Developing a HUMAN RIGHTS LIBRARY

RAOUl WALLENBERG INSTITUTE
OF HUMAN RIGHTS AND HUMANITARIAN LAW
Developing a Human Rights library
<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>Foreword</td>
<td>7</td>
</tr>
<tr>
<td>1</td>
<td>Being a “human rights librarian”</td>
<td>11</td>
</tr>
<tr>
<td>2</td>
<td>A brief introduction to human rights</td>
<td>17</td>
</tr>
<tr>
<td>3</td>
<td>How human rights impact librarianship</td>
<td>33</td>
</tr>
<tr>
<td>4</td>
<td>Information retrieval of human rights resources</td>
<td>43</td>
</tr>
<tr>
<td>5</td>
<td>Creating a solid foundation for a library</td>
<td>53</td>
</tr>
<tr>
<td>6</td>
<td>Selecting and acquiring books/journals</td>
<td>67</td>
</tr>
<tr>
<td>7</td>
<td>Evaluating and judging the validity of sources</td>
<td>73</td>
</tr>
<tr>
<td>8</td>
<td>Cataloguing, classification and shelving</td>
<td>77</td>
</tr>
<tr>
<td>9</td>
<td>Internet and the World Wide Web</td>
<td>91</td>
</tr>
<tr>
<td>10</td>
<td>Librarian 2.0 – The changing role for librarians</td>
<td>99</td>
</tr>
<tr>
<td>11</td>
<td>Intellectual property rights</td>
<td>103</td>
</tr>
<tr>
<td>12</td>
<td>Creating an optimal library space</td>
<td>109</td>
</tr>
<tr>
<td>13</td>
<td>Outreach: How to push information to users</td>
<td>113</td>
</tr>
<tr>
<td>14</td>
<td>Managing a human rights library</td>
<td>119</td>
</tr>
</tbody>
</table>
Developing a Human Rights library
Foreword

All human rights libraries share a purpose – to promote human rights or at least information about human rights. They do this by offering advice, space and materials for the purposes of education, research, investigation and public awareness. The importance of the human rights library and library staff for promoting human rights will be a recurrent theme throughout this resource.

We hope that this text can inspire and contribute to the development of libraries around the world – libraries that are linked to each other and to their users not only by technology but by solidarity and the long and proud skills and traditions of the trade.

Networking and sharing are, on many levels, at the heart of librarianship, not only between library staff and their users, but between and among library staff. The sheer number of library associations around the world is proof of the strong sense of common purpose and solidarity librarians have for each other. It is our conviction that the strategy of networking will continue to bear fruit, becoming even more powerful with the new generation of libraries. Librarianship has not played out its role. With the proper adjustments in skills and equipment, the trade is just taking off to explore its full potential for human rights promotion.

Based on the experiences of the library at the Raoul Wallenberg Institute and lessons learned in the last decade from libraries around the world that we have helped to set up, strengthen or collaborate with, we argue that well-equipped and supported human rights libraries and library staff can strongly contribute to their institution’s objectives in the field of human rights. We believe libraries will continue to work wonders as promoters of human rights and for the empowered participation of people in making human rights a reality in their societies.

Lena Olsson
Karl Adam Tiderman
Helena Olsson
Introduction for users

The Raoul Wallenberg Institute (RWI) has supported human rights libraries with book donations and trainings since the late 1990s. The Institute has helped to establish electronic and physical libraries around the world, aiming to enhance access to human rights material to support research, education, training and information sharing.

The RWI library opened in 1984 and has for the last 30 years played an important role in the Institute's academic, public and international engagements. The Institute's first librarian, Habteab Tesfay, played an integral role in building up the library from scratch and worked at the Institute from 1990 to 2010. Lena Olsson, who began working as a librarian at the Institute in 2000, headed the Library and Publication Unit from 2010 to 2013. She has been a central figure in the development of the library’s programmes. Since her retirement from formal duties in 2013, she has served as Senior Adviser on Library and Information to the Institute. Today the library is managed by Karl Adam Tiderman, who has worked as a librarian at the Institute since 2010.

The RWI library specialises in public international law with particular focus on human rights law and humanitarian law. With one of the best collections in the human rights field in Europe, it serves as a meeting point for studies, research, exchange and debate on human rights. The doors of the library are open to the public and anyone who wishes to make use of its collections and services. Researchers, teachers, course participants, students and staff at RWI, as well as teachers, scholars and students from Lund University and other Swedish and international universities, are among the key users. The library also organises public events, lectures and academic discussions both inside and outside its facilities.

The library has served as a starting point for RWI's international capacity development programmes targeting libraries in Asia, Africa and Europe. The Institute works particularly in developing countries and in countries interested in expanding their human rights capacity.

It should be stressed that while RWI has trained, supported and developed capacities of libraries in countries where we have worked, it is the librarians in these countries who have taken the work to the next level. Often progress has been achieved through a loose global network of libraries that have supported and inspired each other. Indeed, the RWI Library and RWI's international programmes have in many ways developed into what they are today through the diverse experiences and sharing of knowledge, ideas, examples and inspiration from the libraries and librarians we have encountered around the world.

The aim of this resource is to provide library staff with the necessary knowledge and skills that will enable them to do quality work in a human rights library setting. The text is designed to help library staff set up a new library or develop and improve an existing one.

This resource is also intended to be used as reference material for human rights libraries, as well as course literature for RWI's capacity development programmes with human rights libraries and resource centres at academic institutions, NHRIs and justice sector institutions.

Target audience

Based on RWI’s long and wide experiences from supporting and collaborating with libraries in varied contexts, conditions, institutions and sizes, we know that no two libraries are alike. That is why we have the ambitious aim with this resource to cater to any person working with human rights materials in a library setting.

Needless to say, this wide audience includes professionals with very different backgrounds and different levels and types of knowledge and skills. We have done our best to offer relevant materials for our diverse audience, considering the different geographical, socio-economic and political contexts where the Institute has and continues to work. It should, however, be stressed that the focus of our international capacity development programmes is to support institutions in developing countries. This focus will also be notable in this text.
The target group includes expert librarians who may lack knowledge about human rights or human rights lawyers with little experience working in a library. It could also include staff who work with IT or administration, yet who also must devote some of their daily work to taking care of a collection or library.

For the sake of simplicity and brevity, this resource uses the terms “human rights library” and “human rights library staff.” While these terms are not formally recognised concepts, we use them here to encompass all services and staff at any institution that manages human rights resources to support its different mandates and functions.

Structure of the Manual

This human rights library resource contains 14 chapters. Chapter 1 describes the skills, tasks and characteristics library staff need for their work with human rights material. The next chapter introduces an overview of human rights and the international system that monitors them. Chapter 3 discusses how human rights have and continue to impact librarianship. Chapter 4 presents concrete instructions and advice on how to search the main sources of documents related to human rights.

After these foundational chapters, chapter 5 addresses strategic planning, arguing that planning is the first and necessary step towards undertaking specific actions to strengthen a library.

The following chapters focus, in much more detail, on the important tasks library staff will undertake and the key concepts they should be familiar with. These chapters cover everything from classification, cataloguing and shelving to creating an optimal library space and using outreach to attract more library visitors.

The last chapter touches on the crucial role management has in supporting, guiding and involving all staff in order to maintain a strong and useful library.

Throughout this resource text there are examples of best practices, lessons learned and reflections from library partners that RWI has supported or collaborated with throughout the years. The aim here is to provide useful and real world examples that help and inspire human rights library staff to fulfil their goals.

At the end of several chapters, you will find a link to a website which has a Further Reading section.
1.1 Characteristics of a quality human rights library
1.2 Required skills for human rights library staff
1.3 Adding value
Chapter 1

Being a “human rights librarian”

A short introduction to what it means to be a human rights librarian and work in a human rights library.

1.1 Characteristics of a quality human rights library

How can we define a human rights library now that we have claimed the concept? In the chapters that follow we will go into detail about what it means to work with and for human rights. However, we start by outlining some key traits which we believe describe a good human rights library and library staff. We do not argue that this is an exhaustive description but rather a first overview of the different areas and factors we will look at more in details in the chapters that follow.

A human rights library promotes access to information and freedom of expression and facilitates education, dissemination and research on human rights. It also abides by the human rights principles of non-discrimination, equality, participation and accountability, where the dissemination of human rights is done about human rights,
Developing a Human Rights library

through human rights and for human rights. We will address these principles thoroughly in chapter 3. We include them here because they are a vital part of the human rights library concept we would like to convey.

Moving from principles into more practical aspects, we believe the following characteristics should be expected from a human rights library that wishes to stay relevant and useful in today’s world.

A human rights library

- serves as an effective resource and support to the human rights purposes of its institution.
- includes relevant, diverse, correct and up-to-date materials, accessible to all in their intended target group without discrimination.
- facilitates research, education and outreach and offers services with added value for its users.
- aims to reach as broad a public as possible, (subject to any limitations in its institutional framework) ensuring no discrimination in services and including adequate and relevant materials for local inhabitants in form and language.
- has updated its methods, tools and capacities so they meet the needs and expectations of users.
- provides services of compiling and explaining materials, and supports information search in a way that ensures an added value for users.
- has good visibility and a number of functional uses for staff at the institution.

1.2 Required skills for human rights library staff

Most would agree that a library is only as successful as the library staff that works in it. So what should we expect from human rights library staff?

Library staff provides services to library users, whether their users are human rights commissioners, staff, scholars, students or the public, who need accurate information on human rights.

Management of an institution with a quality human rights library can expect that library staff

- have sufficient knowledge in the field of human rights information and documentation.
- provide excellent service, customised to meet the needs of users and support the organisation’s mission.
- have sufficient knowledge of information technology.
- are innovative, seeking out and acting upon new opportunities and challenges.
- communicate effectively with people outside of the library who need information on human rights for their work, to teach, research or because they are interested.
- can work effectively with diverse groups, creating an environment of mutual respect.
- work effectively as a part of a team.
- know how to help the organisation with advice on information management matters.
- understand how information and the library support and enhance communication.
can speak up and explain to management what they can do and provide good arguments for what the library needs to function well.

1.3 Adding value

Many librarians are concerned, sometimes rightly so, that open search engines such as Google will run them out of business or make them irrelevant. It may seem that access to information is already guaranteed directly to everybody with Internet access, without the need for intermediaries.

However, this is, of course, not the whole truth. Library staff who can quickly and systematically search, compile, explain and organise materials will both be appreciated and have an added value for the quality of the results provided and the overall service to the user. Good human rights library staff should be able to find more and better materials faster than any online search engine. Modern, searchable software for cataloguing and organising library materials is crucial to this aim.

The next chapter will address one of the most essential requirements of human rights library staff – the need to have basic knowledge of human rights. As we will see, this is also necessary in order to understand how to find human rights documentation from the UN system.
Saša Madacki is the former librarian and director of the Human Rights Centre at the University of Sarajevo. The library, which opened in 1996, has since grown from having 700 books to over 8,500, as well as a periodical section with 1,000 items and around 700 dissertations related to human rights, gender studies and religious studies.

Madacki says graduate students studying human rights and democracy, European studies, gender studies and law and criminology represent 70 percent of the library’s visitors. Students from many other fields, as well as researchers from local think tanks and NGOs, represent the other 30 percent of the library’s patrons.

Madacki has been at the library since 1999 and has years of experience working, growing and developing a human rights library.

**MADACKI’S TOP THREE TIPS FOR WORKING IN A HUMAN RIGHTS LIBRARY**

- “Be open and flexible about collection development. Try especially to collect those materials which are not published by traditional publishing houses (materials not marked with ISBN numbers). This can mean information released by NGOs because after a few years you won’t be able to find that material. Usually, they release and disseminate material but don’t keep copies for themselves. So it is the human rights library that should be the one to collect all the material from local NGOs. This includes even posters, brochures and flyers. Even if it seems insignificant today, in 10 years it will be important for historical records.

- “Don’t just wait for the visitors to come to you, you have to go where your users are. If you are serving the local human rights community, you have to meet researchers and activists and be active in the community. If a library doesn’t have patrons or clients, it will be dead. The library needs to be active in the community it serves. In addition, librarians should get the pulse of the nation. Find out what important things in general, and in the field of human rights, are happening in the country. Go to those people and talk and get information. You should give answers to the public. Our job is not only to collect and disseminate but to inform and educate. You can only understand people’s needs if you are constantly in touch with them.

- “Cooperation with other libraries is crucial. Most libraries can’t afford all the materials and resources they want to offer visitors. That’s why it’s important for libraries to share – you can share resources and collections. Networking is crucial, especially for smaller libraries with more challenging budgets.”
2.1 The modern system of international human rights

2.2 The International Bill of Rights and special features of IHRL

2.3 The Universal Declaration of Human Rights

2.4 The International Covenant on Economic, Social and Cultural Rights

2.5 The International Covenant on Civil and Political Rights

2.6 Other core human rights treaties

2.7 How a country becomes a state party

2.8 UN monitoring bodies

2.9 Regional and national mechanisms

2.10 Regional human rights systems

2.11 National Human Rights Institutions
Chapter 2

A brief introduction to human rights

2.1 The modern system of international human rights

The modern system of international human rights law was initiated at the end of the Second World War (1939-1945) by the newly formed organisation of the United Nations. The Universal Declaration on Human Rights (UDHR) was adopted by the UN General Assembly in 1948 as a joint statement from the international community against the atrocities and human suffering from the war. Together with the binding treaties that followed, the moral statement was complemented with a comprehensive system of international law and monitoring mechanisms aimed to prevent future violations and to safeguard the “dignity and... inalienable rights of all members of the human family.”

Human rights, in short, mean that all human beings, no matter your age, gender, nationality, ethnicity, legal status, background or the choices you make, have the same rights, and that nothing can take away these rights. They all belong to each one of us because we are humans. States have an
obligation to protect, respect and fulfil these rights of the people in their countries, with the support of the UN.

2.2 The International Bill of Rights and special features of IHRL

The initial human rights framework is often referred to as the “International Bill of Rights.” It includes the Universal Declaration of Human Rights (UDHR) from 1948, and two of the UN Covenants on Human Rights – the International Covenant on Civil and Political Rights (ICCPR, 1966) and the International Covenant on Economic, Social and Cultural Rights (ICESCR, 1966), including Optional Protocols. (Optional Protocols are functional or thematic additions to the treaties which, like the treaties themselves, can be accepted by states.)

The UDHR has, as a Declaration, in principle no binding implications on member states of the United Nations. However, the ICCPR and ICESCR were adopted as legally binding elaborations of the UDHR in order to make it possible to hold states accountable for upholding the rights in the Declaration. As international Covenants, accepted by UN member states, their implementation is enforced with the support of a UN monitoring system. The other seven UN treaties existing today, aside from ICCPR and ICESCR, were agreed upon and created to complement and specify the rights of the UDHR.

2.3 The Universal Declaration of Human Rights

When the United Nations was created in 1945, the preamble of its constitutive Charter stated that one of the aims of the UN would be “to reaffirm faith in fundamental human rights, in the dignity and worth of the human person, in the equal rights of men and women and of nations large and small...”

Three years later in 1948, after lengthy negotiations, the member states of the United Nations agreed on the contents of the UDHR. The UDHR lists and describes fundamental human rights as applying to all people without discrimination or exception, including civil, political, economic, social and cultural rights.

While the UDHR is not binding, it has strong moral force. All 193 UN member states (2014) and some non-UN member states have confirmed their acceptance of the Declaration. As a consequence of this broad support and respect for the UDHR, some of its articles, such as the prohibition on slavery (Art 4), are considered customary international law, making them binding on all states.

The UDHR was adopted on 10 December 1948 – a date now known as Human Rights Day. The day is commemorated annually by the United Nations and celebrated widely around the world.
Preamble
Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,
Whereas disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people,

Whereas it is essential, if man is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and oppression, that human rights should be protected by the rule of law,

Whereas it is essential to promote the development of friendly relations between nations,

Whereas the peoples of the United Nations have in the Charter reaffirmed their faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women and have determined to promote social progress and better standards of life in larger freedom,

Whereas Member States have pledged themselves to achieve, in cooperation with the United Nations, the promotion of universal respect for and observance of human rights and fundamental freedoms,

Whereas a common understanding of these rights and freedoms is of the greatest importance for the full realization of this pledge,

Now, therefore,

The General Assembly,

Proclaims this Universal Declaration of Human Rights as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.

Article I
All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.
Article 2
Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

Article 3
Everyone has the right to life, liberty and security of person.

Article 4
No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

Article 5
No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

Article 6
Everyone has the right to recognition everywhere as a person before the law.

Article 7
All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

Article 8
Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

Article 9
No one shall be subjected to arbitrary arrest, detention or exile.

Article 10
Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

Article 11
1. Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defence.
2. No one shall be held guilty of any penal offence on account of any act or omission which did not constitute a penal offence, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offence was committed.
Article 12
No one shall be subjected to arbitrary interference with his privacy, family, home or correspon- 
dence, nor to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks.

Article 13
1. Everyone has the right to freedom of movement and residence within the borders of each State.
2. Everyone has the right to leave any country, including his own, and to return to his country.

Article 14
1. Everyone has the right to seek and to enjoy in other countries asylum from persecution.
2. This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

Article 15
1. Everyone has the right to a nationality.
2. No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

Article 16
1. Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.
2. Marriage shall be entered into only with the free and full consent of the intending spouses.
3. The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

Article 17
1. Everyone has the right to own property alone as well as in association with others.
2. No one shall be arbitrarily deprived of his property.

Article 18
Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

Article 19
Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

Article 20
1. Everyone has the right to freedom of peaceful assembly and association.
2. No one may be compelled to belong to an association.
Article 21

1. Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.
2. Everyone has the right to equal access to public service in his country.
3. The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

Article 22

Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international co-operation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

Article 23

1. Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.
2. Everyone, without any discrimination, has the right to equal pay for equal work.
3. Everyone who works has the right to just and favourable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.
4. Everyone has the right to form and to join trade unions for the protection of his interests.

Article 24

Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

Article 25

1. Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.
2. Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

Article 26

1. Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.
2. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.
3. Parents have a prior right to choose the kind of education that shall be given to their children.

Article 27
1. Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.
2. Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

Article 28
Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.

Article 29
1. Everyone has duties to the community in which alone the free and full development of his personality is possible.
2. In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.
3. These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

Article 30
Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.
2.4 The International Covenant on Economic, Social and Cultural Rights

The International Covenant on Economic, Social and Cultural Rights (ICESCR) contains the legally binding elaboration of the rights and freedoms described in Articles 22-27 of the UDHR. The Covenant recognises rights to health, education, social security, an adequate standard of living, work and conditions in relation to work, and the right to participate in the cultural life of one's country and to freely pursue economic, social and cultural development.

States that ratify or accede to the Covenant, with or without reservations, commit to fulfilling, respecting and protecting the rights included in the treaty. ICESCR has one special provision which makes it different than other treaties, in that the Covenant asks for "progressive realisation." At the time of drafting it was considered too difficult and costly for most countries, particularly for developing or new states, to guarantee all the rights of this Covenant at once. The drafters saw the risk that no state would dare to ratify the Covenant and preferred to lower the demands. However, the concept of progressive realisation means that states parties should continuously improve the situation in their countries with regards to the rights under ICESCR, and not regress. Also, according to ICESCR Article 2, states should use the "maximum available resources" to ensure progress. The phrase "maximum available resources" arguably means that priority should be given, for instance, to health and education over other areas of public spending, such as the construction of monuments or military expansion.

The Covenant has an Optional Protocol which makes it possible for the Committee on Economic, Social and Cultural Rights to receive communications from individuals in states which accept the Protocol. Under the Protocol, the Committee can also initiate inquiries in states which are party to the ICESCR.

2.5 The International Covenant on Civil and Political Rights

The International Covenant on Civil and Political Rights (ICCPR) contains the legally binding elaboration of the rights and freedoms described in Articles 1-21 of the UDHR. The ICCPR includes political rights, such as the right to vote and the freedom of expression and association; civil rights such as freedom of religion and of conscience; and also rights related to the administration of justice, such as the right to a fair trial and freedom from torture. It also includes the right to life and to self-determination.

States which ratify the ICCPR commit to implementing the rights of the Covenant directly upon ratification. The ICCPR has two Optional Protocols. The first allows for individual communications and the second commits states who accept it to abolish the death penalty.

2.6 Other core human rights treaties

Apart from the Bill of Rights (UDHR, ICCPR and ICESCR), there are currently seven other core human rights treaties adopted by the UN.

These treaties have been adopted for different reasons over the years – some of them in response to historical events, as with the Convention on the Elimination of All Forms of Racial Discrimination (CERD). Others were adopted as a result of lengthy negotiations between UN member states, as was the case with the Convention on the Rights of the Child (CRC).

Each of the seven treaties listed below either focus on a single issue, such as torture, or particular sectors of the population, such as women or children.

While all of the treaties contain non-discrimination clauses, there are two that focus particularly on eliminating discrimination: the Convention on the Elimination of All Forms of Racial Discrimination (CERD), which was the first of the

CERD was adopted during the period of decolonisation, apartheid in South Africa and the civil rights movement in the United States. CEDAW was adopted in recognition of structural discrimination and inequality between men and women.

Special treaties were adopted to eliminate such discrimination, permitting equal access to rights with other groups of society. Both of the non-discrimination treaties therefore, allow temporary measures where preference is given to discriminated groups (for instance in access to education and employment) until unfair disadvantages are eliminated. States that have ratified CERD and CEDAW commit both to not discriminate and to actively take steps to eliminate discrimination.

CEDAW also has an Optional Protocol allowing individual communications to its treaty body. CERD does not have a Protocol, but the CERD Committee can receive individual communications under Article 14 of the Convention.

Other treaties focus more on groups identified as having special protection needs, or as particularly vulnerable. These include the Convention on the Rights of the Child (CRC, 1989), the International Convention on the Protection of the Rights of All Migrant Workers and Members of their Families (ICRMW, 1990) and the Convention on the Rights of Persons with Disabilities (CRPD, 2006).
Children have been recognised as requiring special protection since before the United Nations was established. The wide-held recognition explains why the CRC is the most widely ratified instrument of the core treaties, ratified by almost all UN member states and also accepted by some non-member states. The Convention has two Optional Protocols. One concerns the involvement of children in armed conflict and the other the sale of children and the exploitation of children for prostitution or pornography.

