



Guideline 3

Planning and Managing Learning Services

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1. Current assessment

This is the third in a series of six guidelines highlighting effective provision for public libraries in lifelong learning, drawing attention and linking to established and emerging good practice in the provision of services for learning. This guideline looks at issues related to effective planning and management of such services.

The IFLA/UNESCO guidelines for the development of public library services name three important management tools in the library's effort to provide efficient and effective library service to its users.

- community needs analysis
- monitoring and evaluation
- performance measurement.

The last two of these issues are handled in greater depth in Guideline 5 – Evaluation.

The rapid development of ICT, the ever expanding use of the Internet and Web 2.0 technologies in conjunction more open and cohesive policies toward lifelong learning are some of the factors that have affected libraries in the last decade library use. Libraries need to respond by developing and delivering services that reflect these environmental changes, in an evolving process.

Public libraries have to a significant extent already responded through innovations such as: expanding online access to cultural content and providing remote access to services through computers and mobile devices, enabling users to gain access from home or wherever they happen to be. There has been a general, if gradual move towards the idea of a public library as a kind of multifunctional community centre, a new type of social institution designed to order to advance informal learning, develop community spirit and address social inclusion.

In terms of lifelong learning, the following is a (non-comprehensive) list of some of the services public libraries already provide: a rich and diverse 'menu' for consideration in service planning.

- Activities to support formal learning and assistance for homework
- Support for Basic skills needs
- ICT courses (e.g. for beginners)
- Training in the use of e-services (e-banking, public services), usage of GPS, mobile-phone, public self service solutions
- Information literacy promotion
- Courses in digital photography and computer graphics
- Interactive games
- Business Information e.g. market research, business start up sessions, patents information
- Support to those seeking employment and careers guidance

- Storytelling and reading clubs for children and adults
- Presentation of new books, authors, literary circles and competitions
- Debates/meetings on different topics e.g. health, politics
- Genealogy courses
- Language courses

In the area of information literacy, for example, programmes vary considerably and may involve workshops, lectures, 'laboratory exercises', self-paced tutorials, etc. Some libraries have produced Internet based "information literacy packages" to help learners develop their information seeking skills. Such programmes may include guidance on use of the library and the Internet.

Among the most common topics currently in the area of electronic communication and information are:

- Blogging
- e-Books
- E-mail
- General Internet use
- Internet searching
- Messenger/Chat services
- Skype
- Social networking/Web 2.0 services (Facebook, YouTube, Twitter etc)
- Videoconferencing

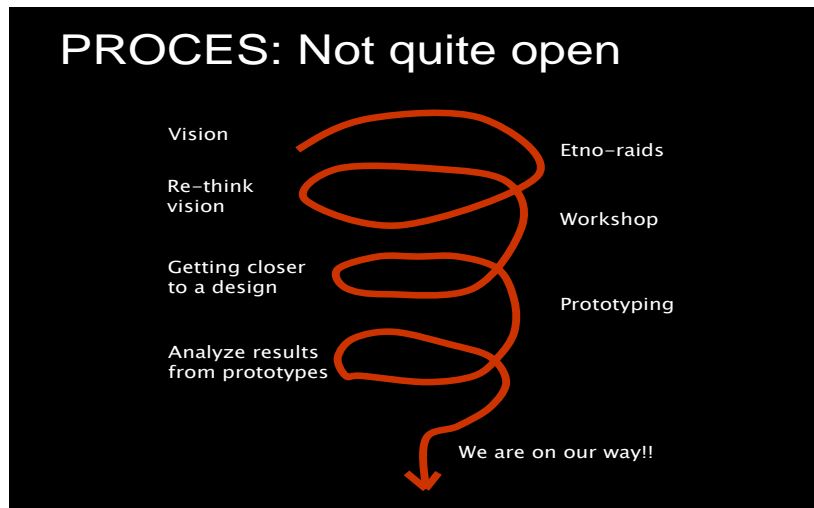
In addition to these 'basic' services, some libraries provide more advanced training such as guidance on Internet safety, copy-right issues, and information retrieval.

