Transformation Through Action: Making the Case for Libraries in the Knowledge Economy

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Abstract
The case for libraries has to be based on research and evaluation, evidence and advocacy infused with a passion for free access to learning, and the pleasure of discovery and the social and economic benefit of an educated community. The intrinsic value of libraries garners support from many but set against the changing social, economic and political environment, what is the future case for the library, especially in the academic setting?

The tangible outputs that libraries contribute to our society are less easy to observe and advocate. The sustainability of libraries – in all sectors – requires change in determining a different future, a remodelling of the library for future needs based on strategies for research, workforce development, and innovation across the academic, public and other sectors of education, learning and culture.

Introduction
The ability of a nation to use and create knowledge as capital determines its capacity to empower and enable its citizens by increasing human capabilities. India today stands poised to reap the benefits of a rapidly growing economy and a major demographic advantage that will see the country having the largest resource of young people in the world in the next few decades. The challenge and the opportunity is to galvanize our national potential into a dynamic resource: an informed, enlightened and capable young Indian citizenry would not only enhance and enrich the processes of national development, but could be a positive force in the world. In the words of Dr. Manmohan Singh, Prime Minister of India, “The time has come to create a second wave of institution building, and of excellence, in the fields of education, research and capability building so that we are better prepared for the 21st Century.”

National Knowledge Commission “Libraries: Gateways to knowledge”

What makes Libraries Important?
By their very essence libraries either have an intrinsic value as an end in themselves or more commonly they are a resource that serves the wider, corporate or strategic purpose of a public body, parent institution or commercial organisation.

However, social, educational, cultural, and economic needs and expectations brought on by generational and technological change mean that the historic library, valued for its holdings and indirect associations with learning, intellect and culture, is no longer viable.

Libraries must serve in measurable and tangible ways that respond to targeted investment and expected outcomes. So what will make them important? They should

- Match and deliver on Government, corporate and/or institutional policy
- Provide evidence of delivery, usage, outcomes and impact
- Share and apply good practice to spread improvement
- Test user response and seek validation through positive user experience
- Network and develop increasingly in partnership
  - In the academic community
  - Outside the LIS community
  - Together across the divides of the LIS community
- Secure support and investment through advocacy using the evidence from these activities.

India’s Global Future
To set the scene for a successful library service – in academic or public libraries – it is important to start
at the top and to understand the national economic context in which libraries operate.

India’s opportunity in the 21st century is to become a major world power. Encouragement comes from Indian commentators like the remarkable Nandan Nilekani: “India’s growth story is increasingly the story of its young population. Our economy is the most dynamic in terms of its human capital – India has one of the youngest populations in the world, with a median age of twenty-three, at a time when the rest of the globe is going grey.” While contemporary Delhi is depicted in fiction like Aravind Adiga’s The White Tiger. The opportunities lie in the scale and age patterns of the population, combined with constantly evolving communications technologies and worldwide shifts in manufacturing, trade and economic strength. Other nations can be competitors or partners. There is a choice.

The Government aims to grow India’s capacity to generate sufficient wealth to fund the escalating cost of national security combined with national economic well being and individual, family and community prosperity. Sufficient numbers of the working age population have to be adequately productive creating personal income and national wealth. At least one key element of the equation is a sound, innovative and productive education system that forms a key link in the chain of creativity, productivity and prosperity.

However, supremacy is not guaranteed and this opportunity has to be captured, planned and manufactured by India’s government and people. Nor can this be achieved by education alone. This kind of vision and strategy requires a national sense of purpose and a leadership that is powerful, resolute, single-minded and unswerving. It will be the result of a deliberate act and will not come about by mere fortune.

“The greatest value in understanding the future comes from spotting the major cultural, demographic, societal, and economic shifts early and translating them into viable business strategies,” Thomas Frey. Da Vinci Institute

For India, this would be the culmination of a sequence of change that began with independence and reflects the shifting patterns of power across the globe as the era of European supremacy funded by colonial world management is replaced by a new league table of national economic powers supplemented the financial power of global corporations. Of course it may be that this is not the desire of the Indian people but you can be sure that India is now in a race from which it will be impossible to withdraw.

The Global Context

India’s direction into world power status is seen in several national and international areas:

- Europe in the post-colonial era: The UK, and to varying degrees the other European nations, is due for a demography change that will leave a growing number of older people dependent on a declining number of economically active tax payers. Today’s standards of health and social care will be more and more difficult to fund. Social pressures of a highly urbanised society bring their own costs for education, housing, health, crime, transport and the regeneration of old city centres. The current economic crisis will further delay development as public funds are diverted to repay unanticipated levels of national debt.