The second treaty in this set aimed to offer protection to migrant workers and their families. Migration for work is a common characteristic of the globalised and economically unequal world in which we live today, although the phenomenon is not new. Some states primarily host migrant workers while others are primarily the states of origin of migrant workers.

The human rights system is built on the principle of state responsibility. It is states which sign and ratify the UN treaties, and their commitments by doing so are, principally, towards the people in their territory and jurisdiction. Migrant workers who are in the territory of the state are, therefore, with some exceptions, entitled to the same level of protection of their human rights as the citizens of the state. There are, unfortunately, still considerable challenges to making these rights a reality. Particularly, workers without contracts or documentation often have difficulty claiming their rights. Migrant workers also tend to be exposed to greater risks and violations, in part, because of their dependence on employers and agents. The ICRMW does not create new rights but rather highlights the vulnerable position migrant workers are in and aims at guaranteeing equality of treatment, including in respect to their working conditions. This protection is also guaranteed to the migrant worker’s family members who are also in the country in question.

The Convention on the Rights of Persons with Disabilities (CRPD) is a more recent treaty. It addresses discrimination and specific human rights impediments and promotes equality and respect for persons with physical or mental disabilities. The CRPD has an Optional Protocol permitting individual communications.

Another set of treaties focuses on particular situations or rights. These include the Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment (CAT, 1984) and the Convention on Enforced Disappearances (CED, 2006).

The CAT contains a definition of torture in its Article 1 (see Further Reading). The Convention also has an Optional Protocol which has a monitoring body, the Subcommittee on Prevention of Torture (SPT), which has slightly different and wider functions than the other treaty bodies. The Protocol (OPCAT) was set up with the aim to prevent torture rather than just address it. The SPT advises states, publishes annual reports and also has a mandate to carry out visits to detention centres in states parties.

The final treaty, the CED, focuses on the serious violation of human rights in which the state itself is involved in the kidnapping or disappearance of a person or group of persons in its own country. This Convention is also more recent, and draws on the work of the UN Special Procedures, which have a working group on the same topic. The phenomenon of forced disappearances was especially prevalent under military rule and conflicts in Latin America, and Latin American countries have been particularly active in promoting the creation of the Convention.

2.7 How a country becomes a state party

The ten core instruments mentioned in this chapter create a comprehensive system for the protection and promotion of human rights.

States become legally bound to implement the rights of the different treaties by explicitly expressing their consent to become a party. The procedure to express such consent consists typically of signing a treaty followed by its ratification. There is also a less common way, called accession, when the state signs and ratifies a treaty after it has already entered into force. A state which has ratified a treaty is referred to as a “State Party” to the treaty in question.
Amani Hamarsheh has worked as a librarian at the University of Jordan Library in Amman for ten years. She has also participated in the Raoul Wallenberg Institute’s library training. Here are her thoughts on the role that librarians play in human rights.

“First, it’s that the librarian gives the user the right of access, the right of getting the information they need, whether helping people with special needs or just letting people participate. Giving information to all users is a right tied in a way to the Universal Declaration of Human Rights. We have to give people the right to information and access.

“The second important aspect is to be able to understand which resources your users need and then to get it to them. For example, we’ve linked the Faculty of Law library with the International Studies library so all visitors have access to both. We have to help users get access to the information, via the Internet, via subscriptions, by developing good guides, etc.

“We’re now trying to enrich the database of our catalogues in the human rights field and we’ve increase the number of books we have on human rights.

“Before the human rights library training my thoughts about human rights were on a general level. I didn’t think as a librarian that I could promote human rights – I didn’t think I could help. After the training, I became aware that I could, that I can change things and I now know more about the principle of human rights. I also know that applying human rights is not easy. There is a gap between theory and practice. We can’t ignore it – especially in the Arab World. We see the importance of this field is increasing day by day.”

**TIPS ON WORKING WITH HUMAN RIGHTS IN LIBRARIES**

“I think that people who will be working with a library that provides human rights materials

- must learn human rights principles and issues and keep learning them.
- must have the ability to collect resources (print and digital) that deal with human rights issues.
- should conduct workshops dealing with human rights issues for other librarians and people who are involved from the whole society in order to discuss the updated issues in the field.
- should provide exhibitions and other public events to promote human rights issues.
- should invite users to see films, video recordings, documentary programs etc., that are talking about human rights.
- should constantly search for news, new publications, new journals, groups etc., on the internet and in social media that cover human rights issues. Then they should help in the arrangement of these resources and make them available to users immediately.
- should build networks and forums using social media to help in the promotion of human rights.”
Generally, states are allowed to make reservations against minor parts of treaties they accept so that they are not legally bound by these parts, as long as they accept the overall aims of the treaty. As mentioned above, several of the treaties have Optional Protocols with additions to the treaty texts, which states also can choose to accept.

2.8 UN monitoring bodies

A system of UN monitoring bodies oversees the implementation of the commitments made by states when ratifying the treaties. These bodies can be divided into two categories – treaty-based and Charter-based bodies. Their primary functions and key documents produced through their work will be explained below.

In general, the treaty bodies are committees consisting of independent experts which monitor the different treaties (one committee per treaty). The committees mainly base their work on periodical reports delivered by states parties, as well as complementary information from other stakeholders presented to the committees as “shadow reports.” Each of the treaties defines in the treaty text how often states parties need to report on progress in implementing the treaties. The committees also emit general observations where they interpret or explain the texts of the treaties.

- **Key documents**: state reports (from states parties); shadow/stakeholders reports (from civil society etc.); concluding comments/concluding observations (from the committees); General comments (from the committees).

Charter-based bodies are organised under the Human Rights Council, which is the main political Charter-based body of the UN for human rights matters. The Council is made up of 47 periodically elected UN member states and has a broad global mandate to work for the promotion and protection of human rights. Several other mechanisms exist under the Human Rights Council to oversee commitments made by states. These include the Universal Periodic Report (UPR), Special Procedures and a Procedure for Complaints.

The UPR is a state-driven process under the Human Rights Council whereby the human rights record of all 193 UN member states is reviewed every four years, following a scheduled cycle. The UPR allows states to explain what actions they have taken to improve the human rights situation in their countries, principally in the form of a written “national report.” Stakeholders, including National Human Rights Institutes (NHRIs) and civil society organisations, also provide input to the review process, and the UN compiles information from its different agencies and bodies related to the country under review. States can also prepare questions to one another in the review process.

The outcome of the UPR of a state is a report, prepared by a troika of member states presiding over the session. The Human Rights Council finally adopts the report, which includes recommendations and the state’s response and commitments. The cyclical nature of the UPR is intended to allow for progressive improvements in state performance.

The Special Procedures function under the Human Rights Council with the aim to address and give particular attention to specific thematic or geographical situations. By 2014, there are 39 thematic and 14 country mandates held by different working groups, special rapporteurs and independent experts. Their tasks include country visits, communication with states, advocacy and awareness raising, and providing expert advice to states and stakeholders. Special Procedures report their findings and recommendations on an annual basis to the Human Rights Council. Reports are also often provided to the UN General Assembly.

- **Key Documents**
  - **Human Rights Council**: documents from the Council sessions, resolutions, decisions and statements from the Council, annual reports from the Council
  - **UPR**: state reports (by states under review), stakeholder reports, compilations of UN information, reports of the working group (by the troika)
Special Procedures: annual reports to the Council/UNGA, mission reports to the Council, conclusions and recommendations (from mandate holders)

Complaints Procedures: Any public resolutions produced by the procedure

The monitoring bodies above are not the only actors in the UN System that are involved in the monitoring of human rights, however they are the central bodies with specific mandates for overseeing and supporting the implementation of human rights at the international level.

One other body that library staff should be familiar with, that they will find frequent reference to in human rights documentation, is the UN General Assembly (GA). The GA is the primary organ and “parliament” of the UN where all member states are represented and can vote. The monitoring bodies often report to the GA, and the GA can also, for instance, adopt declarations or resolutions on human rights related topics. All documents the GA creates throughout the year can be found in a publication called the Journal of the United Nations.

All documentation from the UN human rights system (unless it, for any reason, is confidential) is available openly online and free of charge through the Office of the High Commissioner for Human Rights (OHCHR) website and different databases, which we will be addressed in chapter 4. Most documents are translated into all or several of the official UN languages – English, French, Spanish, Chinese, Russian and Arabic. If library staff know how to find the documentation from this system, they already have access to a lot of substantial and official information about the human rights situation throughout practically the entire world.

Not a bad start for a human rights library.

2.9 Regional and national mechanisms

National bodies, such as National Human Rights Institutions (NHRIs), and regional human rights systems can also play important roles in complementing and reinforcing the international system. In order to be acknowledged by the UN, regional systems need to follow and not contradict the international system.

Likewise, international standards (Principles relating to the Status of National Institutions – the Paris Principles) regulate how NHRIs should work to be effective in their intended functions. A process of accreditation gives NHRIs different status depending on how well they comply with the standards of the Paris Principles. These standards include their level of political independence, the width of their mandate, the representativity of their members and the extent of tasks they are allowed to carry out, such as legal review and advice, inquiries and reporting, and collaboration with international mechanisms.

The international control is meant to ensure that national and regional systems support and complement the international system, rather than dilute or diminish the human rights of people in their regions and countries, which are guaranteed to all people of the world under the UDHR and the International treaties.

Needless to say, civil society organisations, academic institutions, government agencies, specialised UN agencies, etc., also play important roles in the promotion and monitoring of human rights, and some of them have articulated representation in the UN system. This resource, however, does not go into the vast and diverse roles of all these actors.

Providing a full picture of the human rights system in its totality with all actors involved would require a much more extensive publication, and it would still risk missing parts and need to be updated quickly, because there are constant developments in this dynamic field. However chapter 4 on information retrieval will mention some of these actors, in particular academic institutions and civil society organisations.
2.10 Regional human rights systems

Regional human rights systems in Europe, the Americas and Africa include more or less elaborate mechanisms for monitoring state compliance, based on regional Conventions and monitoring bodies such as state reporting, investigations, committees and courts.

The ASEAN countries and Arab states have also taken initiatives toward regional frameworks but not yet (by 2014) completed binding instruments and monitoring systems. Neither the ASEAN nor the Arab states have binding Conventions, but merely Declarations and Charters. The UN still questions whether these initiatives are in line with human rights standards, as well as the political (inter-governmental) nature of the ASEAN human rights framework.

2.11 National Human Rights Institutions

Minimum international standards required for NHRIs to adequately fulfil their role within the human rights system were established in 1993 when the Principles relating to the Status of National Institutions (The Paris Principles) were adopted by the UN General Assembly. Apart from the international coordination and accreditation committee, NHRIs also often join forces in regional and sub-regional networks.
Selma Şengören is responsible for the Dokuz Eylül University Faculty of Law Library, İzmir, Turkey. She has been working in the library for 10 years.

You did not study librarianship, how did you end up working as a librarian?

I studied Public Administration while at the university. I was appointed through this university’s recruitment agency to work in the library. I’ve been working in the library for 10 years.

Right before I started as a librarian I had visited several important academic libraries in our city and made observations to prepare. I observed which systems they used and how they ran the operations of the library.

Moreover, I had attended a Millennium book cataloguing training at our Central Library. That is why I was able to introduce that system into the Law Faculty’s library once I started. My passion for books encouraged me a lot to develop myself in this occupation.

What type of challenges did you experience in the beginning?

Of course, any job is difficult when you first begin. The most important thing for me was to have a clear-cut work plan. With other academic staff at the library, we went through all our resources, and we classified the books we had based on their subject areas and contents.

Then I processed the data into the Millennium cataloguing system which is compatible with the Library of Congress cataloguing system. All these books are now open to all beneficiaries and can be searched by both national and international users where needed.

How did you decide to use the Millennium cataloguing system?

The decision was taken by the main library and rectorate. Faculty libraries are indeed closely linked to centralized decisions as we have to work in collaboration with main libraries. I think they have probably made this decision based on university priorities and fiscal plans.

Could you please describe your library?

Our library mainly consists of three sections. The first is made up of “Turkish books and resources”, the second one is made up of “Foreign Language books and resources” and the third part is “Periodicals” which is composed of journals, official gazette copies, tribute books, biographies and symposium publications.

Our resources on human rights, which were donated by RWI, have a specific bookcase within the “Foreign Language Books” section. There is also a room for readers and a computer room that can be used for catalogue searching. We have an open shelf system, and everyone who comes to our library can benefit from our resources.

We hope that we will develop further to provide a more modern library with richer resources in order to answer all book and information needs of our beneficiaries.
3.1 Promoting access to information and freedom of expression
3.2 Promoting participation in and enjoyment of culture
3.3 Promoting the right to human rights education
3.4 A human rights based approach to librarianship
3.5 Non-discrimination
3.6 Participation, inclusion and accountability
3.7 Library associations promote human rights
3.8 Library associations with specific social aims
3.1 Promoting access to information and freedom of expression

The space and facilities libraries offer visitors can play an important role in promoting freedom of expression and free access to information.

The UDHR states in its Article 19 that “[e]veryone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.”

These rights – to hold, express and spread ideas and to seek information – were also confirmed in Article 18 and 19 of the (ICCPR). It states that:

Everyone shall have the right to freedom of thought, conscience...to hold opinions without interference...to freedom of expression; this right shall include free-
Human rights libraries promote freedom of expression and opinion by giving library users access to primary resources (conventions, UN official materials, etc.) and secondary sources, which represent a wide range of expressions and analyses on human rights. This important library work also presumes the general principle of non-censorship, unless, of course, there are proven and valid reasons to censor, for example, if a material supports violating another person’s human rights. Furthermore, libraries inspire and support the expression of ideas through the materials and sources they provide for research.

3.2 Promoting participation in and enjoyment of culture

Participation in cultural life is another human right which deals with the services libraries offer their users. This right is described in the International Covenant on Economic, Social and Cultural Rights (ICESCR). Article 15 of the ICESCR says that states which ratify the Covenant must recognise the right of everyone to take part in cultural life, to enjoy the benefits of scientific progress and to respect the freedom “indispensable for scientific research and creative activity.”

This Article deals not only with the participation in culture but also academic freedom, complementing the right to freedom of speech, freedom of thought and freedom of expression from the ICCPR. The quote above makes it clear that the human rights system recognises the importance of research that is accessible to all. There is clearly a substantial potential for libraries to support these rights.

The issue of participation, and being able to express yourself, be read or heard and have an influence in the society where you live, is also related and relevant for the right to self-determination of all peoples, which is included in Articles 1 both of the ICCPR and the ICESCR.

3.3 Promoting the right to human rights education

Since the initiation of the international human rights system, the need to spread knowledge and information was recognized as a precondition for the implementation of human rights. If the rights are not known, they will not be implemented – a simple but central truth.

The UDHR states in its preamble that “every individual and every organ of society… shall strive by teaching and education to promote respect for these rights and freedoms.”

In Article 13, the ICESCR goes on to stress the role of education and its relationship to human rights:

States Parties to the present Covenant recognize the right of everyone to education … that education shall be directed to the full development of the human personality and … dignity, and shall strengthen the respect for human rights and fundamental freedoms.

The importance of education and spreading of information about human rights and education as a means to promote human rights is reiterated in almost all of the core conventions – the UDHR, ICESCR, ICCPR, CERD, CEDAW, CRC, CMW and CRPD.

Apart from the nine core Conventions and the UDHR, the UN has also developed a number of statements and declarations that have relevance for human rights libraries. Even if declarations have no legal implications, they do carry weight as joint statements of intent made by UN member states.

One such declaration with relevance for the human rights library is the UN Declaration of Human Rights Education and Training (UNDHRET) from 2011. This Declaration speaks of human rights education as a human right in itself and as an essential factor for the implementation of human rights (Article 1).
In addition, the implementation of human rights builds largely on the state as guarantor of the rights of persons within its territory and subject to its jurisdiction. The implementation of human rights require that both rights holders (citizens/persons) and duty bearers (state organs) are aware of their roles in upholding these rights. In other words, unless people have access to education about human rights, they will not know how to claim their own rights, nor uphold the rights of others.

It is possible that among the target groups of this resource, only academic institutions have formulated clear goals of formal academic education on human rights. However, the mandates of most NHRIs include awareness raising and public education on human rights. NHRIs often also train state actors, such as parliamentarians, judges and prosecutors and law enforcement officers, who have significant roles in protecting, respecting and fulfilling human rights. Institutions in the justice sector, such as judicial training academies, can also have educational activities included in their work.

The UNDHRET interprets and defines human rights education in a broad sense. It also formulates responsibilities for a wide range of actors in society to contribute to its fulfilment, although the primary responsibility lies with states. The Declaration specifically mentions academic institutions and NHRIs but also arguably implies the involvement of actors such as judicial training academies.

Article 3 of the Declaration states that:

*Human rights education and training concerns all parts of society, at all levels, including ... higher education, taking into account academic freedom where applicable, and all forms of education, training and learning [it also] includes, inter alia, vocational training, particularly the training of trainers, teachers and State officials, continuing education, popular education, and public information and awareness activities.*

Article 9 mentions and stresses the role and importance of NHRIs:

*States should promote the establishment, development and strengthening of effective and independent national human rights institutions ... recognizing that national human rights institutions can play an important role, including, where necessary, a coordinating role, in promoting human rights education and training by, inter alia, raising awareness and mobilizing relevant public and private actors.*

To conclude, libraries can clearly have a powerful and central role in fulfilling the right to human rights education and information. Securing a quality collection of human rights materials is of course important, but maybe even more importantly, a library has the potential to reach a wide audience and facilitate both access and understanding of a complex topic to its different target groups.

### 3.4 A human rights based approach to librarianship

In order to reach the full potential of a human rights library, it is relevant to look not only at the collections – what books and resources libraries have on human rights – but also at how a library provides its services and to whom.

Human rights promotion should, for instance, take into account the particular traits of human rights law, stated in the treaties and confirmed by the international community in the Vienna World Conference in 1993, whereby all rights included in the core conventions by definition are universal, indivisible, interdependent and interrelated. This means that all human rights apply to all human beings and cannot be renounced; that it is not possible to pick out favourites or make a hierarchy of importance between different rights; and that the fulfilment of one right depends on, and is related to, the fulfilment of other rights.

The United Nations, and other international organisations particularly in the field of development, often refer to the human rights based approach (HRBA) as a method of ensuring that what we do is done in a way that promotes, and is true to, human rights in a holistic perspective. The
Methodological Guidelines on HRBA used by the UN specifies, among other things, that any processes used to make human rights a reality should be based on the human rights principles of non-discrimination and equality, participation and inclusion, and accountability.

UN development programmes use the guidelines to ensure that their interventions contribute to “further[ing] the realisation of human rights as laid down in the Universal Declaration of Human Rights and other international human rights instruments.”

However, the same basic methods and principles can also be applied outside the field of development cooperation. The HRBA approach can help library staff look at their work from an integrated perspective of furthering human rights. In simple terms, it means library staff should put their “human rights glasses” on when planning and analysing, developing, implementing and evaluating the tasks that should be performed in the library.

Article 2 of the UNDHRRET speaks of educating about human rights, through human rights and for human rights. In order to have the best effects for human rights, such education should not only teach human rights but also teach in a way that respects and promotes them. Translating the Declaration guidelines into a library context, it could be said that a good human rights library should have materials about human rights, it should contribute to the promotion of human rights, like the right to access to information, and it should provide its service through human rights by, for example, ensuring non-discriminatory access to library resources.

Following the logic of the HRBA, any work to promote human rights should ideally be carried out with the principles of non-discrimination, inclusion, participation and accountability in mind, and arguably, any library working with human rights should aim to incorporate these aspects.

### 3.5 Non-discrimination

Human rights, by definition, belong to all human beings with no exception. States are required to ensure that rights are guaranteed for all, including through special measures to ensure rights for groups and persons with special needs or facing discrimination. As noted in chapter 2, the core human rights instruments include special conventions aimed to force societies to eliminate structural or historic discrimination, for instance, based on gender or racial grounds or for persons with disabilities.

If one accepts the role of the library as a promoter of the right to access human rights information, it may be necessary to look more in depth at whether and how libraries can consider taking measures to ensure that they do not discriminate and that unnecessary obstacles to access are removed or diminished.

Library staff may want to consider whether any category within their intended target group has limited access to the library resources. Such groups can, for instance, include persons with disabilities, the young, the elderly or persons of a particular gender or a particular linguistic or ethnic origin. Library staff should consider what they could do to address any possible patterns of discrimination.

An institution may of course choose, consciously and for valid reasons, to limit access to its library to certain groups (specialised libraries), or to prioritise specific target groups, such as its own staff or students or scholars. However, analysing and addressing possible accessibility and discrimination patterns can be a good step to improve the work from a human rights perspective to ensure that actual users correspond to the intended target groups as defined in the institution’s policies and goals. For NHRIs, whose mandates often explicitly includes the entire population of the country, it is even more important to analyse who has access to the library’s services and to determine how they can reach excluded groups.
Mohd Ariff Saifullah Abd Rahman is the main librarian at the Human Rights Commission of Malaysia (SUHAKAM). The commission has around 90 staff members, and three offices (located in Kuala Lumpur, Sabah and Sarawak).

You are a librarian, but haven’t received human rights training. How have you managed?

Well, so far I’ve had no official training in human rights. I’ve had to learn on the job. When I began in 2012 at the library I made sure I met with certain officers in charge of different human rights issues within the commission so I could find out what issues they and the commission were focusing on. Then I’ve tried to find suitable material to match their needs.

Our commission also organises internal programs about different human rights issues in Malaysia. I’ve attended these programs to learn more about the human rights issues, even if they’re not related to librarianship. For example, this month we had a training/discussion regarding the rights to health for prisoners.

You used to work at a university library. What are the main differences between that experience and working for an NHRI?

The major difference is the type of work you do. In the academic library, I focused my work on the circulation division – that was my key task. But when I joined this library, I’ve had to focus on A to Z, from cataloguing to circulation, locating resources and outreach. I’ve had to do mostly everything.

