LIBRARIES AND MUSEUMS IN AN ERA OF PARTICIPATORY CULTURE

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When fifty-eight library, museum, and cultural heritage leaders from thirty-one countries gathered in October 2011 at the Salzburg Global Seminar in Austria to explore the topic of "Libraries and Museums in an Era of Participatory Culture," they soon became aware that such terms as "community," "access," and "public value" resonate quite differently in the disparate parts of our planet today. Convened jointly by the U.S. Institute of Museum and Library Services (IMLS) and the Salzburg Global Seminar, the session plunged leaders from Africa, Asia, Europe, the Middle East, and North and South backgrounds to debate the changing roles and responsibilities of libraries and museums in their societies. As one participant wrote after the seminar: "The combination of participants from various countries, continents, experiences, and life paths was a wonderful, unexpected, mixed masala." Inspired by case studies from around the globe and by more formal presentations, leading to sometimes-contentious, always-lively discussions, the participants recognized that this is a critical moment for libraries and museums worldwide and a time for possible re-orientation and reinvention.

SUMMARY

America into discussion, debate, and the development of a series of practical recommendations for ensuring maximum access to and engagement in the work of museums and libraries worldwide, as they examined the meaning of "participation" writ large.

Over the course of the three and a half days of the seminar, they explored the role of their institutions at a time when individuals can carry the equivalent of an entire encyclopedia on their mobile devices and when people can use social media platforms to share information, analyze data, create new knowledge, and connect to communities of interest. Such technological developments obviously contribute to the creation of changing expectations for the museum and library experience.

As key stewards of our culture and heritage, and as places of learning and exploration, what one of the participants defined as "social enterprises that prepare people to discover themselves," libraries and museums have traditionally enjoyed a unique position and special responsibility within societies around the world. However, recent economic disruptions, demographic shifts, technological innovations, the globalization of the workforce, and changing audience expectations have required libraries and museums to revisit and rethink their roles and mandates.

This seminar was designed to engage thinkers with a wide variety of professional experiences (approximately half came from libraries and half from museums) and cultural and regional Building on the IMLS initiative, "The Future of Museums and Libraries," as well as on past museum and library sessions convened at the Salzburg Global Seminar, the seminar included five plenary sessions, a fireside chat, a keynote presentation, and a roundtable discussion. In addition, fellows divided into five working groups to delve into and elaborate upon specific topics, concluding with a series of recommendations for action. The topics of those working groups were based on the five plenary sessions: Culture and Communities; Learning Transformed; Communication and Technologies; Building the Skills of Library and Museum Professionals; and Demonstrating Public Value. On the concluding day of the seminar, each working group presented its findings in a final session, which also included a keynote address by Vishakha Desai, President and CEO of the Asia Society in New York.

In the spirit of making the seminar more "participatory" in real time – and of extending the reach of the conversations – daily interactive blogs were broadcast internationally by Michael Stephens from San Jose State University (*http://tametheweb.com/category/conferences-mettings/salzburg-imls-2011/*) and by Rob Stein from the Indianapolis Museum of Art (*http://rjstein.com/is-your-community-better-off-because-it-has-a-museum-final-thoughts-about-participatory-culture-part-iii/*). Some of the leading thinkers on the topic of the seminar joined in the discussion on the blogs, thus providing a global loop in and out of the sessions taking place at Schloss Leopoldskron, home of the Salzburg Global Seminar.

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SALZBURG GLOBAL SEMINAR

Challenging present and future leaders to solve issues of global concern

The Salzburg Global Seminar is a unique international institution focused on global change—a place dedicated to candid dialogue, fresh thinking, and the search for innovative but practical solutions. Founded in 1947, it challenges current and future leaders to develop creative ideas for solving global problems, and has brought more than 26,000 participants from 150 countries and regions to take part in its programs. The Salzburg Global Seminar convenes imaginative thinkers from different cultures and institutions, organizes problem-focused initiatives, supports leadership development, and engages opinion-makers through active communication networks, all in partnership with leading institutions from around the world and across different sectors of society. To learn more about the Seminar, please visit *www.salzburgglobal.org*

Marsha Semmel, Henry Myerberg

The Salzburg Seminar provided a rare opportunity for library and museum leaders from around the world to meet, get to know one another, learn, and imagine ways in which we can individually and collectively enable libraries and museums to play more essential roles in today's global knowledge society. Through sharing our experiences – in plenary sessions, small groups, and informal conversations – we sparked passionate affirmations of the power of museums and libraries to engage the underserved, exploit the potential of new technologies to expand impact, and increase lifelong learning opportunities for all. We acknowledged our evolving role as learning facilitators; our responsibilities to ensure that our physical spaces and social media tools provide unencumbered intellectual, physical, and technological access to our collections and services; and our mandate to align our training and professional development resources and requirements accordingly. Ultimately, this stimulating seminar challenged us all to envision and articulate the "public value" of museums and libraries today and tomorrow.

– **Marsha Semmel**

Susanna Seidl-Fox, Program Director at the Salzburg Global Seminar, welcomed participants and stressed that the joint SGS/IMLS sponsorship of this program reflected the mutual concerns, missions, values, and strategies of both organizations. She noted that the Salzburg Global Seminar had originated as an "intellectual Marshall Plan" following World War II. Originally transatlantic in its scope of work, it has over a 65-year period enlarged its scope to Eastern Europe, the Middle East and ultimately a fully global range of partnerships. She noted that the Libraries and Museums in an Era of Participatory Culture seminar represented the second formal partnership with IMLS, following Connecting to the World's Collections: Making the Case for the Conservation and Preservation of our Cultural Heritage in 2009.

Mary Chute, IMLS Deputy Director for Libraries, provided an overall perspective for participants of how the seminar references IMLS's work in the United States. The agency's constituents are the many cultural organizations that serve the public, especially museums, libraries, and archives, and IMLS strategically directs its leadership focus to specific, important, organizational capacity-building arenas. Chute noted that this seminar targets capacity-building in specific service areas, where libraries and museums intentionally create the greatest possible accessibility to their content and collections. She anticipated that the session would also inform the implementation of IMLS's most recent strategic plan, *Creating a Nation of Learners: Strategic Plan 2012 – 2016*, and help IMLS to define its values and enhance the services it provides, by identifying key factors by which institutions survive and thrive.

Seminar co-chairs, Américo Castilla, the president of the Fundación TyPA in Buenos Aires, Argentina, and Michèle Cloonan,

the dean of the Graduate School of Library and Information Science at Simmons College in Boston, Massachusetts, continued this thread in their welcoming remarks, elaborating on the numerous features that are shared by both libraries and museums. Castilla posited the idea of using the seminar as a timely opportunity to interrogate our organizations about their relevance to constituent communities, to the values that they claim they hold, and to their practice in engaging accessible technologies. He stressed the fact that seminar participants need to be particular in the ways that we think of our communities, even as we think globally. Co-chair Cloonan similarly referenced the global relevance of "particular" practices that emerged from historically engaged practitioner theorists such as John Cotton Dana, and from learning/engagement theory that remains as insightful and relevant today as nearly a century ago. She also observed that in the 21st century, the "us" is getting smaller, while the "they" is getting larger.