- India, China and the USA: Three countries are currently seeking position and partnership and will need economic and political, allies. Each is talking with the other and traditional enmities or allegiances will be superseded by gentle but determined diplomacies for partnership.

In July this year Hillary Clinton, US Secretary of State, visited India, “I consider India not only a regional power but a global power. I think India has the opportunity to resolve problems regionally and work with other nations to solve some of the global challenges. How India decides to do that is up to India ...” Several commentators were cynical about India’s capacity to become a global power but also sceptical, alleging, that the USA has a more collaborative relationship with Pakistan. However, it is India’s economic prowess relative to China against which will be determined her capacity to be a global power.

Within days of Mrs. Clinton’s visit to India, President Obama “sought to recast the US’s relationship with China, urging Asia’s rising superpower to forge deeper ties with Washington on the economy, climate change and nuclear proliferation. Speaking at … top-level talks between the countries … the US president predicted that Washington’s relationship with Beijing would “shape the 21st century”. The relationship remains largely defined by China’s status as the world’s biggest holder of US Treasury bonds, which heightens Beijing’s influence over Washington” (my italics)

These new alliances are built in partnership with global corporations and aim at trade in major markets, existing and emerging. If India is to be successful on this stage she must manage the process deliberately. One of the key tools to success and power is education and, in that context, libraries.

- Urbanisation: With China, India faces the greatest ever movement of people from rural to urban settings. This will require investment in housing, employment provision and public services. Education will be both a necessity and a resource.

- Climate: India faces the double challenge of increasing its use of renewable energy and decreasing its own carbon output while resisting
expectations to make disproportionate reductions relative to developed nations. Both an ethical and an economic dilemma, technological solutions will bring part of the answer.

- Communications technologies: digital change is continuous. The people of India have the opportunity to be both the entrepreneurs that capitalise on digital technologies and the nation that benefits from the employment opportunities delivered by global digital communications industries.

- Health: Providing for the healthcare of India's people will be a financial challenge compounded by HIV/AIDS that can be met with education, scientific innovation and treatment programmes.

- Entertainment and culture: in an era of mass consumption and global entertainment this is a transforming cultural and economic opportunity.

- Higher Education is now a competitive business: A major challenge for India is to deliver a high quality education system – with associated library development – that can compete internationally. At present many Indians undertake their education abroad. To reverse this trend India will need to grow its education system to a significant scale and to a level of exceptional quality that bring in foreign investment in study and research and exports education and learning provision.

For the UK education is a big earner, securing income of over £1.7bn in 2006-07. This is not a benefit that education exporters like the UK will surrender easily but it is incumbent upon India to build its own education services to make it both internationally competitive and successful at home.

To deliver an education system of such power India has to provide the most powerful library service to support it. However, this is not the library service we are familiar with but a new, reinvented and rejuvenated library system that supports and enables learning throughout life.

**Education Policies in the 21st Century and the Implications for Libraries**

State funded education delivers economic growth and enables social stability. There are personal rewards that it is for the learner to discern and nurture in partnership with teachers and the institution. Directly education is increasingly perfunctory and directed at training people for trades, professions, industry, commerce and public service.

Even wealthy nation have still not conquered the basic literacies that people need. While print literacy is still not universal, "new literacies" – visual, digital and information literacies – are increasingly essential to a modern economy. Given the changes in technology and the growth in services, digital and creative industries and a lifelong need to re-learn and re-skill, formal primary, secondary and tertiary education no longer deliver the skills and knowledge required for the whole of a person's economically active life. People will have to “return to learn” frequently during their career.

Education therefore, should focus increasingly on a shift from teaching to learning so that self-determined learning becomes easier, more cost-effective; it will be more rewarding and therefore more motivating. Learning to learn – to underpin teaching – supports a higher levels of achievement, facilitates the development of research skills, promotes initiative, innovation and the independent entrepreneur.

Shortly after Mrs Clinton's visit came Bill Gates. In India's Sunday Express he was quoted (my italics), "Gates said that India had two advantages that together can trigger major breakthroughs in health. First, you have the proven ability to innovate; second, you have a keen appreciation for the urgency of the situation. I have always been a big believer in the power of innovation. As a businessman and as a philanthropist, I have found that progress happens fastest when a new discovery or a new idea generates a new way to approach an old problem." This entrepreneur and philanthropist, states that India can demonstrate a capacity for innovation and new ways to approach old problems. These are precisely the competencies required of a successful 21st century economy.