Do you have any advice for librarian staff working with human rights material?

Try to understand the thematic issue in your organisation. Try to find suitable material from all over the world from human rights institutions. With that information you get, you can then share it. This is how the function of the human rights library is – to share the knowledge from other human rights institutions in the world. I think you should focus on your main job as a librarian as well and always try to update new information about human rights in the country.

What challenges do you face?

One problem we have is that there’s not a lot of information about the human rights situation in Malaysia. It’s hard for me to find the correct information. For example, last year one researcher was looking for information on LGBT issues in Malaysia and we didn’t yet have a final report from our own commission, and no other organisations had any information about this issue.

How do you work with outreach to attract more visitors?

Today I try to talk to as many people as possible and tell them about the material we have. Today we don’t have our own library website. But by next year, we will have a website where we feature news about the library.
3.6 Participation, inclusion and accountability

A human rights based approach can also be relevant to libraries when it concerns the human rights principles of participation and inclusion and the right to participation in culture from Article 15 of the ICESCR.

One could argue, for example that library staff should think about who speaks in the literature they collect and share. The level of culturally inclusive authorship is a valid human rights issue to consider for libraries. Arguably, if libraries want the spread of human rights information to lead to improvements in human rights, it is important that the information relates and is relevant to the society in which it operates.

Not to say that libraries should only pursue local and local language materials – far from it. Human rights gain authority from the international framework from which they were established. Sharing of good practice and analyses between different countries and contexts can and are meant to enrich and inspire. Librarians need to be very careful not to use the argument of relevance to exclude materials which are not politically accepted or popular in their country or society. All human rights belong to all people of the world, and libraries should never censor materials.

Library staff would do well to consider the degree of representativity and cultural diversity. In 2005, the UN Educational, Scientific and Cultural Organisation (UNESCO) expressed concerns that the divide in literacy (digital and conventional) between “north and south” risked strengthening tendencies of a cultural inequality where debates and resources increasingly represent and are available to an “elite” in a cultural monopoly “divorced from the capabilities and interests of more than half the world’s population who are now in danger of cultural and economic exclusion.”

UNESCO recommended a conscious pursuit of cultural and linguistic diversity to address and counteract this risk. Whether or not this risk applies to the human rights resources in a library is something only the institution can assess. It is often noted when selecting human rights literature that the authors tend to come from the “Western World” or a limited number of countries. There are different explanations for this, but the level of development of academic education and infrastructure for publication tend to be key factors. Regardless of the causes, it is important to consider these aspects when building and developing a library collection, pursuing diversity to the extent possible.

Accessibility is another key factor for libraries which is connected to, and affects, not only accountability, as we will see below, but also inclusiveness, discrimination and participation. Where there is no access, the door is closed, in many senses.

A valid human rights issue for libraries to consider is whether they are providing materials in a language and form which is accessible to the intended target group. A library may have a problem if the majority of the target group does not speak English and the entire collection is in English.

A library can also support a more effective accountability between state organs, as duty bearers in human rights, and the people of a country, as rights holders, by educating each party about human rights and about their respective roles and functions and the existing legal and administrative procedures for accountability.

Finally, with regards to participation and accountability, having access to information about human rights is arguably both a requisite for meaningful participation and for knowing and claiming your rights in society. Libraries can clearly play an important role in this regard.

3.7 Library associations promote human rights

Many professional associations of librarians have taken it upon themselves to define principles for librarianship from within the trade – some with explicit connections to human rights.
The “ordinary” public library and its associations and principles are an excellent example of the important role libraries can have for society, as a free public space ensuring equal access to diverse collections and sources of knowledge and culture for everyone.

The International Federation of Library Associations and Institutions (IFLA) is one of the main international associations for library professionals. The association has policy setting ambitions, although no formal enforcement mechanisms exist. Still, policies have gained both authority and credibility through the support and voice of the association’s members. Since its establishment in Scotland in 1927, IFLA has grown into a network of 1,500 members from 150 countries (2014).

One IFLA initiative with a clear human rights focus is the programme and working group on Freedom of Access to Information and Freedom of Expression – FAIFE. The programme builds on Article 19 of the Universal Declaration of Human Rights (UDHR). The key aim of this programme is to raise awareness about the correlation between the issue of freedom of expression and libraries and librarianship.

In 1983, IFLA adopted a Resolution on Behalf of Librarians Who Are Victims of Violation of Human Rights. The resolution acknowledges the risks librarians take in the struggle to uphold library values like access to information or intellectual freedom. The resolution also encourages peer-to-peer support between librarians, stating that:

In the name of human rights, librarians must, as a profession, express their solidarity with those of their colleagues who are persecuted for their opinions, wherever they may be.

In 1989, IFLA adopted a complementary resolution addressing Freedom of Expression, Censorship and Libraries. The resolution again encourages librarians and library associations to support the enforcement of Article 19 of the UDHR.

IFLA members have also agreed on a set of Professional Codes of Ethics for Librarians, which include human rights related principles such as access to information, responsibilities towards society and individuals, including non-discrimination and transparency. (See Further Reading for more information on IFLA)
3.8 Library associations with specific social aims

There are numerous other examples of international, regional and national library movements and associations with different social aims and claims. Some of these are more specialised and take on different degrees of political colour or connotations, such as “the Anarchist Library,” “Critical Librarianship,” or the “Progressive Librarians Guild.” Other library associations target specific rights, such as women’s empowerment.

While many of these movements coincide wholly or in part with human rights ideas and ideals, this resource does not promote any particular definition of library interaction with society for human rights promotion. That is up to each institution to define, and choose any association.
(In addition to the resolutions, IFLA members have agreed on a set of principles for freedom of expression and good librarianship, which are useful and relevant also for human rights libraries.)

**IFLA PRINCIPLES OF FREEDOM OF EXPRESSION AND GOOD LIBRARIANSHIP**

Through libraries the individual is guaranteed full opportunities to encounter free expression and permit users freedom of expression. Good quality library services form an essential component in this matter. Libraries and library staff should therefore adhere to the principles of freedom of expression, uninhibited access to information and intellectual freedom and recognize the privacy of library user.

The principles of freedom of expression and good librarianship:

- Libraries provide access to information, ideas and works of imagination. They serve as gateways to knowledge, thought and culture.

- Libraries provide essential support for lifelong learning, independent decision-making and cultural development for both individuals and groups.

- Libraries contribute to the development and maintenance of intellectual freedom and help to safeguard basic democratic values and universal civil rights.

- Libraries have a responsibility both to guarantee and to facilitate freedom of expression. To this end, libraries shall acquire, preserve and make available the widest variety of materials, reflecting the plurality and diversity of society and where facilities are made available for library users to communicate/express themselves, this shall not be censored nor restricted by political, moral or religious views.

- Libraries shall ensure that the selection and availability of library materials and services is governed by professional considerations and not by political, moral and religious views.

- Libraries shall acquire, organize and disseminate information freely and oppose any form of censorship.

- Libraries shall make materials, facilities and services equally accessible to all users. There shall be no discrimination due to race, creed, gender, age or for any other reason.

- Library users shall have the right to personal privacy and anonymity. Librarians and other library staff shall not disclose the identity of users or the materials they use to a third party.
4.1 Searching in the field of international human rights law

4.2 Primary and secondary sources

4.3 Guide to UN documentation

4.4 Searching for documents on the OHCHR website

4.5 Signatures and ratifications

4.6 Reservations

4.7 General comments

4.8 The United Nations Official Document System Search (ODS)

4.9 The United Nations Bibliographic Information System

4.10 The United Nations Info Quest

4.11 Bayefsky.com and Minnesota Human Rights Library

4.12 Views by the treaty body committees – “case law”

4.13 Documentation and case law from regional bodies

4.14 Secondary sources from the UN System – OHCHR publications

4.15 Many more resources are available
4.1 Searching in the field of international human rights law

Library staff should read this chapter while they have access to a computer so that they can follow the instructions and try for themselves. We have created a website, www.rwi.lu.se/chapter4, which gives readers access to the links mentioned throughout the text. It is best to have this website open while you read through this chapter so you can follow along.

Searching for materials in the field of international human rights law can be an exciting, but also frustrating experience. Even the most experienced legal librarians and researchers can find it challenging.

Here, different library staff will have different challenges. Some, with a solid background in human rights, might still
have problems with the document codes and search functions, while a trained librarian will find the system simple and logical but might have difficulties understanding the contents and sources of the materials behind the categories and document types, and therefore where to look for what.

With so many resources available, it is often hard to know where to start. Because there are some 190 states in the world, it is easy to understand that the nature of the searching required may be quite different from searching an issue on domestic law.

An enormous amount of international human rights material has become available online. What follows is a list of online human rights resources and a few instructions on how to search for information. The focus here is on searches of primary sources that the monitoring mechanisms and courts of the international and regional human rights systems produce.

4.2 Primary and secondary sources

The main documents that come directly from the UN and the regional system for human rights protection are considered primary sources. These trustworthy sources include most of the fundamental documents, including state reports, treaties, judgments and cases on human rights issued over the years. Secondary resource in human rights, however, interpret, analyse or quote the primary sources coming from documents from the UN and regional system for human rights protection.

4.3 Guide to UN documentation

Library staff working with human rights materials must know how the UN structures its documents and publications. Without this knowledge, it will be practically impossible to retrieve these documents to meet the users’ requests. The previous chapters should be a good first step although they do not cover everything there is to know about the UN and human rights. The United Nations’ documentation system reflects the full complexity of the UN as an organisation. The following sections will provide a few examples.

First, the UN has developed Regulations for the Control and Limitation of Documentation, ST/Al/189/Add.3/Rev.2. In them, the UN defines documents and publications as follows:

- **A document** is a text submitted to a principal organ or a subsidiary organ of the United Nations for consideration by it, usually in connection with item(s) on its agenda."

- "The term ‘United Nations publication’ refers to any written material which is issued by the United Nations to the general public.”

Second, each UN document has a unique symbol number. Once you understand the system at large, you will be able to decipher the symbol number and easily understand, for example, from which body or working group a document comes from.

The basic format for the symbols the General Assembly has used for documents since 1976 is as follows:

- Example: A/64/67.

- A (which stands for the General Assembly)/session/sequential number.

- The General Assembly’s 64th meeting and the 67th item from that meeting.

- The title of the document is: Elimination of racism and racial discrimination.

The basic format for the symbols of Human Rights Council documents, as well as other Charter-based bodies’ documents, is as follows:
4.4 Searching for documents on the OHCHR website

The UN Office of the High Commissioner for Human Rights (OHCHR) is a central organisation within the UN system with responsibility for human rights promotion and protection. In principle, all public documents produced by UN monitoring bodies, states and other actors involved in the international system of human rights, are available for free through the website of www.ohchr.org. There one can search for documents produced by both the treaty and Charter-based bodies.

The system and searching in the OHCHR website is a bit complicated. Below is an explanation of how it is setup in more detail so library staff can get the best results when searching for documents.

To access these documents, use [Link 2](#).

This page

- offers updates on human rights in countries around the world.
- provides coverage of specific human rights issues.
- lists international law instruments relevant to human rights (including the International Bill of Human Rights, core international human rights instruments and their monitoring bodies, and universal human rights instruments on specific topics).
- includes human rights bodies, including both Charter-based and treaty-based bodies, and other UN bodies concerned with the protection of human rights.
- provides information on ratifications and reservations.
- has general comments made by the different treaty bodies.
On the right side of this page, there is a link titled “Charter based bodies document search” where you can search for specific documents pertaining to particular bodies, sessions, types of documents and countries.

Further down the screen there is another link under the “Search” heading titled “Treaty Body Database”. This link features documents relevant to the country chosen.

4.5 Signatures and Ratifications

As discussed in chapter 2, there are different ways and steps for how states accept to be bound by a treaty – through signature, ratification or accession. Once library staff understands the central idea behind signing, ratifying and being a “state party to the Convention,” they are prepared to search for ratifications.

On the main website of the OHCHR, there is a drop down menu for “Human Rights Bodies.” By clicking on that link and going to that page, you will find a list of Charter-based and treaty-based bodies. By clicking on one of the treaty-based bodies you will find a section titled “Ratifications and Reporting” with a link called Status of ratification by treaty and by country where you can view a complete list of the countries and the treaties they have ratified. There is one column for Signature and one for Ratifications. Link 3

For example, if someone wanted to determine when Cambodia ratified the Convention on the Elimination of All Forms of Racial Discrimination (CERD), they would navigate to the Human Rights Bodies page and click on the link for that convention. Then they would find a section for “Ratifications and Reporting,” and click on the link for the treaty-based bodies you will find a section titled “Ratifications and Reporting” with a link called Status of ratification by treaty and by country where you can view a complete list of the countries and the treaties they have ratified. There is one column for Signature and one for Ratifications. Link 3
“Status of ratification by Treaty and country” to find a date. In this case it was 1983.

4.6 Reservations

As noted earlier, states have the possibility, under certain conditions, to reserve themselves to articles in the convention they have ratified (see 2.7 above). As library staff working in a human rights library, it is always important to know if a state has made any reservations and if so, to which articles. You usually have to look at the details in the full texts since often the articles are only mentioned by numbers.

From the Human Rights Treaty Bodies page of the OHCHR website, you would click on a particular committee you were looking for. Link 4

From the committee’s page, under the heading “Ratification and Reporting” you would find a link to “Declarations and Reservations.” Look at the page of the CEDAW committee as an example.

From here, for instance, if you were interested in finding out if Algeria made any reservation to one or more articles in CEDAW, you would be able to determine that indeed Algeria has reserved themselves to four different articles. Link 5

4.7 General Comments

As mentioned in chapter 2 the treaty body committees produce general comments where they interpret the texts of the treaties.

The general comments of each treaty body are listed on their respective web pages. They are all also listed together with a short introduction on the General Comments web page of the OHCR. Link 8

Another way to search for treaty bodies’ general comments is to go from the web page of each respective committee. The title and the number of the article the committee is commenting on can be found there. For example, if you go to the webpage of the committee monitoring the ICCPR, Link 9, there is a heading called “General comments” in the left side column. By clicking on the heading, a list of the comments of the committee will appear. See, for instance, if you can find the Committee’s comment regarding the freedom of movement.

4.8 The United Nations Official Document System Search (ODS)

All of these public documents produced by UN Monitoring bodies, states and other actors involved in the international system of human rights, which can be found on the OHCHR website, are also archived centrally in the UN’s Official Document System (ODS).

ODS has two different interfaces, the current interface Link 10, as well as an older interface which can be found at http://documents.un.org. The ODS database is a treasure trove for a human rights library, in particular, but not only, where resources are scarce. It includes all types of official UN documentation, ODS also provides access to the resolutions of the General Assembly, Security Council, Economic and Social Council, and Trusteeship Council from 1946 onwards.

It is a complex system but for people who know their way around human rights and the UN, ODS is an invaluable tool because it covers every type of official UN document, some of which may be difficult to find in other places.
The database is divided into “Keyword Search” and “Advanced Search” functions. These are especially useful if you only know the name of what you are searching for and not the symbol number. You will get many hits if you type in human rights education in the “Keyword Search” box. However, you can narrow the search even further to get fewer but more relevant documents by using the options on the right-hand side of the screen. For example, you can sort by date, UN Bodies, language and years.

The results (hits) are presented by the symbol number, the title and publication date. For instance, the symbol number for one search is A/C.3/68/SR.54. SR stands for summary record number 54 from the 68th meeting at the General Assembly’s (A) third Committee (C.3). Often the result features a presentation of the contents as well.

You can narrow your search according to Human Rights Council documents from a link further down on the right side of the screen. If you choose the Human Rights Council link, you will get several hits – documents from resolutions, working groups, reports by Special Rapporteurs, etc.

Using the “Advanced Search” function from the home page allows users to combine different options. Words can be excluded to narrow the search. For example, keying in the term human rights education in the standard “Keyword Search” box provides many hits. But it is easier and more efficient to create a search that is more exact and gives fewer hits. Click on “Advanced Search” and type in the term human rights education in the “Match all words” field. Typing in the same phrase in the “Exact Phrase” field produces fewer hits. Using Any Word human OR rights OR education produces more hits.

As mentioned before, there is also an older interface of ODS which is not so user-friendly to those new to the field of searching for UN documents. However, this interface is quicker and is probably best suited for people with experience and who know exactly what they are searching for.

4.9 The United Nations Bibliographic Information System

The United Nations Bibliographic Information System (UN-BISnet), Link 11, is another powerful database which, besides the bibliographic records of all UN documents and publications, has the voting records and indexes to speeches made at the United Nations General Assembly. This is a useful resource for human rights library staff who often receive questions from users about how to find speeches.

4.10 The United Nations Info Quest

The United Nations Info Quest (UN-I-QUE), Link 12, from the Dag Hammarskjöld Library of the UN, is another database designed to give visitors quick access to document symbols/sales numbers of UN material. It focuses on documents and publications that are frequently requested, such as annual/sessional reports of committees/commissions, annual publications and reports of major conferences.

4.11 Bayefsky.com and Minnesota Human Rights Library

Two other very well developed, reliable and reputable interfaces can be found at the websites of the Minnesota Human Rights Library, Link 13, and Bayefsky.com, Link 14.

Bayefsky.com – The UN Human Rights treaties – is a website containing documents from the treaty bodies. Be aware, however, that the homepage of OHCHR is the official website and documents can be published quicker there.
Kamile Celik is a librarian at the Turkish Justice Academy’s Library, which serves judge and prosecutor candidates, working judges and prosecutors and justice sector employees. The library contains mostly law resources.

Why did you want to be a librarian?

I studied Information and Document Management at Hacettepe University in Ankara. After graduation, there were only three areas that I could work – as a librarian, as an archivist or as a documentation expert. I had started my professional working life as an expert at land registry archive, however soon enough I realised that I did not want to deal with documents only within the confines of an archive, and I wanted to be a librarian, dealing not only with printed (books, journals, etc.) or electronic resources but connecting to people too. Now, I like a lot to be surrounded with books and to be able to support beneficiaricies whenever necessary.

What challenges do people face in the library?

The users usually find it difficult to search through the library catalogue. They need assistance to access books, journals or electronic resources related to their research topics. They also need help to locate the resources they are looking for in other libraries.

How do you work with shelving?

We use the Dewey Decimal System for cataloguing and present resources with an open shelf system to users. While users are looking for books on the shelves they come across more items that may be relevant for their research. So I might suggest using an open shelf system if the library premises have enough physical space for that.

How do you engage library visitors?

I personally try to answer each and every user’s demands. I try to answer all their questions and help them to find books on shelves. We usually have new visitors following previous users’ recommendations. Therefore I am feeling like we are doing a good job at the library. On the other hand, I try to buy the latest issues of contemporary resources because having access to latest versions is very important for lawyers to keep up with the changes in law in Turkey.

How do you work with human rights in the library?

When I do research on human rights, I check books, journal contents and relevant Internet pages on national/international instruments. I also direct users to decisions made by the European Court of Human Rights.
The Bayefsky site allows you to search by state or category. Clicking on the “By State” link on the left-hand side of the page, allows users to choose which type of document they are looking for, such as ratifications, reservations or state reports. On the other hand, by clicking on the “By Category” link, users will get the option to choose a certain category of documents (reservation, ratification, etc.) and then narrow it down further to a state.

4.12 Views by the treaty body committees – “case law”

There is no international court that administers international human rights law. While the UN treaty bodies are not courts, all nine treaties have established mechanisms for individual complaints through articles in the conventions or Optional Protocols. So far (2014), seven of these (CCPR, CERD, CAT, CEDAW, CRPD, CED and CESCR) have entered into force. The mechanisms allow, under certain circumstances, individual complaints to be submitted to and considered by the committees.

The “case law” in this sense does not consist of court cases but decisions of the treaty body committees. These decisions consist of recommendations and are considered as authoritative interpretations of the treaty in question but are not themselves legally binding on the state. Cases from these complaints procedures are available online from the respective committees.

Two useful websites for searching for case law from the relevant treaty bodies:

- **Office of the High Commissioner for Human Rights (OHCHR) and its database Link 16**

  The drop down option lets users choose a convention. If you, in the “Type” field, choose “Jurisprudence,” you will find all decisions made by the specific committee chosen. For example, one could enter “CAT” in the field for “Convention” and “Jurisprudence” in the field for “Type.” You also can add “Country” as a criterion.

- **www.bayefsky.com**

  Using Bayefsky.com is often an easy way to find decisions by different committees. In this database, if users click on the link “By Category,” then “Jurisprudence” and pick the “State” or “Treaty,” they will get a complete list of decisions, including the case name, the parties involved, communication number and also the outcome. These documents are primary sources, meaning they are the same as in the database provided by the OHCHR and have not been retyped.

4.13 Documentation and case law from regional bodies

As described in chapter 2, there are by 2014 three regional systems with binding instruments, monitoring systems and courts:

- **African Commission on Human and Peoples’ Rights Link 17**

- **Council of Europe – Human Rights Link 18**

- **Inter-American Commission on Human Rights Link 19**

One can visit these websites to find relevant treaties, conventions and declarations. For instance, find the list of the treaties of the Council of Europe here: Link 20.

The three courts in these international bodies are responsible for enforcing the regional human rights law. Human rights library staff need to know how to search for cases and judgements. Below you will find a number of paths to the judgements these courts hand down.
The African Court of Human and Peoples’ Rights  
Link 21

The European Court of Human Rights  
Link 22

The Inter-American Court of Human Rights  
Link 23

One can find the cases with decisions in full text from the above websites. However, it is more complicated to retrieve the cases from the European Court of Human Rights due to the broad mandate the court has. To retrieve judgements and decisions by that court, one must go to the website and find HUDOC:  
Link 24 or go directly to the search interface.  
Link 25

Filters make it possible to find a specific country that has a case being considered by the European Court of Human Rights or a particular article in the European Convention on Human Rights (ECHR) which has been violated. You can find all the cases in full text. Note that all cases are available online, but not all are in printed copies.

4.15 Many more resources are available

Naturally, there will be other good and perhaps more regionally/nationally relevant sources in each of the regions and countries where this resource is used. For clarity, this text focuses on the key resources that cover the international human rights system because libraries are likely to already know and use regional and national sources.