Nancy Rogers, Special Assistant to the Director of Strategic Partnerships at IMLS, elaborated on why this particular seminar is central to the work in which IMLS is engaged. While primarily a grant-making agency, IMLS also looks at the trends, needs, and major issues in the field and develops special initiatives to address them. A case in point is the 2005 IMLS report on collections care, Connecting to Collections: A Call to Action. This four-year initiative included the joint SGS/IMLS seminar in 2009 on Connecting to the World's Collections, the resulting publication, and the "Salzburg Declaration on the Conservation and Preservation of Our Cultural Heritage," which represents a new collaborative platform aimed at more effectively preserving the world's cultural heritage and addressing global challenges now and in the future.

MODERATOR: Michèle Cloonan
PRESENTERS:
- Dawn Casey, Director, Powerhouse Museum, Sydney, Australia
- Greg Hayton, CEO, Cambridge Public Libraries and Art Galleries, Cambridge, Canada
- Felton Thomas, Director, Cleveland Public Library, Cleveland, United States

Roundtable fellows opened the seminar with observations, questions, and concerns about how the rapid pace towards increased technological mastery can lose sight of the actual goals of inclusive, accessible community participation. They challenged participants to consider a series of questions around both technology and audiences, among them: What is "participation" and "participatory culture" – and who defines it? What relevance does participatory culture have for libraries, museums, art galleries, and cultural heritage sites? The fellows concurred that technology is a tool, not an objective, and that the creation of increased public value is the end goal. Identifying stakeholders' needs means addressing human relationships, a sense of organization, and an intellectual construct to shape information and access.

Greg Hayton, the chief executive of the Cambridge Public Libraries and Art Galleries in Ontario Canada, opened the conversation by providing a context for discussion via relevant current statistical information on the use of technology, including the fact that some 30% of the world's population has regular access to the internet, with exponential growth in internet use taking place in the developing world. Today some 85 – 90% of the world's population uses cell phones, with nearly a third of eight-year-olds having access to a cell phone. And, in 2010 Amazon.com sold more e-books than hard-cover books for the first time.

Closer communication has led increasingly towards globalized culture, but also to a "pushback" towards more individualized culture, a greater empowerment of young people, the de-institutionalization of education, and an overall response that demands more "power to the people." Subsequent discussion identified additional issues regarding the ostensible purpose of technology in creating greater participation, the nature of the link created between technology and participants, and the fundamental question of whether social media is changing the nature of our institutions or is merely being used as a marketing tool.

Dawn Casey, the director of the Powerhouse Museum in Sydney, Australia, urged fellows to examine and challenge the role of institutions in creating greater participation and access. For example, she noted that young people, especially, want to know the thinking behind exhibitions and like to be able to contribute to content. She suggested different approaches to instilling the value of public participation within staff, while institutionally promoting, demonstrating, and measuring the public value of participatory culture. She stated that although institutions may feel threatened at turning over or sharing historically held responsibilities with those they serve, it is important to ask how we engage and how we help with learning. Casey conceded that sharing authority is a radically different mindset from that by which most organizations are developed, and offered suggestions for breaking down both institutional barriers and silos.

Felton Thomas, the director of the Cleveland Public Library in the United States, encouraged museum and library leaders to go outside of their walls, to be proactive in developing relationships, and to find out the needs of their communities. He challenged the concepts of borders and walls, and proposed that libraries and museums envision their boundaries in more porous ways. While the idea of linking our institutions to the larger community is a powerful concept, Thomas asked: "Where do our institutions fit into the larger community needs and challenges? How do our institutions effectively partner in addressing problems associated with housing, health care, and education, given that there is no single model or solution?"

During the ensuing discussion, participants recognized that increased collaboration between cultural institutions and linkages with both cultural and civic partners remain a strong model for enhanced effectiveness. As one of them noted: "Participatory culture is like a romance with audiences." Another observed that technology is both a tool and a language for young people and that when a museum is addressing a social issue, it is vital that stakeholders be involved in constructing the knowledge conveyed. A third noted that at the Powerhouse Museum, anyone can become a curator and propose an exhibition, with a response coming from the museum within hours. A key question remains: how does an institution know when it has done enough? How far out does the institution go? One of the participants had perhaps the last word when he observed that "Technology only becomes participatory when a guest feels that he or she is a host and participates as such," leaving fellows with much to ponder after this exciting opening session.

Here we have brought together people from the policy world, the library world, and the museum world, across all different functions. And so we have conservators here, directors, educators, and technologists, and this kind of mix allows certain issues to be blown wide open in a way that is not done at a typical conference, where you are just talking with other specialists who do very much what you do.

— **Michèle Cloonan**

Mats Widbom

Gabriela Aidar

PLENARY SESSIONS

The plenary sessions successfully combined presentations of general principles and case studies illustrating these principles and were followed by lengthy question-and-answer periods and further discussion.

Mats Widbom introduced a Chinese proverb during his presentation, which was quoted several times during the session, and then amended by participant Kurt Koenig to include a memorable fourth line:

Tell me and I will forget.
Show me and I will remember.
Involve me and I will understand.
Give me a platform and I will contribute!
– **Kurt Koenig**

PLENARY 1:
CULTURE AND COMMUNITIES

MODERATOR: Américo Castilla
PRESENTERS:
- Gabriela Aidar, Coordinator of the Social Inclusion Program, São Paulo, State Pinacoteca, São Paulo, Brazil
- Mats Widbom, Director, Museum of World Culture, Göteborg, Sweden

In convening the session, moderator Américo Castilla reminded participants of the "public space" function of libraries and museums, which serve as a "habitat of free exchange" and as an ideal place where "inequalities are magically abolished." He also observed that libraries and museums "interpret the cultures they live in" and must, consequently, be transparent as well as cognizant of such concepts as conflict and diversity.

The presenters then described intentional practices designed by their institutions to promote and increase access by both visiting and non-visiting stakeholders. Gabriela Aidar from the State Pinacoteca in São Paulo, Brazil, presented a case study on her museum's social inclusion program, an initiative designed to engage and partner with disenfranchised groups. Aidar's stakeholder population generally has minimal or no contact with official institutions of culture, as they come from populations that are marginalized in society: drug addicts, street dwellers, occupants of housing projects, youth and children from working class backgrounds, social workers, and educators. In light of the fact that Brazilian law has declared access to and participation in cultural activities by its citizenry a fundamental human right, it is generally recognized that accessibility means more than physical access, involving, as well, intangible issues that are related to cognitive and attitudinal access. In order to provide

such access, Aidar's museum has designed training courses for social workers and educators; created outreach activities to and in housing projects; and built in specially designed monthly group visits to the museum from members of this targeted community.

Aidar noted that such questions as "How can museums and libraries use their strengths to reflect demographic and cultural shifts?" and "How do they select the stories they tell and the resources they offer?" should be central to an institution's mission, not merely sent to the education department. If libraries and museums intentionally use their resources to reflect and create change in societies, they must first be institutionally committed to the idea that museums can and must collaborate to strengthen cultural diversity and social inclusion. This involves reviewing standard operational practices and possibly redefining professional roles and relationships. The curator, for example, need not be defined as a sole authority, but alternatively viewed as a facilitator between individuals and objects who wields particular skill and knowledge about collections. Museums create social narratives, and these narratives can be used to include or to marginalize, as well as to legitimize or eradicate prejudices. Citing the theorist Mark O'Neill, Aidar argued that "… any organization that is not working to break down barriers to access is actively maintaining them. Neutrality is not possible."

