



The last years have seen great changes in the way services are delivered by libraries and it is likely that in the next years will continue to provide challenges for staff. The biggest factor for change has been technology. Making resources available over the Internet, whether they are created by the institution or acquired in some way (co-operation, payment/licensing etc.) has implications for what type of staff will be required, the training they will need, what services will be provided, and how these services will be delivered. Technology continues to develop at a rapid rate which necessitates continual retraining.

Skills

Various factors are affecting the range and type of skills required in the cultural heritage sector, including:

- technology – this continues to develop rapidly necessitating continual retraining;
- user expectations – these are getting more demanding, driven largely by the commercial sector;
- political agendas – including social inclusion, cultural identity and diversity, community cohesion, lifelong learning and economic development.

Skills required include:

- **Technical skills**
On a basic level staff should be able to use everything which is available for visitors, including PCs, printers, fax machines, microform readers, photocopiers, audio and video equipment, interactive exhibits, etc. More advanced ICT skills are also required. There is still a need for staff to carry out expert searching for information, Staff is now needed who can design and set up websites, or produce a digital video of an object. People are required who can understand the whole process of digitisation and who know how to store, retrieve and manipulate digital resources.
- **People skills**
On the whole the cultural heritage sector has a good record in the area of customer care. However, users are tending to become more demanding. They expect services to be delivered quickly, and to be available whenever and wherever they want them. This is leading to more services being delivered electronically, and to service points being open in the evenings, at weekends and on bank holidays. Flexible staff with good people skills is therefore needed.
- **Pedagogical skills**
The lifelong learning agenda is changing the role of staff. At a basic level they are now expected to be able to show people how to use PCs etc. Increasingly they are teaching people on a one-to-one basis, in groups, and outside the premises in educational institutions, workplaces and community centres etc. Subjects covered are not only ICT related, but related to the organisation's specialisms. Teaching skills are also needed to train other staff.
- **Marketing and promotional skills**
Libraries cannot sit and wait for people to come through their doors; they must promote their services in a world where there are many competitors for people's time and attention. This involves market research and outreach work. For example, staff might visit schools, residential homes or travellers' sites, appear on TV or radio, attend exhibitions or business fairs, give talks to clubs, organise events, set up special interest groups, etc. They can also use their websites for promotion to audiences worldwide and encourage virtual communities of interest.
- **Financial skills**
There has been a shift towards a bidding culture, so the skills needed to prepare and submit a successful bid for project funding will be useful. Smaller organisations may find these through partnership schemes. In some cases institutions might be required to raise additional income through sales of goods and catering etc. The skills to administer the general budget will be needed.
- **Legal skills**
Knowledge of rights issues, copyright law, data protection, freedom of information, and general security issues is very important.

- **Project management skills**
Project management is nowadays very important as many improvements and developments such as digitisation projects are carried out with project funding rather than from the general budget. Project management skills include for example:
 - leadership,
 - people management (customers, suppliers, managers and colleagues),
 - communication (verbal and written),
 - negotiating,
 - planning,
 - contract management,
 - problem solving,
 - Creative thinking.
- **Leadership skills**
In some countries a lack of leadership skills in the cultural sector has been identified.
- **Other skills**
Other skills needed include communication skills, administrative skills, statistical skills, research skills, and time management.

Training

Initial professional training generally takes place in universities. Changes are taking place in the content of courses as a result of the changing roles of libraries and of the increasing use of technology.

- **Continuing Professional Training**
It is estimated that within ten years 80% of a person's skills will be out-of-date. CPT is therefore desirable, and may even become a requirement of retaining one's professional qualifications. CPT can take many forms including for example:
 - taking time off to study full-time at a university;
 - studying part-time in one's own time;
 - following an e-learning course;
 - attending short courses/workshops run by professional organisations or commercial trainers;
 - in-house training from another member of staff;
 - mentoring by another member of staff from one's own or another institution;
 - coaching;
 - learning on the job;
 - Job rotation.

CPD implies some logic to what is learned, a plan, rather than just attending a course "because it is there" or "because one is sent". It is useful for each member of staff to have a personal training plan regularly discussed and reviewed with their manager or team leader.