4.14 Secondary sources from the UN System – OHCHR publications

The OHCHR produces a wide range of publications meant to be of interest to anyone whose goal it is to raise awareness of human rights.  
Link 26 On the top of the page, you will find a drop-down menu titled “Publications and resources.” The Fact Sheets section is also useful for a human rights library.  
Link 27 This section has approximately 20 pages on different human rights topics and often in the official UN languages. Examples of topics on the website include Indigenous Peoples and the United Nations Human Rights System and Individual Complaint Procedures under the United Nations Human Rights treaties.

On this site, there is also a section on reference material for researchers and human rights law practitioners which gives easy access to key human rights instruments:  
Link 28.
5.1 The importance of strategic planning
5.2 Being effective and having an impact
5.3 Being on the same page as your institution
5.4 Knowing the target groups
5.5 Determine a strategic development plan
5.6 Mission
5.7 Vision
5.8 Aspired position
5.9 Analysing your current position
5.10 Defining focus areas and goals
5.11 Take action
5.12 Monitoring and evaluation
5.13 Library policies guiding your operation
Chapter 5

Creating a solid foundation for a library

Strategic planning and a good library policy are important tools to support a library’s values and to help prioritise, reach goals and bring an added value to an institution.

5.1 The importance of strategic planning

What...libraries will need most as they face an unknowable future is staff who can dream, who have a vision of what they wants their libraries to be, and who believe they can and should try to create that future ... Knowing where you want to go...you can exploit today’s opportunities to build a better tomorrow.

Junow and Webster, 1991
The central aim of this resource is to help human rights libraries develop, make improvements and fulfil their full potential as promoters of human rights. A strategic plan will help libraries effectively develop and chart out the course they take. The plan will also ensure that the library does not succumb to chance or the decisions of others. But how, exactly, should libraries know what to develop into?

We recommend libraries to resist the temptation to start “fixing things” before they know why and what it is that they want to achieve. Knowing the direction will help them use their resources effectively, prioritise to get the best possible results and ensure that the library stays relevant for users.

Not many books have been written about library strategy, however a great deal has been written about strategy in general. Let us consider two often cited definitions of strategic planning that can help a library with its planning work.

Massie (1987) wrote that “Strategic planning is an analytical process that involves an assessment of the future, the determination of desired objectives in the context of that future, the development of alternative courses of action to reach such objectives and the selection of a course, or courses of action from among those alternatives.”34

Steiner (1979) defined strategic planning as “designing a desired future and identifying ways to bring it about.”35

This chapter is intended to help libraries do just that.

5.2 Being effective and having an impact

Library staff from different corners of the world seem to agree that it is hard to get management to pay attention, invest in and support their libraries so they can grow and develop. While this problem can affect university libraries, it seems even more common at NHRIs and in the justice sector, where the role of libraries can be less obvious.

One central way to address this challenge is for library staff to specify how, and ensure that, the library supports the mission and goals of its institution. It is safe to assume that a library with a clear added value which can show how it contributes to the goals of its institution is also more likely to get attention and resources, not to mention have better efficiency and impact.

This logic is sometimes a Catch-22 because in order to do a good job, libraries also need adequate and sufficient human, financial and technical resources. Still, by articulating and aligning the library’s goals and contributions with those of the institution, together with management, library staff will have better arguments for such investments. It also shows management that library staff have the knowledge and are willing to take initiative and responsibility for something they believe in and hope to improve.

We recommend that library staff address these issues with management of the institution to ensure that the library is taken seriously and used to its fullest potential.

5.3 Being on the same page as your institution

Arguably, the most important thing a library can do is to ensure that its services have an added value for its institution and users, and that both these groups know what these are and how to access them.

When it comes to a library’s added value, it is central to align goals to that of the host institution. In the ideal case, the parent organisation has defined missions, visions and goals for its overall operation. These are the starting point for any strategic work. A library needs to analyse how its goals fit into the goals of the institution and consider what role the library plays, or could play, in the fulfilment of its institution’s mandate. If library staff have good answers to these questions, they have already come a long way in the strategic planning work.
Even if an institution does not have a complete plan for the entire organisation, library staff can still plan and ensure that the library contributes to what is important for the management and target groups. The first step in this direction is to make sure that all library staff know and understand the mission, mandate and objectives of the institution. If the goals are not clearly defined in writing, library staff can always ask their supervisors. But most NHRI’s, academic institutions and justice sector institutions have clear mission statements, many of them based on legal mandates.

A second and important step is to discuss and agree with management on what the library’s fundamental contributions to the institutional objectives should be. Where management and library staff have the same expectations on the services of the library, this will not only clarify its role and importance, but also make it easier to keep management informed on the library’s progress and needs. Also, if the library’s priorities are in alignment with the priorities of managers, it is more likely to get more positive feedback and support.

Stating objectives and priorities clearly and having a road map for what and how to proceed can help the library stay on track, both in relation to staff’s own demands and to other people’s demands on library staff’s time and resources. There is always lots of work to do, and, particularly in the human rights field, everything seems important. However, doing a bit of everything is not only stressful but can often be frustrating as it tends to give little real results. Focusing on planning, objectives and priorities will make a difference.

5.4 Knowing the target groups

Knowing the audience is an important factor for strategic planning and objective setting. The more a library knows about its users, the better it can match its services to their needs and increase its usefulness.

One way to better meet users’ needs is to create focus groups with staff members, students, teachers or others, as relevant to the setting. Library staff can use these groups to pose questions or have open discussions with the aim to get quality input regarding where the library is and how to improve it best.

Surveys with users, inside and outside the organisation, can also be a useful way to inform planning and increase added value. Conducting such needs assessments at an early stage (or annual) planning process can result in better arguments for discussing goals and resources with management. Needless to say, the design of the survey will decide the quality and usefulness of the information received. Libraries that dare to open up for criticism, for instance surveying new target groups to find out why they are not visiting the library, may get more negative comments but also much more to work with, opening up for expansion and greater results.

Library staff should remember to relate the analysis of the user group to the mission and mandate of the institution. Whom is the institution trying to reach? Is it a particular group or wider groups of the population in the country? Does the library cater to all these groups? If not, does it want to take steps to reach more people? Could any groups claim to be discriminated against? (See chapter 2)

5.5 Determine a strategic development plan

How do libraries go about making a strategic plan? Key steps will involve defining a mission, deciding where you want to be in a time frame of 3-5 years and analysing where to start. Annual plans are often developed within the long-term framework in which each year should take a library one step closer to its long-term goals.

It is important to make the planning process as inclusive and participatory as possible, involving staff from the library and other relevant departments. A full- or half-day work-
Developing a Human Rights library should be a good start to defining all the sections of the framework as described below. A wide participation in the problem analysis and goal setting will not only enhance the sense of ownership and commitment to the plan among staff, but also give all parties a more comprehensive analysis and so, a more solid foundation for the plan.

The method used to explain the strategic planning process in this chapter is a simple and user-friendly version of the methodology used at RWI, based on results-based management principles. (See Further Reading) There are many ways to carry out this planning process and library staff can find alternative and more comprehensive methodologies online (ibid). The chosen methodology depends on the preferences, the level of internal expertise in the field and whether library staff has the possibility to get external support. If an institution already has a strategic planning model, it makes most sense to use it.

It is worth noting that planning and monitoring tools should be a help to library staff, not an obstacle. It can be easy to get lost in technicalities. For those new to this process, it might be better to start with a simple model. It is more important that all relevant staff understand and agree on the plan – that it is clear and logical – rather than whether it is methodologically perfect.

The following are a few key definitions and descriptions of the key steps for establishing a plan, based on the RWI model. For the sake of clarity, the model is also illustrated in graphics below.

### 5.6 Mission

Establishing the mission of a library sets the frame for its activities. It tells you why you exist as an entity and what you do. A mission statement can be quite specific and also pinpoint a target group by answering the question for whom you are implementing your mandate.

### 5.7 Vision

By defining your vision, you establish your long-term ambition. The vision tells us what we want to be and/or what we want to achieve as an institution in a long-term perspective.

### 5.8 Aspired position

The aspired position is a statement of where and what you want the library to be in 3–5 years. This provides a direction and “dream” of where you want your library to go. Your aspired position should point in the direction of your mission and vision.

### 5.9 Analysing your current position

The current position describes the situation of your library at the time of developing your plan. This is the starting point. The description should include the primary issues you need to address in order to reach the aspired position.

A good way to analyse the current position is to organise a brainstorming workshop with relevant staff, where participants are asked to write down specific shortcomings and problems for the library on post-it notes. The big question to answer is what the library is lacking to reach its aspired position.

(See Further Reading for more about the “problem tree” methodologies which will help library staff analyse their situation and identify areas for action in a more comprehensive manner than what is covered in this short chapter.)
Rahmatullah Weda has been in charge of the resource center/library at the Afghanistan Independent Human Rights Commission (AIHRC) since 2002. The library has more than 9,000 volumes of books in Dari, Pashto, Arabic and English.

“We make human rights materials available for the AIHRC staff to help them to conduct workshops, seminars and various awareness raising activities for various groups of people,” says Weda.

The resource center, which started its activities in 2003, features material on various subjects including history, philosophy, politics, law, culture, social sciences, and of course, human rights. “We have lots of material on human rights in the English language that are available and at the disposal of commission staff and outside researchers whenever we are open,” says Weda.

In addition, the center also provides three computers with internet access, as well as audio and visual materials and technical and training materials to staff members.

Describe a challenge you face in your library?

“We lack a permanent place for the library until the AIHRC’s building is finished – it is under construction now. Once it is finished, we will have a permanent location for the library with a lot of space. We need standard library software or other advanced electronic machine for our library management and for the classification of books. We also need more materials on Human Rights and International Law. We need all of this because we have decided to make our library professional.

Do you have enough resources and your own budget?

Yes, we have our own budget to run the library smoothly. And the library has enough material, which can be considered as a rich resource.

What type of classification system do you use?

We use the Microsoft Access program for classification and we have classified the materials and books in different branches of knowledge.

How do you attract visitors to the library?

We have introduced the library through the AIHRC website and other AIHRC social networks, and we have made a manual which consists of a list of available books, which we have distributed to all the libraries, universities and schools in Afghanistan.
5.10 Defining focus areas and goals

Once a library has analysed its current situation, library staff should identify specific focus areas where they need to take action to reach the aspired position.

Using the same brainstorming exercise as described above, take the next step by gathering the post-it notes with problem statements and organise them on a white board or wall into clusters of similar issues. For instance, one library might group all issues related to electronic resources under the heading “electronic resources” and issues such as furniture, lighting and space under the heading “physical space.” With this approach, the group is identifying main areas which the library needs to address to reach its goals. The headings of the clusters will be the focus areas in the library’s work plan.

Finish the exercise by discussing and defining specific goals for each of these areas. Goals, or objectives, are specific aims determined for each of the different focus areas identified.

5.11 Take action

Once the focus areas and goals are set, the next step is to determine what actions the library staff needs to take in each of the areas in order to achieve the goals and the overall aspired position in 3–5 years. The chain of logic should be clear. These activities should contribute to the goals, which should contribute to the library’s aspired position.

The RWI model is perhaps even clearer when seen in its graphic form. The example on the following two pages is fictive. (Find an empty template for RWI Strategic Plans in Further Reading)
CURRENT POSITION

- Lack of capacity among librarians
- No online catalogue system (OPAC)
- No link and information about the library on the website
- Not attractive library environment
- Limited human rights materials (both hard copy and e-material)
- No specific budget for the libraries/poor financial situation

ASPIRED POSITION
DECEMBER 2018

Our university library provides relevant service of high standards to its users in a sufficient, study-friendly environment, increasing the use of the library. And the library has a stable budget to fulfill users' expectations.

OBJECTIVE 1
Increased Knowledge of human rights and Library Management, including technical skills

OBJECTIVE 2
Improved access to relevant material and opportunities to study at the library

OBJECTIVE 3
Increased access to information about the library and available material

WHAT DO WE HAVE TO DO TO GET THERE?

- Training in cataloguing and classification and organising of a collection
- Continued training of librarians in library management and human rights
- Increased number of books and e-material available in the library
- Increased space and introduction of quiet zones and group rooms

SHARING INFORMATION AND PROMOTION

- Decision on ILS for the library and on which software to choose for an online catalogue (OPAC)
- Add a link to the library of the University website
- Add more...

FOCUS AREAS AND OBJECTIVES 2014
Our example: The University Library at Klockestrand

**ASPIRED POSITION**
University Library provides relevant services of high standard to its users in a study-friendly environment, increasing the use of the library.
5.12 Monitoring and evaluation

To ensure that the nice plan the library has developed is useful and used, and does not stay on somebody’s desk for decoration, it is important to decide on a plan to monitor progress of the goals and strategies that have been set.

If a library has a plan for 5 years, it is a good idea to set targets for each year to make sure that it slowly move towards its goals and aspired position, and then that library staff evaluates its progress at the end of each year. It is generally easiest and most sustainable if library staff does this monitoring and evaluating as an integrated part of the regular annual planning and reporting process for the library.

To achieve more impact, try to ensure that the library’s work and results are reflected and visible in the annual report of the institution. Again, showing what a library does and explaining how it has contributed to the results of the institution will help prove its value.

One way to give additional weight to your report is to use indicators to measure your results. Indicators can help library staff keep track of progress, monitor that it is moving in the right direction and know when it has reached its targets and aspired positions. (Find more information and tips on how to formulate good indicators of progress and results in Further Reading.)

5.13 Policies guiding the library

In addition to setting goals and strategies to ensure that the library contributes effectively to the work of the institution, it can be useful to develop guiding principles for the library. Remember to ensure that any principles that are developed coincide with the organisation’s policies and are approved by management.

Establishing a policy for a library is one useful way to help shape the focus and quality of the work, clarifying what library staff does and does not do, and not least, identifying the principles which guide the services and the interactions with and between users. A well thought-out policy can indeed support and set the principles for how the goals will be achieved. The human rights based principles mentioned in chapter 2 may be an inspiration for this process.

The goals of the library which were set in the strategic plan should also set the framework for the principles guiding the library. The library policy and possible regulations should harmonise with, support and never contradict the goals, mission and vision of your library. If the goal is to give access to all, it is problematic if the opening hours or other regulations exclude a majority or indeed a specific group (see discussion on discrimination in chapter 3), within the targeted audience.

Although having rules for library users often is a necessity, it is easy to fall into the trap of prioritising order and protecting property over other values. Libraries should invest more on improving their services and promoting the use of library resources than on investing and focusing on making sure no books are stolen or kept longer than the set number of days.

In today’s world, where services compete and some question the added value of libraries, it is more important than ever that libraries have a more a user-centric approach. Librarianship is a service profession, and the quality and usefulness of its services to the users will determine the value of libraries in the future. As library staff in the field of human rights, there are other responsibilities and potentials that come into play. Libraries have a role in fulfilling rights.

This does not mean that regulations and rules are unnecessary. There is a role for rules, and a disorderly library can be a nuisance not only for librarians but, of course, for other users. Regulations are however not the same as or all there is to a policy. They should also allow library staff to look beyond order to the “higher” principles and aims of a human rights library. A policy can be a particularly useful way to define principles in cases where the mission, vision and goals of the host institution are less
clear. In order to fill their function, policies should be made known and visible by having them available on the web page of the library or institution and in paper hand-outs. Library policies can include the following:

- The focus and scope of the collection, including languages represented and topics covered.
- Key target groups, if relevant.
- Criteria for acquisition and collection (relevant to the mission and vision of the library/institution).
- How the library will treat any book donations not complying with these criteria. (For example, that you reserve the right to re-donate to other libraries if you receive donations irrelevant for your library.)
- Process of acquisition (who/what decides what is acquired, channels to make suggestions, etc.)
- Any consultation processes for ensuring (in a wider sense than above) that resources and services correspond to the expectations and needs of your target groups.
- What services are provided, in web and physical library. (What can users expect from you?)
- Principles guiding the library’s attitude towards users and interaction between users.
- Principles regarding the atmosphere of the library, etc.
The Library of the Raoul Wallenberg Institute is a reference library open to the public wishing to make use of its collections and services.

Create an academic environment that is stimulating, motivating and enriching.

Promote the use of the library as a research and learning tool.

Create an outward-looking, user-friendly range of services.

Identify and provide access to all forms of information and literature for researchers, teachers, course participants, students and staff at the Raoul Wallenberg Institute.

Ensure that the books and periodicals selected and managed by the library are relevant, support the course curricula and meet users’ needs.

Play an active role in teaching and research activities and facilitate learning, equipping users with information retrieval skills and providing a supportive library environment.

Develop good working relations with other libraries.

RESOURCES

Books and periodicals

Whilst the library will continue to be a repository of printed materials, it will also, through increasing access to digital resources, develop the provision of electronic information services in support of learning, teaching and research.

In addition to human rights law, refugee law, humanitarian law and international law in general, focus shall be placed on international labour standards, intellectual property rights, democracy, good governance, prevention and resolution of conflicts, international criminal law and other related issues, and it shall subscribe to leading journals in those fields in printed and/or electronic versions.

Web-based services

The library aims at continuing to increase web-based access to electronic information resources, to provide support and to create navigational tools and information gateways.
Information Skills

Training opportunities for library users dedicated to the development of information skills should be provided.

SERVICES

The library is also available to visitors coming from all parts of Lund University and from other academic institutions within the country or abroad. The main target groups for the service provided by the library are researchers, teachers, course participants, students and staff at the Raoul Wallenberg Institute.

Computers at work desks are reserved for researchers, students and course participants in need of the books and journals placed at the library at the Raoul Wallenberg Institute.

Accessibility is restricted by password-protected login.

Opening Hours

The library is a place for study, for obtaining support and accessing a wide range of learning materials. The opening hours shall be adapted to the number of users and courses as well as to the availability of study desks and computers and shall be generous.

ACQUISITION AND SELECTION CRITERIA

Materials shall be selected to meet users’ expectations on the basis of quality of content. Formats shall include printed and electronic media.

The library will increasingly provide information in electronic form, where it:
is less vulnerable to damage and theft.

- provides multi-user access.

- provides more sophisticated searching tools.

STOCK SELECTION

General

- The library aims at supporting research, teaching and learning.

- The library stocks materials to meet information needs of researchers, teachers, course participants, students and staff.

Course literature

- The library shall have a sufficient number of books that are on course literature lists for the master programmes.

Suggestions for acquisition

- Staff members are invited to participate actively in the selection process.

- Students and other users are encouraged to make suggestions for acquisition.
6.1 Conduct a needs analysis
6.2 Create a collection policy
6.3 Weeding and discarding
   6.4 Selecting books
   6.5 Selecting journals
6.6 Specialised resources for human rights libraries
6.1 Conduct a needs analysis

All libraries aim to add materials to their collections that meet the needs of the users. But it is important to first identify those needs.

Library staff should conduct a needs analysis to determine the information needs of visitors and/or staff in the organisation. This might sound very ambitious but it can be helpful and signal to others that the library staff takes its task seriously. A library can develop a needs analysis by completing the following steps:

- First identify users. Then describe the target group. NHRIs generally target the commissioners and staff members, however some have expanded their target groups to include a larger part of the public. Justice sector libraries generally target the judges and staff members, while academic libraries generally target students and researchers. Libraries in centres for hu-
human rights typically target researchers and staff members.

Then libraries can identify the needs of the users by talking and meeting with them, and sending out questionnaires to understand what materials users need to perform their work or do their research or studies in the most effective way. Ask not only for the exact titles of the materials users need but also about topics they are interested in. Allowing visitors to make proposals on the library’s web page is a good option which can deliver beneficial feedback.

Library staff also needs to know how visitors search for material. Do they prefer materials published electronically on the web or in printed format? Do they have access to the Internet? Is the connection fast enough? Do they know how to find the materials they need?

This kind of needs analysis requires only a word processing program and E-mail addressed to the receivers, at least when it comes to internal users in or closely linked to the organisation. Different tools for assessing needs and preferences may be required if the library’s target groups are wider, more numerous, heterogeneous or geographically spread out.

6.2 Create a collection policy

Once library patrons are identified, the next step can be to make sure there is a collection policy in place. The policy should describe how the collection will develop and how to ensure objectivity and consistency. Every library should have a policy, even libraries with limited budgets. The policy may have the following elements:

- A description of the users
- Defined goals to be met by collection development and the resources and service to be provided to meet those goals
- The considerations and methods for dealing with donations
- Guidelines for weeding and discarding of materials

A collection policy and guidelines can be included in a wider library policy as described in chapter 5. (See Further Reading for an example of a library collection policy)

6.3 Weeding and discarding

It is always a challenge for library staff to select materials and decide what to keep or discard in their collection. Once the core resources of the collection are chosen, one method is to think in the following terms:

- What is not essential but adds value if it is kept?
- What is desirable but not essential that can be thrown away?
- What is nice to have but rarely used that can be thrown away? Are there resources that are irrelevant for the library’s mission or outdated?

To weed out and discard books can often be a sensitive issue. That is why it is important to have a policy. Many smaller libraries, especially the newly established ones, depend on donations to get books. In the best of worlds, the donor contacts the librarian to guarantee that the books donated are relevant and in line with the mission of the organisation. Management and staff of the institution are also likely to want to have a say in what the library should keep. Agreeing on criteria for weeding and for the collection and procedures on who approves weeding, will create a smooth process while avoiding misunderstandings and conflicts. Weeding is sensitive, however there is no need to have irrelevant books that take up space, confuse the users and take time to catalogue and maintain.

Weeding is an essential component of library collection management. Most libraries simply do not have space
and must continually make room for new materials. Weeding is necessary for libraries that want to remain relevant to users and true to their missions.

6.4 Selecting books

Once the library staff has created its collection policy, they can begin to acquire books. There are many ways in which this can be done.

The easiest way to find a book is to go to the library catalogue. Searching the catalogues of individual libraries is a good option – but an even better one is to search in joint catalogues to expand the reach.

WorldCat, www.worldcat.org, is one of the most comprehensive joint catalogues there is and an extremely valuable tool when acquiring books for a library. WorldCat is a huge catalogue that features books from libraries all over the world. It allows users to create lists, bibliographies and reviews of library materials. Individual libraries can also register their library in WorldCat, as well as find links to other libraries.

