IFLA Leaders Programme: Library Advocacy Toolkit

Note: this toolkit is a project of the [IFLA International Leaders Programme](#)

IFLA Leaders Associates are pleased to provide you with a Toolkit that will be a good starting place for information on Regional Collaboration for Strengthening Advocacy within the Library and Information Science profession.

The main purpose of the Toolkit is to provide support to library staff who are looking to strengthen their advocacy efforts through collaboration, partnerships and networking which can ultimately lead to increased funding, provision of new and improved services, and improved staff skills and competencies.

The Toolkit pulls together best practices and research for collaboration and partnership efforts towards strengthening library advocacy.

In addition, it provides information resources on strategies that can be used to sustain advocacy that work at regional level.

We hope that you find it useful!

Best Practices

Collaboration for Advocacy Best Practices

In 2013, IFLA Leaders conducted a survey to understand how librarians approach and understand collaboration to support their advocacy efforts. We received responses from approximately 300 librarians from around the world. The IFLA Leaders have distilled these responses into a list of 9 common best practices for successfully leveraging partnerships to support your advocacy efforts.

Below you'll find this list of best practices accompanied by direct quotes from our survey respondents, further highlighting how librarians around the world are taking simple steps that allow them to leverage partnerships and accomplish their advocacy goals. We hope you'll see that you are likely already applying many of these best practices in your own work, and find ways to adjust or add new practices to strengthen the impact of your advocacy efforts.

1. **Recognize and utilize the unique expertise of each partner**.
   "The Imagination Library does the creation of tools, materials, etc. *We* provide the public with awareness and then opportunity to participate."

2. **Create or co-create materials that your partners can use to advocate for libraries beyond your reach**.
   "We have a fact sheet where we took our circulation statistics and assigned dollar amounts to the books, DVDs, etc. that went out that year. This flyer was given out to local and county government officials to show how much the library "saves" the community each year. We also did the same for our program attendance. We also randomly chose a family from each of the townships/boroughs that we serve and stated how much that family "saved" during one year by using the library."

3. **Provide the training and support your staff needs to let everyone on your library team become an advocate**.
   "Train library staff to become more and better communicators. Provide staff with opportunity to reach out. Put the library high on the agenda of the organization. Modernize the library and make it part of this age."

4. **Get a library presence embedded into your local government**.
   "Participate in state association legislative committee; head various commissions

and committees, part of intergovernmental task for but library administrators. Develop messages for state government. Present to elected officials."

5. **Find the issues that local, national and regional governments care about – and show how your libraries are creating solutions to those issues**.
   "We tend to work with others as there are issues affecting our joint communities. We find that joining together as an association of interest gives us greater bargaining power and credibility."

6. **Set aside a separate budget for advocacy**.
   "The importance of the positive changes advocacy can bring to LIS communities warrants libraries to set aside specific amounts of funds for their advocacy programmes."

7. **Partner with organizations with varied backgrounds: governmental, non-governmental, business world and others**.
   "LIS services and activities impact on the lives of all facets of the human society". "There is the need to create partnerships beyond the LIS communities that equally constitute information stakeholders."

8. **Develop advocacy programmes and/or policies**.
   "For clarity, focus and follow up, libraries need to develop appropriate programmes/policies for advocacy."

9. **Get national library associations involved in advocacy programmes**.
   "As the umbrella bodies for the national LIS community, it is important for national library associations to be implicated in the advocacy programmes of libraries in one way or the other."

Case Studies

The following case studies were collected by the IFLA Leaders group, and represent examples of collaboration and advocacy practices from their respective geographies. While the case studies reflect opportunities and challenges unique to their geographic context, there are lessons to learn from each example.

We hope these case studies inspire you to create new partnerships that lead to innovative services, new advocacy messages and a broad advocacy base in support of libraries.

Brasil

Common Base of Citizen Knowledge (CBCK) — Youth Involvement in the development of projects

Submitted by Jorge Ruiz Vaca (Mexico)

"Who has information has power", this was one of the novelties of The experience of the Common Base of Citizen Knowledge - CBCK; whose challenge is to organize information in order to keep the data relating to the day-to-day life and the place where we live in, and, at the same time, to create simple and friendly forms of access to work with them. This way, we believe people will be able to contribute to a more realistic construction as well as the management of public policies according to citizens' needs.

During the process of the courses we tried to privilege thematic contents with the objective of reaching the essential level of information, so that participants acquire the informational competence demanded by the globalized world needs.

Young Brazilian involved in poor areas of Sao Paulo have turned the library into a powerful vehicle for social inclusion as using library outreach services to youth and adults to generate knowledge to help the break of poverty.

As a summary of these experiences, we could say that is the sustainability of library services in non-traditional spaces as the result of are active participation of the beneficiary population oriented to lines of action concretely improve their quality of life.

Objective

Training young people in the use of technology to make possible to gather information about the areas they inhabit and be able to:

1. Freely distribute among the population on contributing to social development.
2. Exchange it or sell it to government agencies to improve public policy as offer it for sale to commercial companies

Cameroon

PROBLEM: Automating and Building an Institutional Repository for The University of Buea Library

submitted by Rosemary Shafack

The University of Buea Library had come up with its strategic plan for the period 2007 - 2015 as part of the University's strategic plan. The first parts of the plan included digital initiatives and involved the development of an Institutional Repository and automating the management of the print resources of the Library.

- The Library needed to collect the research outputs across the University establishment and make such more visible not just to its immediate community but to the rest of the world.
- Secondly, given that the research activities of any university constitute part of the parameters used in assessing its quality, it became incumbent on the University of Buea Library to put in place an appropriate tool that will assemble the research outputs of the University of Buea and archive them in a way that will be quite visible for anyone interested in the research activities of this institution.
- Thirdly, the student population of this institution has been growing very rapidly (From a few hundreds in 1993 to 19,000 currently) and that is also seen in the increase use of the Library facilities. There was therefore an urgent need to automate the print collection of this Library to facilitate the management of its information resources as well as its users.