Mats Widbom, Director of the Museum of World Culture in Göteborg, Sweden, emphasized how his museum's core values of transparency, openness, hybridity, and reciprocity – a direct consequence of growing global exchange – are demonstrated in multiple ways, from architecture to operations to programs. The museum provides ongoing opportunities for participants to exercise their rights to access through such inclusive strategies as co-creation of content, interactive methods, and the vigorous use of social media. In addition, street art, mural art, and com-

missioned pieces are part of the museum's public thoroughfare, as the museum strives to serve as a kind of contemporary "agora," a gathering place or assembly that is the center of artistic, spiritual, and political life for the city. It also serves as an arena for art performance, debate, and after-dark social events. This perspective represents a deliberate shift away from the museum as a "temple of knowledge," and embraces the concept of the museum as an accessible place for discussion and inclusion.

The museum's exhibition on heritage looting and plundering, for example, explicitly addressed how various collections had been historically acquired and featured multiple voices and varying sources of authorship. The impact of globalization and contemporary issues are at the core of the Museum of World Culture's activities, and the concept of a sustainable global future is a key element of its mission. The museum is thus a kind of embassy, with the concept of "global citizen" as a mindset. Issues such as prejudice are addressed through such activities as a "prejudice library," in which visitors can borrow people instead of books and engage in conversations about prejudice. Widbom stressed the need for museums to continue asking themselves how to become more relevant, how to be ready to take risks, and how to decide "who tells whose stories on behalf of whom."

The extensive discussion that followed raised questions about the role of museums and libraries in civil society. How does one create community ownership, participation, and inclusion? Participants acknowledged that changing the terminology and internal culture are fundamental to any sustainable success. A semantic question about changing conventional institutional language and terminology arose – and continued to be raised throughout the session. Should our users/audiences/visitors better be described as members, clients,

citizens, owners, guests, global citizens? Should we be using language that implies ownership or co-ownership and that reinforces the notion of the institution's service responsibility? One participant noted that at her institution, "We have changed the language in order to change our internal culture."

Participants spoke of museums and libraries created by outsiders and intended for outsiders (such as colonial and post-colonial elites) and thus disconnected from the local community, in which it is essential for sheer survival that the institution be proactive and engage its community audiences. Cultural institutions must communicate directly with their communities, asking what they want and in what formats they want and need it. In addition, as one participant reminded the group, it is important for museums and libraries to stand up to controversy and support contested culture in their discourse. The discussion ended with a call for libraries and museums to develop partnerships with other institutions and organizations, in order to create these new outcomes, and with the participants' lauding the "courageous examples" already presented to the group.

In the process of looking at all these different web technologies, what we came down to is that they are all ways in which people are trying to shape the world around them to learn, they are all exercises in learning. Therefore, the library and the librarian need to be supporting the way people learn, not the stuff, not the material, not this notion of somehow we inform you and walk away, but to be really concerned with how people are learning. How do they shape the world around them? If an institution is about learning it must also allow people to shape it. The library, if it remains the way it has been ten years ago, will be an endangered species…if it changes and adapts as it has over centuries, it can thrive and be even more important in the future.

— **David Lankes**

PLENARY 2:
LEARNING TRANSFORMED

MODERATOR: Michèle Cloonan
PRESENTERS:
- **Pablo Andrade,** Studies Department Manager BiblioRedes, DIBAM, Santiago, Chile
- **Elaine Heumann Gurian,** Consultant/Advisor to Museums, Arlington, United States

Pablo Andrade's presentation described how Chile's Public Libraries National System has incorporated the community into the management processes of the public library, with the goals of including indigenous knowledge and cultural systems in its operations and reaching out to non-traditional audiences. The Biblioredes program, inaugurated in 2002, was established to enhance the digital inclusion of local communities in Chile through public libraries, so as to engage these communities in expressing and sharing their cultures and identities in virtual networks. It is not only possible for users to post their own content, but users can interact with the content posted by others. The program connects people who want to share, show, and above all discuss their own cultures and identities, allowing voices never before heard to be part of the conversation. These digital tools include formal definitions and criteria for defining cultural practice, the criteria for cooperation and reciprocity, and the concept of local content communities – in both physical and virtual forms.

To accomplish this project goal in culturally resonant ways, the Public Libraries National System incorporated an indigenous concept of collective labor, known in the Quechua language as Minga or Mingaco, which denotes collaborative community work. Importantly, this cultural concept includes elements of cooperation and reciprocity, and relies on a trust process amongst those who participate. Andrade concluded his presentation with a video on the program created by a library user for whom the concept of Mingaco is an everyday cultural reality.

Elaine Heumann Gurian, an independent museum consultant in the United States envisioned issues and possibilities in the area of learning for museums and libraries of the future. She also described emerging systems changes in primary and secondary education, such as group problem-solving, the teaching of civility, the focus on 21st century skills proficiency, and the providing of experience in the workplace, thus utilizing a full range of community assets. Gurian sees the distinction between school as place and education as function becoming increasingly disaggregated,

Elaine Heumann Gurian

and increasing personalization and customization of education services being provided in both museums and libraries. She asked: "If the function of an organization is not necessarily situated in its institutional structure, but in its functions and operations, how does this translate into shifting institutional responsibilities and outcomes? How does one measure and assess impact?" Gurian suggested that museums will need to become more imaginative in terms of "the sacred cow of the school visit," aspiring to a longer-term involvement with individual students beyond the short-term visit. She also predicted a scenario whereby school libraries may be increasingly subsumed by the public library system, with the library system providing services seven days a week, resulting in better service for students as well as substantial over-all cost savings. Gurian sees a future of new networks of over-lapping institutions, unbound by walls or a single authority, a "village effort" for learning that will come to be relied upon for interconnected services.

In the group discussion that followed, Andrea Sajó, director general of the National Széchényi Library in Budapest, described a developing partnership between schools and libraries/museums, in a system where Hungarian museums, libraries, and public schools are still very separate from one another. To counter this, heritage clubs were organized within schools, with teachers becoming designated heritage leaders. Presently some 25,000 Hungarian students are participating in this partnership program. The session ended with presenters asking participants to consider creating broadly applicable evaluative methods for assessing the impact of educational outcomes, something which to date has not necessarily been part of museum or library culture.

PLENARY 3:
COMMUNICATIONS AND TECHNOLOGY

MODERATOR: Américo Castilla
PRESENTERS:
- **Noha Adly,** Deputy Head, ICT Sector, Bibliotheca Alexandrina, Alexandria, Egypt
- **Susan Hazan,** Curator of New Media and Head of Internet Office, Israel Museum, Jerusalem, Israel
- **Michael Stephens,** Assistant Professor, School of Library and Information Science at San Jose State University, California, United States

Michael Stephens from the School of Library and Information at San Jose State University in California, noted that a shared trait in all forward-looking spheres of communication and technologies is that they encourage participation. For example, mobile and geo-social information environments have begun to involve the rudiments of geo-spatial information curation and stewardship. This technological trend involves everyone, suggesting that some of the future duties of librarians may be as embedded local experts. Stephens described several current projects that highlight these trends, such as the library commons, participatory library services in the Netherlands, and Learning 2.0 for Libraries, in which librarians are being trained in the use of new technologies, with reported increased confidence and a desire for exploration. Changes in technology increasingly emphasize the personhood and humanity of library professionals, what Stephens described as "technology with heart."

