of specialization, and identify their future tendencies.
5. **Preparation for the Job Market:** Training is a first experience in the work environment, which facilitates the transition from study to employment.

a. Second: The Impact of Training on Institutions:

6. **Human Resources Support:** Organizations benefit from the contribution of students in carrying out tasks, which reduces the shortage of employees' number.

7. **Academic Knowledge Transfer:** It allows training entities to be aware of the latest things taught in universities, which opens a door for development.
8. **Promoting social responsibility:** By participating in the training of students, institutions contribute to building a qualified and professional generates.
9. **Future Employment Opportunities:** The internship is a way to evaluate students as potential candidates for employment after graduation.
10. **Improving the quality of services:** Students' ideas and modern skills may contribute to the development of some aspects of work within the organization

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