A library can assume a book has a certain quality guarantee if it can be found in this catalogue and if a trustworthy library has it in its collection. The site also has some well recognized style guides for citation and the option to export the record into a reference management system. WorldCat can also be a good help for cataloguing purposes, which will be addressed later in chapter 8.

The Library of Congress, www.loc.gov, and its catalogue are also very useful for researching, searching and learning more about books on a particular topic and to help get an overview of newly published books.

OPACs (Online Public Access Catalogue) at trustworthy libraries offer virtually endless alternatives to search for books. These online bibliographies of individual library’s collections are available to the public. The easiest way to find a web-based OPAC is to use Google or another search engine to look for specific libraries and their OPACs. Today mostly all universities as well as libraries at NHRIs link to their own library catalogue on their library websites.

Booksellers and publishers are natural places for a library to acquire and learn about new books. The features of the search systems at book publishers’ websites vary but some have numerous options. These include searching by keyword, author and publication date and limiting the search to articles in one specific journal, in a journal to which you have full access rights, in journals covering a certain field or in all journals published by the specific publisher.

Examples of publishers that publish academic literature in English are:

- Oxford University Press, ukcatalogue.oup.com
- Cambridge University Press, www.cambridge.org
- Brill, www.brill.com

Several of these publishers still send out printed catalogues. But another option libraries are using to keep up-to-date is to subscribe to the alerts on a publisher’s homepage. The Cambridge University Press has an excellent catalogue on human rights featuring works they have published.

Booksellers’ sites can often be the best place to find detailed information about books, including the table of contents and prices. The largest book seller on the World Wide Web (web) is Amazon, www.amazon.com, but of course there are others.

In addition to what one would consider a traditional book publisher, many organisations, associations, governments and non-governmental organisations have also developed a variety of printed and web-based catalogues and in-
formation to facilitate the selection of books. These cata-
logues can provide a very good overview over what is
published in each entity's field of interest/responsibility.

Another way to stay up-to-date on new books that are be-
ing published is to read book reviews in journals, such as
Human Rights Quarterly or Journal of Human Rights.

Google has an academic search engine called Goog-
le Scholar, scholar.google.com, where library staff can
search simultaneously through many free databases and
other free scholarly literature. Users can find articles, re-
ports, theses and books in full text. Note that Google
Scholar does not get into the databases that require a sub-
scription, such as the citation indexes, nor does it provide
free full texts of journals that require subscriptions. The
menu bar has an option for “Libraries” with suggestions to
library staff on how to make use of Google Scholar.

To find book details from a number of publishers at once,
search by way of Google Book Search at books.google.
com. For example, typing in “human rights” or “human
rights Asia” in the search box will produce information
about books, the table of contents of each, some pages
from the book and links to online booksellers. By search-
ing for “human rights Asia” the user is taken directly into
the page dealing with that issue.

While there are problems and shortcomings with Google
Book Search, it is one way to get information about books
and to read academic literature even if the whole text can-
ot be viewed. Part of the agreement Google has with the
publisher means users cannot copy or print any parts of
these books.

6.5 Selecting Journals

In many ways, finding and subscribing to journals is the
same as buying books. However many libraries, especially
those outside universities, have great difficulties in finding
money to subscribe to journals. One good option today
is Open Access (OA), a well-defined concept for the pub-
lishing of articles. In its very basic sense, the idea is that it
should be free for the user to read the article. Unfortun-
ately, almost nothing is free, someone always has to pay, and
it largely depends on whether it is an academic, commer-
cial or other type of journal. Today, publishers release an
increasing number of different OA formats because they
need to get paid somehow for their services.

Basicly, there are two different sorts of OA:

▶ Gold. The author pays to get published. This is the
form of OA the publishers tend to like. They still get
their money, just from a different source. It is of course,
not as popular among scholars and other people who
want to get published because the fee can be stagge-
ringly high.

▶ Green. The articles are first published in a normal com-
mercial journal, and after a certain period of time, the
publishers allow the work also to be published in a com-
pletely free OA. This is not so popular among the publis-
hers and not so good for the readers. The information
tends to be old by the time it is free – within some scien-
ces, often too old.

One example of OA is the Directory of Open Access Jour-
nals (DOAJ), doaj.org. This is an online directory that
provides access to nearly 10,000 peer-reviewed journals
and over 1 million articles. An organisation that publishes
a journal can add it to the DOAJ. By doing so, more and
more people support the idea behind OA.

Another initiative is Open Access Journals Search Engine
will return results on journals in full text.

6.6 Specialised resources for
human rights libraries

Specialised libraries must be active in finding literature.
They cannot only rely on publishers and vendors because
these librarians need resources that are not so easy to
find, locate or purchase. Because human rights resources
are so specialised, many times library staff will have to go directly to the organisation that produces them.

UN agencies and programs, such as the United Nations Development Programme (UNDP), the United Nations Children’s Fund (UNICEF), the Office of the High Commission of Human Rights (UNHCHR), the World Health Organization (WHO) and the International Labour Organization have offices in many different countries. Libraries can contact relevant agencies and programs and ask to get materials on a regular base. It is easy to get these organisations’ publications and sometimes even in the local language. They are also often free.

Today, governments have websites where they publish reports and official statements of interest. Some grey literature (informally published written material such as reports) may be difficult to trace via conventional channels, such as published journals and books, because it is not published commercially or is not widely accessible. But grey literature nonetheless may be an important source of information for researchers because it tends to be original and recent. Examples of grey literature include patents, technical reports from government agencies or scientific research groups, working papers from research groups or committees, white papers and preprints.

Additionally, non-governmental organisations (NGOs) often have materials of interest to human rights libraries. They are often locally based and the materials are often in the national language. The advantages with these types of materials are that they are not written for scholars. Many libraries in the field of human rights need materials that can be understood by the general public, not just researchers.

Libraries can also contact NGOs in their countries to ask for materials. This is an easy way to increase the collection, to strengthen the library’s position and to make new contacts.

Another valuable resource for library staff who want to gather information about NGOs and other kinds of organisations, including the OHCHR, is the Human Rights Information and Documentation Systems (HURIDOCS), www.huridocs.org/hurisearch. An organisation working in the field of human rights, HURIDOCS produces HuriSearch, a human rights search engine that allows users to search the content of over 5,000 websites.
7.1 Fact from fiction
7.2 The quality of the author or publisher
7.3 The quantity of use
7.4 Is the resource current?
7.5 Translation concerns
Chapter 7

Evaluating and judging the validity of sources

Once resources are found, the library has to ensure they are valid and factual before users are given access to them.

7.1 Fact from fiction

All secondary sources, which interpret and analyse primary sources, are not equal in quality. Spotting the difference is one of the most important tasks for library staff. The emergence of the World Wide Web (web) makes that task harder and more important than ever.

The web is by far the biggest, most resourceful library in the world, and it is still growing with a speed so fast it is hard to comprehend. Even very conservative estimates have the Internet containing more than 1 Yotta-bite of data. That is a bit more than 5,000,000,000,000,000,000 books. Even if only around 6 percent of that is easily accessible through the web, it is still several million times larger than all of the information contained in all of the
Developing a Human Rights library

books ever produced. Furthermore, the annual growth of the web is probably around 10 percent, while the total production of books worldwide barely exceeds 2 million copies a year.

Even so, quite often, books are a much better source for information. There are lots of different reasons for this. For one, book publishers employ book editors who take the process of publishing books seriously. And because publishing a book is so costly, the utmost is done to ensure no mistakes are made. In most cases, books feel, and probably are, more reliable. At the same time, it is counterproductive to ignore the vast resources on the Internet. So the main obstacle is to find ways to judge and evaluate the value of online sources.

Unfortunately, evaluating information on the web that is outside the library catalogues and bibliographic databases can be complicated. But library staff can, of course, evaluate this information to some degree by using general criteria, such as considering the credentials of the producer or author, whether the sources are cited and whether the work is consistent and logical. Very schematically there are three different factors to consider when evaluating online resources: the quality of the author or publisher, the quantity of use and whether the resource is current.

### 7.2 The quality of the author or publisher

Evaluating the quality of the author or publisher is the first, and in many cases, most important tool to evaluate a resource. The easiest resources to judge are the ones published on large academic publisher’s websites. They are almost always of good quality.

Other sources of reliable information can be found on different gateways, platforms and small search engines that libraries and other academic institutions maintain. These websites are usually reviewed and the resources within them are, ideally, also supervised to ensure they are correct and current. Generally, it is safer to assume that material written by the organisation who owns the website is of better quality than linked material. But this is a rule with many exceptions. A few questions to ask when searching for quality documents:

- Who is the author or sponsor of the page? Often the domain name of the resource gives a clue to the claimed author. If it is unclear, the material could be a bit suspicious. Government sites generally use the .gov domain or the country code domain, educational sites generally use .edu and nonprofit organisations tend to use the .org domain.

- Does the publisher provide contact information? If not, take this as a big warning sign.

- Are there obvious reasons for bias? Think and question why the material is written and available online. Remember that almost everything is done for a reason, and if the intention is not so clear, the reason may not be so well-intentioned.

- What is the purpose of the page? Why is this information being posted? There could be many reasons, including providing information, as a public service, a news source, a research tool for academics, a way to gain attention or maybe only a way to get traffic to a commercial site. Think and evaluate every time.

- But one does not have to reject everything that has some commercial angle. Many commercial entities publish good and trustworthy material with the hopes of making money through other means. A personal page is not necessarily bad, however the author needs to be investigated carefully. No publisher or domain owner vouches for the information on personal pages.

### 7.3 The quantity of use

In theory, this is easy to grasp. The more users the web page has, the more trustworthy it is. This is even truer today when sharing and interactivity on the web is steadily
increasing. If someone creates good material and releases it on the Internet, it will get attention. The hardest part is to determine why a certain web page is popular. You can have more trust in material that is popular because it stands on its own merits – it is well researched, written and sourced.

But there are unfortunately other methods Internet savvy people can use to make a web page appear more popular than it is. If manipulated in this way, it may suggest that the web page is of poorer quality and less trustworthy. An example of this type of manipulation is when pages are created that link to the main page with the sole intention of increasing the number of linked pages, so called link farms.

There are two main ways to decide. One is the more automatic way. Web pages ranked at higher positions in search engines are often more used, and popular, than resources ranked further down in the search engine. This is not a foolproof way to determine use and ultimately quality, but it is a good start.

The second way to determine whether a web page is very commonly used is to investigate how other people link to or reference the web page. If many people speak well of a certain resource or cite it often, then it may be something to look at. Beware of scams, self-promoting and repackaging of sites. Many gateways and small search engines list things they find on the major search engines in ways to make them seem more reviewed than they actually are.

7.4 Is the resource current?

It is often hard to understand how old a specific text is on a web page because of the dynamic character of the web. One fairly good way to determine a text’s timeliness is to look at the date of the source the text uses. The text should be newer than its latest dated reference.

To complicate things even further, some web pages use automatic continuous updating. In such cases, a script on the web page makes content look more recent and up-

7.5 Translation concerns

Another aspect to consider is the language of the material. If it looks like it is translated, try to look up some facts. Even if many pages that translate information do it with good intentions, some translations are so bad that the content loses its original meaning.
8.1 Organising the library
8.2 What is a catalogue?
8.3 Machine-Readable Cataloguing (MARC) and AACR2
8.4 RDA and the successor of AACR2
8.5 Functional Requirements for Bibliographic Records
8.6 The future of MARC
8.7 Choosing software for registration or cataloguing of books
8.8 Classification: What it is and what it does
8.9 DDC and LCC
8.10 Index term or subject headings
8.11 LCSH, a controlled vocabulary of index terms
8.12 Deciding how much information to add
8.13 Using WorldCat when cataloguing
8.14 A definition of shelving
8.15 Shelving according to classification
8.16 Shelving according to a special designed system
8.17 Shelving according to acquisition
8.18 Shelving according to use
Chapter 8

Cataloguing, classification and shelving

8.1 Organising the library

This chapter provides the background and presents the current developments on three key aspects of librarianship – classification, cataloguing and shelving – to help library staff understand, choose and use these powerful tools for organising the library. These tools are part of what have made libraries the go-to places for knowledge for so many years.

8.2 What is a catalogue?

A library catalogue helps librarians describe material. A catalogue is a register of the bibliographic records of books, journals and articles available in a library. Catalogues are created by professional librarians according to a standard and thereby also easy to search in a systematic manner. Catalogues can be used at one or several libraries and they contain all the metadata (titles, year
published, author, subject, etc.) about the entire collection of resources. Catalogues help both library staff and users retrieve useful information.

Keeping a catalogue updated requires a lot of work, even if it is easier today to import records from the Library of Congress and other university libraries thanks to the protocol Z39.50, a form of collective cataloguing and a way of sharing that saves time and money.

Today, many users tend to prefer Google or other Internet search engines to find resources, rather than using a library catalogue’s user interface, which is usually an Online Public Access Catalogue (OPAC). However, one of library staff’s main tasks is to explain the big differences between the two. Remember, a library catalogue is designed and maintained by professional librarians. A search engine, on the other hand, is a tool that searches for all formations on the web, not only library material. Normally, Google wants to index all data within a catalogue, which gives users too much data. Users will generally get better search results using an OPAC.

8.3 Machine-Readable Cataloguing (MARC) and AACR2

Today, most libraries in the world use an OPAC as a tool to achieve good information retrieval for their materials. However, only a few decades ago, the physical card catalogue was the most common tool, and between the card catalogue and the OPAC, the digital catalogue, stored on a single computer, had a brief success.

Both digital catalogues and today’s OPACs use MARC as a standard for information storage. The MARC standards were developed in the 1960s, and that was when library automation was born. The MARC standards are still in common use today. The latest version is number 21, but there have also been forks of these standards, such as UniMARC.

Cataloguing standards ensure that metadata, information like the title, author or publisher, of every single library resource is gathered and interpreted in the same way. A standard, for example, ensures that a person cataloguing the title of a particular resource would take the information from the title page, and not the last page.

MARC is a structured table. Every field has a name, always a three digit number. There are often also subfields, named with letters or more numbers. MARC is a great number of strings in fields with names. The reason it is so effective is that it has an extensive and well thought-out rule that sets how to fill in the fields. This very strict way of entering metadata allows for easy and clear access and search ability in the catalogue. From a technical standpoint, MARC is hard to interchange, but owing to its long use, many systems for interchangeability have been devised. The most prominent is the Z39.50.

The Library of Congress writes, “The computer needs a means of interpreting the information found on a cataloguing record. The MARC record contains a guide to its data, or little “signposts” before each piece of bibliographic information.”

AACR2, which stands for the Anglo American Cataloging rules, second edition, are a set of rules often used in combination with MARC, but they are not strictly necessary. They dictate how information should be taken from the source (book, journal, etc.) and entered into the catalogue record. For instance, what is a title, what year should be used as the publication year, and so on.

8.4 RDA and the successor of AACR2

The standards used to catalogue have remained the same for a very long time, but right now, many changes are taking place. The AACR2 standard has been in use since 1967 and many have long felt that the rules should be updated.
A new cataloguing standard, Resource Description and Access (RDA), stems from an international cooperation, with the American Library of Congress as the driving force. The work is done under the umbrella of the Joint Steering Committee for Development of RDA. RDA is the present standard for resource description, or cataloguing, in the United States and some other parts of the world. In many other parts of the world, including Sweden, preparations are being made to switch to RDA.

RDA is basically a rule set for how to enter metadata. There are thousands of small changes between RDA and AACR2 and two major design differences. RDA is designed to be equally good for all carriers of information. It also differs between the type of information and carrier of information. RDA makes it easier to describe electronic material, especially material only found online.

8.5 Functional Requirements for Bibliographic Records

RDA’s other major design change is the incorporation of the FRBR, an acronym for Functional Requirements for Bibliographic Records. It is an entity-relationship model designed for libraries which is meant to make cataloguing much easier.

FRBR helps libraries save a tremendous amount of time because it allows library staff to link and not string when cataloguing new resources.

The idea is that there are several layers of information in every example of an entity, for example a book. FRBR comprises groups of entities:

- Group 1 entities are work, expression, manifestation, and item. They represent the products of intellectual or artistic work.

- Group 2 entities are person, family and corporate body, responsible for Group 1’s intellectual or artistic work.

- Group 3 entities are subjects of Group 1 or Group 2’s intellectual work, and include concepts, objects, events, places.

In this example, work is a “distinct intellectual or artistic creation.” For example, Max Martin’s song, made popular by Britney Spears, “Oops! I Did It Again,” is a work. When we say, “Max Martin’s ‘Oops! I Did It Again’ is typical pop music,” we generally are referring to the work, the song.

Expression is “the specific intellectual or artistic form that a work takes each time it is realized.” An expression of Max Martin’s “Oops! I Did It Again” might be the Swedish translation “Oops, Det hände igen.”

Manifestation is “the physical embodiment of an expression of a work. As an entity, manifestation represents all the physical objects that bear the same characteristics, in respect to both intellectual content and physical form.” The performance Britney Spears made of “Oops! I Did It Again” in the year 2000 is a manifestation. It was a physical representation even if not recorded, though manifestations are most frequently of interest when they are expressed in a persistent form such as a recording or printing.

Item is “a single exemplar of a manifestation. The entity defined as item is a concrete entity.” Each copy of the 10,000 CD’s of that 2000 recording is an item. When we say, “Both copies of ‘Oops! I Did It Again’ are scratched and destroyed,” we are generally referring to items, the physical albums.

FRBR is built upon relationships between and among entities. “Relationships serve as the vehicle for depicting the link between one entity and another, and thus as the means of assisting the user to ‘navigate’ the universe that is represented in a bibliography, catalogue, or bibliographic database.”
8.6 The future of MARC

MARC has been the system for database management for library catalogues for many decades, and it was developed in a time with totally different restrictions. In many ways it is considered to be obsolete. Some have even said that “MARC must die.”

The future of the MARC format is a matter of some debate among librarians and has been so for at least a decade. One of the big errors with MARC is that it is built around strings. Today, linking is considered more preferable than writing the same text twice.

The biggest obstacle is that an enormous amount of work has already gone into MARC, meaning its successor has to be compatible. In the WorldCat catalogue alone, there are more than 50 million records using MARC. A new system must also keep the granularity, or the possibility to describe items precisely, that MARC features.

The Library of Congress has launched the Bibliographic Framework Initiative (BIBFRAME), with the aim of developing a new successor to MARC that improves both MARC’s granularity and the possibility for the re-use of data. A special group, the Working Group on the Future of Bibliographic Control, is working on the next standard. The advantage of developing a specific standard is that it can be much more efficient in the only task it will have, bibliographic description. The downside is that you lose many of the aspects with open data, and it will be hard for other libraries, organisations or people to use the data.

Other librarians argue that libraries should take what already exists, instead of developing a new standard, and adapt it for library use. One example of this is the Swedish National Library’s ambitious attempt to use web 2.0 ideas to develop a new cataloguing system based on standards that already exist today. This is called Libris XL.

A few years ago, the National Swedish Library decided to take the drastic step, maybe not into the future, but outside the common world of libraries. The library decided to get rid of MARC and instead build the next cataloguing system based on ideas and methods from more common database management. The decision to not include MARC has been much debated among librarians in Sweden, for even if the technical gains are decisive, many librarians fear that they will have to relearn a totally new system, after they have used MARC for decades.

The positive effects on proper data management rely to a great extent on the use of common standards. A lot can be gained by leaving behind MARC, because instead of a classification system only used by libraries, you get a classification system used widely in databases. And the data itself, which like all library catalogue data, is usually of good quality, can be used and shared much easier outside the library. But at the same time, as the first major library to leave MARC, the National Swedish Library puts a huge burden upon itself. To make a new system as good as MARC will not be easy. Sweden’s new system is one of the first catalogue systems based on the concept of using open standards instead of MARC.

8.7 Choosing software for registration or cataloguing of books

Commercial cataloguing software is expensive. Smaller organisations can rarely afford it. Larger and more established libraries use proprietary library system software such as Millenium, Voyager and Exlibris. However for libraries with smaller budgets, free open source software (OSS) especially built for libraries, such as Koha, can be recommended. It is important to remember however that commercial software normally offers better tech support and that such support needs to be ensured in other ways for OSS, where there is no clear owner responsible for upkeep.

OSS is a type of computer software where the source code and certain rights are provided under a license that allows others to study, change, improve and, often, to distribute. OSS is usually developed in a public, transparent
and collaborative manner where developers review each other’s work and give credit to each contribution. The community then decides which features to develop, a manager or managing team reviews the code, approves it and adds it to the final release. OSS is available at no cost but a developer or distributor may charge for services, including:

- special programming.
- configuration and installation.
- training.
- file migration.
- technical support.
- hosting services for libraries that do not want to implement and maintain an in-house system.

Librarians and supporters of OSS:

- argue that information should be freely accessible to everyone.
- embrace the idea of letting those who wish to, to benefit from the generosity of others.
- embrace the idea of networking and building communities. (One such example is the Koha community which supports the functioning of the Koha catalogue through a network of users.)

Issues to be aware of before starting the installation and setup of an OSS library system:

- Open source library software is often not plug-and-play and requires technical support for installation.
- Configurations are required for a library to have its own framework.
- You do not have any guarantee that the development of the software will continue nor that all functions claimed to exist really work. In summary, no one person is responsible, so everything is up to the community.

At one extreme, open source library systems are thought to require more technical sophistication, and hence present a greater technical challenge to install. At the other extreme, open source library system users are more satisfied than commercial library system users with the affordability and customisability of their systems.

However, even if the software is free to download, most libraries need technical support to install and get it up and running. Library staff can rarely install OSS by themselves, and there are many technical requirements. Even if there is an IT department at the institution, a library needs to have specific hardware and software in place.

Koha, the first open source library system, is a great resource. It has a website with instructions and documentation and also a support service. Koha has a user-friendly interface where you can choose three different views – standard view, the MARC view and the ISDB view.