Noha Adly, the deputy head of ICT at the Bibliotheca Alexandrina in Egypt, titled her presentation "The Way Forward? Thinking Outside the Box." Adly explored the data explosion and the "battle of the search engines," each of which orders information differently. She described the huge amount of data-gathering that took place during the Egyptian revolution in the spring of 2010, which illustrated the complexities and challenges of bridging accuracy of data and public inclusion. Her library has collected some 237,000 photos, 90,000 videos, and 2.8 million tweets related to the revolution.

Adly noted that the multilingualism and cultural diversity of the web provide a strong rationale for both museums and libraries to play a leading role in advocating cultural diversity and multilingualism. She also spoke of the need to nurture non-English language materials and to develop indexing and retrieval tools. Adly reported that the Arabic Digital Library, which has more than 180,000 books in Arabic online, receives some 12 million hits and some 250,000 visits per month. Because there are more mobile phones than landline phones in Egypt, the mobile phone has become the primary medium for public access; therefore, the library is presently focused on moving data to this most accessible of formats. Adly sees the greatest technological challenge for

libraries is to establish multilingual search capability across words and objects via a universal networking language, which is not yet available but is in development. She concluded by urging the participants to think about how they curate data, to "spoil" the catalogue, and to make information available to a multi-lingual, culturally diverse global audience.

Susan Hazan, the curator of new media at the Israel Museum, cited a number of innovative projects that provide benchmarks in different social media arenas, among them the Victoria and Albert Museum's crowdsourcing project, which asks participants to improve the search engine of an archive of more than 140,000 images by selecting the best views of images. The Smithsonian American Art Museum invited the public to help select the video games to be included in the exhibition "The Art of the Video Game." Games were selected based on a variety of criteria, including visual effects, creative use of new technologies, and how the game fit into the narrative of the exhibition. More than 3.7 million votes for the 240 different games on the ballot were cast by 119,000 people in 175 countries to select which games would be part of the final exhibition. Hazan's own project, the Digital Dead Sea Scrolls Project at the Israel Museum, allows users to examine and explore these most ancient manuscripts at a level of detail never before possible. Developed in partnership with Google, the new website gives users access to searchable, fast-loading, high-resolution images of the scrolls, as well as short explanatory videos and background information on the texts and their history.

The lively group discussion focused on advances around the semantic web, indexing methods, and retrieval methods, where, for example, it is possible to connect objects, regardless of structure, and where there is now the ability to search with images. A new era of books that are increasingly interactive and that are produced with integrated social media was also noted. With the tool Book Discover, for example, users can link to reviews, and to audio and video files, as well as have books interact with each other. One participant asked if Crowd-sourcing R Us reflects the participatory nature of new technologies, then what are the specific advantages or drawbacks for libraries and museums?

Participants noted that current bureaucratic structures within museums and libraries are often difficult environments in which to further this work, and it is challenging to erase inherent inhibitions and to actually encourage risk-taking. As one of the participants emphatically stated: "Our arch-enemy is not mistakes, but mediocrity." Participants described changes in the generation and deployment of data and open source tools that have emerged, all of which are helping librarians to customize their own search techniques, collections, and criteria for relevance. Finally, all concurred with one member of the group that public impact and not simply the introduction of something "new and innovative" should be the main criterion for assessing and evaluating effectiveness.

PLENARY 4:
BUILDING THE SKILLS OF LIBRARY AND MUSEUM PROFESSIONALS

MODERATOR: Michèle Cloonan
PRESENTERS:
- **Kidong Bae,** Professor of Archaeology, Hanyang University; Director of the Jeongok Prehistory Museum, Seoul, South Korea
- **David Lankes,** Professor and Director, Masters in Library and Information Science, Syracuse University, School of Information Studies, Syracuse, United States
- **Deirdre Prins-Solani,** Chair, AFRICOM; Director, Center for Heritage Development in Africa, Mombasa, Kenya

This plenary session began with David Lankes, director of the School of Information Studies at Syracuse University in New York, declaring that "the mission of librarians is to improve society through facilitating knowledge-creation in our communities." According to Lankes, the library should be understood as the infrastructure and the tools that a librarian uses to fulfill the service and facilitation mission of the institution. However, he also postulated that librarians do not always need a physical facility to do this and that librarians are increasingly leaving the library as a physical place in order to do their work. In the U.S., Lankes noted, the physical space of the library is often being turned back to the community. In positing that "knowledge is creation through conversation," he stated his belief that the new skills necessary for librarians include facilitating access to conversation; creating an appropriate and physically and intellectually safe environment for conversation; and always being aware of ways to improve society. In fact, Lankes sees the community and the library together as needing to shape the conversation about our future. He ended his presentation by calling for real, permanent change, both by librarians as they become part of a participatory society and by participants in the seminar, for whom "the seminar cannot be just a report on a shelf." "We need to be a force for change," Lankes concluded.

Kidong Bae, Professor of Archaeology at Hanyang University in Ansan, Korea, focused his presentation on what he referred to as "a new paradigm of museums' role in modern society," namely, their function as a center of communication. He noted the rapid social change occurring in the modern Asian diaspora as a result of globalization, resulting in a society that is heavily influenced by western culture, is multi-ethnic, demonstrates a wide generation gap, and has new social needs. He described how museums in Korea are responding to these changes by becoming civic arenas

for sharing cultural similarities and differences, creating work on topics of common interest, and building extensive cultural data bases. Bae believes that today's museums must be a kind of "marketplace," open to communication for all, without barriers between generations and individuals; however, he noted such practices as the "dominant unidirectional flow of information," as presenting major problems for this kind of open institution, ideally a "unique humanistic place for exchange."

Deidre Prins-Solani, Executive Director of the Center for Heritage Development in Africa in Mombasa, Kenya, began her presentation by speaking of the "absence of museums" in her early life in South Africa and by the "places of loss, absences, silences, and imagined worlds" that museums there have become. She noted that the brutality of apartheid resulted in "dreams deferred" in a way that prevented people from reaching their potential. Her work now centers on the training of heritage professionals, preparing them for work in a country of mixed race and in need of social cohesion.

Prins-Solani described professional competency in her country as "skills + knowledge + attitude" and stated the need for the revalidation of competencies beyond the standard disciplines. She called for such new skills as innovation, creating networks across the social sector, sustainability, and the nurturing of mutuality and wondered how we redefine and educate for leadership, when leaders need to be change agents. Throughout much of Africa there is a concerted effort to create a balance between competencies and conservation of heritage resources through relationship brokering. A primary reason for the marginal use of many African museums and libraries is their historic rationale and service for elite populations, and the accompanying lack of flexibility that has minimized intellectual and emotional, as well as physical, access. For these reasons, issues of African community engagement are often viewed as charity or "special" pet projects. Prins-Solani challenged participants to help cultivate new attitudes and communication skills to achieve better engagement for professionals with their communities and asked: "Can we ever say that we've done enough? Have we facilitated dreams being realized?"

Group discussion addressed the need for community engagement projects to become the core business of museums, not special projects and "one-offs." Participants provided suggestions for improving the fundraising, communication, and partnership skills of staff and partners, as well as for increasing the institutional ability to both attract and work in a sustainable manner with a broader range of stakeholders and partners.