Character

The University of Buea is fairly young (exists since May 1993 – just 20 years). Its main activities are: teaching, research and outreach. It has developed several partnerships with institutions and organizations across the world. Some of these partnerships have involved the institution's Library.

Process

Given that the budgetary provision of the Library in question is quite limited to meet its requisite projects, there is always need to look outside for help. An opportunity was seen when the University of Buea got involved with the ERASMUS MUDUS Project and which was coordinated by the Deputy Vice-Chancellor in-charge of Teaching and Information and Communications Technology (DVC/TIC) and the Vice-Chancellor on the part of the University of Buea. This opportunity was not a smooth ride as the library had to put forward a proposal and advocate for its involvement in this project in order to benefit from it. There was therefore the need to advocate with the university authority in the first place to consider involving the library in this project on the one hand and getting ERASMUS MUNDUS to accept to have the library of this institution included in the project on the other hand. The library went ahead to develop a project proposal that could enable it benefit from the ERASMUS MUDUS project. The library went ahead to put in place a strategy to advocate and lobby the university authority to accept to consider the library to be part of the ERASMUS MUNDUS project. There were several working sessions that the library held to prepare itself for this task. In the first place this project had been announced in a meeting in which the University Librarian sits and the description of the project was found to be equally useful to the library. The library did not only prepare a plan of action for its advocacy process but equally came out with a project proposal that would be presented to the owner of the project when the university of Buea officials decided to consider the library to benefit from this project.

Following long and concrete discussions, the University of Buea Library was integrated into this project and this led to collaboration between the Universities of Buea-Cameroon and the University of Twente, Enschede, The Netherlands libraries. There were exchange working visits between the University of Buea and the University of Twente Libraries. The collaboration took the form of exchange visits for training and mentorship. The systems staff of the University of Buea Library travelled to the University of Twente Library for a short training for a period of two months. This was a very useful step in the partnership given that the host institution is older and experienced in the area of digitization and having a well-developed library and institutional repository. After one year, the Librarian of the University of Twente paid a working visit of nine (9) days to the University of Buea Library

to follow up and mentor the progress made by the University of Buea in building its institutional repository and automating its Library after the training.

Challanges

The University of Buea Library had the following challenges in the process of this collaboration:

- Technical, and Expert staff in the domain were quite lacking
- There were budgetary constraints for getting the requisite equipment and resources.

What was positive

- The institutional support was there and evident through the fact that a strategic plan had been put in place including that of the library as part of the strategic plan for the whole university institution.

Achievement

Through the partnership project in question, the following were achieved:

- The issue of training experts was resolved.
- The partnership brought in more areas of collaboration and these included:
- The two institutional Libraries to exchange their scientific publications
- Agreement for the staff of the two institutions to conduct research together on common areas of interest.

Outcome of collaboration

- The University of Buea Library is now automated
- The Blueprint of the Repository is now completed and approved by the Institution's hierarchy and the main equipment for the repository is now being purchased for archiving to begin.
- Staff are being trained for the exercise using the software D-Space
- As part of the archiving process, 1,700 theses have been collected in electronic form.

The concluding remarks about this collaboration venture are that it has yielded great results for the University of Buea Library.

Egypt

Submitted by: Dina Youssef

Project: Activating the role of Libraries' specialist of young cadres in Great Cairo governorates

Theme:

Together for trained Libraries' specialist and qualified youth for the labor market

Parties:

- New Central Library at Cairo University, civil society
- General society for talented care- the implementing authority, nongovernmental organizations
- Sawiris Foundation for Social Development – the Financing agency

Common interest for the parties

Social responsibility and supporting human development in the Egyptian society formed the common denominator between the ambitions and hopes of the collaborative parties.

Introduction

Libraries and other types of information institutions play a vital role in the advancement of societies and drives them from the state of cognitive recession to positive and effective activities in various spheres of life.

Information institutions are described as the heartbeat of information and knowledge communities and at the same time the institutions of communities memory.

Human development at all levels has become an imperative requirement for people's preparation in their different scientific specialties and professional roles. This should be achieved by attaining the required skills that enable them reach a performance at the highest level of precision and perfection.

Project overview

This project is known as "activating the role of Libraries' specialist of young cadres "in Great Cairo governorates" under the slogan of (together for trained Libraries' specialist and qualified youth for the labor market) for a two year period (2009-2010).

The project aimed at developing and raising the skills for 100 of young cadres to activate the role of Libraries' specialist to qualify them to fulfill the requirements of labor market, and provide 100 of true work opportunities to them in private and government schools, institutions, NGOs, public Libraries and children's Libraries as well as private companies in Great Cairo Governorates. It also included as part of it an implementation of the training of trainers activity (T.O.T) where 10 trainees were selected from the elite graduates group.

Training overview

It was a continuous work in terms of theoretical and practical application of training, workshops, field visits, and processing for graduation projects, qualifying participants for labor market, and to provide job opportunities for Libraries' specialist and help them be able to perform their mission.

Advantages of the program

- Planning, processing, implementing and evaluating the program in successive stages has been realized through a collaboration between a number of institutions of governmental scientific community, represented in (New Central Library at Cairo University), and the civil society, and nongovernmental organizations (General society for talented care- the implementing authority) and the Financing agency (Sawiris Foundation for Social Development).
- The program did not only aim at training a group of young graduates and qualifying them to the labor market and provide them with the necessary skills for business needs, but it also aimed at employing them after training. This contributed in a direct practical way in providing true work opportunities to each trainee who was able to pass the training program successfully. This has encouraged many authorities and organizations to grant those graduates work opportunities that commensurate with their qualifications and skills, thereby increasing their chances of success in the roles they carry out in these institutions. This particular aspect of the project has increased remarkably the demand of people to attend the training program.
- Despite of the immense preparations, planning and coordination between all collaborators entities prior to the program, the evaluation and development process

didn't stop with the beginning and during implementation of the program. The teamwork followed an approach of continuous assessment for the development of content and training methods, for increasing the chances of achieving a higher level of quality, proficiency and effectiveness. The next phase of the program had seen a further development, as a result of internal and external constant assessment as well as the study of labor market requirements, where it was clear that there is a growing need for Libraries' specialist in computer, archiving and documentation companies.