**The Library in the 21st Century**

**Understanding the future**

- The first principle is that the future doesn't happen by itself

- Second principle: no one is ahead of the game; others are behind

- Third principle: Plan the future; look at demography, social, cultural and economic change

In the context of a reformation and rescaling of education provision, the library case gains strength. The library is above all a place for learners, whether individually, in groups or in families it is the resource centre, the place – both physical and online – for the independent learner. However, the digitisation not just of materials but of the learning process itself is evolving rapidly while learners, even in academic settings, are not entirely prepared.

"The gadget-savvy Millennial students do not fully comprehend the complex networked information world: 'students may have confidence because they are unaware of the complexities involved [in using the Internet effectively] or just because they have grown up with technology. This potential gap between actual and perceived skills and literacy is important to
understand and factor into strategies for teaching and learning at the institution.” The ECAR Study of Undergraduate Students and Information Technology 2008. Educause, 2008

The intrinsic value of the library is widely recognised but too often overlooked so it is worth re-stating its value as a place of personal and community recourse. Whether it is the public library, a library in a school, college or university each library offers a variation on the following. Such a combination is not provided by any other public or private sector institution

- A community meeting place, safe, democratic, universal; accessible to everyone
- Access to resources and information, local and through global networks
- Reassurance of reliable resources, objectively selected for information and learning
- Inspiring enjoyment, ideas, reflection, debate and discovery
- Access to partner agencies for information, advice and guidance
- A place to develop skills in information, learning and creativity
- Assistance and support from independent skilled staff

However, these are intrinsic values to be built upon with changing provision that meets the needs of the day. If librarians fail to make the necessary changes nobody else will and the library’s sustainability is further threatened.

Traditionally the library has several characteristics that in today’s world are actually detrimental to today’s learning styles; they can be superseded by new values and ways of working:

<table>
<thead>
<tr>
<th>Yesterday</th>
<th>Today</th>
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<tbody>
<tr>
<td>1. Repository, a warehouse or store</td>
<td>1. Resource, responding to need with the right material</td>
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<tr>
<td>2. Collection, concerned primarily with gathering and protecting material</td>
<td>2. Connection, putting you in touch with digitised resources, local or remote on the web</td>
</tr>
<tr>
<td>3. Transactional, focussed on lending materials and preoccupied with the associated procedures</td>
<td>3. Learner-focussed, empathetic, responding first to the needs of the reader or learner</td>
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<tr>
<td>4. Isolated, operating alone</td>
<td>4. Networked, linked to global resources and working with partners</td>
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<tr>
<td>5. Regulated, preoccupied with rules that become barriers</td>
<td>5. Accessible, easy to use, offering help and support</td>
</tr>
<tr>
<td>6. Static, unchanging, uninspiring, great books but unhelpful institution</td>
<td>6. Dynamic, a catalyst, inspiring encouraging enjoyment and discovery</td>
</tr>
<tr>
<td>7. Historic, old, maybe unique legacy collections; self-important but undistinguished</td>
<td>7. Current, reflecting today’s communities through re-interpreting historic collections</td>
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<td>8. Distance learning more common in HE alongside traditional model</td>
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<td>9. Free public access to information stemming from publicly funded research will grow</td>
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<td>10. Privacy will continue to be important in librarianship</td>
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From the ALA’s Association of College and Research Libraries this is a “top ten” list of assumptions reported in C&RL News in 2007:

1. Digitization and digital collections and preservation; data storage and retrieval
2. Skill set for librarians will continue to evolve in response to changing needs and expectations
3. Demands for faster and greater access to services
4. Debates about intellectual property more common
5. Growing demand for technology-related services; additional funding
6. HE will increasingly see the institution as a business
7. Students will increasingly see themselves as customers and consumers
8. Distance learning more common in HE alongside traditional model
9. Free public access to information stemming from publicly funded research will grow
10. Privacy will continue to be important in librarianship

The Librarian in the 21st Century

Traditionally the librarian has acted as the mediator between the reader and the book (as per Ranganathan’s “every book its reader”). The main duties were associated with acquiring and making the resources available in the library. At most the librarian was a messenger between the learner and the knowledge sought. Only occasionally an interpreter, this was largely a passive role and tasks would be centred on the materials: select – acquire – purchase
organise – store – display – protect – evaluate
(usually meaning "count") – improve