- Training is sometimes not given the priority it should be for reasons such as:
Lack of time – it is often difficult for smaller institutions to release staff for training;
- Lack of money – this too can be a problem for smaller organisations. It can be exacerbated when training budgets are controlled centrally by a governing body or local authority and where managers must make a case for funds;
- The culture of the organisation might not encourage training. Sometimes staff become set in their ways and does not want to move from the "comfort zone" of their own particular specialism. Involving such staff in training others might encourage them to see the value of updating skills. Staff should be made aware of factors such as government agenda which are necessitating changes in the way people work, or of cases where funding is linked to the achievement of objectives which require them to gain and use new skills.

It is anticipated that in future staff will change jobs and careers more than once during their working life, and will need to broaden their experience and skills base in order to achieve their potential. They will become multi-skilled, and their working patterns will be more flexible.

Public libraries

Public libraries are changing fast: but they need to change even faster. It is likely that this is a response to a variety of phenomena including access to information via the Internet, an ever-expanding quantity of cultural media forms and content (digital TV, computer-based activities etc.) and an increase in the number of people who buy rather than borrow a high proportion of the books which they read.

However, public libraries retain an important role in ensuring a literate information society. Support for reading and maintaining awareness of printed literature remains a crucial goal: the power of IST and the World Wide Web can be harnessed to this end. This is perhaps especially important for children when so many competing stimuli are available, but where the richness and scope of what is available in printed form is not available online.

The increased availability of remotely-provided information services and Internet use for information-seeking could well lead to a decline in the number of physical visits to public libraries. Yet there remains an enormous need for friendly on-line services which meet user needs and which are accessible to all. Public libraries are well-placed to play an important role in their development and provision. Many of Europe's children are now growing up with a well-developed and intuitive knowledge of the Internet and IST use. But there remain many excluded adults and children who have neither access nor skills to make use of these services. Public libraries may need to focus more intensively on the needs of such specific groups.

Interoperability and seamless access to this content, building on that already being made available by public libraries as community information and in their role as learning centres, may bear additional fruit in future. One goal is the need to provide online services which enhance citizens' ability to link the satisfaction of their present needs with an awareness of their historical context, whether in an environment of education, e-government, recreation, domestic life or work.

Inevitably the resolution of these issues will over the next decade raise questions about the scope of the public library network, its nature as physical plant and its presence in the virtual environment, and the type of staff and skills needed to fulfil this developing role. To realise their full potential in the digital era, public libraries must be prepared to offer new and innovative digital services that empower citizens to achieve their personal goals in a changing world and to contribute to a cohesive society and a successful knowledge-based economy in Europe.

Digital exclusion is experienced increasingly as a real barrier for people's lives. The challenge concerns not only IT training for jobs but also very basic knowledge. Risks of digital exclusion are frequently cumulative to other forms, whilst digital opportunities can improve the quality of life for traditionally disadvantaged groups. People at risk of social exclusion and 'technologically shy' late-adopters need to learn how to use the Internet.

Lack of access and training are the main barriers. The digital divide will not disappear on its own. A market-led expansion of the Information Society alone will not be enough to attract all citizens.

To take advantage of e-Learning and new job opportunities in the knowledge society, digital literacy is vital. Internet usage is increasing across all socio-economic categories, but the access gap – between men and women, employed and unemployed, high and low-incomes, highly educated and less educated, old and young – is growing. Those who do not have Internet access are missing opportunities.

Public libraries are extremely well placed to address the challenges of the digital divide by improving the delivery of services, tackling educational disadvantage and helping deal with demographic changes.

Unemployed people need information about new job possibilities; young people need stimulating meeting places; children need enrichment programs that build on skills they are learning at school; older people need a place to find out about local news; and disabled people need an organisation that will treat them with dignity and accommodate their disabilities. Public libraries are admirably suited to meet these needs: they can and should become the heart of the community.

Lifelong Learning is becoming the guiding principle for provision and participation all across the continuum of learning contexts. For the purposes of these guidelines, Lifelong Learning is defined as the whole cycle of learning from childhood learning, formal education at all levels through to independent learning throughout adult life, including distance learning, whether or not credits, certificates or diplomas are involved.

E-learning can make a major impact for social inclusion and forms a vital part of the whole concept of Lifelong Learning. Potentially, it provides access to education and training opportunities for all, in particular for those who have access problems for social, economic, geographic or other reasons.

