



Guideline 4

Resourcing

Contents

1. Current assessment	3
2. Conclusions and Recommendations	4
3. Good Practice	9
4. References	11

1. Current assessment

This guideline is the fourth of six guidelines concerning informal learning settings in libraries that are meant to promote lifelong learning and combat digital illiteracy and social exclusion. It has a specific focus on the provision of resources.

Sufficient resources in the form of funding and well-qualified staff are a precondition for the development of innovative library programmes and projects. Each country, region and community has its own specific funding opportunities for support and this guideline will, through desk research and examples from the country surveys, draw conclusions and recommendations about how to identify and draw effectively upon funding opportunities, illustrating good practice from EU-funded LLL projects. The guideline will also focus on staff training needs and skills required.

Public libraries depend in the main on local or central government funding. In many countries, municipalities or other local authorities receive 'block grants' from central government, and the municipalities subsequently decide the exact amount to be allocated to libraries. In recent years, opportunities to apply for grant funding from private companies and sponsors seem to have increased.

The PULMAN network developed a guideline on funding and financial opportunities (<http://www.pulmanweb.org/DGMs/section2/FundingFinancial.htm>). It draws attention to "The difficulty which public libraries have faced is in unlocking a sufficiently large share of funding allocations from central and local government.... in its 2002 survey report *The Public Library in the Electronic World*, NAPLE (an association of national authorities for public libraries in Europe) has drawn attention to the probability of budget reductions and a focus on alternative forms of financing and income generation <http://www.bs.dk/publikationer/english/naple/index.htm>. Across Europe, there is currently considerable variety of practice".

2. Conclusions and Recommendations

- **Staff**

Considering the fact that competences such as information literacy, digital literacy and ICT skills generate vast new learning opportunities for citizens, it is clear that library staff should possess skills which enable them to deliver the services which public libraries can provide effectively and beneficially in this context.

If a library has the financial as well as the human resources, it is possible to constantly educate and keep all members of staff updated. However, in most cases there are significant resource constraints on what can be done. One way to address this is for the library to train a trainer, who attends a training course and passes on their knowledge to their colleagues, thus becoming trainers themselves. This model, entitled "Train the trainers", is part of the project "Competence Development through Network", which is run by The Danish Agency for Libraries and Media and four county libraries.

Some of the most important skills which librarians must have or acquire are:

Technical skills

Staff must be in a position to handle with confidence all types of equipment in order to be able to educate users but also in order to further the staff's own learning process. Web 2.0 technologies and social networking have now migrated from being 'fashionable innovations' to forming part of the mainstream information infrastructure, allowing users themselves to become instant producers of information. Web 2.0 technologies have enhanced social and professional contact and have provided more "colourful" tools that can be used especially for self-paced tutorials. Librarians need to familiarise themselves with Web 2.0 technologies, since these tools are appealing to the public, especially to young adults and they have now entered daily life for many people. Library staff need to be in a position to train and assist members of their community who are new to the use of Web 2.0 technologies. It is important for libraries to employ such tools in the process of educating users as well as in the promotion of their services.

Educational/pedagogical skills

Librarians need to deal with users of many kinds including children, adults and disabled people. In order successfully to provide guidance in learning processes, library staff need to have knowledge of both formal and informal learning techniques and to familiarise themselves with different learning theories if they are to develop effective teaching techniques. They also need knowledge in areas such as learning outcomes, progression from one stage to another (in a range of formal and informal learning contexts), and also of the learning and qualifications landscape of which they form a part.

Presentation techniques

The ability to prepare a PowerPoint and to deliver a presentation or speech etc. are important and necessary skills for library staff to be able to market and disseminate library services.