Now and in the coming decades the librarian’s role has become much more diverse. The librarian

- continues to acquire resources in many formats and media, local and remote for use in library or online; maybe acquisition is contracted out
- selects resources; a mix of research and evaluation, matching resources to changing audiences of actual and potential users; responding to community profiling, as in marketing; sometimes devising a brief to outsource
- works closely in partnership on joint projects
- according to a plan or strategy that is evaluated for outcomes and impact
- reaches outwards to inform, attract and respond to priority audiences, that might include
  - in the public library – readers and learners, children and families, young people, older people, the local community and representative organisations, schools, colleges and universities, entrepreneurs and SMEs
  - in the academic library – students, learners, researchers, academics, entrepreneurs and SMEs, academic partner organisations, corporates and industry bodies, local, regional and national Government
- researches innovation or tests products and services with users
- evaluates through user survey and user-benefit analysis or cost-benefit analysis

Some aspects of the role require individual and organisational culture change, leadership, training and workforce development. The need to change is not peculiar to any single library sector and many aspects of the change are shared across different library settings. The future role of the librarian has become subject of further scrutiny in the new economic conditions in the West. Some of the issues are rehearsed in ACRL 2009 Strategic Thinking Guide for Academic Librarians in the new Economy.²

A Common Cause

The change needs of the library and the librarian are therefore manifest across the public and academic library communities. Issues that illustrate a common cause include:

<table>
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<tr>
<th>Environmental</th>
<th>Generic</th>
<th>Technical</th>
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<tr>
<td>The economy</td>
<td>Need for more and better local/regional strategic leadership and partnership</td>
<td>Learning places remodelling; a new kind of physical library experience</td>
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<tr>
<td>Demographic change</td>
<td>Lack of evidence on outcomes and impact for current users and non-users</td>
<td>Social networking sites as the preferred venue for learning</td>
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<tr>
<td>Government policy priorities</td>
<td>Funding needs and challenges</td>
<td>Web 2.0 and beyond for a virtual experience</td>
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<tr>
<td>Influence of USA, China, India</td>
<td>Policy silos – libraries locked in sectors</td>
<td>Digital media, e-publishing, licensing, resource management, open source, access and evaluation,</td>
</tr>
<tr>
<td>Environment, climate change, urbanisation</td>
<td>Leadership and cultural change</td>
<td>Management systems</td>
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While the environment is complex for the library provider, library users can no longer be easily categorised; they have different needs at different ages and different stages in life:

- Coterminous need (the “just in case” library): some libraries are there for each person who has different needs at the same time depending on the moment’s role and responsibility – student, parent, trainee needing different provision at the same time – public, college, university, health, special library…
- Continuous need (the “just in time” library): different libraries provide for different needs, at different stages of learning but on a continuum – early years, family learning, school, study, research, work, personal enthusiasm, community activist…

In this sense therefore the concept of the “lifelong library” brings all libraries together to meet many needs at different times; libraries in different sectors have more in common than we sometimes recognise. Seen together they could plan and develop in greater unison, with greater effectiveness and more economically. I will return to this later in searching for actions for future development.

Advocacy in the 21st century

Making the case for the library in this new century and in a complex and competitive environment – requires
• an awareness of the political and institutional environment in which the library operates
• an understanding of the changing library and a new sense of direction and development
• and re-definition of the librarians’ role that equips the librarian for the outward looking and dynamic role to be played

Advocacy is a process not a solution. It is a way of thinking and an ongoing way of working. It is part of what you do. It must have a focus and an outcome but it is not conclusive. It continues. Advocacy is allied to
• networking and relationship
• building friendships, creating allies, securing influence
• building partnerships and collaborative working relationships
• leading to joint project
• research and evidence, building the case for the library to be recognised and engaged
• fundraising and bidding for grants and sponsorship
• evaluating and demonstrating results and outcomes

Advocacy is best undertaken in openness and honesty, inviting a partnership of equals, asking for what is genuinely needed, and offering in return what you are sure you can deliver.

There are guidelines to advocacy available from partners in the library and information community elsewhere in the world. They would have to be harvested for what would be most transferable and useful in the Indian environment.