An even less advanced library system than Koha might be appropriate for extremely small libraries. But regardless of the system used, a library should try to use a system that follows the professional standards, otherwise it will be more difficult if the library ever upgrades to another system. (See Further Reading for more information about Koha and other OSS library systems)

8.8 Classification: what it is and what it does

MARC and AACR2 and their successor are all good standards for making it easier for librarians to make good descriptions of information entities. But, for library catalogues to stay relevant, they will also need something extra that makes them better to search in, compared to the
common search engines like Google, Bing and Yahoo. That “something extra” is today, and probably for the foreseeable future, added metadata.

As humans, we can add a context and tell something more about an object than merely the object contains in itself. We can say that text A is like text B; that, for example, two books are about gender and human rights, and that they should be grouped together. This is classification, a science which helps organise material in library collections to provide easier access to users. It is a science which librarians probably still are the best at.

There are today many different systems for classification. Library staff does not always need to know about all of the systems and perhaps not even make use of them. But still, libraries have to classify their collections in some way or another – if not, no one can find anything in the library. While some countries, like Sweden, might have a national system for classification, most countries use one of the international variants of classification systems.

8.9 DDC and LCC

The Dewey Decimal System (DDC) is the most used system for library classification. It is in use in more than 138 countries and is the national catalogue in more than 60. The system’s codes are written or notated as numbers grouped in groups of three. The shortest possible codes are three digits. For example, library material about technology gets the 600 code while social sciences get 300 and art gets 700. The codes are built up by taking a three digit code from a system of the main classes, and then, if necessary, adding more code from six tables.

The aim of DDC is to represent all knowledge, which is why the system is very general. Some librarians say the DDC is used incorrectly today. It was built as a system for public libraries and is not specialised enough for easy use in academic libraries.

At the same time, the reasons for the system’s wide use today are twofold. Being general can be a strength – if used properly all libraries in a country can use the system, even libraries with different disciplines. At the same time, the greatest reason DDC is so widespread is because it is so widespread. By using the same system as many other libraries, it is easy to copy and import good bibliographic records of a resource from other catalogues. This is especially easy with DDC because the Library of Congress adds Dewey codes to most of their books. The Dewey editorial office is also located at the Library of Congress, and this close cooperation with one of the biggest libraries also helps the system to stay relevant. (See Further Reading for good resources on DDC)

Another popular system used for library classification is the actual collection of the Library of Congress. It uses the Library of Congress Classification system built to fit its collection. It is today widely used in academic libraries but is much less popular than DDC.

One more classification system worth looking into is the Universal Decimal Classification System (UDC). It shares similarities with both DDC and LCC.

While there are other systems for classification, DDC, LCC and UDC are widely used around the globe. These systems have served their purpose adequately in most disciplines and areas of knowledge.

So what system for classification should a library choose? One approach is for a library to use the same classification system used by the National Library or main university libraries inside the country. OPACs allow you to look up the classification code and see how other libraries have done it. It is a bit irrational for every librarian to use their own system. Instead library staff can make use of other’s work to save time. By searching the catalogue at the Library of Congress, you can often see the LCC and DDC and just copy and paste it into your own catalogue.
JONI BENSON MUGAMBI has years of experience in librarianship and information management, and extensive hands-on experience as a consultant in Kenya, Uganda and Rwanda. This work included helping the Kenya Human Rights Commission Library become automated. He is a founding member of Koha Kenya Community, an organisation seeking to foster the spread of open source technologies in Kenya. He is an expert in cataloguing, classification, indexing, web design and knowledge management.

NJONI’S SUGGESTIONS FOR RUNNING A SUCCESSFUL LIBRARY:

- People want to find information quickly. They are not as concerned with where the information comes from, so libraries have to make sure their users can easily find what they’re looking for and ensure that the information is accurate.
- Implement keywords that people, rather than librarians, will use to search for terms. Leave out jargon and any complicated phrases.
- Network and interact with other library and information science professionals. You have a lot to learn from others, who sometimes have already done what you are trying to do for the first time locally.
- Most visitors to the library want to access information from their own desk. This means diversifying how users get information. Human rights documents are going digital so libraries should do the same. The aim should be to make all texts fully indexed and searchable.
- Spend time on orienting new users. Many times users are scared to ask questions. And just because someone can use a computer doesn’t mean they know how to search for information. You can walk them through the library or create a start-up kit or a leaflet.
- Push information to library’s users where they are. Collect their E-mails and their contact information so you can inform them when classifications have been updated or other updates have occurred.
- Engage on social media. You have to keep people interested, otherwise they will never walk into the library.
8.10 Index term or subject headings

The DDC and LCC systems allow you to describe a resource, or in other words, add metadata to a bibliographic part, in just one way. For example, if a librarian wanted to describe a book about the human rights situation for underage textile workers in Guatemala using the DDC system, they would choose the central aspect to describe it, in this case, “human rights in Guatemala.”

But library staff can add additional information, additional metadata, called index terms or subject headings, to a resource to make it easier for the visitor to find the material. An index term or subject heading is a word (or sometimes a few words combined) that describes the content of a resource. In the above example, using index terms, the library staff could add terms such as “underage workers” and “textile workers” to the resource.

Adding relevant index terms to resources is a good compliment to using just DDC, LLC or another classification system. Subject headings could make up a controlled vocabulary, meaning there are a set number of words to describe everything; new words cannot be added.

Today, index terms are an integral part of resource description because of how well they work with modern search engines. It is easy for an end user to understand how to use them to search, and, among many, they are considered to be more useful than classification due to their more direct approach. The users do not need to translate a classification scheme before they know what to search for. There are several ways to assign a subject heading. Most often it is assigned manually; the assigner reads part of the resource and then assigns it. But today it has become more and more popular to use automatic indexing, in which a computer scans the text, and then uses some algorithms to assign the index terms.

8.11 LCSH, a controlled vocabulary of index terms

The Library of Congress Subject Headings (LCSH) consists of a controlled vocabulary of index terms or subject headings maintained by the United States Library of Congress for use in bibliographic records. It is probably the most used system of subject headings in the world.

Naturally, every library may choose to categorise the subject matter of their items differently, without a uniform standard. The widespread use and acceptance of the LCSH facilitates the consistent access and retrieval of items in any library in the world using the same search strategy and LCSH thesaurus.

Despite LCSH’s wide-ranging and comprehensive scope, there are libraries whose collection are so specialised that the use of LCSH is suboptimal. Most often, the best solution to this type of problem is to develop a specialised subject heading system yourself. For instance, the United States National Library of Medicine has developed Medical Subject Headings (MeSH) to better describe materials of medical character. Several systems have been created for human rights material but none have reached widespread use.

This system of a controlled vocabulary is considered redundant or old-fashioned. The alternative is to use natural language and choose what the cataloguer or user finds the best. This so-called folksonomy, where all users are invited to tag objects with the words they find most fitting, is a totally different approach to controlled index terms.

8.12 Deciding how much information to add

There are many considerations to make when cataloguing a resource, and more information is not always better. If a resource is assumed to have a number of different aspects, some of the aspects are of a very nonnegotiable nature. Number of pages, publisher, and year of publish-
ing are some examples. All of these aspects should be filled in with as much information as possible, considering how much time is reasonable to spend on the resource. Then there will also be some more subjective aspects. Description of content is the prime example here. In this aspect, more information is not always better.

For example, if you add too general of a description on a certain object, the precision of the search will be very bad. However, the recall, the total number of retrieved relevant results, will be good. Meaning that just because you have a higher recall, does not mean you have a better result on your search. The question of precision versus recall must always be considered.

Today, many search engines have algorithms which rank searches based on what they calculate is most relevant. Unfortunately, this makes evaluating a search result more complicated. Therefore, evaluation of recall and precision is often based on the assumption of binary classification. In such a system, precision is the fraction of retrieved results that are relevant. This means that the focus is only on the retrieved document, how big a quota of those that are actually retrieved are good. On the other hand, recall is the fraction of relevant results that are retrieved. With recall, only the quota of all relevant documents is in focus.

Suppose a search for LGBT in a catalogue retrieves seven hits out of a total of nine relevant documents with some irrelevant documents. If four of the retrieved hits really are about LGBT, but three are about something else, the search’s precision is 4/7 while its recall is 4/9. Precision can be seen as a measure of exactness or quality, whereas recall is a measure of completeness or quantity.

To increase precision, it is best for library staff to use only a few, narrow and exact subject headings or a very precise classification. This means that it is often good to not add too much information to the content aspect if the goal is to keep precision high. To increase recall on the other hand, it is productive to have a lot of wide and general but still descriptive descriptions that are described from as many angles as possible. By describing the object from the assumed entry point of the perceived user, a good description and thereby a good recall can be achieved. Normally, if the goal is to increase either the precision or recall, the other will decrease. Therefore it is important to make a deliberate decision about what is most important. One thing to consider is that full text indexing probably aids recall at a higher degree then precision, so generally aiming for as high precision as possible is preferable.

8.13 Using WorldCat when cataloguing

WorldCat, www.worldcat.org, is a collection of the world’s library catalogues where library staff can copy bibliographic records or information from other libraries’ catalogues directly into their own catalogue. World Cat is owned and maintained by the OCLC, which in turn is owned by a large group of libraries. Depending on whether a library cooperates with OCLC, WorldCat will display more or less material, but it is always worth having a look at.

The amount of information found in WorldCat can be staggering, but it will help library staff find good catalogued bibliographic records and links to relevant materials to streamline library work. WorldCat also gives you the possibility to build on what others have done. If there is an excellent bibliographic record about a specific book, why not copy that one instead of writing it again? WorldCat also creates different types of software that are relevant for cataloguing.

8.14 A definition of shelving

Shelving is the process of placing physical information containers, such as books, journals and DVDs, into designated places to allow the information containers to be easily retrieved. There are at least four main ways for how to shelf books.
8.15 Shelving according to classification

The first, and probably most common way to shelf books, is to use the same system the library uses to classify books. There are of course several upsides with this approach.

- It saves time. Every book only needs to be organised once, instead of having to assign a book both the classification and shelf location.

- It gives the librarian and users a very clear connection between the catalogue and the physical library because the same system is used to organise the material in both places.

However, there are some shortcomings with this system. A lot depends on the collection of books a library is shelving. Some systems of classification correlate poorly with the subject being organised.

For example, using the DDC system of classification for a collection consisting mostly of human rights literature would not work so well. In this instance, most of the books should be placed on the 341 shelf because in the DDC system International Law only has one code – 341. In reality, this means that the library uses roughly 1/500th of the system’s granularity. Most human rights literature should be classified in the 341.48 range, so an even smaller part of the system would be used.

Is it a big problem that only a small part of the classification system is used? Not in itself, as long as there is enough depth in the system. But in this example, the library would need to use long classification codes in order to divide all 341.48 books into manageable groups.

DDC allows libraries to create enough specific codes, but a significant use of the supplementary tables will be needed. This is not anything bad in itself, DDC’s greatest strength lies in its powerful supplementary tables, but long and complicated codes can easily make the classification less obvious. Two books that users believe should be shelved in the same system could instead be placed far from each other. This could make the library staff’s job to teach users how to use the system more complicated.

Using general cataloguing systems in a specialised library is not recommended. In a more general library on the other hand, they are a perfectly fine choice.

8.16 Shelving according to a special designed system

If the system used to classify the books does not match the collection, a good solution is to create a new system. By carefully designing the system around the current and if possible even future collection, an almost perfect fit between system and collection can be achieved. This leads to a very easily navigated system. If the collection chang-
es in ways not predicted when the system was created, nothing prevents library staff from redesigning the system. The result is a very adaptive relationship between shelving and location but it comes with some downsides.

Probably the biggest disadvantage with a regime like this is that every shelving system will be unique. On their first visit to the library, users will never be familiar with the system. This option is also dependent on librarians remaining consistent. If they are inconsistent with the system and with themselves, similar books might be shelved at different shelves. This approach also requires that every book needs both a classification and a shelf place, increasing the time to prepare the books. This dual organisation can also lead to some confusion among users, who quite commonly do not understand the distinction.

This type of system is recommended in smaller, highly specialised libraries that are located in places where the electronic search tools are somewhat lacking.

8.17 Shelving according to acquisition

A third option is to bypass the thematic shelving altogether. This will allow library staff to save time and effort because they do not have to organise every book twice. At the same time, the books are spread out in a precise manner.

Rather than browsing the shelf, today most people use the catalogue to find the book, especially if the catalogue is digital and properly catalogued and classified. In this sense, the shelf is only used as storage for the books and in no way as a way to organise them. Still, it is easier for both users and library staff if a system is used to systematisate how to put the books on the shelf.

Shelving according to acquisition means the most recently acquired book is given a running number and systematically placed on a shelf in the library. There are several advantages with this method:

- Only one system for every book.
- Clear distinction between catalogue and shelf place. The catalogue has the classification; the shelf place is just a reference to locate the book.
- It allows libraries to use existing space to a much higher degree; library staff will know the exact number of books bought last month, and that number can never be higher. If the library uses any other system, groups of books might always expand in the future.

Unfortunately, there are downsides as well. All non-thematically organised systems rely heavily on a proper working catalogue. If the catalogue for some reason does not work, it is difficult to retrieve a book. A system like this is also a broad step into something new, and not all users will approve.

The fundamental part of this system is the reference, the correlation between the books and the catalogue. This works in almost the same fashion as electronic resources – where the resources are stored is irrelevant, as long as you have the reference, or link, for them.

For a new library, with an at least decent OPAC, shelving according to acquisition is recommended. But, be aware that the catalogue and metadata is of highest importance. This system also works very well in suboptimal library facilities because users rely more on the catalogue and less on browsing books.

8.18 Shelving according to use

The last alternative for shelving is to place the books in order of use. This is a very advanced way to organise books. Today, it is mainly used in very big university libraries and, in a modified way, in large municipal library networks.

This system is only feasible in big organisations with external storage. Optimally libraries want to have the books least used in the least accessible storage area. But this
could be hard to decide. By dynamically changing where the books are located on the shelf and returning the most used books to the most accessible location, unused books will slowly wander further and further away. We believe this is a rational system for libraries with good computerisation and a few million books. For other libraries, the costs far outweigh the benefits.
“CULTIVATE PASSION FOR LIBRARY WORK”
Kolap Mao, Cambodia

Kolap Mao is the Library Director at the Pannasastra University Library in Cambodia. Together with another colleague, she started the library from the very beginning in 2001, even though she had never worked in a library before. Now 500 to 600 students use the library every day.

How did you work to build up your library?

Another colleague who knew about classification and cataloguing taught me how to work with these important librarianship tools. We have grown a lot since the early days. Then we had almost nothing; now we have around 35,000 items in our collection. We have 19 staff in our main library, two in our Law and Human Rights library and two more in another library.

I wasn’t a librarian when I started, so I just worked and tried to figure out how to run the library. Of all the library staff, almost no one was a trained librarian, and so we all have tried to help each other learn.

I began to study librarianship studies in 2008, and I finished in 2010. Now I’m one of only two librarians in the entire country who have a Master’s degree in library science.

How do you work with classification and cataloguing?

We use the Library of Congress classification, and now we also use Koha, an open source Integrated Library System (ILS). A former supervisor of the library from New Zealand implemented the Library of Congress classification here because many of our books are in English and most of them are already catalogued, so it’s very easy for us to copy that information. The Koha system also allows us to copy the cataloguing.

How did you decide to use Koha?

After I had returned from my library studies in the United States, I decided to investigate which open source software was best for our Integrated Library System. We couldn’t afford a commercial software, so we had to choose open source.

There are around eight different sorts of open source software. At first I narrowed it down to three – Koha, Evergreen and NewGenLib. I began to talk to other librarians and read reviews of other librarians’ experiences with these three. Then I visited a library in Thailand, who had gone from using a commercial system to Koha. They convinced me that Koha was a more mature and easy-to-use system with a good website and strong community to get help with any questions and concerns. Now that we’ve been using it I can only agree. So far, we’re very happy with Koha.

Do you have any advice for other librarians?

Yes, I do. Learn about the values and philosophies of a library, and then cultivate passion for library work. Talk to senior librarians when you need help or want to learn anything new about the library. Try to attend library events both locally and internationally. Involve yourself with library organisations in their respective countries.
9.1 Internet
9.2 The World Wide Web
9.3 Net neutrality (Why should libraries care?)
9.4 A few words about standards
9.5 CMS, the backbone of modern website management
9.6 What is linked data?
9.7 Big Data, can it be useful for libraries?
9.8 The Internet of things. Why is that even relevant?
Internet and the World Wide Web

It is important for library staff to have a basic understanding about how the Internet and World Wide Web work and how libraries can benefit from their use.

9.1 Internet

Libraries bring a greater added value to their users when they harness the incredible power of modern information technology.

The Internet is the infrastructure that connects the whole world together. It is the cables, the servers and other hardware that make the communication possible from the beginning. The Internet is structured in a decentralised way, and there is no direct hierarchy between different components.

To be able to communicate with each other, all participating devices share one suite of protocols, called the TCP/IP. One of these protocols manages IP numbers or IP addresses. An IP address is the unique number assigned to every device (computer, smart phone, etc.) that is connected to the Internet.
Developing a Human Rights library
Today there are two different protocols in use for assigning IP addresses, but as an end-user, they both fulfill the same purpose. Thanks to the uniqueness of the IP address, it is often used as a way to guarantee that buyers of electronic media like journals and e-books get access to the material they have bought, while at the same time blocking access to the media for everyone else.

The use of IP addresses does however present a few problems. One is that they appear to be a randomly assigned series of numbers, even though there is a structure behind them. To make it easier to remember addresses to websites, a system of domain names, the Domain Name System (DNS), has been constructed. The most important task for the DNS is to give IP addresses, which are the only proper designators on the Internet, a more natural name, built up by letters instead of numbers. An easily understandable metaphor is that the DNS represents the names in a smart phone’s contact book, and the IP addresses are the phone numbers. The numbers are what you really need to call someone, but normally you search for the person and the phone makes the translation. This implicates of course, that if the DNS would be manipulated, it would be very easy to trick or scam people.

Without the DNS, users of the Internet would need to write IP addresses to reach all resources online, and searching as we know it would also be limited. The domain names are also an important aspect to consider when evaluating sources. Unfortunately many criminals try to construct fake domain names so they appear to originate from other places. It is therefore important to remember that all domain names are read from right to left, and that nothing after the forward slash is part of the domain name.

It is also important to be able to directly point to resources on the Internet, like a subpage of a website, a PDF or a photo. To achieve this, the URI (Uniform Resource Identifier) is used. A URI fulfills two tasks, it both acts as an URL (Uniform Resource Locator) and a URN (Uniform Resource Name).

9.2 The World Wide Web

When we use social media, visit websites and search and retrieve information online, we are using the web. The web is the standard that makes communication over the Internet possible and easy to use.

The web standards are developed and maintained by an organisation called W3. Tim Berners-Lee is its founder and usually considered the man behind the web and the Internet as we know it today. The standards developed by the W3 consortium span over a vast array of areas, but the single most important standard today governs how information sent over the Internet should be interpreted.

It is very common to use the terms Internet and web interchangeably but they are not the same thing. In simple terms, the web consists of all resources on the Internet that are linked together with HTML files or other standards and that are reference able with a Uniform Resource Identifier.

In recent years, resources of a non-text nature, like video and audio, have begun to take a larger share of the material found on the web, as the bandwidths of the Internet connections worldwide have expanded and allowed for faster streaming.

The web has made it much easier for small organisations and libraries to reach out with their messages due to the great impact a web page can have on information sharing. Today, it is easy and cheap to create a blog or a basic website and start making an impact. However, publishing and maintaining large, professional web sites with attractive, diverse and up-to-date information is still a difficult and expensive proposition.

The web’s power to connect people cannot be underestimated. Libraries today should be in the forefront of using the web to bring information to users.
9.3 Net neutrality
(Why should libraries care?)

Like most other popular things, the Internet and the web are not static but constantly evolving. And with these technologies impacting every corner of the globe, it is no surprise that there are many different actors, some that stand in stark competition with each other.

There are commercial actors who want to transform the Internet into something less free but easier to actually make money from. Some want to limit access to certain resources and find the Internet’s content independence problematic. They would prefer to implement a new, more restricted way of handling the Internet and communication. Many Internet Service Providers believe that the money they can earn from different actors on the Internet could help finance the ever-increasing cost of the Internet infrastructure. Other companies with interest in streamed media probably want to limit the FTP-protocol and ultimately the possibility to use torrent services that allow people to share and download material from the Internet. Cell phone operators probably want to give lower priority to free services like Skype. Meanwhile, a number of governments try to limit what is accessible on the Internet.

On the other side, there is a big movement of people fighting to protect the Internet, which they believe should continue to be what it is, an enormous unrestricted library of information.

This debate over net neutrality will no doubt shape the future of the Internet and web as we know it.

9.4 A few words about standards

Librarians know that standards are important. On the Internet, standards are even more important. Standards on the Internet are like the rules for chess. If you play chess and do not follow the rules, you are not playing chess anymore, and no one knows exactly what you are doing.

Because using the Internet means interacting with a device of some sort, not directly with a person, broken standards will create errors or breakdowns in the communication. The most official standards on the Internet are the ones published by the W3 consortium, which include HTML, CSS and XML. W3 publishes only recommendations, and in the past, some actors on the Internet have interpreted the standards differently. One example is the technology company Microsoft and their web browser Internet Explorer 8. Before 2009, this Microsoft web browser did not completely follow the official standards.

But there are other standards as well. If two people sit down at a chess table to play chess, then they have to play according to the chess rules. They have to follow other rules if they want to play checkers. However, they can also play chess but change the rules. This modified “chess” is, of course, not chess, but as long as all players use the same standards, it is easy to play. The same goes for the Internet – as long as both the sending and receiving computer know what standards to apply, almost everything works.

9.5 Website management with a CMS

Most website building and management today is done with the use of a Content Management System (CMS). A CMS is a prebuilt library, a code library, connected with a graphical interface usually called a User Interface (UI). On the UI there are functions, buttons, and boxes that generate code without the user having to write it themselves. A CMS drastically cuts the time it takes to build a good website and is an invaluable resource for libraries to use when they create their own websites. There are many different CMSs on the market today, free and commercial, general and more specific. Library staff should use a CMS that offers the best balance for their specific needs, between required functions, cost and sustainability. (See Further Reading for examples of websites using a CMS)

Still, it is important to remember that a CMS only changes the content of files in formats that are parts of some
Sophorn Tuy is the manager of Law and Human Rights library of Pannasastra University of Cambodia.