Organisational and marketing skills

Librarians need to be able to create effective training programmes which deliver the required product. It is necessary to be able to recognize the aim and objectives of each such programme, define the methods of its delivery, and to anticipate possible problems that could hinder progress such as funding, equipment, and low attendance rates. Library staff needs to be aware of techniques that can assist them in the promotion of new services and in the creation of awareness in their serving community. The production of leaflets and pamphlets, visits to schools and day care centres, organised visits by user groups, publishing of services on the library website (text, video, blog, youtube, etc.) are among the important aspects of this.

Communication skills

The EU is a tapestry of different cultures (customs, religion, history, languages, etc.) and with free movement among countries, librarians should be aware of cultural differences. They should know the community and the potential characteristics of community groups and age groups, be sensitive to their needs and the time needed for them to adapt in order to make them feel at ease in different situations. Diplomacy and awareness of internal politics in each organisation are also required in order to be able to communicate effectively on behalf of the library, for example to secure funding or staffing levels.

Other skills

In the era of digital information, librarians should be aware of issues concerning digital copyright, storage of personal information, freedom of information and security. "[A recent] JISC report highlighted these issues as being pertinent to the teaching and learning community and they are similarly relevant in the context of library developments". (Secker, 2007, p.11) In the formal education sector, librarians should be aware of e-safety issues and work in co-operation with schools to ensure that children's experience of online learning is both safe and responsible, a mixture of age-appropriate protection and education that aligns with legal and educational frameworks.

- **Funding**

"Fundraising should be approached from a problem-solving standpoint, giving grant makers the opportunity to support meaningful programmes with the potential to change people's life." (Bremer, 2004)

The following types of funding are mentioned in the ENTITLE country surveys:

local funds, government bodies, public budgets, fees from users, support from commercial companies, partnerships with NGOs, state funds, EU funds, support from local authorities, donations. Educational and training initiatives are mostly funded through the library budget. Most of the libraries have stated in their country surveys that a large range of the service concerning LLL and libraries is funded by the library budget and carried out by library staff. As the country surveys also show, a mix of different sources are also used for funding of projects.

Local funds

The main source for funding of public libraries is usually a budget determined by the municipality in which the respective library is located. This budget most often covers only the basic library activities and maintenance.

However, there may be additional local funds available for local projects and programmes which can be tapped into. Collaboration with other organizations, such as schools and NGOs and the initiation of joint projects can be a very successful element of an application for additional funding. Libraries, which have introduced visible innovation, are often most successful in attracting additional local funds.

Central government funds

National Lifelong Learning strategies are financed generally through one or more ministries' budgets or programmes. Funding from those programmes can be obtained through the development of national or regional projects with wider applicability. Projects focused on library staff training in using new technologies, or targeted training in technologies for minority groups or retired people have been financed by the state under national programmes. Joint projects between two or more libraries and collaboration on the national level with other organizations also frequently play a role in successful applications for funding. In countries with a federal structure, federal funding may support nationwide programmes focused on national priorities.

National Lottery Funds

In Denmark and the UK, National Lottery Funds have provided part of their incomes to finance projects which involve libraries. Up until 2008 part of the budget for the public libraries in Finland also depended upon National Lottery Funds. Since the income from these funds was seen as insecure funding the Finnish Library Association lobbied to have them abolished. From 2009 funds that have previously relied on Lottery Funds income are now part of the municipally-funded budget.

EU programmes and funds

The Education, Audiovisual and Culture Executive Agency (EACEA) has been operational since the beginning of 2006. It is responsible for the management of certain parts of the EU's programmes in the fields of education, culture and audiovisual media. The Executive Agency operates under supervision from three parent Directorates-General: [Education and Culture](#) (DG EAC), [Information Society and Media](#) (DG INFSO) and the [EuropeAid Cooperation Office](#) (DG AIDCO).

