

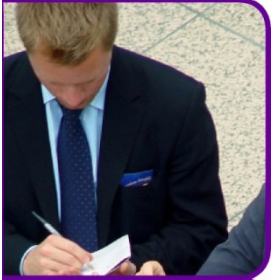
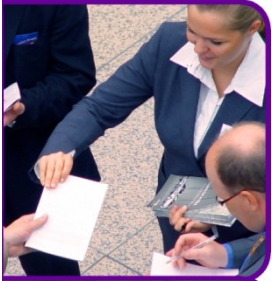


**across*limits***

# ENTITLE Guidelines

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# Introduction



- As part of the ENTITLE project a series of concise guidelines highlighting effective policy provisions for public libraries in lifelong learning, will be published.
- The core of the guidelines will focus on the continued development of the transversal role of libraries and their partners in supporting learning across childrens', adult and vocational education, in the varying economic, social, cultural infrastructural and professional conditions across Europe.

# The 6 Guidelines



There will be 6 guidelines for:

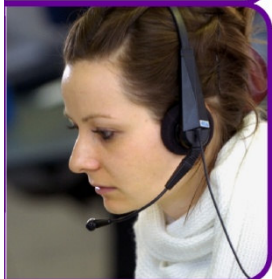
- 1. Strategies, policies on LLL and public libraries, advocacy**
- 2. Landscape**
  - partners, competitors, (integration of services)
  - styles, theories
  - Learners
- 3. Managing Learning Services (and Planning)**
- 4. Resourcing**
  - staffing
  - Funding
- 5. Evaluation**
  - outcomes
  - Impact
- 6. Learning Environment**
  - ICT
  - physical environment

# Guideline 1 – Strategies & LLL Policies



- The importance of creating a framework through which libraries operate.
- This would generally include:
  - Up to date legislation
  - Operational strategies for the service as a whole reflecting the legislative framework but also at departmental and activity levels, eg. acquisitions, HR training, activity organisation, networking, marketing, etc.
  - The above *modus operandi* would include policies integrating LLL into public library operations.

# Guideline 2 - Landscape

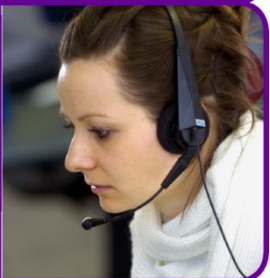


The environment in which public libraries operate. This entails a three tiered study of who the other institutions are, who are the customers and the methodology of learning applicable. This tripod of research is the first step required in formulating a management plan for the creation of any learning service.

## **Partners, competitors, (integration of services)**

Understanding the operators of the market – networking with partners so as to strengthen services both for the library and its partners. Acknowledging which operators might be regarded as competitors and understanding how a healthy balance might be achieved.

# Guideline 2 – Landscape (continued)



## **Styles & theories**

Studying the various theories of learning and understanding the styles through which the learning experience will come to fruition.

## **Learners**

Profiling library customers and the communities it serves. This requisite also entails a profile of non-library customers so as to lead to strategies of how these potential customers will be served.

# Guideline 3 – Managing Learning



The application of management theory into practice when formulating an innovative idea.



This entails : Planning, Organizing, Leading, Co-ordinating, Controlling, Staffing, Motivating.

## **Planning**



Preparation of a business plan addressing issues such as aims & objectives, resource allocation, time frames etc.

## **Organising**



Assigning responsibilities to every member of the team and ensuring that Resources have been distributed accordingly.

# Guideline 3 – Managing Learning (cont)



## **Leading**

Influencing and guiding the team members in their tasks. Eg, Tutoring and encouraging staff in the use of a new technique.



## **Co-ordinating**

Ensuring that the various departments/individuals are 'fitting in' the whole picture, eg. will the acquisition process manage to acquire the basic texts in time before implementation.



## **Controlling**

Ensuring that every task being performed will lead to the outcome which was envisaged and if in the negative, ensuring that corrective measures are taken.



## **Staffing**

Ensuring that Human Resources allocated in the planning phase are available and that every member has the requisities necessary to perform the tasks allocated professionally.

## **Motivating staff & learners**

# Guideline 4 - Resourcing



## **Staffing**

Adoption of a strategy that does not only ensure that staff satisfies requirements numerically but also that skills are matched according to roles. This involves a staff development program which would also create a flexible work force.



## **Funding**

Traditional source of funding (Malta is Central Government + certain libraries covered by agreement benefit from Local Council Funds). This needs to be increased so as to enable better coverage for different media, adequate staffing numbers having adequate skills, creation of learning programmes.



Other sources of funding. Libraries need to search for innovative ways of funding sources, eg. EU programs, Local Institutions including commercial companies, and (where applicable and justified bearing in mind IFLA/UNESCO Public Library Manifesto) charge for specific services which are peripheral or as to cover costs. Eg. fund raising activities, photocopying, purchase of stationery items, local memorabilia etc.

