



Europe's New libraries Together In Transversal Learning Environments

An Introduction to the Guidelines

Ver: Final
Date: 3/11/09

Public libraries have always been connected with learning and the acquisition of knowledge by making available to users of all ages information, resources and friendly environments in which to learn. Libraries possess a number of natural advantages including: their strong roots in local communities, informality and openness of access, a tradition of partnership with schools and provision of learning-oriented services of various kinds for children. Increasingly they play or seek to play a recognised role as part of the lifelong learning 'landscape'.

Public libraries have an important job to do in supporting individual learners' needs, providing them with choices and flexibility, helping people to continue and return to learning, enabling adults to get a job or qualification, signposting and inspiring people to take up other courses, helping children to learn and supporting schools in diversifying children's experiences.

Perhaps the most general statement is that – if libraries are to succeed in becoming learning institutions regarded as having a mainstream role – public libraries themselves need to embed more thoroughly into their policies a learning culture and find ways of measuring and demonstrating their impact on people's learning. This will entail a greater effort to spread awareness of the results of the significant successful initiatives across Europe in addition to the development of a framework, which will help to convince policy makers that Europe's libraries have a key role and to determine where their major value lies in delivering new learning agendas.

The six guidelines of ENTITLE therefore set out to:

- Identify issues of policy and practice, which need to be addressed, evidence of good practice in these areas, together with specific services and tools and approaches used for learning in public library settings. The guidelines build on work conducted under a number of different actions and results of former EU projects such as PULMAN, CALIMERA AND PuLLS.
- Support the above with recommendations to member states and the EU for supporting and extending the contribution of this part of the informal sector to lifelong learning policies and actions.

Inter alia, the guidance provided by ENTITLE sets out to provide an evidence-based framework for further and wider comparison and exploitation of outcomes within and between countries, especially where this relates to impact on learners. It is the hope that this will reveal potential for future use in the context of comparative research studies.

The ENTITLE guidelines and recommendations are aimed at:

- regional, national, and European level policy makers, associations and networks in the cultural and educational sectors;
- municipal and regional learning departments and decision-makers;
- library managers and practitioners in the provision of learning services
- teachers and other practitioners in the school, vocational training, business and adult contexts and frameworks

The core evidence-base for ENTITLE is focused on 12 member states: Austria, Bulgaria, the Czech Republic, Denmark, Finland, Greece, Hungary, Malta, Portugal, Romania, Slovenia and United Kingdom, a group which represents a varied array of achievement to date in this area and which presents a good opportunity for transfer of learning and successful experience. It is hoped, however, that the results will prove to be applicable and usable in all countries of Europe.

Content list for the guidelines:

1. Strategies, policies and advocacy for Public Libraries and Lifelong Learning
 - Guideline 1 is dedicated to existing overall strategies and policies in the area of Lifelong learning.
2. Libraries and the Lifelong Learning Landscape
 - Guideline 2 looks at the position of libraries in the lifelong learning landscape
3. Planning and Managing Learning Services
 - Guideline 3 looks at the way in which learning services emerge and how libraries plan new learning services focusing on the needs of the community and the citizens.
4. Resourcing
 - Guideline 4 looks at staffing and funding in libraries and what the various options for funding are, as well as which staff competences and skills are necessary.
5. Evaluation
 - Guideline 5 focuses on the various ways in which libraries evaluate their learning services and how they measure the outcomes and the impact of those services.
6. The Learning Environment
 - Guideline 6 describes both the physical and the virtual environments of libraries in relation to learning.

The guidelines are based on a common structure and include these sections:

- An Introduction entitled "Current Assessment"
 - This describes "why are we doing this?", "why is this topic important?", and points out the most important issues within the given topic.
- Conclusions and Recommendations
 - These include the conclusions that can be drawn from the guideline and some recommendations that can be made based on those conclusions to for instance library staff or policy makers
- A section on Good Practice
 - This is meant especially for library staff; people who are to use the guidelines in practice; providing inspiration and ideas from a number of specific examples.
- A section with references and links to both sources used in the guideline and for recommended further reading

Entitle glossary

Digital literacy

Digital literacy involves the confident and critical use of Information Society Technology (IST) for work, leisure and communication. It is underpinned by basic skills in ICT: the use of computers to retrieve, assess, store, produce, present and exchange information, and to communicate and participate in collaborative networks via the Internet.