The main source of funding available to public libraries in the EU is the Lifelong Learning Programme http://ec.europa.eu/education/lifelong-learning-programme/doc78_en.htm

The most recent **EACEA** initiative is 'Transversal programmes' whose activities cover four themed areas across all sectors of education and training:

- [Key Activity 1](#) Policy cooperation and innovation in education and training
- [Key Activity 2](#) Languages and language learning
- [Key Activity 3](#) Development of ICT-based content and services
- [Key Activity 4](#) Dissemination and exploitation of results of the programme

A range of guidance is available which helps train people to write EU programme applications e.g. <http://en.iu.dk/> or the paper "Easier access to EU funding. Financial regulation and its implementing rules":

http://ec.europa.eu/budget/library/publications/financial_pub/pack_rules_funds_en.pdf

Examples of cooperation projects involving libraries are the PuLLS project, which was funded by the [Grundtvig programme](#) - a part of EU's Socrates programme, action line Grundtvig 1 - International Co-operation projects and the TUNE project, which was funded by the EU's Education and Culture, Culture 2000 Framework Programme.

Sponsorship from private companies, NGOs etc.

Libraries need to be actively aware of the possibility of applying for sponsorship from businesses and NGOs for their programmes. In some European countries, donations made to libraries are tax-free, providing an additional incentive. One of the best known NGO funding possibilities has been the Bill and Melinda Gates Foundation's "Access to Learning Award" (www.gatesfoundation.org/ATLA)

Forming groups of friends ("Friends of the library") which seek additional financial support for library initiatives, an approach widely used in North America, is another way to collect funds for library learning initiatives.

Obtaining external funding often requires the compilation of a Strategic plan or proposal, covering some or all of the following elements:

- Qualifications of the organisation, (e. g. large events with testimonials such as the "Österreich liest. Treffpunkt Bibliothek" in Austria, "The Festival of Creativity and Learning Innovation" in Slovenia and the National Library Week in Bulgaria) as well as reading campaigns, book fairs etc.
- A Mission statement (for impact see e. g. IFLA, <http://www.ifla.org/> , EBLIDA <http://www.eblida.org/>) – in order to point out the mission of libraries related to Lifelong Learning
- Aims and goals to be reached
- Action to fulfil the aims and goals
- Timeline
- Budget plan
- Information on staffing programme and evaluation

Library-generated income

Although IFLA/UNESCO guidelines recommend offering library services free , there is a possibility for libraries to collect income by offering paid services such as annual membership fees, fines, reservation fees, charges for lending CDs or DVDs, database searching, sales of old books, renting out space for events etc. Several libraries in the UK have a gift shop in which items like memory sticks, postcards, pencils etc. can be purchased.

The extent to which this practice should be extended to enable the provision of specific types of user training activity, is a matter for libraries to assess carefully in the context of the local environment. At several libraries in Denmark, users pay part of the costs when they attend e.g. ICT courses and in libraries in Romania, users pay fees for some learning services

3. Good Practice

23 Things is a staff development programme designed for library staff. It contains 23 things to do on the web in order to explore and expand one's knowledge of the Internet and Web 2.0. It introduces staff to new web tools ("things") each week, which they then comment on in their blog. This programme has also been completed in many libraries in e.g. **Denmark**.

The award winning video "From Bones to Byte" by the British Library, aims to present what is on offer to any visitor: <http://www.youtube.com/watch?v=8fpH4zqMrdw>

An informative interview entitled "Training for librarians on working with special needs patrons" can be found on YouTube: http://www.youtube.com/watch?v=0Xfx-y_3CmE

In **Austria** there is a growing interest in new developments in libraries and self organized learning. Conferences have been organized with regards to non-formal learning and libraries. One such conference was organised in September 2007 at the University of Innsbruck. For programme and abstracts see:

http://www.uibk.ac.at/ipoint/news/uni_intern/526881.html

<http://www.uibk.ac.at/ub/lernendebibliothek/>(only available in German)

The public library in Goetzis is a partner in the EU project "Libraries for All – A European Strategy for Multicultural Education". <http://www.mkc.cz/en/libraries-for-all.html>. The project seeks to upgrade local public libraries into "Libraries for All", and librarians will naturally need training, information and ideas for how to create a library that is welcoming and accessible for foreign library users.