- As for the Training program's content, it was taken into account, when planning it, and through its development phases, that it should include most skills that form a comprehensive specialist's personality and an integrated system in the performance of workflow. These skills were classified into:
  - Personal skills (as a general requirement for specialist's personality)
  - Professional skills (as a general requirement to Library' specialist work)
- To achieve top results out of the program, the organizers got an assistance from characteristic human expertise who have a significant scientific position in the Egyptian universities and developmental bodies, with their experience and practical expertise that was proved at the level of both Egyptian and Arab levels to carry out the task of training in this project.

Conclusion

In conclusion … this project was the true, real and promising base that added to our Egypt community and a ground for upgrading the knowledge of people and the growth of society.

We can describe this program as a model that can be generalized between civil society organizations and governmental community institutions to create a new generation of young people well formed to follow the vast advancement of the information and communication technology.

Federated States of Micronesia

The Problem or Challenge

Collaboration for Advocacy in the Pacific Islands: the Pacific Islands Association of Libraries, Archives, and Museums (PIALA)

submitted by Mr. Atarino A. Helieisar

Collaboration has been a challenge in the past for the Pacific Islands Association of Libraries, Archives, and Museums (PIALA) with member institutions spread across the Pacific Ocean. Efforts of collaboration on pertinent library issues including advocacy are affected. Resource sharing among island entities is limited due to inaccessibility to other libraries' collections. Inaccessibility is due to insufficient resources to fund library automation programs that allow for effective resource sharing, the training needed to acquire the needed skills to use the program and provide training to others, and the technology and equipment needed to develop collections and provide access to users. Educational programs for professional development in the library field are hindered due to the high cost of graduate programs provided in by accredited institutions.

The Character

The Pacific Islands Association of Libraries, Archives, and Museums (PIALA) is a regional association of librarians, archivists, and museum staff from the Pacific islands. The association was formed to address the needs of Pacific librarians, archivists, museums staff and other information professionals, with a special geographic focus on Micronesia.

Established in 1991, PIALA holds its annual meetings in member regions in the Pacific Islands. At its annual meetings, members identified areas of concern that needed to be addressed to improve library influence in the Pacific, specifically in the Micronesian region.

Process

Given that the budgetary provision of PIALA is very limited to fund the cost of all the educational and professional developmental needs, there is always a need to look outside of PIALA for assistance in funding and collaborative efforts. PIALA found the office of the Pacific Resources for Educational Learning (PREL) who has been a leading player with many successful projects in Micronesia on trainings for librarians or libraries in the US-affiliated States Pacific and would be the ideal partner in identifying training and educational needs of PIALA members and institutions. With the full support of PREL office and the PIALA Executive Board, a memorandum of understanding was made and signed between PREL and PIALA to work together in finding possible ways to address training and educational needs. Following long discussions through emails in addition to observations made through visiting each island entity and listening to members of PIALA by PREL staff, grant applications were submitted by PREL to the Institute of Museums and Library Services (IMLS) with support letters from PIALA and other libraries in Micronesia attached with a clear understanding of what would be the responsibilities of both PREL and PIALA on these collaborative works. Not long after, PREL and PIALA were able to acquire funding to support

the following educational training programs for librarians in the Pacific from IMLS through the government of the United States.

Implementations

The first set of training workshops were developed to target the paraprofessional staff of librarians working at different types of libraries across the Pacific. The training was called Leaders for Pacific Libraries (LPL) and targeted areas of need by the local institutions and held at the annual PIALA conferences in 2007, 2008, and 2009 to select participants.

1. LPL - Leaders for Pacific Libraries

- 2007: Disaster Planning & Book Repair (Tinian, Northern Marianas Islands)
- 2008: Grant Writing (Yap, Federated States of Micronesia)
- 2009: Pacific Digital Library (Pohnpei, Federated States of Micronesia)

The second set of training workshops were called Pacific Leadership Training Institute (PLTI) and were developed to target different types of libraries and were held in the years 2006, 2008, and 2010 to select participants.

2. PLTI - Pacific Leadership Training Institute

- 2006: Special libraries (Honolulu, HI)
- 2008: Academic libraries (Honolulu, HI)
- 2010: School libraries (Guam)

Library Education for the U.S.-Affiliated Pacific Islands also known as LEAP (2011-2013)

The LEAP program offered full scholarships to fund 28 students to earn their graduate degrees in an online library science program at the University of North Texas, an ALA-accredited university in Denton, Texas. Potential candidates were screened and selections were made from American Samoa, Guam, Japan, Saipan, and FSM (states of Chuuk and Pohnpei).

Challenges/Difficulties

- Communication barriers with technology in getting people to meet deadlines and respond to communication sent out
- Budget limitations on necessary equipment and resources
- Distances between the islands

Results

Through the partnership of collaboration and advocacy, the following were achieved:

- Positive dialogue ongoing with ideas for improvement
- More outreach efforts with other regions and librarians in the region
- Trainings developed librarians to take on leadership roles in the region, including:
  - Atarino A. Helieisar, Chief Law Librarian at the [FSM Supreme Court](#) Law Library was a trainee in LPL 2007, 2008, PLTI 2006 & 2008. He was hired at the highest court in the nation as the Chief Law Librarian in 2007-current and also elected to President of PIALA 2008-current.
  - Karleen Samuel, Media Instructional Technology Center (MITC) Coordinator at the College of Micronesia-FSM ([COM-FSM](#)) was a trainee in LPL 2009 and was given the task of Technical Director for the Pacific Digital Library. She was promoted to MITC Coordinator at COM-FSM in June 2010.
  - LEAP scholars were promoted or hired to library positions:
    - Jennifer Hainrick was promoted to Director of the Learning Resources Center at COM-FSM in August 2011.
    - Elvis Zodiacal was promoted to Director of Learning Resources Center at the American Samoa Community College ([ASCC](#)) in September 2013.
    - Jean Thoulag was hired to work at the [Sinclair Library](#) at the University of Hawaii Manoa as their Collection Assessment Librarian in October 2013.
    - Tanya Chambers was hired as an elementary school librarian at a small school in Sasebo, Japan in December 2013.
    - Rosalyn Ajoste was hired as Technical Services Librarian at the [Joeten Kiyu Public Library](#) in January 2014.
    - Imengel Mad was promoted to Library Administrator of the [Ministry of Education](#), Republic of Palau overseeing the public school libraries in March 2014.
- 28 LEAP scholars [graduated](#) with Masters in Library Science originating from the areas of American Samoa, the territory of Guam, Commonwealth of the Northern Marian Islands, Republic of Palau, Pohnpei, and Chuuk of which are active PIALA members.
- [Pacific Digital Library](#) was established in May 2009 as a result of the LPL project and continues to provide access to materials of the Pacific region that are not found or published anywhere else. It continues to grow with additional materials gathered from those who participated in the project and is accessible at their website.

- Many new local library associations are being established with charters and by-laws signed by the government leaders with promise support by their own leaders.
- A new Hawaii Pacific law libraries initiative website has been created.
- Local library associations are stepping up to advocate for their libraries and collaborative efforts with other associations through the creation of their own websites to reach wider audiences, including:
  - FSM Supreme Court Law Libraries
  - Libraries, Archives, and Museums of Pohnpei (LAMP) Association
  - Guam Library Association (GLA)

Nigeria

Nigerian Library Association Advocacy to Establish the Librarians Registration Council of Nigeria

submitted by Dr. Victoria Okojie

The history of librarianship in Nigeria dates back to the 1900s. However, the UNESCO Seminar in Ibadan in 1953 marked the turning point for librarianship in Nigeria leading to the establishing of libraries across the West African sub-region and the formation of the West African Library Association (WALA). From the 1960s, however, more libraries were established leading to the formation of the Nigerian Library Association (NLA) in 1962. Thereafter, the Association grew steadily in numbers and strength leading to the need for a regulatory body.

At this stage, librarianship was like an all-comers affair where any staff in the library was seen and addressed as a librarian. Therefore, it became necessary to formally define who is a librarian. At the same time, it was becoming fashionable for professionals to have a body to regulate the practice of their profession in Nigeria. This led to the establishment of regulatory agencies such as the Pharmacy Council; Veterinary Council of Nigeria; Nursing Council; Medical and Dental Council of Nigeria; Council of Registered Engineers of Nigeria and Teachers Registration Council of Nigeria.

Consequently, the Nigerian Library Association leadership began the process to establish a regulatory body for the Library and Information Science profession. To this end, a Committee was set up in 1975 with Mr. E. B. Bankole as Chairman during the Association's

Annual Conference in Badagry, Nigeria which was presided over by Alhaji Abdullahi Haruna Ningi. Advocacy efforts continued through the years until 1995 when during the tenure of Mr. Gboyega Banjo as President of the NLA, Decree 12 of 1995 establishing the Librarians' (Registration, etc.) Council of Nigeria, was signed into law by General Sani Abacha, then Head of State. It was a defining moment for librarians and it signaled the official recognition of the profession to be at par with other professions like the medical, legal, and engineering profession in Nigeria.

Mandate of the Council

The Mandate of the Council as spelt out in the Decree was to:

1. Determine who is a librarian
2. Determine what standards of knowledge and skills are required by persons seeking to become registered as librarians
3. Maintain a register of librarians
4. Maintain discipline within the profession.

Advocacy Strategies

In spite of the Decree, government did not make budgetary provision nor appoint a Chief Executive Officer to manage the agency. Therefore, advocacy, led by successive Presidents of the Association continued to lobby the government to ensure that the LRCN was made functional. Some of the strategies used were:

- Involved the National Library of Nigeria since it was the only Federal Government Parastatal in the Library and Information Sector (LIS).
- Accompanied the National Library of Nigeria during defense of budget proposals, and used the opportunity to talk about the LRCN.
- Ensured that it was put on the front burner of discourse during all LIS conferences, workshops, seminars and so on.
- Occasional articles in the news media (print and electronic) highlighting the benefits of such a regulatory body to national development.
- Advocacy visits to and lobbying of lawmakers and other policy/decision makers.

The advocacy was sustained and eventually led to the next milestone achievement which was the inauguration of the first LRCN Council (Governing Council) by the then Minister of Education, Professor Babalola Borisade in May 2002 with Dr. James Daniel as President of the NLA. The Governing Council was made of 29 members as stipulated by the Decree. They

elected Dr. James Daniel as the Chairman and Dr. Victoria Okojie as Acting Registrar. However, there was no budgetary provision from government, which meant that there was no remuneration or sitting allowance for officials of the Council as required by law.

In spite of these challenges, the Governing Council functioned with the support of the Nigerian Library Association and members. It was a uniting factor for all librarians and therefore, they were willing to make the required sacrifices to ensure that the Council functioned like other professional bodies in Nigeria. Following the inauguration, and in fulfillment of its mandate, the Council set up various Committees to manage the affairs. These were the Executive Committee; Accreditation; Verification; Disciplinary and Investigation Committees. During its three-year tenure, the Council successfully determined "who is a librarian"; registered and inducted the first batch of 534 librarians in July 2005. Unfortunately, at the expiration of the tenure of the Council in 2005, Government did not re-constitute the Council, make budgetary provision nor appoint a Registrar for the Council. Therefore, librarians went back to the drawing board to continue the advocacy for government to properly set up the Librarians Registration Council of Nigeria. The advocacy efforts continued to be led by the leadership of the Association and the National Library of Nigeria.