In March 2008, at Libraries on the Agenda¹, a conference organised by Delhi’s Max Mueller Bhavan², Claudia Lux, President of IFLA³ spoke on advocacy. In an inspiring presentation she combined passion with strategy. A proposed motto, “Libraries: the key to prosperity” from the workshop she chaired noted the economic case but linked to research, learning and information and empowerment at every level of need. IFLA’s guidance for national library associations http://archive.ifla.org/VII/s40/pub/advocacy-e.htm succinctly summarises the principles and practical actions involved in an advocacy campaign. It presents a succinct guide for individual librarians and library organisations.

In the USA the American Library Association (ALA) has a set of advocacy resources at http://www.ala.org/ala/issuesadvocacy/advocacy/index.cfm while in the UK, the Chartered Institute of Library and Information Professionals (CILIP) has it’s Campaigning Toolkit at http://www.cilip.org.uk/policyadvocacy/campaign.⁴ These resources share an understanding of advocacy that is of interest. For the following codes of advocacy practice I am are indebted to all of them:

• A campaign of information and persuasion in the following manner,
  – Why do you want or need an advocacy campaign?
  – What do you want to achieve?
  – What will it take – cost, time, energy?
  – Who supports you now?
  – Whose support do you need?
  – How can colleagues, staff and others initiate, expand or renew contacts?
  – How will you demonstrate what the library(ies) achieves and contributes
  – A succinct key message that sums up what you do and what you need,
  – If there were one person you wanted to convince who would it be?
  – What are the three most important messages you would want to get across
  – What evidence would you need to justify your case?
  – What tools – people, media, systems – would you use to spread the message
  – Create an action plan with aims, actions, timescales, budget, desired results, outcomes

• A deliberate way of working – structured and collaborative,
  – You need leadership and a committed support structure
  – You must make sure everyone is included and supportive; provide them with the necessary resources
  – The message should be about the library’s impact on users and the community, not the library as an end in itself
  – Target your audience. Internal/external. Influential people, leaders and officials and users
  – Distribute campaign messages beyond the library; there is limited value in advocating to those already engaged
  – Use the media [with training and preparation]

Proposals for Advocacy and Redevelopment for Libraries
Three key strategies would drive change and modernisation and would be a foundation for securing partnerships and support for the HE libraries
community. They would require concerted leadership from within the academic library sector working with governmental, national and regional stakeholders. They would require a national coordination and a determination to take action beyond discussion. Government Ministries would have to work across departmental boundaries. Some funding would be required but collaboration generates motivation, is cheaper and makes it easier to secure external financial and strategic support.

Research and Evidence. First there is a need for a body of evaluative evidence that demonstrates what libraries are achieving now combined with case work illustrating successful innovations and developments. The NKC acknowledged that for university education to meet India’s future needs the infrastructure must be upgraded, “The elements of infrastructure that support the teaching-learning process, most directly need to be monitored and upgraded on a regular basis. This means attention, particular attention to libraries ...”, but with what justification?

In England the Museums Libraries and Archives Council (MLA Council) has developed a database of research reports and examples of good practice http://research.mla.gov.uk/. Research forms an important part of the MLA Council’s work and is used as a strategic tool to inform and underpin MLA Council policy objectives. Three strategic priorities are set out in the Research and Evaluation Framework http://www.mla.gov.uk/what/research/framework:

- Continuous improvement
- Learning and skills
- Sustainable communities and their economies

The Framework specifies what research and evaluation activity must achieve to be included on the site

- Reaching targets & strategic objectives: Has the programme or activity reached its agreed targets?
- Implementation: How effective was the management of the programme or activity in delivering agreed objectives and reaching targets?
- Outcomes: What are the effects of the programme or activity on our main stakeholders?
- Additionality: Could the same impact have been reached through different programmes or activities?
- Policy & Programme Development: What are the needs of the sectors? What has worked in the past to meet those needs, for whom and in what circumstance? What are key trends that may affect the future of the sector? What areas of need is MLA best equipped to tackle?

These criteria give direction to what might be a good model for an Indian Programme of Research in Innovation and Evaluation led by the academic sector but not exclusive to it.