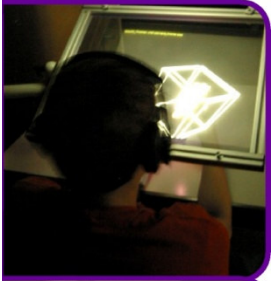


# Guideline 5 - Evaluation



- Change of practice in evaluation procedures so as to provide evidence of return of investment of public funds into society. Evaluation is currently performed by measuring input and output measures.
- Input measures include staff numbers, collection size, user space, funds allocated, etc.
- Output measures may include training sessions, loans, user attendance at events, etc.
- These two measures are important for measuring what is 'fed' to the system and what is received quantitatively.
- However return on investment (especially in difficult financial times) is measured by the qualitative element that is received back from the service.
- This has a direct influence on what the role of public libraries is in society.

# Guideline 5 – Evaluation Steps (cont)



- In the context of Public Libraries & LLL we need to ask the right questions so as to understand:
  - Whether, how and what learning occurs among which group of people as a result of the activities and services
  - What the outcome of this learning is for the people concerned
  - What the broad impact of this learning might be
- Generic Learning Outcomes can be used both through qualitative and quantitative methodologies so as to cover the behaviourist, cognitive, humanistic perspectives of learning and thus provide a holistic picture of how libraries impact an individual's growth and development .

# Guideline 5 – Evaluation (cont)



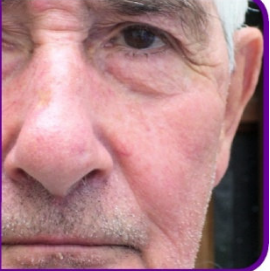
## **Knowledge and Understanding**

- Knowing what or about something
- Learning facts or information
- Making sense of something
- Deepening understanding
- How libraries operate
- Making Links and relationships between things

## **Skills**

- Knowing how to do something
- Being able to do new things
- Intellectual skills
- Information Management Skills
- Social Skills
- Communication Skills
- Physical Skills

# Guideline 5 – Evaluation (cont)



## **Attitudes and Values**

- Feelings
- Perceptions
- Opinions about ourselves (eg. self esteem)
- Opinions or attitudes towards other people
- Increased capacity for tolerance
- Empathy
- Increased motivation
- Attitudes towards an organisation (eg. a library)
- Positive and negative attitudes in relation to an experience

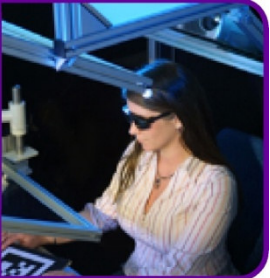
## **Enjoyment, inspiration, creativity**

- Having fun
- Being surprised
- Innovative thoughts
- Creativity
- Exploration, experimentation and making
- Being inspired

## **Activity, behaviour, progression**

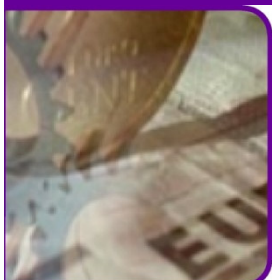
- What people do
- What people intend to do
- What people have done
- Reported or observed actions
- A change in the way that people manage their lives

# Guideline 5 – Evaluation (cont)



- The implementation of the GLOs can be carried for four different purposes:
  - Planning of a project/service.
  - Performance management of a project/service.
  - Creating academic research on a subject
  - A combination of the above
- Development of a matrix selecting the service/project being assessed and the target group and the implementation of the impact assessment framework.
  - Define the needs, inputs, outputs, and develop your hypothesis
  - Define the outcomes you expect the service to have on its users
  - Decide on what indicators you will use to measure the outcomes
  - Collect the indicators through a variety of qualitative and quantitative methods
  - Analyse the results
  - Go back and check how what you found reinforces or changes your story
  - Share your findings with stakeholders, use the findings to improve services and gain funding and advocacy.

# Guideline 6 – Learning Environment

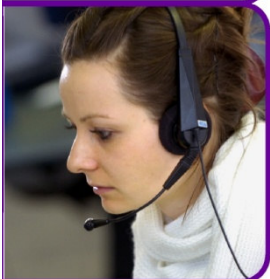


The Public library as a learning hub. A hub through which a local group of “learning activists” can develop, guide, research and help others to appropriate learning models.

Both physical and virtual spaces offered by the public library service must be designed so as to allow LLL. This requires that space is:

- Modular - flexible
- Comfortable – ‘feel at home’ factor
- Supports all learning levels as individuals and groups
- Secure

# Conclusions – What can we take?



- What applies to Malta?
- How can we use these guidelines effectively?
- Who can we turn to for best practices?
- It's not a one size fits all.

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