Finally, after intense lobbying and advocacy, and after writing several letters and position papers to the government, the long-awaited breakthrough came when in October, 2009, the Federal Government appointed Dr. Victoria Okojie as the Acting Registrar and made a budgetary provision for the Council! This brought to a happy end the establishment of the Librarians' Registration Council of Nigeria (LRCN) as the official regulatory agency for the library and information science profession by the Federal Government of Nigeria. The LRCN is a parastatal under the Federal Ministry of Education and is at par with the National Library of Nigeria in status. The post of the Registrar/CEO of the LRCN has the same status as that of the National Librarian.

Funding sources

Funding sources include government subvention; registration and induction fees; renewal of license fees; consultancies; donations and public-private partnerships.

Benefits of Establishing the LRCN

- There was an additional voice to that to the National Library of Nigeria to speak and advocate to government on issues relating to Library and Information Science.

- There was official, formal recognition of the LIS profession as an important sector that needs to be regulated just like other professions.
- Enhanced image/self-esteem of LIS professionals.
- Through the publicity of the activities of the LRCN in the mass media, people now know more about the LIS profession.
- Through the regulation of the sector, quality of service has improved and impact of the LIS services on society is better felt. There is enhanced professionalism.
- Advocacy on behalf of librarians has taken an official form. Successes have been recorded in increasing remuneration of librarians in some sectors; raising the status of librarians in some States; removal of non-librarians appointed as Directors of State Library Boards and consequent appointment of qualified librarians to be appointed into the post; and insistence to employers of labour that only qualified, LRCN certified librarians should be employed into librarianship posts.
- Brought sanity to the profession thereby enhancing professionalism. Monitoring and evaluation of LIS services and discipline amongst professionals.

Key Milestones

- 1975: Committee set up by NLA to facilitate establishment of LRCN
- 1995: Decree 12 establishing LRCN was enacted by government
- 2002: First Governing Council of LRCN appointed by government but no budgetary provision
- 2005: End of tenure of first Governing Council
- 2009: LRCN Registrar/CEO appointed; budgetary provision made by government

Achievements

The Council immediately commenced operations at the National Library of Nigeria Headquarters in Abuja with support of 10 temporary staff from the National Library of Nigeria. The Council secured and moved to its current office in January 2011. Since the appointment of the Registrar, the Council has been able to achieve the following:

- Developed a 3-year strategic plan which is reviewed annually
- Created 4 departments
- Recruited staff
- Furnished and equipped the office
- Developed a robust and interactive Website (with an active online discussion forum) and social media platforms such as Facebook and Twitter to enhance two-way communication

- Registered and inducted 3624 librarians
- Organized 11 capacity building workshops as part of the Mandatory Continuing Professional Development Programme
- Published 4 books:
    - Code of Ethics for Library and Information Professional in Nigeria
    - School Library Manual
    - Statistical Digest and Directory of Libraries in Nigeria
    - List of Certified Librarians in Nigeria as at 2013

- Established a Librarians Forum, a platform for discussing issues in Library and Information Science.
- Established linkages and partnership with the following:
    - US Mission in Nigeria
    - National Information Technology Development Agency
    - The Indian High Commission in Nigeria

- Other agencies with on-going discussion for partnership include:
    - Ministry of Communication Technology
    - Universal Service Provision Fund (USPF)
    - Huawei Technologies Nigeria Limited Office, Abuja.
    - Philippines Embassy
    - The National Office for Technology Acquisition and Promotion (NOTAP)
- Accreditation of Library Schools: working in collaboration with National Universities Commission
- Created awareness of the establishment of a regulatory body for the Library and Information Sector by writing to all employers of labour in Nigeria to employ ONLY certified librarians to work as LIS professionals.
- The Council has been involved in advocacy issues such as raising the status of Directors of State Public Libraries to that of Permanent Secretary and championing the location of LIS Departments in different faculties like Social Sciences, Communication Studies, etc.

Challenges

The LRCN is not exempt from the impact of the global economic recession in terms of funding. There is also need to review the Act establishing the Council. For instance, the issue of membership and composition of the Council. The consensus is that given the need to work smarter with the support of information technologies, a 29-member Governing Council is too large. Furthermore, the Council needs to deal with the challenges in the LIS

sector in Nigeria such as review and harmonize the LIS curricula in order to incorporate modern trends; harmonize LIS degree nomenclature and advocate for the removal of quacks practicing librarianship.

The Future

In the near future, the Council plans to:

- o Develop minimum standards for different types of libraries.
- o Continue to organize capacity-building programmes for library and information professionals.
- o Review LIS curricula to infuse application of modern technologies.
- o Monitoring and evaluation of libraries.
- o Conduct examinations for librarians before they are certified to practice.
- o Develop a mentorship scheme for librarians in Nigeria.
- o Develop an "internship" programme that provides experience for graduates in LIS to do a one-year on-the-job training before they can practice as stated in the Act.

Russian Federation

Compiled and edited by Irina Trushina from presentation of Tatiana Margolina, Ombudsman for Human Rights in the Perm region on All-Russian Library Congress: Annual Russian Library Association Conference, May 2012, Perm, Russia

Project: Library as the center of communication and civil legal confidence in Perm Region, Russia

Parties

- Ombudsman for Human Rights in the Perm region
- Perm Regional Human Rights Center
- Public Libraries in the Perm region
- World Bank for Reconstruction and Development

Process

Since 1998 in Russia the network of public centers of legal information access on the base of public libraries has been developing. It was started by initiative of Ministry of Culture,

Federal Agency of Government Communication and Information, Russian Fund of Legal Reforms, then joined developers of legal reference system.

Public centers of legal information in public libraries became a very successful model of interaction of different levels of authorities, libraries, education institutions, private sector and civil society.

Large libraries developed the initial idea of public centers of legal information access in public centers of access to other vital information, including ecological, business, local, consumer, information about human rights and etc.

Some public centers of legal information access in libraries have been working as on public access points to legal information, some — as consulting centers on vital information (about one half from all), some — have been going in direction of development of coordination center, making interaction between authorities, civil society and public in spheres of information access, using and development of vital information.