For many people, personalised counselling in the learning process is most effective, enabling more in-depth understanding and higher motivation. The provision of this type of support however places high demands on the skills of library staff and on library resources.

Successful programmes are probably best associated with learners' need to work on a specific task, emphasising the value and relevance of what is learned and making the most of the virtues of 'learning by doing'.

Innovation in service provision requires managerial focus, commitment and prioritisation of resources. It acknowledges the importance of cooperation, and the competencies that exist in networks and finally it advocates replication. Methods for user driven innovation can be observation, in-depth interviews, developing prototypes of new solutions and using these as a communication channel with users in order to perceive future need, uncovering inconsistencies as users often say one thing and do another, finding new patterns, concept development and design in cooperation with users

The "7 circles of innovation" is a method which operates with fundamental issues in an organisation. The method involves seven steps to ensure successful innovation. The method operates with fundamental issues in the organisation such as (1) structure, strategy, organisation, competencies, culture and external cooperation (2) idea generation (3) evaluation (4) testing and prototyping (5) planning and business plan (6) implementation and (7) customers and other interested parties. One element leads to another and this can become a culture or a tradition in which libraries can constantly evolve by basing our next step on the results of the previous.



2. Conclusions and recommendations

The complexity and diversity of programmes that can be implemented by public libraries to support Lifelong Learning is growing rapidly. Each of them brings its own planning, management and resourcing challenges and requires an ever expanding need for cooperation and partnership with other agencies together with an understanding of the broader strategic context outside the domain of 'traditional' library services. Evaluation and feedback on adult learning provision in public libraries remain subject to various interpretations and form an area surrounded by difficulties.

A coherent body of knowledge on the way in which services work and their potential impact is still being developed. On the way to achieving this, it is important that libraries across Europe are aware of and able to learn from experiences and good practices elsewhere. The following section illustrates a few examples of good practice. There is a good case for the development of a more wide-ranging and sustained approach to the exchange of knowledge to assist managers and decision makers in this area.

3. Good Practice

In **Denmark** Librarians assisted citizens to learn how to utilise self-service solutions available through public authorities through the “Easy contact with public authorities” programme.

Aarhus Public Libraries have set up an Innovation Strategy for developing a culture of continuous learning. The aim is to meet citizen’s needs with services adapted to general development and to test new forms of services. The strategy is based on ten principles. It is user centred, meaning that it is anchored in the user’s life situation and needs and views innovation as a swift creative process from idea to implementation, which needs to be branded and standardised.

In **Finland**, programmes such as ‘Ask a librarian’ or ‘Borrow a Librarian’ service enable customers to make an appointment with a librarian for personalised information retrieval services.

Helsinki City Library uses the Balanced Scorecard (BSC) as a basis for strategic management. The scorecard has four perspectives:

- Learning and growth perspective
- Internal perspective
- The fiduciary perspective
- The customer perspective

The learning and growth perspective is the foundation of the scorecard. This perspective has three dimensions: (1) diversified staff development and enjoyment of working (2) accomplishment of an interactive service-culture and (3) ensuring functional technology.

Examples of Internet based information literacy packages may also be found in Finland, such as Tiedon lähde <http://city.porvoo.fi/tiedonlahde/>

In **Portugal**, the Ulisses project aimed to developing Information Literacy competencies in Lisbon Municipal Libraries Network, by implementing the IFLA Guidelines on Information Literacy for Lifelong Learning (2006).

A model for public library and information services evaluation has also been developed. SIADAP^{+B} stands for System (S) Integrated (I) Assessment (A) Performance (D) Administration (A) Public Library and Information services (^{+B}). This model contains Process evaluation (EAP), Strategic evaluation (Balanced Scorecard) and Organizational self-assessment (CAF).

In **Slovenia**, libraries developed a quiz as part of modern library-information literacy programme dealing with cultural heritage targeted mainly at schoolchildren and their teachers.

In the **United Kingdom**, the Scottish Library and Information Council (SLIC) has developed a quality assurance tool for public libraries in Scotland. The Public Library Quality Improvement Matrix (PLQIM) recognises the specific requirements of the public library service and its role in supporting wider policies, such as health, regeneration and public service reform.

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