PLENARY 5:
DEMONSTRATING PUBLIC VALUE

MODERATOR: Américo Castilla
PRESENTERS:
- Richard Atuti, Director, National Library Service. Nairobi, Kenya
- Gary Vikan, Director, The Walters Art Museum. Baltimore, United States
- Johannes Vogel, Keeper of Botany, Natural History Museum, London, United Kingdom; Director-Designate, Natural History Museum, Berlin, Germany

Gary Vikan, the director of the Walters Art Museum in Baltimore, Maryland, began his remarks with the story of how his museum – founded in the early 20th century by a wealthy magnate and featuring a Gilded Age collection – had needed to change to reflect its communities and their needs today. In revising the museum's mission statement to "bringing art and people together," the Walters moved from being object-centered to people-centered, emphasizing enjoyment, discovery, and learning. Vikan argued that art can be a social catalyst; but that "you are only as good as what you do with your collection." In order to serve its new mission, the Walters restructured it operations, staffing and programs – introducing free admission, family programs, digitized content, and increased access to staff, who are expected to work on weekends. The result has been a 100% increase in family programs, a 45% increase in attendance, and a 400% increase in the use of the museum's website. Vikan stressed that the internal process of institutional change was as important as any other factor. For example, at the Walters, work is always conducted in teams. The team is not only the staff but also includes leaders from other organizations and community members, who constantly bring different perspectives to the institution and its operations. In sum, the Walters staff focuses on putting their community at the heart of all they do.

Richard Atuti, the director of the Kenya National Library Service/ KNLS, described the ways that his organization is also revisiting the service model. As part of re-visioning how the public is served, the KNLS Service has established a number of community libraries around the country, especially in rural areas, as a demonstration of "walking the talk." The KNLS also engages its constituents through community functions and festivals. The KNLS created and maintained brand loyalty with a new "look" that is modern and dynamic, and identified target user communities with a special focus on young people. KNLS literally takes its services to people – there are mobile libraries on buses, and even donkey and camel

caravans to reach otherwise inaccessible areas and nomadic communities. KNLS also works with primary and high schools as well as community centers and has established library reading tents for children in rural communities. In collaboration with national ministries, KNLS libraries are also providing a range of civic services such as e-health information and training for healthcare workers; youth empowerment; farm services and training; and fish farming, with a library fishpond as a demonstration center. The new library headquarters will feature a large drum, a unifying symbol signifying communication and knowledge in Kenya. The new logo of the national library is "Read, Know, Empower."

Johannes Vogel, keeper of botany at the Natural History Museum in London, then discussed how a museum can inspire visitors to engage with science and expand their learning potential as well. The Natural History Museum is perceived as a place for learning, for discovery, and for dialogue about important global challenges, such as biodiversity; climate, water, and food, and social justice. Vogel argued that if a contemporary knowledge society is governed by science and technology, then it needs a scientifically literate citizenry. Citizens need and want to participate, for there is "no innovation without participation." The museum can serve as an honest broker between science and society.

The museum staff now goes out into communities in order to learn what the public already knows and asks: "How can we meet you where you want to learn?" Vogel then described the museum's citizen science program. One of the case studies involved fly fishing enthusiasts' participation in a museum-sponsored water quality project. The museum trained the fishermen in scientific techniques, and their work, which resulted in changes in environmental policy, is now ongoing and self-sustaining. This project provided an opportunity for the museum to act as an agent of change, and learning occurred on both sides. Vogel noted that citizen science participation leads to a broader-based understanding of science and issues; lowers barriers for entry; and creates skills and understanding. Partnerships are key.

Group discussion reflected on these inspiring case studies as prime examples demonstrating that participation is not dependent on technology, but on people. Participants agreed that museums and libraries must take more risks in engaging the public and that trained staff that are good communicators are critical to success. They also concurred that the most effective tools "are in our heads" if we are to engage the public in profound ways that deliver real and sustained impact.

An important reference point which I will take from here to showcase in India is how important it is to share what you have in collections and to get over that fear, unfounded perhaps, of sharing. There is a mental block about letting go of it, but I think this also accentuates the fact that librarians and museum curators and directors are custodians of a common cultural heritage and there is need for these things to be out in the public domain. It is a question of building faith…and of the willingness to share and the necessity to create platforms to share.   – **Anupam Sah**

FIRESIDE CHAT
INNOVATIVE CASE STUDIES FROM AROUND THE GLOBE

MODERATOR: Rudo Sithole, Executive Director, AFRICOM; Senior Curator and Head of Entomology Department, the Natural History Museum of Zimbabwe, Bulawayo, Zimbabwe
- May Pagsinohin, Executive Director, Philippine Foundation for Science and Technology, Marikina City, Philippines
- Anupam Sah, Chief Art Conservation Consultant, Chhatrapati Shivaji Maharaj Vastu Sangrahalaya Museum, Mumbai, India
- Catalina Escobar, Director, MAKAIA, Medellín, Colombia

Rudo Sithole, Executive Director of the International Council of African Museums/AFRICOM in Nairobi, introduced this series of informal presentations, each of which involved "thinking outside the box" and working outside of traditional boundaries. All of the projects involved sharing meaning; creation and risk-taking with stakeholders; stretching and reconfiguring conventional work strategies; and using the concept of culture and community as a tool to reposition culture as a fundamental human right.

Catalina Escobar Bravo, the director of MAKAIA – a social not-for-profit organization that promotes the institutional strengthening of organizations committed to the social and economic development of Colombia – described how her organization has utilized the wide-spread penetration of cell phones and reached out to the community in Medellin through SMS messages, reminders, and solicitations. Moreover, the network of forty-six libraries in Medellin has expanded ICT adoption in additional ways: MAKAIA has created an observatory for reading and writing. It has also created virtual exhibits from digitized historic photos. Finally, it has engaged community members in retrieving and interpreting

family collections as part of a digital heritage exhibition. The library's website has become a distinctive virtual library in its own right, with some thirty-six of the more than forty-five branches sharing the system.

May Pagsinohin, the executive director of the Philippine Foundation for Science and Technology, described the total destruction of the foundation's Science Museum in a catastrophic typhoon, and the aftermath of salvaging and rebuilding. The Science Museum serves as an important informal learning facility in the community, and following its destruction, community appreciation of the museum's public value was visibly demonstrated. Local community members and organizations provided both physical and financial reconstruction support, openly acknowledging that the museum held a pivotal role in meeting the community's needs. Pagsinohin reminded participants that people give because you meet needs, not because you have needs.

Chief Art Conservation Consultant Anupam Sah of the Chhatrapati Shivaji Maharaj Vastu Sangrahalaya Museum in Mumbai described several projects through which the museum incorporates and honors community-based collectors and specialists in heritage preservation. The museum has collaboratively curated exhibits with private, community-based collectors, thereby asserting the museum's ability to engage, utilize, and recognize community-centered aesthetics, knowledge systems, technologies, and cultural practices. It has also worked with children on art projects and with young people to create the interpretation of an old town and then establish an interpretation center.

The discussion focused on the personal belief and passion demonstrated by the case studies, qualities that need to be unlocked in working with communities, wherever they may be located.