With funding from the Ministry of Education, Art and Culture, the Austrian Library Association, BVOE supplies free software and Internet courses for librarians.

The Children and Teens Department Learning Programme at the Sofia City Library (**Bulgaria**) is funded by the library and the City Centre for Work with Children. The project "American corner" at the Sofia City Library (Bulgaria) is funded by the library in cooperation with the US Embassy in Sofia with additional funding from private foundations and businesses.

In the **Czech Republic**, the programme "Public Library and Information Services" (PLIS), designed for libraries and funded by the Ministry of Culture, was implemented. In accordance with its strategic goals of expanding computer literacy within four years, the Ministry of Information Technology (MI) started the "National Educational Programme for Computer Literacy". The goal of this project is to allow anyone who is interested in learning the basics of working with a computer and basic orientation when working with the Internet to have the ability to do so. As a result each public library has Internet and basic computer courses are running in 2008. The main targets are disadvantaged groups.

The Library in Kroměříž (**Czech Republic**) created a model of lifelong learning centre funded by the European Social Fund: http://ec.europa.eu/employment_social/esf/

At the County Library in Pardubice, participants in the course "Digital photography and Computer graphics" pay small fees for the service.

In **Denmark**, the Citizen.dk network aims to teach citizens how to use digital self-service solutions. Libraries cooperate with Citizen.dk on teaching citizens and in the libraries this is carried out by initially training some library staff, who are then able to teach colleagues, resulting in a large number of library staff who are able to teach citizens about the use of digital self-service solutions.

<https://www.borger.dk/OmBorgerDK/Otherlanguages/Sider/Engelsk.aspx>

Bibteach.dk is an online toolbox for library instructors and is a result of cooperation among Danish libraries: <http://www.bibteach.dk> (site only available in Danish).

To ensure additional funding, Aarhus Public Libraries (**Denmark**) reserves a certain percentage of the annual budget for a development pool for the libraries in order to attract funding from other institutions.

http://www.aakb.dk/graphics/portal/bibliotekerne/Bibliotekspolitik_2006-2009.pdf

In **Finland**, cooperation among libraries is stronger than ever before, assisting libraries in the realisation of the changes. The public library portal <http://www.libraries.fi> provides a variety of information on library services. The Ministry of Education carries out the goals of library strategy and directs the implementation of strategic goals by administering and funding projects on a national, regional and local level.

The "Meetingpoint" (ICT service) at Helsinki City Library is funded both by partnerships with commercial companies and the Innovation Fund of Helsinki City.

In **Greece**, Veria Public Library has attracted funding through the project "Magic Box", sponsored entirely by the Stavros Niarchos Foundation:

http://blog.libver.gr/en/?page_id=26

Malta. The learning tools (PCs, broadband Internet access, audio and visual media, interactive software and educational software) for the multimedia services at Floriana Central Public Library (Malta) are sponsored by private sector companies like banks.

In **Slovenia**, 'Centres of independent learning' in many public libraries are financed partly by the Adult Education Agency and partly by structural funds. The network of 'Knowledge Exchange' points is financed by the Adult Education Agency. Some of these points are placed in public libraries. The new library building in Ljubljana is co-financed by a trade company. The Slovene library-museum MEGA quiz in the school year 2007-08 was funded by the Ministry of Culture, the Ministry of Economy and sponsors. The film school "Education of the View" in Kamnik (Slovenia) is funded by the Ministry of Culture and partly by libraries themselves or local communities.

4. References

23 Things. Learning 2.0 Programme.
<http://plcmcl2-things.blogspot.com/>

Aarhus Public Libraries' Library Policy 2006-2009. Available at:
http://www.aakb.dk/graphics/portal/bibliotekerne/Bibliotekspolitik_2006-2009.pdf

Bibteach – a toolbox for library instructors.
<http://www.bibteach.dk>

Bell, Steven J. (2005). Submit or resist: librarianship in the age of Google. American Libraries, Oct. p.68-71.