In 2000th in Perm region of Russia several projects of development public centers of legal information access in libraries as such coordination centers were started by Ombudsman for Human Rights in the Perm region, Perm Regional Human Rights Center, Public Libraries in the Perm region and World Bank for Reconstruction and Development.

One of the projects was devoted to: **Expansion of openness and civic engagement at the local level.**

During it public libraries were involved in new practices. They have been informing the public through thematic exhibitions; bulletins; going out of a library to reach a potential client; adapting texts of official documents into plain language for the population (for example, "The Mom's Choice" — a reminder to recipients of benefits for children from 1,5 to 5 years). Librarians started practices of civic participation: public hearings; organization of social control; surveys of citizens. They also combined efforts of the human rights community to provide legal assistance to the population.

The project has been improving access to justice for the poor and disadvantaged groups of citizens. In 10 municipal districts in the Perm region 10 public centers of free legal aid on the basis of libraries were organized. They provided legal assistance to more than 5,500 citizens. Moreover the mobile consulting was also organized (legal services are available now to residents of 28 districts in Perm region).

The interaction of public centers of legal and civic engagement in libraries with the Human Rights Commissioner has been established as field meetings on human rights on the basis of regional libraries (42 meetings until 2012), on-line collaboration with the Ombudsman, skype-themed conference with libraries and also direction of electronic appeals on the Internet platform (233 applications until 2012).

During the collaborative projects, libraries in Perm region started to play a new role in society: they become centers of legal and civic engagement in a Library is a mediator between citizens of Perm region and authorities, an assistant who helps in realization of the rights of citizens and who solves their problems with the help of new information technologies

Results

The collaborative project enabled to train library staff technologies of interaction; to work practices in the development and support of civil initiatives; and to unite around library civil society activists, the legal community and municipal authorities' employees.

Challenges

The project showed what should need for the development of centers of legal and civic engagement in libraries.

First, a legislative base should been created and approved by local authorities. Than, the new municipal task fro libraries should been formulated and approved by local authorities because if new functions of librarians. Also the problem of access to high speed Internet should be solved on local level (In 2011, the Russian Government adopted the Resolution "On approval of the budgets of the granting of intergovernmental transfers for activities for connecting libraries to the Internet"). And of course, librarians should be educated technologies of interaction of the public and local government.

All of these tasks require rising of library budgets by local authorities, searching of financial support from business sector, and mainly — strong will of librarians and local authorities for interaction in aims of changing community life to better one.

United States

Creating New Advocates for Libraries: Pennsylvania Forward Case Study

In 2007, the U.S. economic crisis hit, and libraries across the U.S. struggled to articulate their value and maintain public support – and Pennsylvania (PA) libraries were no exception. Like many places in the world, funding for libraries in Pennsylvania has been inconsistent and unpredictable over time. While the U.S. state ranks 4th for state government support for libraries, their local, municipal support ranks at 47, one of the lowest in the country. In the late 1990s, the Pennsylvania Library Association (PaLA) launched 'Platform for 21st Century Libraries', a grassroots movement to bring state subsidy for libraries. The campaign was enormously successful, but over time competing state finances stripped away the libraries' gains, with the economic crisis delivering the final blow.

While libraries in Pennsylvania struggled to find their footing, their communities also struggled under the weight of the economic crisis. The National Center for Education Statistics reported that among states within the same population range, Pennsylvania and Illinois ranked the highest in illiteracy rates in the U.S.[1] Library staff recognized that their literacy challenges extended beyond basic literacy. Public, academic, and school libraries across Pennsylvania were helping people of all ages master five types of knowledge essential to functioning successfully in the 21st century – basic literacy, information literacy, civic and social literacy, health literacy and financial literacy.

Convinced there must be a better way to ensure sustainable funding for libraries so that they would be better positioned to meet their communities' changing needs, PaLA President Mary Garm launched the Next Generation Task Force, made up of 25 library visionaries from across the state. The task force spent 2 years conducting research, interviewing advocacy and marketing experts, conceptualizing an approach, and, ultimately, developing a new advocacy and partnership model that would launch *PA Forward* in 2012.

PA Forward is

- **A campaign** to build literacy across Pennsylvania
- **A framework** for library advocacy and marketing
- **An opportunity** to create partnerships and build a collective voice for libraries

The campaign uses a brand name that is short, conveys action, and links libraries with Pennsylvania's future growth. It creates a shared dialogue around literacy for libraries, legislators, businesses, and other community stakeholders through fact sheets with examples of high tech and high touch ways that libraries help meet a range of literacy needs and give library staff new tools to talk about their work. Through this dialogue, libraries are building new partnerships, creating new library advocates, and strengthening the base of support for libraries in Pennsylvania.

PA Forward is staffed by one full-time project manager, with additional support from PaLA's other three paid employees. In order to accomplish their ambitious goals, PA Forward relies on a broad network of volunteers which make up the following:

- **Steering Committee** – Broken into 7 subcommittees, these individuals lead and sustain the campaign over multiple years to ensure lasting improvements to all library services through engagement of the library community, partnership development, marketing, fundraising, and measuring impact;
- **Literacy Teams** – Committees develop collaborative initiatives that leverage libraries in efforts to increase literacy, provide financial and information resources for libraries, and communicate the value of libraries. Each of the five teams is made up of representative's partner organizations plus three librarians. The literacy teams create new ways that the partner organizations and libraries can combine efforts and resources to help people increase their literacy skills and reach their greatest potential.
- **Advisory Board** – About a dozen influential individuals, representing a range of Pennsylvania interests, who provide strategic guidance, connections, and advocacy in support of PA Forward.

To get their work off the ground, PA Forward created a fact sheet that could succinctly and effectively communicate libraries' impact on the 5 literacies and another that clearly articulates opportunities for partnership. Simultaneously, PA Forward's Partnerships Committee established a list of prospective partners – businesses, government agencies, statewide associations, and not-for-profit organizations – held in high regard by legislators and the business community.