Organisational and Cultural Change. Ultimately, only people make change. The most costly yet significant resource in all libraries is the staff. A modern workforce needs modern skills and a national plan for workforce development could be led by the university sector. The skills of the modern librarian are implied above. They comprise

- Strategic skills including Leadership, Strategic planning, Advocacy, Management and performance supervision, effective recruitment, retention and succession planning,
- Negotiating and brokering, Partnership working, Market research and promotion, Financial management and fundraising, Awareness of the changing publishing world,
- Technical skills including collection management, E-resources evaluation selection and licensing, IPR regulation, handling multiple media, interactive web 2.0 activity,
- Operational skills include Community profiling and market research, Community engagement, Outreach, promotion and community development, Flexibility and adaptability to frequent or rapid change, Understanding digital technologies and the capacity to help others exploit web-based resources and services

If change is going to happen it will require a transformation programme for the library workforce built on a series of training packages that exploits the library worker’s latent skill and capacity to discover and creates a culture for self-directed learning. The HE libraries community – both the university libraries and the library and information departments working together – could lead a programme that would be valuable to libraries in all sectors though light touch leadership and shared workload and costs.

Dismantling divisions; synergising strategies. Much of what is referred to in this paper is common to all library sectors – university and college, public and school libraries, even government and industry libraries. The potential for inspired thinking, exciting strategies and innovative change is considerable. India is a huge country structured not only across sectors as elsewhere but across regions with their own strong identity, culture, and practices.

However, here today are conference delegates from all over India, representing the highest level of commitment and thinking in the library community of India. In this first decade of the 21st century the buzzwords are partnership, collaboration, innovation, community engagement, strategic planning, outcomes, sustainability. The academic library community has the power and capacity to open the dialogue and form the alliances bringing different library sectors together to address common needs, creating
in one strategy the “lifelong library” that serves those multiple needs, personal and national, discussed above.

It would be essential to ensure that each sector and each library were able to retain its own sense of being – where it is, who is the audience, what its objectives are – while at the same time, opening up a route to collaboration in

- research and evaluation of current and good practice to identify routes to improvement and sustainability
- staff training and workforce development, for example in the creation and use of e-content, research and advocacy or the skills in outreach and community development
- shared innovative projects, for example in web content development for online and distance learning, outreach

It may at first seem unrealistic to offer cross sector working as a route to the future but the case is available:

- economies of scale
- responding to a common need for modernisation
- a shared sense of urgency and the need for speed
- meeting the national agenda for learning, skills and research
- support for all stages and sectors of education and learning – early years and families, school, college, university and lifelong learning

There are barriers but with a will they can be overcome

- government department leads; but the power of a pan-national plan that serves the education and learning needs of all India
- regional structures and responsibilities; but the benefit to regions from a national impetus with a regional sub-structure
- funding shortages; but economies of scale and the greater return from a modest investment from each partner
- a huge challenge for colleagues in the lead; but the opportunity to capture the combined strength of their leadership capacity as it is manifest at this conference

From the conference today I would propose a strategy developed by and for key players who will profess a commitment to transformation through action.

References

1. The National Knowledge Commission is a high-level advisory body to the Prime Minister of India, with the objective of transforming India into a knowledge society. In its endeavour to transform the knowledge landscape of the country, the National Knowledge Commission has submitted around 300 recommendations on 27 focus areas during its three and a half year term. [http://www.knowledgecommission.gov.in/]


4. [http://www.davinstitute.com](http://www.davinstitute.com)


7. Several commentators were cynical: “Zalle, London, says: In response to Madam Secretary’s comment of “India Being a Global Power”, I can quite vividly imagine a Rikshawaala in Bihar inflating his chest and proudly saying “Hum Global Power hai” and going back to his Riksha pulling. Effectively going to his miserable living conditions feeling greatly elated but without any tangible benefits that will improve his daily life. Indian politicians, bureaucrats [sic] and diplomats [sic] are no different. They love being left hard, high and dry”.


11. For example, in the UK the Government commissioned a study into the education and training needs of the UK. The Leitch review highlighted the need for investment in skills as a key to future economic success – or even survival [http://www.knowledgelondon.net/](http://www.knowledgelondon.net/)

12. Quoted in The Sunday Express, New Delhi 26 July 2009


18. IFLA, the International Association of Library Associations http://www.ifla.org/ and see Claudia Lux's presidential themes and programme http://www.ifla.org/en/presidents-program
19. The CILIP Campaigning Toolkit is available on the CILIP website but only to CILIP members. This may be available to non-members by special arrangement.
21. MLA Council promotes best practice in museums, libraries and archives, to inspire innovative, integrated and sustainable services for all. It is a Non-Departmental Public Body (NDPB), sponsored by the Department for Culture, Media and Sport (DCMS). Launched in April 2000 as the strategic body working with and for the museums, archives and libraries sector, tapping into the potential for collaboration between them http://www.mla.gov.uk/about