Public libraries are a key centre for informal learning and one of the most frequented institutions for de-institutionalised learning, offering content, training and support to every citizen as an integrated delivery point. Public libraries encourage personal development within a social context and contribute directly to the quality of life.

Libraries therefore have a key role to play in underpinning learning in its broadest sense, both as a formal activity in an institution and informally within the community. The notion of Lifelong Learning implies the ability to search for information and acquire knowledge actively and independently. The classroom and the traditional textbook must therefore be supplemented by archives, libraries and museums, institutions offering a broad choice of different media and professional guidance in information search techniques and learning opportunities.

Public libraries and inspiration

Libraries stand not only for information but also for inspiration. They form a global network, providing the potential to inspire directly and to offer support for other cultural partners. Creative industries already benefit from this network, but it could do much more so if major obstacles were abolished.

The return on the investment in libraries has been shown in studies to give significant increases in economic revenue for the local community through their innovative activities and local partnerships. However, this is under-recognized by the bodies from which libraries are generally funded. Libraries are a powerful and successful tool in supporting creativity and cultural activities and should receive further investment in order to form part of the underpinning services that should be boosted to support creativity and culture in general. Too many libraries are under threat to their funding because the national or local authorities underestimate their contribution to society. Creativity depends on access to creative content: creators build on their predecessors' work. This goes for all kinds of creativity, be it within the information industry, education or research. The internet sets the standard for information access. Most users expect to have the information they need for their work or exploration to be presented to them via their computer.

Research, education and creative work are internationalized. Research is organized in international project groups. For example art and design students are encouraged to supplement their studies with visits to universities abroad, and educational establishments compete for students on a global market. This means that electronic library services need to be able to cross borders, which would technically and organizationally be easy to fulfill.

Public libraries have a clear benefit for society and for the support of creative and cultural activities but must be funded up-front with proper buildings, staff, materials and project funding, not just for digitization but for other cultural services and for supporting and working with other partners.

Libraries buy and create digital cultural content, but access is limited both by contractual agreements with suppliers that restrict access and over-ride exceptions, and by the legal framework that restricts the crossing of national boundaries. Some libraries commercialize their services or self-created content but they tend to be the larger and financially better supported libraries. Commercializing library products and services and identifying potential new business models requires the kind of staff expertise which is currently rare, if non-existing, in libraries. ICTs could be used as drivers for new business models if libraries could take advantage of staff with the necessary skills to identify potential commercial opportunities and to create business plans for these. Partnerships could be encouraged and librarian training programmes could be envisaged to assist this change in thinking.

Public libraries and Innovation

What is innovation, and what is innovative in today's libraries. What do you have to know to become innovator? How to create atmosphere, working conditions and managerial style to introduce innovative services. The project INELI funded by Melinda and Bill Gates foundation offer a unique opportunity and educational on line program for innovators from all over the world. At the moment Cohort 2 is running and 25 people working together for 3 years.

This project builds on the success of the International Network of Emerging Library Innovations (INELI) that was established in 2011 and establishes a second cohort with the same goals:

- Create an international pool of future library leaders to build and sustain public libraries throughout the world.
- Explore or address global library issues that have the potential to stimulate, expand, or improve public library service.
- Enhance the leadership skills of new professionals from a variety of countries to enable them to redefine public libraries for the future to meet the unique needs of the people in their respective countries.

Twenty-five innovators are part of the second INELI cohort. The Innovators come from twenty-three different countries, representing six continents. They are quite diverse in their backgrounds and experience, but they all share a passion for public libraries and the life-changing services they can and do provide. The libraries and organizations for which they work are also very diverse. Some are quite small, and others are very large. Many are urban, while others are suburban and/or rural. Each innovator will be supported by a sponsor from his or her country who will serve as an advisor and coach. The Innovators will also benefit from working with five mentors who have extensive library experience and have been active internationally and/or in his or her own country.

The educational program is based on more than 15 modules with a lot of management like time management, risk management, staff management, crisis management, data management, change management...

This is a unique program based on experience and needs for creating an educational space for people with vision. There is a lot of discussion, online, a lot of reflection, self assessment, open experience, team work, time deadline, work under pressure...

The acronym Ineli is international network of emerging library leaders and it is a good example that we have to think about future of libraries without the sense of reaching limits but crossing borders.

Innovation in libraries is a new theme in our professional community and belongs to the future, but there will be no future without innovative way of thinking about development of public libraries.

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