To gain the participation of key state government agencies, the team reached out to their governor. At the behest of the governor, the Secretary of Policy for the Commonwealth wrote a letter of support to ten targeted state agencies, strongly encouraging their involvement in PA Forward.

The team's strategic approach to establishing partnerships has resulted in 35 active and engaged partners – and the list continues to grow. PA Forward cites the time they invested in these early conversations as critical to their success. They did not use a 'one size fits all' approach to partnership recruitment. They took time to identify individuals – library leaders and PaLA's lobbying and communications/marketing consultants – with close ties to the leaders of potential partner organizations, and then strategized the best approaches to address the needs and interests of each potential partner. With external funding in place, PA Forward was also able to focus their conversations on shared goals and collaborative partnership to meet those goals, rather than requests for funds.

With this strong network of partners in place, PA Forward has been able to accomplish a tremendous amount since its 2012 public launch. The accomplishments include:

1. Training and supporting public, academic, and school libraries to use PA Forward effectively for institutional positioning, by providing:

- A marketing toolkit
- A database of library programs, resources, and outreach services related to each of the five literacies
- Technical assistance to support individual libraries' marketing and advocacy competencies
- "How to" workshops conducted statewide that focus on communicating the library's value, effective use of PA Forward's marketing tools, partnership development, and model literacy practices
- Customized "how to" workshops by request
- Annual Conference sessions
- "Train the trainers" events targeted at district library consultants
- Webinars
- Monthly press releases that are customizable by libraries to showcase resources related to a monthly theme

2. Building a new advocacy force for libraries through partnerships focused on increasing literacy levels and ensuring that libraries have the resources to play that vital literacy-building role. Partners work together to produce events and training, such as:

- Information Literacy Summit
- Engaging the Next Generation of Civic Leaders (a one-day conference)
- Speak Up for Libraries! (a statewide event featuring author and illustrator appearances at libraries)
- Public education initiatives

- o Financial education presentations
- o Year-long healthy choices awareness campaign, with monthly themes
- o Conference sessions on media relations and resources for supporting a health community

3. Using PA Forward to frame advocacy efforts. PA Forward's website, positioning language, and impressive list of partners are resonating in legislative visits.

The team's early successes have not come without challenges. Being dependent on volunteer leadership necessitated setting realistic timelines and recruiting leaders who have sufficient time to devote as well as the expertise, experience, and passion for the tasks required. They are also bringing together partners who have no history of working together, and while – breaking new ground is exciting, it can also be difficult to ensure that everyone is contributing effectively and getting their goals met. The work has also required librarians to think about their role differently. Using powerful advocacy messages to position libraries' value doesn't come naturally to us, and it's a skill that needs to be developed.

Despite these challenges, not a single partner has left the program. PA Forward is positioning libraries as facilitators of community conversations. It is changing the way people:

- **Think and talk** about libraries
- **Understand and value** the role of libraries in our communities
- **Commit resources** to ensure libraries' impact.

PA Forward is a model that can be adapted by any library system to strengthen their partnerships and increase support for libraries with key stakeholders. PA Forward's complete Toolkit for Libraries is available for free, online.

[1]The National Center for Education Statistics and Institute of Education Sciences, National Assessment of Adult Literacy, 2003.

Memorandum of Understanding Template

Heading

Between

1--------- (1ˢᵗ party)

And

2--------- (2ⁿᵈ party)

Aim / purpose of the agreement

[…]

Some guiding terms:

- Desiring to strengthen profession relations between libraries …..
- To facilitate their operation in …….
- Pursuant to the desire to strengthen the existing cordial relations between the parties …
- To enhance their cooperation in the areas of …….
- Having agreed to harmonize the interests and targets of the two parties …..
- Building partnerships is an immense solution to emerge energy and resources to achieve -----
- For their mutual knowledge of achievements and perspectives of library science development ------

The parties have agreed on the following:

[…]

"Legal capability clause"

- The Parties confirm that the articles they drafted and the legal capacity of both of them are valid.
- Articles explaining each party's role in this agreement (technically, financially, etc..)

Article: Duration of the agreement and cancellation terms and conditions

- Example: This Agreement shall remain in force for ….. years if either Party does not terminate it by a minimum of a six month's written notification to the other Party.

Article: Number of copies/language of the agreement

- Example: This agreement is issued and signed in two copies in …. (English, Arabic, etc.), one in each Party's hand.

Article: Closing and Date

- Example: This agreement shall enter into force upon signature on...

Signatures

For ….. (1st party)

---------(Signature of 1st party's rep.)

---------(title)

For ….. (2nd party)

---------(Signature of 2ndparty's rep.)

---------(title)

Survey results

From March-May 2013, a survey was conducted by a working group of IFLA International Leaders Programme on regional collaboration for strengthening advocacy and the profession. The 7 members of the working group from 7 countries took part in conducting the questionnaire survey. The English-language version of the questionnaire used SurveyMonkey service while the Russian-language version was put on Russian Library Association website. The questionnaires were accessible to respondents via Internet. 275 respondents used the English-language version while 25 used Russian-language version. The Russian-language responses were translated into English and added to the responses from English language respondents.

Respondents (experts) were selected and asked to take part in survey by each member of working group through their regional networks. At the end of the period, the total number of respondents was 290 from 27 countries. The most active respondents were those from the Arab countries (150) who constituted about 52% of the respondents. It is perhaps important to note that Western European countries with their rich tradition of library services were not part of this survey, which, therefore, reduces the value in making global generalizations.

The respondents were mostly experts in the field of librarianship. From the responses received, it was observed that most librarians outside Europe and the US were aware of the concept of advocacy and the issues to be addressed, however, their level of knowledge of global LIS advocacy issues and strategies being used to address these were limited. Furthermore, it was observed that advocacy issues were hardly dealt with separately but closely intertwined with other challenges in some developing countries. This could be partly the reason why some of the non-respondents did not complete the questionnaire. These strategies must be taken into account in developing a Toolkit of global relevance because the responses illustrated the diversity of understanding of the concept of advocacy by librarians around the world.