KEYNOTE LECTURE

On the final day of the session, Vishakha Desai, president and chief executive officer of the Asia Society in New York, delivered the seminar's keynote address, entitled "Connections and Collaborations across Cultures in a Digital Age." She began by describing her own experiences of being both an outsider and then an insider during the course of becoming an American citizen. Similarly, she said that the Asia Society had gone through its own transformation in perspective and organization, and had shifted from being one of interest to "cultural insiders" and collectors to an organization whose mission is to strengthen partnerships between people and institutions in Asia and those in the United States while also promoting understanding among Asians.

Desai enumerated other working assumptions that had been challenged as part of the Asia Society's transformative process, including that technology is value-neutral; that science is culture-neutral; that we can control content; and that one-size technology would address the needs of all onsite as well as all virtual visitors. Having virtual visitors and a global audience has, in fact, shaped the Society's programming, and Desai gave as one example a live webcast program by the president of Sri Lanka, during which some 40,000 participants tuned in from Sri Lanka, many of whom asked questions. The Society's job thus shifted from professor to moderator/facilitator, becoming "catalytic, dialogic educators" and representative of "post-heroic leadership."

Because museums and libraries are generally trusted institutions, and visitors are looking for vetted, trusted content, the need for accurate online sources continues to grow. Museum and library professionals must be mindful of the roles and intentions that they bring to their work and their engagement with their publics and stakeholders. Although audiences may come to libraries and museums with trust, these institutions must remember to earn that trust.

Desai reminded the participants that working across different parts of the world also means that multiple audiences will bring different perspectives and points of view to our institutions. Institutional collaboration is more complicated now than ever before, and new models of institutional collaboration are being created. Accordingly, our institutions need to plan for the decentralization of authority and need to understand diverse audiences and what they will demand. This involves, among other things, learning how to address the possible "tyranny of the community," as well as the internal resistance to lessening control over content. The present conventional modality of scholarship is flawed, with the role of the curator evolving as well. Curatorship needs to be about both scholarship and public engagement. It needs to reflect the weaving together of learning, teaching, and scholarship, and the concept of being authoritative does not have to be the same as being authoritarian. Desai also suggested that we examine the notion that social media are neutral and noted that on-line audiences will require the co-creation of content.

Desai continued by reminding participants that technology is by no means culture-neutral. One cannot assume equity in terms of technological advancement in all cultures. Technology can create an illusion of confluence, but at the same time it can impede communication and understanding, given cultural differences in communication that are easily misinterpreted and misunderstood. She stressed the importance of cross-cultural skills in this context and a new vision of "neighborliness," characterized by empathy, curiosity, sensitivity, and openness as a precondition for successful cross-cultural collaboration.

Desai concluded by describing the Asia Society's work as intensely local and profoundly global at the same time, or "glocal," thus creating greater complexity, in which relationships are simultaneously layered and side-by-side.

Our job is not simply about presenting and providing quality information or quality experience. Our job now is to be a catalyst for ideas and conversations, to serve as a moderator rather than as a scholarly presenter of content. This is something that we have begun to talk about in a dialogic way within our institutions, but it becomes equally important in terms of how you use technology going forward. What it means is that you need to plan for these approaches from the beginning -- to plan for the decentralization of your dissemination strategies, and to be specifically mindful of the diverse audiences and needs of your audiences online. They will be prepared to talk back and often to demand more because they have more authority and power in the online world. This is precisely a result of democratization and it will be quite different from the responses of your audiences at home.

– Vishakha Desai

Perhaps the most useful change in my own thinking is an understanding that the era of participatory culture is not a new thing, but rather – enhanced by recent trends in technology – one that has its roots in the very reasons why museums exist in the first place. While technology, social media, and mobile adoption influence the ways that we engage museum audiences and the expectations they bring into the museum, an attitude that invites participation has the potential to transform individual and community experiences that enhance the public value of the work we do. The real test for public value is not what the museum says it is, but rather the value attributed to us by our communities and stakeholders. Simply declaring that the museum is valuable isn't a substitute for actually demonstrating that value on a consistent basis.

– Rob Stein

CLOSING PLENARY:
REFLECTIONS AND CONCLUDING COMMENTS

REFLECTIONS

Marsha Semmel, Director of Strategic Partnerships at IMLS, reflected upon the salient messages and ideas emanating from the seminar in what she called both "a mirror and a talk back" to the group. Semmel noted that the entire seminar had been couched in inclusive language for both libraries and museums; that the concept of what is "international" is increasingly porous; that the aspirations for the broad range of our institutions are increasingly similar; and that our institutions are struggling with semantics. The changing nature of the language we use reflects changing realities and expectations of our relationships and roles. Referencing fellows' insistence that access is a precondition to participation, she reminded the group that "participation is messy." Semmel saw the leaders participating in the Seminar as being fueled by passion, by personal belief, and by a political vision that culture is a basic human right. Semmel took the term glocal to mean that both the hyper-global and the hyper-local are linked, and interpreted its use as consistent with fellows' insistence that institutions need to respond to good ideas wherever they come from – within or without.

She reiterated that the belief of more than one presenter that technology is best wielded as a tool and that the major criterion for effectiveness should be impact. Semmel reminded the gathering that fellows often referenced "technology with heart" and that "our arch-enemy is dumbing-down." She also noted several key ideas that permeated the seminar, such as the fact that expertise is less about having a stockpile of information or facts at our disposal and more about knowing how to find and evaluate information on a given topic. The role of libraries and museum, therefore, should be to facilitate the enhancement of the skills (media/ information/ literacy/ historical learning/ visual literacy) that everyone needs to have: that what is needed is "a new culture of learning" in the "ocean of learning" of the 21st century, including the notion of personalized, customized learning. Semmel concluded with two quotes from Douglas Thomas and John Seely Brown, in A New Culture of Learning: Cultivating the Imagination in a World of Constant Change: "We need to re-design the learning system to respond to homo sapiens (humans who know), homo faber (humans who make), and homo ludens (humans who play). And, "…a lifelong ability to learn is the human being's killer app."

CONCLUDING COMMENTS

Seminar participants returned again and again to the power of participatory learning as the visionary core of what museum and library professionals need to know and do to transform institutional effectiveness. Nothing less than a call to action, the working groups provided both recommendations and specific steps for policy and practices, so that museums and libraries become more democratic in their operations and engagement, and our community members better equipped and skilled to be active contributors in a sustainable global future. Participants repeatedly acknowledged that institutions must embrace new language, ideas, perspectives, and public accountability. They must recognize:

- the changing language of referring to users/guests/clients, which reflects changing institutional realities and expectations.
- the desire to position libraries and museums as change agents, cultural hubs, and multi-tasking civic centers, and to encourage lifelong learning – with passion and with risk-taking.
- the imperative to demonstrate public value and social impact and the need to keep these issues at the top of the organizational agenda.

It was acknowledged that this requires both internal and collaborative organizational work and action steps:
- "walking the talk", and being more participatory internally as well as externally.
- improving the training curriculum of library, museum, and heritage professionals.
- acknowledging the changing role of the curator/internal expert. Expertise is still necessary but the best work now is about both scholarship AND public engagement.
- embracing the learning of new literacies and, especially, of visual literacy.
- opening the institutional walls and referencing an outward orientation instead of defining barriers and an inward orientation.

The participatory nature of new technologies can enhance the ways in which libraries and museums and their users interact and connect. Even so, there is no one-size-fits-all in communications strategies. The creators of digital resources need to contribute to the establishment of open standards that can help achieve inter-operability for the exchange of digital objects. Similarly, libraries and museums should contribute their content to a diverse array of repositories that make content freely available, as part of a cultural commons for consumers to access and reuse in the creation of knowledge.