What type of tasks do you work with?

I have the responsibility to develop the collection, give library instructions and orientations to students, to help students find information and to support their assignments. I also work with public relations and on constantly developing the library. Right now I’m asking NGOs, local and global, for donations of books, documents and other information related to human rights. I’m also trying to reorganize our collection, so it’s more user-friendly.

Why did you want to be a librarian?

We only have two people trained as librarians in Cambodia. So there’s a major shortage. And I like to see people get happy when I can help them find what they are looking for. It’s a great job, and I can help my country. There are many people in remote areas who don’t have a reading habit. I want people to come, to give them a place to read and search for information.

What advice do you have for people beginning to work with human rights libraries?

I think people who work with human rights libraries should get some training about working with human rights and libraries. They have to know and learn about it. As I am not very much familiar with human rights, I’m now trying to improve myself by reading up on human rights and joining trainings where I can.

They especially have to make sure that they know where they can get the right human rights resources. They have to know what kind of materials that meet the users’ needs. The development of the collection is so important in the library, so they must know how to make the right decision to develop and expand the library’s material. And creating access to digital material is of course important.

Some libraries have a lot of useful material, but some librarians don’t know how to disseminate it in the right way, the librarian should know the duty of the library and librarian. So we should train them know how to manage the library, what is the main duty of the librarian, and what are best ways to contribute all materials to the users. The librarian is not just a gatekeeper; rather they need to manage properly and determine the best way to contribute materials to users.

What challenges do you face in working with a human rights library?

The biggest challenge for me is working with the budget. Our University is private so we have budget constraints that we must stick to. That creates challenges to developing the collection and having the facilities we would like to. Most of the materials in the library are donated. We do have a budget to subscribe to journals, new books, periodicals, audio, etc.

Why are libraries important for Cambodia?

Libraries are important everywhere. Now, in Cambodia, many people don’t have the habit of reading which is one reason we have less knowledge than people in many other countries. So our job is to promote the library everywhere in Cambodia. We need to tell people how important it is to read and invite them to do so. The library should be a motivating place for people to come to.

In surveys I’ve done, students tell me they are more motivated to study in the library where they see other people doing the same thing.

Another important aspect of libraries is that they contribute to protecting documents that otherwise may be lost to society.
standard, most commonly HTML and CSS. The HTML file gives the content to the webpage and consist of the different building block that creates the page. (See Further Reading for a short introduction to HTML). The CSS file on the other hand is a style sheet language that determines the look and layout of a website or other resource that uses HTML or other similar markup language. Along with HTML and JavaScript, CSS is an integral tool to develop and design modern, user-friendly web applications. The W3C, maintainer of both the HTML and the CSS standards, encourages the use of CSS over explicit presentational HTML.

The CSS file is called cascading because all sub-sites from the main site will use the same CSS if not told otherwise. CSS is designed to only affect the presentation of the website or application, so that the content can be separated from the look. This separation increases the possibility to make the same content user-friendly on different devices, screen resolutions or according to personal preferences. Library staff that want to try themselves will need a web editor. While Notepad will do, a real editor is better. (See Further Reading for some good examples)

9.6 What is linked data?

The concept of linked data is an operating procedure for how data should be published, so it maximises its usefulness. It consists of a number of different standards or markup languages to make data accessible and retrievable, not only for humans but machines. One of the most basic thoughts behind the whole concept of linked data is that, as far as possible, common standards should be used, instead of locked-in commercial ones. All of this boils down to one catch phrase: “Links, not strings.”

Maybe this is not so obvious to interpret, so here is an example. Assume a library has a website which displays the opening hours two times – one time on the main page and one time on a sub-page. Today, maybe it had to be manually written twice so two different strings were created. Then summer is coming and the library will have reduced opening hours. But the library staff forgets to change the new hours in one of these places on the website. And expanding on this example, say it is not just a short text with opening hours but something bigger, something you are keeping two different copies of, maybe a list of subscribed journals, for example. Everyone makes mistakes, so it is inevitable that one day there will be a discrepancy between the two copies. It might not hurt the library much in the short run, but it can. Instead, in a linked data site, the opening hours would be written once and linked to the second time. That would be a great improvement – a link was made, not a string.

Coined by Tim Burners-Lee, he outlined four principles of linked data in his Design Issues: Linked Data note:

- Use URLs to denote things
- Use HTTP URIs so that these things can be referred to and looked up (“dereferenced”) by people and user agents
- Provide useful information about the thing when its URI is dereferenced, leveraging standards such as RDF, SPARQL
- Include links to other related things (using their URIs) when publishing data on the web

In an ideal linked data Internet, there will only be one instance of any given information – all other references will just be links. If this ever will be possible, we all need to use interchangeable standards and methods. And to that end, an unofficial ranking system for information has been developed, aimed to make all information easily accessible and linkable on the Internet. The following steps should be done to all information, in an ideal world:

- Make your stuff available on the Web (whatever format) under an open license
- Make it available as structured data (e.g., Excel instead of image scan of a table)
Use non-proprietary formats (e.g., CSV instead of Excel)

Use URIs to denote things, so that people can point at your information

Link data to other data to provide context

The linked data movement is closely related to the open data movement. The idea is that certain data should be freely available to everyone to use as they wish, without restrictions from intellectual property law.

9.7 Big Data, can it be useful for libraries?

Big Data is, besides a trendy word and concept, the blanket term for a system that tries to find valuable data from very big collections. Big Data is for instance what Google and Facebook use to be able to sell users’ information that is valuable to advertisers.

Google Translate, for example, uses big data to improve its translations. To make a very complex theory simple, the idea behind Big Data is that a big collection of data gives good statistics about behavior. For libraries, probably the most interesting aspect of Big Data is how the systems behind Amazon and other commercial book publishers are using it to sell more books. They have now developed quite advanced system to recommend new books depending on other recent purchases.

9.8 The Internet of things. Why is that even relevant?

The concept of the Internet of things is that all things connected to the Internet today form some sort of extended web. By having so many things connected, devices can connect to other devices or send information to computers for humans to read.

For example, in Sweden garbage cans have computer chips that send information about how often they are being used. The information from these cans helps make the sanitation work more efficiently.

The use for libraries is somewhat up to their imagination but can broadly be divided into two main groups. One category is a system that makes it easier for the user, such as a GPS system that guides the user to the right shelf so they can easily find a book. The other category is a system that makes it easier for the librarian, such as enabling a system to automatically help a printer order new printer fluid when the last one is running out or trash cans that notify the cleaning personnel when they are full.

The Internet of things is of course something that is very much in a developing stage right know, so no one really knows where it is headed, however a good guess is that it will shape the future library in the same magnitude that the computer did.
10.1 Web 2.0

10.2 Big shifts

10.3 What is in it for us? The post print world

10.4 Core competencies for the Librarian 2.0

10.5 Web 2.0 – Do not get carried away

10.6 Policies for the usage of social media
Chapter 10

Librarian 2.0 – The changing role for librarians

The Library 2.0 concept borrows from Web 2.0 and shares some of the same underlying philosophies.

10.1 Web 2.0

Web 2.0 is not about a new technology per se, but instead more about how websites and applications should be designed. According to Tim O’Reilly, an IT entrepreneur and open source supporter, the key features of Web 2.0 include:

- Folksonomy – free classification of information; allows users to collectively classify and find information (e.g. tagging).
- Rich User Experience – dynamic content; responsive to user input.
- User Participation – information flows two ways between site owner and site user by means of evaluation, review, and commenting. Site users add content for others to see.
- Long tail services offered on demand basis; profit is realised through monthly service subscriptions more than one-time purchases of goods over the network.
Software as a service – Web 2.0 sites develop API to allow automated usage, such as by an app or mashup.

Mass Participation – Universal web access leads to differentiation of concerns from the traditional Internet user base.45

In simple terms, with Web 1.0, the individual or group making a website produces the content themselves. The single greatest change in design philosophy with web 2.0 sites is that cooperation from users should be encouraged and contents of the site should be created with cooperation from users and administrators. This is achieved through functions for commenting, tagging or adding information. Also, in line with linked data philosophy, you create new meaning by linking different resources together.

Whether Web 2.0 is substantively different from previous web technologies has been challenged by Tim Berners-Lee, who describes the term as jargon. His original vision of the web was “a collaborative medium, a place where we [could] all meet and read and write.”46

10.2 Big shifts

Regardless of whether or not it is jargon, it is a shift and has major implications for libraries. In line with the shift from Web 1.0 to Web 2.0, librarians are talking about Library 2.0. While the capacity of libraries might differ when it comes to technical equipment, everyone is facing what has been called the “paradigm shift” or the “big shift.”

Librarians have long been early adopters of information technology. Librarians were struggling with the first generations of databases and catalogues already before the web was introduced. That might be one of the reasons why librarians have adopted, with enthusiasm, some of the features of Web 2.0. For the most part, librarians already had the know-how to develop new computer skills and to communicate with the users in a new way.

10.3 What is in it for us? The post print world

In the last few years there have been extensive discussions and heated debates exploring Library 2.0 in journals and conferences. Much of this discussion has focused on developing a clearer understanding of what Library 2.0 actually is.

However, the discussion has also included an acknowledgment that regardless of how Library 2.0 is ultimately understood, it will require a new type of Library and Information Science (LIS) profession. One thing is for sure, Library 2.0 requires library staff to be better equipped and broader educated than just ten years ago.

Research and specialised libraries need to focus on more than providing access to print collections, databases and digital resources, and the development of special collections. Increasingly, these libraries need to instruct on information literacy and data management initiatives. They also need to redefine physical spaces and establish new partnerships. With these changes, new roles for librarians also emerge.

10.4 Core competencies for the Librarian 2.0

All libraries are grappling with the challenge of redefining the role for library staff. But here are some key elements:

- Libraries need to boost online engagement with visitors.
- Content/collection development and management in all types of media.
- Teach visitors information literacy – how to retrieve information in the library and online.
- Improve scholarly communication to collaborate with teachers and researchers.
• Teach people how to reference their work from online sources.

• Do outreach and training in new digital tools, such as social media, presentations, data management, blogging tools, digital guides and online education platforms.

Peltier-Davis compiled a list of the “must-have” features for the law librarian 2.0 and also gave the profession a new title – cybrarian. He writes that they:

• possess big picture skills.

• establish a closer connection to information and not the library per se.

• embrace the role of the teacher.

• adopt a marketing approach to service design and delivery.

• have the confidence to take up the challenge and embrace the future.\(^\text{47}\)

According to David Lee King, the “Big Picture” 2.0 skills librarians need are to:

• understand how everything above works in a library setting.

• understand how everything above compliments a physical, traditional library.

• have the ability to tell the library’s story, through various media – writing, photography, audio and video.\(^\text{48}\)

Library staff needs to understand how these Web 2.0 concepts and tools work in a library setting.

10.5 Web 2.0 – Do not get carried away

For all its hype, the inclusion of Web 2.0 services should not jeopardise the institution. Library staff should carefully consider when and how to incorporate new technologies and not move too quickly out of fear of being late or not following trends.

10.6 Policies for the usage of social media

Facebook and blogs are popular features used by librarians. Library staff using social media in their professional roles should ensure it is in line with their employer’s policy. If a library uses Facebook or another social media platform to publish a page about the library, all content on the page, including comments by others, reflect on the library and the institution it serves. It is the library staff that is responsible for ensuring that any communication in such platforms complies with the policies of the institution. If a workplace is missing a policy, it is important to receive approval from the employer before promoting the library and its services. It is easy to mix private and professional usage.
11.1 What are intellectual property rights?
11.2 What is copyright?
11.3 Jurisdiction and laws about copyright
11.4 Who owns copyright?
11.5 How long will a copyright last?
11.6 What is copyright infringement?
11.7 Moral rights
11.8 First-sale doctrine
11.9 Fair Use guidelines
11.10 Electronic material
11.11 Using materials from the web
11.1 What are intellectual property rights?

It is important for library staff to know about intellectual property rights because of the vast amount of information that is seemingly free and available online these days. One must know what rules to follow in order to abide by the law. The World Intellectual Property Organization (WIPO) defines intellectual property as "creations of the mind: inventions, literary and artistic works, and symbols, names, images, and designs used in commerce."

11.2 What is copyright?

Copyright is the most common type of intellectual property library staff will come across. Copyright is a legal term describing rights given to creators for their literary and artistic works. A copyright gives the creator of an original
work exclusive right to it, usually for a limited time. Copyright may apply to a wide range of creative, intellectual, or artistic forms or "works." [1]

Far from all material is copyrighted. A few criteria must be fulfilled when it concerns copyright. First of all, it must be manifested – an idea can never be copyrighted. The second criterion varies from different jurisdictions. In some countries, a minimal standard of originality must be reached. Normally this is fairly easy to accomplish, but for a copyright to be given, some originality must be added to the material. Other countries follow the "sweat of the brow" doctrine. In those countries, the amount of work invested in the material is the most important.

Copyright does not cover ideas and information themselves, only the form or manner in which they are expressed. Therefore, fictional characters like Hello Kitty can never be copyrighted, but the manifestation they are included in, in this example the movie "Hello Kitty and Alice in the Wonderland," can. For fictional characters, there are other protections.

11.3 Jurisdiction and laws about copyright

Copyright laws are standardised somewhat through international conventions such as the Berne Convention and the Universal Copyright Convention. These multilateral treaties have been ratified by nearly all countries, and international organisations such as the European Union or World Trade Organization require their member states to comply with them.

Still, there are differences in interpretation between different countries, and different intellectual property rules can apply for countries who have not signed one of these conventions. To complicate matters further, it is not always clear which country’s rules apply, especially when it comes to digital content.

11.4 Who owns copyright?

In general, the creator of the work owns the copyright. In cases when there are two or more creators, it is important to have a written agreement as to who owns the copyright. There are, however, exceptions to this rule, which can vary from country to country.

Copyright can also be reassigned (for example, to a publisher) and/or expire after the death of the author. Holding the copyright of a manifestation gives the owner some exclusive rights. The phrase "exclusive right" means that only the copyright holder is free to exercise those rights, and others are prohibited from using the work without the holder’s permission.

Copyright is sometimes called a “negative right” because it is meant to stop certain people (e.g., readers, viewers or listeners, and primarily publishers and would be publishers) from doing something they would otherwise be able to do. That is contrary to permitting people (e.g., authors) to do something they would otherwise be unable to do.

The Copyright Owner’s Exclusive Material Rights: (They can differ somewhat from country to country.) [2]

- To reproduce (copy) the work
- To make the work public for the first time
- To distribute the work to the public
- To rent and lend the work to the public
- To communicate the work to the public (to make it available online)
- To perform the work in public
- To make an adaptation including using parts of the protected work to create a new, derivative, work
11.5 How long will a copyright last?

The duration of copyright varies from country to country. The global minimum standard set in the Berne Convention is 50 years after the death of the author. In some countries, like the Philippines, copyright indeed lasts for the duration of the life of the creator plus 50 years. However, for example, in Australia, the EU and US, the duration of copyright is the duration of the life of the creator plus 70 years. These rules can have exceptions in the cases where the author is unknown, the work is unpublished or sometimes depending on the kind of work in question. (For instance, photographs often have shorter protection in some jurisdictions.)

11.6 What is copyright infringement?

Copyright infringement is using material protected by copyright without permission from the owner. Remember, you always have the possibility to ask and make an agreement with the author and publisher. There are materials, however, that are not protected by copyright.

First of all, this can occur because of the so called idea/expression dichotomy. “This principle means that only creative expressions deserve protection, leaving ideas or information themselves free for all to use.” This means that “[c]opyright protection shall extend to expressions and not to ideas, procedures, methods of operation or mathematical concepts as such.” It has to be noted, that in these cases a very low threshold is set for what is considered to be a “creative expression.” In some countries, like, for instance, Thailand, such works as the news of the day, legislation, other governmental acts and judicial decisions are also explicitly excluded from protected materials.

Secondly, a work can fall out of protection of copyright because the term of protection has expired. This usually applies to very old works, as, for instance, everything authored by William Shakespeare or Confucius.

Moreover, in many countries copyright protection has certain exceptions and limitations to it which allow the general public to use works without permission in certain cases and usually to a limited extent. For instance, in the Maldives, according to the Copyright Act of 2010, reproduction (copying) for personal purposes, quotation or reproduction of a part of the work for teaching, reprographic reproduction for libraries and archives and certain other uses of work are allowed without permission from an author. In some countries there are no listed exceptions and limitations and a general principle of “fair use” is then applied to allow certain uses without asking permission.

Lastly, in some cases the author or owner of a work explicitly gives the public permission for certain or all uses of it. The allowed use of a work is then not an infringement of copyright. For example, all documents found on the UN websites are free for users to download, copy and use for personal, non-commercial purposes.

11.7 Moral Rights

In addition to material rights mentioned above, creators also have “moral rights.” These rights reflect the personal aspect of the relationship an author has with his/her work. They are given different emphasis in different countries and are usually much stronger in civil law jurisdictions than in the common law countries. Nevertheless, there are two main moral rights which are protected in one way or another in most countries:

- Attribution – the name of the author has to be provided every time the work is used, even if no permission is otherwise needed to use it
Integrity – no one can change, distort or otherwise mutilate the work without the permission of the author

Because of their special nature, moral rights are usually protected separately from material rights of the author, and the duration of their protection is at least as long as the protection of material rights. Article 6b of the Berne Convention protects attribution and integrity, stating:

Independent of the author’s economic rights, and even after the transfer of the said rights, the author shall have the right to claim authorship of the work and to object to any distortion, modification of, or other derogatory action in relation to the said work, which would be prejudicial to the author’s honor or reputation.

In some jurisdictions, moral rights of an author are protected eternally and have no duration of protection that could expire. To avoid copyright infringement, always use well recognised standards of referencing. (See Further Reading for a helpful guide)

11.8 First-sale doctrine

When a library or an individual has lawfully acquired a copy of a work, the first-sale doctrine of the copyright law allows the library or individual to exercise another exclusive right of copyright – the right to distribute the same physical copy without permission of the copyright holder. The first-sale doctrine enables libraries to loan books or conduct interlibrary loans without committing copyright infringement.

11.9 Fair Use Guidelines

In common law jurisdictions, the principle of Fair Use is usually used to define the limits author’s rights have for the benefit of the general public. The private reproduction of a published work in a single copy, where the reproduction is made by a natural person exclusively for research and private study, is permitted without the authorisation of the owner of the copyright of the work. Copying however, shall not extend to the reproduction of an entire book or a substantial part of it, nor can a computer program be copied.

Federal Court judges in the United States use these four factors, which act as guidelines, to resolve Fair Use disputes. These can be useful for when library staff in common law countries need to consider whether the use of a work is fair:

- The purpose and character of the use, including whether such use is of a commercial nature or is for non-profit educational purposes
- The nature of the copyrighted work (what was the overall purpose of the work)
- The amount and substantiality of the portion used in relation to the copyrighted work as a whole
- The effect of the use upon the potential market for or value of the copyrighted work

11.10 Electronic material

It is important to remember that basically the same rules apply for electronic material as for printed. However, it is more problematic to determine which rules apply for certain electronic resources. For example, what copyright rules should apply if a Swedish company publishes something on a server based in Germany aimed for the US market for a person reading it in Malaysia? Unfortunately, a number of the great benefits of the Internet, like easy sharing and access to enormous amounts of information, make copyright infringement easy. A safe bet would be to at least follow the minimum standards of copyright protection set in the Berne Convention (see Further Readings Section) which are also, in essence, provided for you in this chapter.
11.11 Using materials from the web

This advice will help library staff know what they can use from the web:

- When creating electronic compilations, always link to a resource, free or subject to a charge, as long as it is reasonable to think that the publisher of the material has the right to publish it. For example, you can link to every web page of UN material on an official web site but not to a UN book someone has uploaded to an illegal file sharing website like Pirate Bay.

- Never upload or publish materials to which you do not have the copyright, even if it is free material. For instance, it is copyright infringement to download UN material and publish it yourself, but you can link to the original.

- You can quote other material, free or subject to a charge in a limited extent, as long as you write a reference to the source.

- Never use, even if is slightly rewritten, published material from other sites, if you do not reference the author.

- You can use pictures from the public domain (creative commons, etc.) as long as you reference the original.

- Never copy pictures from the Internet if you do not have permission from the owner unless it is clearly indicated that the owner has given such permission in advance (in the copyright notice of the website, by putting Creative Commons symbol on the picture, etc.).

FURTHER READING
RWI.LU.SE/MANUAL
12.1 A new library landscape
12.2 Guiding principles for setting up a library
12.3 Access is part of a library’s landscape
12.4 A visible space
Chapter 12

Creating an optimal library space

A good space and setting allows more visitors to use and benefit from the library.

12.1 A new library landscape

There are experiences and facts about the changed library landscape that must be taken into account before starting the process of building, reconstructing or redesigning an existing library.

Most libraries at NHRIs, human rights resource centres, justice sector institutions and academic institutions are small, unlike the main libraries at universities, and have to adapt to the size of their workplace.

A library staff arguing for the need to expand space for services and the collection of books and journals is sometimes confronted with the claim that the paperless society will eliminate the book stack. The vision of the paperless future making paper books and journals obsolete goes back to the 1970s, however it has not become a reality. Most books and journals are still printed on paper, even after several decades of electronic publishing. To read books on the screen requires that several computers with big enough screens for reading are placed in the library. Furthermore, the way we publish and consume material electronically differs drastically from print.
There are many reasons for the continuing existence of print resources. Suppliers and consumers of electronic information share many similar issues regarding costs, legal issues, property rights and usability. E-books are often more expensive than printed ones. In addition, the legal issue surrounding copyright is not easy to solve for libraries outside the universities because they do not have access to the so-called campus licenses that university libraries have.