The largest group of respondents were from university libraries. This could be due to the fact that in many developing countries, university libraries are the most "advanced", often performing additional functions, sometimes even as national libraries. Consequently, the staff of these libraries usually drive library community. However, in Russia, public libraries usually take the lead.

The survey shows that only 69.7% of respondents were members of a library association. This has serious implications for membership drive for national library associations which is

an important ingredient in strengthening the profession. Promoting the use of the IFLA Building Strong Library Associations Modules would be a good action point for the national library associations.

The survey also shows that only 30.7% of the libraries had a budget for advocacy . For an issue as important as advocacy that can bring about positive changes in the LIS community, it is necessary for more libraries to set aside a specific budget.

Conclusions:

1. The survey had a character of **expert interview**. It was a probe survey, to find out the interest to a problem and if there are existing practices to solve the problems.
2. The survey showed that there was an **interest by librarians from different countries to examine the problems of library advocacy. However, it was evident that there were differences in understanding the cognitive nature of advocacy-related problems**. It would be highly desirable to corroborate the research findings using "soft methods of sociology" such as interviewing, focus groups and so on.
3. **The concept of "advocacy" has not yet become ubiquitous, and what is generally recognized by the library community as advocacy** refers to all forms of social partnership and cooperation between libraries
4. **The most common group of partners in advocacy was between libraries. This coincides with a rating of potential, desirable partners. In second place, with a significant margin was between libraries and government agencies.** It is worthy of note also that the role of professional associations was said to be essential, however, their potential value as the main organizer of the library's advocacy work was not clearly disclosed.
5. Perhaps, it is pertinent to reiterate that **the key issues that libraries would solve through cooperation are not so much to increase funding and other types of financial aid, but rather issues such as improving the image of libraries, attracting new readers, providing new services, capacity-building of staff and providing library-friendly legislation**.

The full text of the survey analysis is available below.

Download

- [PDF – English – 250KB]

Online Resources

General

- Impact Survey
  The Impact survey page is an online survey tool designed especially for public libraries that want to better understand the communities and is with written and validated by research staff at the University of Washington Information School. They have created a page on Advocacy tools which contains information on Advocacy toolbox, Advocacy Communication documents, training videos and video stories.
- Advocacy in Action
  The site is owned by OCLC, a page created to help learn how to amplify library values.
- Geek the Library
  The link opens up to a page called Igeek, a page that helps in spreading awareness about the value of libraries and the critical funding issues they face.
- Turning the page
  Turning the page online is a free online advocacy training course, developed and presented by the public library association and supported by the Bill and Melinda Gates Foundation.
- Global Libraries (at the Gates Foundation) will have a complete advocacy curriculum ready in 2014 (forthcoming)

National Library Associations and National Libraries

- American Library Association
  American Library Association's "Library Advocates Handbook", available in multiple languages.
- Canadian Library Association
  The link contains a pdf document published by the Canadian Association of Public Libraries (CAPL) titled Library Advocacy Now! A training Program for Public Library staff and trustees.
- Russian Library Association
  The link opens the article in Russian language about the opportunities of RLA in advocacy (In Russian: Мамаева С. А. Услуги профессиональной ассоциации: скрытые резервы РБА)

- [Scottish Library and Information Council](#)
  The link contains information on advocacy and an anvocacy tookit produced by the Scottish Library and Information Council.
- [Crimea Universal Research Library of I. Ya. Franko](#)
  The link opens the handbook in Russian language on Advocacy as system of defense of Library's interests, by Crimea Universal Research Library of I. Ya. Franko (In Russian: Адвокация, как система защиты интересов библиотек. Методические рекомендации. Симферополь, 2012.)
- [Ukraine, Kharcov](#)
  The link opens the handbook in Ukrainian language on Advocacy of modern library (In Ukranian: Адвокасі в бібліотечній сфері: метод. матеріали /Департамен. культури і туризму Харк. облдержадмін., Харк. обл. універс. наук. б-ка; ред.-уклад. Н.М. Грачова - Х.: ХОУНБ, 2013.)

State library associations, USA

- [Florida Library Association](#)
  The page contains up-to-date information about the legislation and issues the Florida Library Association is following.
- [Ohio Library Council](#)
  The link is a pdf handbook on Library Advocacy for Ohio Public Libraries.
- [Office of the Secretary of State; WA State Library](#)
  The links connects you to the Washington State Library Advocacy toolkit, partnership toolkit, outreach toolkit, media toolkit, marketing toolkit and also additional links to learning more on the various toolkits.
- [Illinois Library Association Advocacy Toolkit](#)
  This toolkit was created for library supporters so that they can learn to be a true library advocate.
- [Alberta Public Library Electronic](#)
  The link is a pdf document compiled by the Library Association of Alberta titled Advocacy: talk about libraries and influence the political process.

Special libraries associations

- [IFLA School Library Advocacy Kit](#)
  This IFLA webpage contains various links on advocacy toolkits, pdf on advocacy and lobbying workshop, and various other links for more advocacy toolkits.

- [Calling All School Librarians](#)
  (CASL): This is an advocacy site, created for school librarians to help them advocate in a positive manner to save and support school libraries.
- [American Association of School Librarians](#)
  The link contains various toolkits on advocacy put together by the American Association of School Librarians.
- [Pennsylvania School Librarians Association](#)
  The Pennsylvania School Librarians Association came up with top ten tips that can spark ideas for new things to try and to validate the great advocacy that is already happening.
- [American Association of Law Libraries](#)
  Seen as the voice of law librarianship, AALL works hard to influence the outcome of legal information, technology policy, and librarianship issues of concern to AALL members on the local, state, federal, and international levels. Chief among these advocacy issues are copyright, access to government information, and privacy.
- [Australian School Library Association](#)
  The link opens a section of resources "Advocacy & Promotion Of School Libraries" on the ASLA website, includes successful advocacy work stories.
- [Association of Jewish Libraries](#)
  A Tool for Library Advocacy from the Association of Jewish Libraries.