Among the tools available to accomplish this mission are digital collections that span institutional boundaries; physical spaces that enhance interactivity and discovery; organizations that can share collections and staff expertise more effectively, reducing costs and enhancing quality of services; and users of technology who explore resources from a variety of institutions, necessitating greater collaboration and integration of organizations to provide a seamless and fruitful discovery experience. It is imperative that our institutions demonstrate, assess and evaluate public value and social impact, and keep these goals at the top of and within the core of their institutional agendas. This goes far beyond the simple "outreach" programs of the past.

Participants concurred that the most effective tools "are in our heads" if we are to engage the public in profound ways that deliver real and sustained impact. Significantly, participants shared a sense of immediacy and consensus that libraries and museums must be re-purposed, re-thought, and re-imagined as places of life-long learning, as responsible stewards of cultural heritage, and as community anchors who must invest in both programs and people.

Dawn Casey, Rob Stein

Beth Takekawa, Serhan Ada   Rudo Sithole   Americo Castilla, Gwendolyn Everett

WORKING GROUP SUMMARIES
AND RECOMMENDATIONS

Five working groups on key themes of the seminar held multiple sessions interspersed among the more formal plenary presentations and discussions. Each was furnished with a series of guiding questions, and the facilitators were urged to push the questions – and the members of the group – to arrive at a kind of policy agenda and list of recommendations, containing innovative and bold ideas. A summary of each group's conclusions is presented below, followed by a list of recommendations for concrete action.

GROUP 1: Culture and Communities
Facilitator: Beth Takekawa
Working Group Members: Serhan Ada, Sid Berger, Cecilia De La Paz, Luisa de Peña, Gwendolyn Everett, Greg Hayton, Deborah Mack, Anupam Sah, Rudo Sithole, Johannes Vogel

FOCUS QUESTIONS:
How can libraries and museums use their many resources and strengths, including their collections, spaces, and people, to reflect cultural and demographic shifts and bridge cultural differences? How do they select the stories they tell and the services and experiences they offer?

Working group members affirmed that the incorporation of participatory culture enhances and enriches the functions of libraries and museums. Therefore, bridging cultural differences and working with communities are essential, so that these institutions serve as cultural hubs, have greater social impact,

and are sustainable. Libraries and museums must first and foremost develop a participatory attitude and culture among their own staff and among themselves. They must then create a space of engagement and dialogue where participation takes place, using an inter-generational approach; where communities are enabled to create knowledge and tell their own stories in culturally diverse ways; and in which participation will become the core.

Museums and libraries have an obligation and responsibility to work with communities towards creating meaningful social impact, and to employ technology judiciously, in order to provide institutions, regardless of size, the means to have greater global participation. Finally, the work with communities for mobilization of resources must be developed in a sustainable manner.

RECOMMENDATIONS
- Our institutions must better employ strategic use of technologies to create a collective and inclusive sense in working with geographically related and diaspora communities.
- There are obligations and responsibilities to communities associated with developing meaningful social impact and in soliciting community support and participation.
- Museums and libraries must reconfigure their internal processes so that working with communities does not equal the institutional "outreach ghetto," but is part of the institutional core.
- Museums and libraries must similarly engage with communities in the co-creation and co-shaping of the multiple kinds and meanings of both knowledge and appropriate technologies.

GROUP 2: Learning Transformed
Facilitator: Michelle Hippolite
Working Group Members: Gabriela Aidar, Dawn Casey, Sawsan Dalaq, Elaine Heumann Gurian, Henry Myerberg, Nancy Rogers, Mats Widbom, Sirje Virkus

FOCUS QUESTIONS:
Technology, advances in neuroscience, and research are changing our understanding of effective learning environments and experiences. The boundaries between in-school and out-of-school learning are blurring, and the importance of early and lifelong learning has been recognized. What knowledge and skills do our publics need and want, and how are museums and libraries responding to these needs? How do libraries and museums tap the knowledge and skills that their publics can bring to their institutions?

Working group members affirmed that while libraries and museums have long held a trusted place in society and a responsibility for preservation, research, education, and access to their diverse holdings, they have often remained aloof and non-responsive to the changing world. The 21st century has witnessed the erosion of traditional boundaries of authority and increasing social participation, enabled by hand-held communications technology and evidenced by 800 million Facebook users and millions of Wiki entries. While the accelerated movement of peoples across borders is increasing diversity, the disparity of economic and cultural opportunities is less tolerated. The Arab Spring and Occupy Wall Street movements are only two examples of people demanding new governmental and institutional accountability and participation. Libraries and museums are in similar crosshairs, with publics eager and capable to be their own gatherers, curators, and creators of content. Libraries and museums must be equal participants in this evolution in order to remain relevant.

RECOMMENDATIONS:
- Museums and libraries must develop and apply learning models and working methods that ensure a culture of participatory behaviors, both with our constituents and within our organizations.
- They must provide spaces/facilities that enable learning and sharing of knowledge, world-views, and authority with and between diverse communities.
- Our institutions must adopt the new learning agenda characterized by 21st-century skills of critical thinking, of creativity and innovation, collaboration, and civility and add them to our already embedded agenda of knowledge acquisition, interpretation, and dissemination.
- Libraries and museums must develop new evaluation tools, so that quality and impact, rather than quantity, become the markers of success.
- We must integrate these recommendations into our vision, policies, and practices, so that museums and libraries become more democratic and citizens are better equipped and skilled to be active contributors to a sustainable global future.
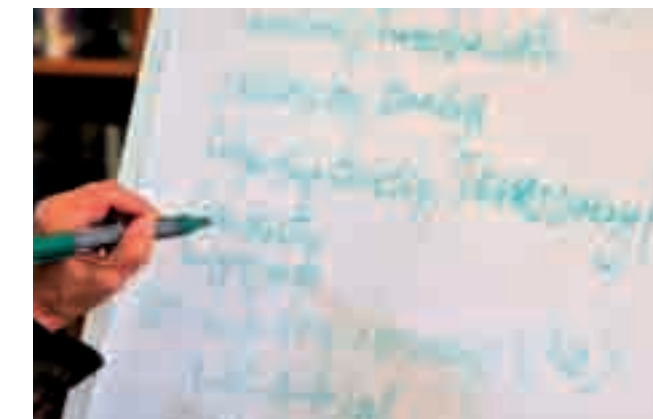
David Lankes, Felton Thomas

Noha Adly

Sarah Thomas, Kurt Koenig

GROUP 3: Communications and Technology

Facilitator: Sarah Thomas

Working Group Members: Noha Adly, Catalina Escobar, Susan Hazan, Max Kaiser, Kurt König, Rochelle Lau, Paula McGrew, Elpiniki Meintani, Gregg Silvis, Silvia Stasselová, Rob Stein, Gary Vikan

FOCUS QUESTIONS:

How are new technological innovations changing the ways people communicate? How can the participatory nature of the new technologies enhance the way libraries and museums and their users interact and connect? What implications do online social media platforms and the extensive use of digital technology and images by libraries and museums hold for the collections, physical spaces, and architecture of these institutions?