Bremer, Tracey L.: Library Funding. <http://www.ericdigests.org/2001-4/funding.html>.

Calimera Guidelines: cultural applications: local institutions mediating electronic resources. Available at:
<http://www.calimera.org/Lists/Guidelines/Forms/AllItems.aspx>

Cirius Denmark. Information about education and training in Denmark and EU programmes.
<http://en.iu.dk/>

EBLIDA. <http://www.eblida.org>

European Social Fund (ESF): http://ec.europa.eu/employment_social/esf/

From Bones to Byte. The British Library
<http://www.youtube.com/watch?v=8fpH4zqMrdw>

Funding and Financial Opportunities. Management Guidelines. The PULMAN project
<http://www.pulmanweb.org/DGMs/section2/FundingFinancial.htm>

Goldfarb, Elizabeth K. (1999). Learning in a technological context. In: Stripling, Barbara K. Learning and Libraries in an Information Age: Principles and Practice. Littleton, CO: Libraries Unlimited.

Goldwin, Peter. (2007). The Web 2.0 challenge to information literacy. Available at:
<http://www.inforum.cz/pdf/2007/godwin-peter.pdf>

IFLA/UNESCO School Library Guidelines:
<http://www.ifla.org/VII/s11/pubs/sguide02.pdf>

Information behaviour of the researcher of the future: a cyber briefing paper. (2008)
<http://www.bl.uk/news/pdf/googlegen.pdf>

Internationale Bibliotheks-Fachtagung an der Universität Innsbruck. Conference at the University of Innsbruck, September 2007. <http://www.uibk.ac.at/ub/lernendebibliothek/> (site only available in German)

Libraries.fi - a Finnish public library portal

<http://www.libraries.fi>

Library Support Staff.com – fundraising for libraries. Links and resources:

[http://www.librarysupportstaff.com/find\\$.html](http://www.librarysupportstaff.com/find$.html)

Lifelong Learning Programme Overview.

http://ec.europa.eu/education/lifelong-learning-programme/doc78_en.htm

Maness, (2006) Library 2.0 Theory: Web 2.0 and Its Implications for Libraries, Webology, 3 (2), June, 2006. Available at:

<http://www.webology.ir/2006/v3n2/a25.html?q=link:webology.ir/2006/v3n2/a25.html>

McKay, Duncan: Effective Financial Planning for Library and Information Services. London 2003.

New Funds, better rules. Overview of new financial rules and funding opportunities in the EU 2007-2013. Available at:

http://ec.europa.eu/budget/library/publications/financial_pub/pack_rules_funds_en.pdf

PULMAN www.pulmanweb.org

PULLS: guidelines on open learning centres in public libraries in Europe.

<http://www.pulls.dk> – In the section “PuLLS in the library”

Secker, Jane (2007). Social software, libraries and distance learners: literature review. LASSIE: Libraries and Social Software in Education. University of London Centre for Distance Education Teaching and Research Awards.

http://clt.lse.ac.uk/Projects/LASSIE_lit_review_draft.pdf

Sharing, privacy and trust in our networked world: a report to the OCLC membership. (2007) Available at:

<http://www.oclc.org/reports/pdfs/sharing.pdf>

Slade, A., and Kascus, M. (2000) Library services for open and distance learning: The third annotated bibliography, Englewood, CO, Libraries Unlimited.

Squires, G. (1994). A new model of teaching and training. Hull: University of Hull

The Public Library in the Electronic World. Report. A Survey initiated by NAPLE.

<http://www.bs.dk/publikationer/english/naple/index.htm>

The TUNE project – Training of Library Users in a New Europe.

<http://www.tune.eu.com/>

Training for Librarians on Working with Special Needs Patrons.

http://www.youtube.com/watch?v=0Xfx-y_3CmE