Digital literacy encompasses computer hardware, software, the Internet, cell phones, PDAs, and other digital devices. A person using these skills to interact with society may be called a digital citizen.

Social exclusion

Social exclusion refers to lack of participation in society and emphasizes the multi-dimensional, multi-layered, and dynamic nature of the problem. Definitions of the concept emanate from diverse ideological perspectives, but most share the following features:

- (1) Lack of participation. Protagonists differ over which aspects of society are important and where responsibility for non-participation resides. Most agree that exclusion is a matter of degree, since individuals may be participating to a greater or lesser extent, and that it is relative to the society in question.
- (2) Multi-dimensional. Social exclusion embraces income-poverty but is broader: other kinds of disadvantage which may or may not be connected to low income, such as unemployment and poor self-esteem, fall within its compass.
- (3) Dynamic. The advent of dynamic analysis and a demand from policy makers to investigate cause as well as effect has generated an interest in the processes which lead to exclusion and routes back into mainstream society.
- (4) Multi-layered. Although it is individuals who suffer exclusion, the causes are recognized as operating at many levels: individual, household, community, and institutional.

Formal learning

See Education

Non-formal learning

Non-formal learning is a distinction in learning which lies between formal and informal learning. It is learning that occurs in a formal learning environment, but that is not formally recognised. It typically involves workshops, community courses, interest-based courses, short courses, or conference style seminars. The learning takes place in a formal setting such as an educational organisation, but is not formally recognised within a curriculum or syllabus framework.

Informal learning

Informal learning is semi-structured and occurs in a variety of places, such as learning at home, work, and through daily interactions and shared relationships among members of society. For many learners this includes language acquisition, cultural norms and manners. Informal learning for young people is an ongoing process that also occurs in a variety of places, such as out of school time, as well as in youth programs and at community centres.

Education/formal learning

In its technical sense education is the process by which society deliberately transmits its accumulated knowledge, skills and values from one generation to another.

Teachers in educational institutions direct the education of students and might draw on many subjects, including reading, writing, mathematics, science and history. This process is sometimes called schooling when referring to the education of teaching only a certain subject, usually as professors at institutions of higher learning.

Vocational training

Vocational education or Vocational Education and Training (VET), also called Career and Technical Education (CTE), prepares learners for jobs that are based in manual or practical activities, traditionally non-academic and totally related to a specific trade, occupation or vocation in which the learner participates. It is sometimes referred to as technical education, as the learner directly develops expertise in a particular group of techniques or technology.

Web 2.0

The term Web 2.0 is commonly associated with web applications which facilitate interactive information sharing, interoperability, user-centred design and collaboration on the World Wide Web. Examples of Web 2.0 include web-based communities, hosted services, web applications, social-networking sites, video-sharing sites, wikis, blogs, mashups and folksonomies. A Web 2.0 site allows its users to interact with other users or to change website content, in contrast to non-interactive websites where users are limited to the passive viewing of information that is provided to them.

Library 2.0

Library 2.0 is a loosely defined model for a modernised form of library service that reflects a transition within the library world in the way that services are delivered to users. The focus is on user-centred change and participation in the creation of content and community. The concept of Library 2.0 borrows from that of Business 2.0 and Web 2.0 and follows some of the same underlying philosophies. This includes online services like the use of OPAC systems and an increased flow of information from the user back to the library.

With Library 2.0, library services are constantly updated and re-evaluated to best serve library users. Library 2.0 also attempts to harness the library user in the design and implementation of library services by encouraging feedback and participation.

Balanced Scorecard

Balanced Scorecard is a strategic performance management tool for measuring whether the smaller-scale operational activities of a company are aligned with its larger-scale objectives in terms of vision and strategy.

By focusing not only on financial outcomes but also on the operational, marketing and developmental inputs to these, the Balanced Scorecard helps provide a more comprehensive view of a business, which in turn helps organisations act in their best long-term interests.

Chitalishte

Chitalishte is a typical Bulgarian public institution and building which fulfils several functions at once, such as a community centre, library and a theatre. It is also used as an educational institution, where people of all ages can enrol in foreign language, dance, music and other courses. In this function they could be compared to the Folk High Schools of Northern Europe.

ICT

Information and Communication Technology

LLL

Lifelong Learning

NGO

Non-Governmental Organisation