The planning strategies for a library must integrate digital products and print collections based on their users’ needs. Library design must integrate space for collections, computers, reading desks, rooms for undisturbed reading and rooms for group studies. Young people today, sometimes referred to as the “Web Gen” (Web Generation) or “Net Gen” (Net Generation), are comfortable using tablets, smart phones, computers and Web 2.0 websites to search for material. Even the older generations have changed their behavior when it comes to searching for information. Libraries should take these changes into account already when starting the planning of the library.

12.2 Guiding principles for setting up a library

This list outlines several principles to follow for setting up, redesigning or renovating a library:

- Separate the counter for checking in and out books from the rest of the space. The counter is better used for communication purposes.
- Create separate areas for silent reading.
- Design for computer work stations.
- Add study rooms.
- Add separate rooms for collaborative work.
- Ensure there are electric outlets on the walls (often missing in older buildings).

- Aim to have good lightening and air conditioning.
- Add leisure furniture to provide comfortable seating and an inviting atmosphere.

Shelves should be adapted for libraries and have a depth that fits books. This is better than using shelves that are meant for decorations. Ensure shelves can be adjusted. The needs of all libraries are not the same, and it is recommended that library staff adjust. Libraries at NHRIs often require less space for reading and writing because staff members are allowed to take books out from the library and sit and read in their offices.

12.3 Access is part of a library’s landscape

Facilitating access to information includes creating a user-friendly environment with generous opening hours, possibilities for disabled people to enter the library, to sit and read, and, if possible, also arranging tools to facilitate reading, such as large computer screens.

Libraries at NHRIs should offer access to users around the clock so that commissioners and staff members have the ability to enter the library whenever they wish. Since libraries at NHRIs are seldom open to the public, there is little risk of keeping them open. Books are meant for reading. The same may apply for libraries in the justice sector.

12.4 A visible space

A library which is hidden, seldom used and seldom visited will have a hard time arguing that it is worthwhile investing more funds in to expand its collection. However, a library that has good visibility and many functional uses for staff at an institution is likely to be more valued. A library may, for instance, be more appreciated if colleagues can use the premises (without creating a disturbance) for meetings, reading, research and other regular tasks. Having a central and visible location clearly helps both visibility and functionality. However, location is not everything.
Today there are good ways to increase visibility even for libraries in less central locations. With good communication strategies for groups the library wants to reach and visible signs pointing the way to the physical library, a library can still be visible and accessible, particularly if it can offer electronic collections or services where physical location is not the only, or even a necessary, factor.
13.1 Different needs for different libraries
13.2 A visible library staff
13.3 Word-of-mouth
13.4 Mailing lists
13.5 Creating a human rights library web page
13.6 Contact information and opening hours
13.7 A link to your resources
13.8 Rules, guidelines and information about the library
13.9 A section of free resources about human rights
13.10 An information part or blog
13.11 Social media is powerful in outreach
13.1 Different needs for different libraries

All libraries want and need to reach out to their users. For human rights library staff, determining the audience is not difficult. Rather, reaching out to that audience in an effective and impactful way can be a challenge but one worth meeting.

How library staff works with outreach depends on what type of library they work in. Libraries at universities or human rights centres are used to getting visitors who are new students or staff members. For these libraries, it important to regularly reach out to meet visitors needs and explain what the library offers. On the other hand, librarians at NHRI’s worry less about attracting new users, yet they still need to spread information about the services they provide to commissioners and staff members.

Libraries should inform users about new books and services. All libraries want users to make use of the services and to visit the library. But in these specialised human
rights libraries users must also have the possibility to ask library staff to find and deliver what they need.

13.2 A visible library staff

Try not to hide behind a counter or desk. It is advisable to get out into the library and talk to users. Making the library accessible with good opening hours and creating an inviting environment is tied into this. And an important aspect is the attitude of library staff and their roles in the organisation.

13.3 Word-of-mouth

The word-of-mouth method is still effective when library staff wants to spread information and build trust. Library staff can hold regular staff meetings or meet colleagues at lunch to spread news about the library. Library staff should speak up and take space to boost their profile and the profile of the library. Sven-Erik Baun, a librarian who worked in the International Rehabilitation Council for Torture Victims (Dignity) in Copenhagen, took the opportunity to present one new book or interesting article at every staff meeting. His colleagues appreciated the effort and learned more about the library at the same time. All library staff can implement similar word-of-mouth initiatives to achieve positive results.

13.4 Mailing lists

One easy way to inform users about new arrivals and relevant links is to send out E-mails to staff and colleagues. Many organisations have a general E-mail address for all employees. Ask the IT department to create a general E-mail address or create a more specific E-mail list yourself.

The list can be produced with a photo of the cover of the book or other material and a short description that tells a bit about the resource for the audience to get a sense of what the material is about. Make it easy for mailing list recipients to contact the library for more information or if they want the resource. If it is a small organisation, hand over the book personally.

13.5 Creating a human rights library web page

Most parent organisations have websites but not all of their libraries have their web pages on that website. That should change. All library staff should work hard to convince their managers to add a link to the homepage of the main organisation that leads to a website providing information about the library. A web page allows library staff, sometimes by themselves or with the help from the webmaster, to add information, links and any other kind of information they wish to publish.

All contemporary libraries need a web page, even if it is only a single page with some contact information. The link to the library web page should have a good, easily found position on the main organisation’s web page. In many cases, the library page is the most used page on the entire website, so it is important to make it easy to find. It could also be a good idea for library staff to include the web page URL in their E-mail signature. If they have business cards, they can put the URL there as well.

In terms of content, in most cases a good human rights library web page has five main sections.

13.6 Contact information and opening hours

Many people search for the library’s opening hours and information about whom to contact for questions related to the library. There is no need to make this part of the web page complicated or over-designed – a simple box with an E-mail, phone number and other relevant contact information is adequate. Add a few lines about when the library is open, and this part of the web page is complete. Library staff more experienced in web design can con-
Consider whether to use some form of markup standard to markup important information on the website. Markup standard will allow the information to be used from other websites in accordance with the philosophy behind linked data. If done correctly, Google and other similar services will index the information and provide it to users. There are several standards that can be used. One good recommendation is to use one of the open, non-proprietary standards, such as JSON-LD.

13.7 A link to your resources

If the library has an OPAC or other electronic resources, the website should link to them. If the library only has a printed catalogue, include a brief guide on how to use and find it. The guide will probably be the most used section on the web page, so put this information in a good prominent position.

Some modern OPACs and meta search engines, such as EPSCO or Summon, allow libraries to use their specific search functions and embed them onto their own main library sites through different Application Programming Interfaces (APIs) or applications. There are however upsides and downsides to this approach. It allows users to search the library catalogue on the main page of the organisation, but the user will at the same time miss out on many of the options the OPAC or meta search engine provides, which will result in poorer searches.

13.8 Rules, guidelines and information about the library

It is often a good idea to publish policy documents on the web page to help users correctly understand what service they can expect from the library. It is often enough to release some adapted form of a more official document, so it is clear and easy to understand. Try to separate all of this information clearly. Rules about reading and lending should be separated from rules on how to behave in the library, which in turn should be separated from guidelines about recommendations about acquisitions.

13.9 A section of free resources about human rights

Considering the vast but sometimes inaccessible amount of information that exists today online, a good path forward for a human rights library is to collect, organise and disseminate free resources about human rights on its website. A natural approach is to create a new website, fill it with the collected information and link this new site to the library’s site.

There are several different ways to create a new website:

- It can be made from the beginning with adequate understanding of HTML and CSS.
- It can be built with some general Content Management System (CMS). There are both commercial and free CMSs available online. The technical level it takes to build a resource site like this is quite low, so most systems will create sufficient sites.

The human rights resource site must then be published somewhere – either on the parent organisation’s server or somewhere else. If it is not possible to publish on the library’s server, some free web hosting services might be interesting. One helpful option is Google Sites, which combines a CMS with a web hosting service.

When it comes to content on a page like this, the general rule is, in accordance with the philosophy behind linked data, to link instead of downloading and posting again. In some circumstances, it is better to download, especially if the information is stored on a server that can be considered unstable.
What kind of content to add on a resource page is almost entirely dependent on the users’ needs. Linking to UN material is a good start, as well as maybe some interesting case law or relevant national reports. Importantly, when building a resource like this, ensure that material is handled in compliance with its copyright license. If the amount of linked resources starts to grow too big to be handled on one page, it is often preferable to start to divide it into subcategories.

13.10 An information part or blog

Usually, it is good to have a section on the library’s website where staff can communicate directly with users. Maybe library staff wants to communicate that the library is closed due to unexpected circumstances or announce the arrival of a new book of particular interest. Do not call this section a blog unless you update it regularly. An out-of-date section called a blog is not a blog at all. Blogs must be relatively current.

If this section does need a heading, it can be called “Information.” There are at least two main ways to do this. The most basic way is to write the information in some text box, and remove or replace it when it is no longer needed. This is the easiest approach, but if a user for some reason wants to retrieve or reread an old post, they are gone. A very easy solution to this problem is to save them in an external document.

The other solution is to use the CMS’s built-in in blog function. Most CMSs have these functions today or at least make it possible to install some other blog function which allows users to write dated posts. The blog function usually also comes with some function to archive, as well as a built-in search function.

If the library does not have a web page, an unfortunate situation, but sometimes reality, one way to reach out is through the use of easy and free blogging platforms. Two popular examples are Blogger and Tumblr. A library can be up and running in no time at all with these platforms, but make sure the parent organisation approves the blog. In the best case scenario, the organisation’s main homepage would link to the library blog.

13.11 Social media is powerful in outreach

It is critical that library staff participate in and understand social media by learning about it first-hand. Facebook, YouTube, del.icio.us, Flickr, digg, MySpace, Technorati and other blog tools are all examples of platforms that library staff need to understand in order to use effectively and reach users.

One RWI partner, the library at the Paññásàstra University of Cambodia, uses a Facebook group for users to communicate upcoming events, new books the library has received, and, most importantly, invite the students themselves to comment, review, ask questions, make suggestions, purchases, etc.

Instead of waiting for users to come to library websites, library staff should go to them to join the conversation and encourage them to participate. However to do so, library staff needs to be active users of the social media they intend to use for the library.
Nopparat Panorpattanachi has been working at the Human Rights Information Center in the Office of National Human Rights Commission of Thailand (NHRCT) as an information scientist since the establishment of the Human Rights Information Center in 2011.

How was it when you started working in this library?

It was my big challenge since I did not have any human rights background knowledge during my training in the area of library and information technology. I realised that as a human rights librarian, I would receive many questions related to human rights issues and need to provide all answers quickly and accurately to all users. Therefore, I needed to learn about human rights knowledge in order to serve all library users. In the beginning, the library was not a fully effective function. However over the years, the office of NHRCT worked to improve the satisfaction of the users by providing them with all necessary human rights information upon request and by guiding them to use the library search functions by themselves.

How have you organised the library space?

In my opinion, a good library does not depend on a large or beautiful space but the most importance is to manage the service space and provide information resource in accordance with the user’s needs.

In the NHRCT library, there are zones of bookshelves where books and other documents are classified in accordance with the Library of Congress Classification Scheme (LCC). The bookshelves have signs in the forms of color coded spine labels to support all users, even making it possible for users who cannot read to be able to search information resources by themselves.

Also, the users in wheelchairs can reach the bookshelf since its height is 150 cm.

The library has a reading zone in both individual space and group space as well as the multimedia zone where the user can enjoy searching the Internet and watching movies and human rights documentaries.

How have you worked to increase access to the library, a key component of any human rights library?

The library has worked on three main things:

- **Information:** The library attempts to gather all related information on human rights in Thailand and overseas into our own database in order to support the user’s needs. Our library will also begin to have a monthly newsletter to introduce the knowledge of human rights and introduce new information support for users.

- **Technology:** The Human Rights Information Center has its own website for the users to search information and download full texts of NHRCT’s collections from anywhere and anytime. In addition, the members can reserve and request all documents via the website. And our library also uses other technologies, such as Facebook and Line, to help users to quickly get information.

- **Service:** The Human Rights Information Center provides services to all users through a Library Automation System with a self-check-out station. Materials can be borrowed and returned by the users themselves. Users can also return books via the book drop station 24 hours a day. The library also offers other services such as information retrieval, reference services and document delivery services.
14.1 Investing in a library – is it worth it?
14.2 Value for money
14.3 Equipment and location
14.4 Whom should I hire? – Securing and weighing skills
14.5 Continuous training
Chapter 14

Managing a human rights library

It is important for management to support and guide human rights libraries with the strategic decision making and planning processes.

14.1 Investing in a library – is it worth it?

Institutions raise their profiles and efficacy notably by strategically developing and utilising their libraries to support their missions and goals.

Unfortunately, many libraries today still have little or no link to, or use for, the goals of the institutions that host them. This is unfortunate because a well-designed library can be an invaluable resource for its institution and contribute substantially to its effectiveness and results, whether it is an academic institution, an NHRI or a justice sector institution, such as a judicial training academy or a correctional facility.

In the typical case, the difference between the two scenarios (libraries of marginal value versus invaluable) has less to do with budgets than it does with how well the library fits into the goals and visions of the institution and how well staffing and resources fit the expected functions.
of the library. Another related factor of success is the level of management support for and engagement with the library, which in turn tends to grow as the added value of the library becomes clearer. The way libraries work tends to correspond to the explicit expectations of management, so clear guidance is essential. Managers of an institution should include the library in planning processes to ensure that the library staff knows how they fit into the big picture of the institution and what the organisation expects from them. (Managers are encouraged also to read chapter 5 on strategic planning for libraries.)

14.2 Value for money

It is important to note that libraries cost money. Facilities, literature, staffing, etc., are often thought important enough to invest in, but without clear goals and a purpose, these investments may give very little return. Management and the people the institution are mandated to serve in different ways should get the best possible value from the library. Conscious prioritisation and goal setting by management can make this happen.

A strong library can also save resources in other departments and functions, for instance by freeing up time for other staff in information search, making investigations more efficient and improving the institution’s accessibility to users. If, for example, the institution’s mission includes dissemination of human rights to a wide audience, online library resources can be a very cost effective method to reach goals.

Prioritising and deciding what an institution needs and does not need based on defined goals is a central principle for getting the most out of investments, no matter how big or small a budget is. Although financial resources are not everything, budgets and budget posts (what there is money for), are important for what a library can do.

14.3 Equipment and location

While library budgets often seem to allocate more money for literature, the technical requirements of modern library management are sometimes forgotten. This is logical to some extent, but today, computers and cataloguing software are minimum requirements if a library wants to stay relevant.

Ensuring technical capacity, through training or additional staff, is also crucial for unlocking the potential of the library and moving it into the 21st century. There is no reason to stay at the “book storage” stage. Even in countries with weak infrastructure, access to Internet and funding, there are many opportunities and possibilities to improve and modernise. It also does not need to cost a lot. There are, for instance, several good, free or low-cost types of software for cataloguing and databases (see chapter 8), and already with one computer and a knowledgeable staff, much can be achieved.

However, a library which refuses to develop technically will have an almost impossible task to stay relevant. Competition is fierce, and libraries cannot take their importance for granted. Either they evolve and find their niche and added value or they risk soon finding they are outdated and out-run by those who do.

Likewise, location and environment will help ensure that the library is used. Apart from the physical space – where it is located, how big it is, etc. – much can be improved and achieved with small investments. Simple matters such as orderliness, a welcoming environment and functional furniture make a difference in attracting visitors. The goal should be to make the library as functional as possible for the role it is expected to play and as responsive and accessible as possible to the needs of staff and external users.
14.4 Whom should I hire? – Securing and weighing skills

Value is sometimes lost when managers hire the wrong profiles to work in a library setting. This problem often stems from a slightly outdated view of what it is that libraries do, both among managers and library staff. If management sees the librarian’s role as purely administrative, to keep the key to the room that has the books and make notes of loans, they are not likely to invest in the development of libraries, nor are they likely to make the best decisions when it comes to staffing.

This lack of appreciation for the library’s potential can easily result in self-fulfilling prophesies where development is hampered because unqualified staff or staff with unsuitable qualifications is hired to manage the library. If library staff cannot look beyond the status quo or to develop and run the library, this is arguably not to be blamed on them. It can only be changed by managers in charge of decisions about employment, defining criteria and qualifications for recruitment and setting the strategies and goals for the library’s operations.

It is important to note in this context that the roles of the library and library staff have changed immensely in the last decades. The rapid expansion of information and publications shared online in this period has brought with it a demand, and supply, of services for organising and facilitating search online. Libraries and resource centres have, while maintaining their former functions, also turned into information management specialists and experts in new software and technical tools which help libraries to organise, and visitors to search, relevant, credible materials from the sea of information on the web.

On the other hand, the same change has brought about competition and greater demands on libraries. In a situation where the Internet in most parts of the world is available to the general population, where most people know how to use the web and options abound in the field of information services, it is no longer possible to stay competitive without modernising your library. In this context, libraries have tended to modernise and widen their services to meet the needs and demands of users, rather than just waiting for users to come and visit – an approach that may have worked in the past when the library was the one place to go to look for literature.

In order to make use of the opportunities provided through new technology and ensure that the library stays relevant and competitive, management should think pragmatically when planning the human resources of the library. Skilled librarians are always a good choice as the specialised capacities for organising and disseminating resources are critical to any library. Many librarians, particularly younger ones, are also trained in information technology. If not, management may need to complement the skills of library staff with more specialised IT skills.

Human rights knowledge is another important factor when dealing with human rights documentation, as a better understanding facilitates search, logical organisation of materials so others can find them and wider library services, such as the compilation of resources on specific topics upon request. There are also personal and attitudinal qualities which can be important to consider, such as service-mindedness and openness to engage in outreach activities and interest in developing services and accessibility.

Management would also do well to use the competencies of the specialised staff that is hired as much as possible. If the tasks of the library staff remain unqualified, the investment in qualified staff is in vain, so it is important ensure that the level of services develops with the skills that are employed.

Depending on the size of the institution, the library and the budget, management may need to prioritise between different relevant skills. Many libraries still have only one staff member, and sometimes that is enough. “Lending” staff between departments, such as ensuring support from IT staff when necessary or having the support of lawyers or lecturers in critical phases of categorising materials, may be one way around this problem. Constant communica-
tion with other units is also an important way to ensure that the library services and resources stay relevant to the needs of the institution.

14.5 Continuous training

An important complement to choosing the right profiles of library staff is of course capacity development along the way. As modern library management requires a broad range of skills, most staff profiles have some weaker areas along with their strengths, which can be amended and mitigated through training. Specialisation and widening of skills is usually a superb investment. It is also important to remember that all areas, not least technology, evolve over time and even the most qualified person needs to stay updated in order for the library to do the same.

Continuous training for library staff is, therefore, a central issue to consider in the pursuit of excellence. Librarians sometimes fall behind in capacity development because management does not prioritise or understand their training needs or their potential. Human rights trainings in particular seem to be seldom considered relevant for librarians, although it might make a big difference in the service they provide. As in any field, library staff that is well prepared and knowledgeable in the topics contained in the library is better prepared to support the users of the library in finding relevant materials. Library staff will also be better equipped to organise a collection and keep it up-to-date and complete if they have a good understanding of the international human rights system and primary sources of human rights information.

As explained in chapter 3, there are also strong arguments for library staff to learn about human rights because they have a role to play in the fulfilment of certain rights. One clear example is the role of library staff as “gatekeepers” to the knowledge, with the capability to facilitate, withhold or obstruct access to human rights information for different groups in society. Library staff can facilitate research, support students and inform and guide users. They can provide better and more qualified services when they know more about human rights.
(End notes)

1 The text is an edited excerpt of course materials authored in 2013 by Professor Rhona Smith, Professor in International Human Rights at the Northumbria University, UK. Prof. Smith has collaborated extensively with the Institute in academic capacity development programmes on HRE, particularly in China and Southeast Asia.


5 Originally non-binding law, (such as declarations), which due to its widespread acceptance and based on practice, custom, and/or a sense of obligation of States, becomes binding. The International Court of Justice defines customary law as “evidence of a general practice accepted as law.”

6 Its Article 2 states that: Each State Party to the present Covenant undertakes to take steps, individually and through international assistance and co-operation, especially economic and technical, to the maximum of its available resources, with a view to achieving progressively the full realization of the rights recognized in the present Covenant by all appropriate means, including particularly the adoption of legislative measures.

7 Note that the treaties are not formally divided into different sets. The division of treaties into different categories in the chapter is only made to facilitate the overview of the treaties, considering the brevity of the text.


9 Ibid.


12 Ibid.

13 Art. 1 ICCPR, Art 1 ICESCR: “All peoples have the right of self-determination. By virtue of that right they freely determine their political status and freely pursue their economic, social and cultural development.”


16 You find all these conventions in full text here: http://www.ohchr.org/EN/ProfessionalInterest/Pages/
Both ICCPR and ICESCR are, as international treaties, legally binding instruments for States parties, while UDHR has a strong authority as an effect of its wide support and recognition as customary law. The Declaration on Human Rights Education and Training on the other hand, is, as a Declaration, a declarative statement of UN Member States but not legally binding.


21 For further details see: http://www.ohchr.org/EN/ABOUTUS/Pages/ViennaWC.aspx (Accessed 2014-11-21).


23 Ibid, Section “Common Understanding.”

24 UNDHR RET Art 2: “Human rights education and training encompasses: (a) Education about human rights, which includes providing knowledge and understanding of human rights norms and principles, the values that underpin them and the mechanisms for their protection; (b) Education through human rights, which includes learning and teaching in a way that respects the rights of both educators and learners; (c) Education for human rights, which includes empowering persons to enjoy and exercise their rights and to respect and uphold the rights of others.” OHCHR website: http://www.ohchr.org/EN/Issues/Education/Training/Pages/UNDHREducation-Training.aspx (Accessed 2014-11-21).

Developing a Human Rights library


38 Ibid.

39 Ibid.

40 Ibid.

41 Ibid.

42 Ibid.

43 http://www.w3.org/Addressing/URL/uri-spec.html


Developing a Human Rights library

Raoul Wallenberg Institute of Human Rights and Humanitarian Law
Stora Gråbrödersgatan 17 B | P.O. Box 1155 SE-221 05 Lund, Sweden | Phone +46 46 222 12 00 | www.rwi.lu.se