The working group began their convening by acknowledging that new technologies are changing the ways in which people are communicating. While there may be increased homogeneity in information, with widespread distribution of ideas and data, at the same time there is the opportunity for diverse perspectives through democratic access to communication in many parts of society. And despite the penetration of technology, there remain social, economic, generational, language, technological, and attitudinal gaps that need to be closed. The participatory nature of the new technologies can enhance the ways in which libraries and museums and their users interact and connect. The roles of librarians and museum professionals are changing from sole authority figure or expert to sharing knowledge with a diverse set of users (audience/guest/host/customer/visitor) who bring their own knowledge.

RECOMMENDATIONS:

- Online social media offer opportunities to rethink the way in which the mission of libraries and museums is achieved and the ways in which collections, physical spaces, and the structure of organizations are conceived and managed.
- Technologies may be powerful tools, but it should be understood that they are not the drivers in participatory culture.
- Digital collections that span institutional boundaries can facilitate enhanced participation.
- Physical spaces that enhance interactivity, and discovery can increase effective participation.
- Organizations that share collections and staff expertise more effectively can reduce costs (cost benefit) and enhance the quality of services.
- Greater collaboration and integration of organizations can provide a seamless and fruitful discovery experience to technology users, who are increasingly exploring resources from a variety of institutions.

I was a bit skeptical at the beginning because I thought I was the odd one out, coming from a children's museum. But I learned from each and every comment that was said here. I was in the Learning Transformed working group and the discussions were just amazing. What I came away with is that we are all about learning; we are all learning institutions, but we deliver our learning messages in different ways. I can not tell you how many things I will be using from this to inspire my team and eventually inspire our board. I think it is mainly about engaging the public and listening to our stakeholders: To put it quite simply we need to come off our high horses and listen to what people want and need. That is the main message.

— **Sawsan Al-Dalaq**

GROUP 4: Building the Skills of Library and Museum Professionals

Facilitator: David Lankes
Working Group Members: Kidong Bae, Mary Chute, Ross Harvey, Daniel Lewis, Sasa Madacki, Rachel More, Deirdre Prins-Solani, Joyoti Roy, Andrea Sajó, Michael Stephens, Renyu Wang, Guo Xiaoling

FOCUS QUESTIONS:
What special and new skills do library and museum professionals need now and in the future? How do library and museum professionals address such social needs as bridging cultures and connecting to new demographics in their communities? How do they respond to the rapidly changing nature of the new technologies? Is professional training designed to meet these needs?

The working group affirmed that the mission of librarians and museum professionals is to foster conversations that improve society through knowledge exchange and social action. Service is a foundational value for professional development – a term that implies a lifelong set of activities for professionals in libraries and museums. Lifelong learning is essential to professional development and skill-building, both in and outside of formal educational settings. The following core values permeate these topics: openness and transparency; self-reflection; collaboration; service; empathy and respect; continuous learning and striving for excellence; and creativity and imagination.

RECOMMENDATIONS:
The group identified and elaborated six curricular topics essential to building the professional skills of library and museum professional leaders.

- Transformative Social Engagement involves values around activism, social responsibility, critical social analysis, public programming, advocacy, sustainability of societal mission, conflict management, and understanding community needs.
- Technology includes crowd sourcing and outreach, the ability to engage and evolve with technology, the ability to impart technology to the community across generations, and creating and maintaining an effective virtual presence.
- Management for Participation involves institutional sustainability, advocacy for our own institutions, economics, ethics and values, sharing benefits and the barriers to sharing, collaboration within interdisciplinary teams, and assessment/analytic impact.
- Asset Management involves understanding the preservation and safeguarding of collections and organizing assets.
- Cultural Skills needed include communication, the ability to analyze and function in intercultural settings and activities, the ability to comprehend languages and terminology, and the support of multiple types of literacy.
- Knowledge/Learning/Innovation Topics include constructed knowledge, improvisation or innovation, interpretation, dissemination, and persistent information-seeking.

Joyoti Roy, Deirdre Prins-Solani

Mary Chute, Kidong Bae (right)

Fluency in critical social analysis, "participating deeply within the community," as our group defined it, transcends the more simple notions of community outreach and "going where the users are." Consider the public librarian participating in community planning or development, or the academic librarian housed full time within their assigned liaison department. The potential for enhanced understanding of the needs of those particular communities is enticing. Stressing this need for participation, our working group leader posited: "Why showcase culture if we are not enabling conversations about that culture?"
— **Michael Stephens**

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> I have been taking a lot of notes because all things that are related to libraries, related to technologies, are things we are interested in. From crowdsourcing, multi-lingualism, to participation, social media – these are the topics that we are interested in and we are looking for exposure to this type of international experiences because when we are in Colombia, and working in Colombia, we do not get this exposure. Just having the opportunity to talk to peers and other people who are doing different things from what we are doing… it's just invaluable. There is no way I could have gotten all this information just in Colombia. I could have browsed the web, I could just search, but having the live examples here, having the opportunity to talk to people from all over the world is just amazing. That is the value that this type of setting and this space bring to us.
>
> – **Catalina Escobar**

GROUP 5: Demonstrating Public Value

Facilitator: Luis Herrera
Working Group Members: Sharon Ament, Pablo Andrade, Richard Atuti, Tina Dunkley, Irina Eydemiller, Minna Karvonen, May Pagsinohin, Marsha Semmel, Felton Thomas, Georgios Zachos

FOCUS QUESTIONS:
How can libraries and museums better understand, demonstrate, and articulate their social, cultural, educational, and economic value to societies and to their own communities? How can they measure and assess success? What kinds of processes for accountability do they need to have in place?

Public value is based on a universal principle of access to culture, information, and knowledge and is inherent in the mission of libraries and museums. This group began its discussions by asking how their organizations can better understand and demonstrate their value. Public value includes by definition a family of values, such as monetary, social, economic, civic, and other tangible or intrinsic variables. Libraries and museums have both positive attributes and challenges that provide multiple opportunities to succeed in demonstrating and delivering public value. These include:

Strengths – whereby libraries and museums have a set of positive attributes that provide multiple opportunities to succeed in demonstrating and delivering public value. Some of these strengths include the fact that they are trusted, apolitical, and credible; reportedly enjoy positive public perception; are dedicated to the public good; and contribute to societal cohesion.

Barriers include a number of challenges within which libraries and museums operate and which act as impediments to delivering public value. Some of the challenges noted by the group include a lack of internal alignment and resistance to organizational change; a sometimes negative public image; staff perceptions of evolving technologies as threats; the failure to create customer loyalty; and the lack of effective communication among museum and library departments/agencies.

Stakeholders (and potential stakeholders) for libraries and museums include the global collective, the political sector, funders (philanthropic, corporate, public), community leaders, ourselves, users and non-users (visitors, non-visitors), friends and volunteers, a range of cultural institutions, the media, academic and educational institutions, members, boards of trustees and other policy bodies, labor/unions, and the private sector.
Techniques and strategies for demonstrating public value include conducting perception and impact studies, testimonials, multi-pronged marketing and communications, institutional transparency, engaging social media, and crowdsourcing.

Finally, the qualitative and quantitative data that support the demonstration, assessment, and evaluation of public value utilize a variety of techniques for measuring that public value and include qualitative and quantitative measures, recognition and awards, testimonials and stories, funding support, and strategic planning, all tied to creating public value.

RECOMMENDATIONS
• It is imperative that strategic planning and priority setting be driven by the concepts of public value and stakeholder engagement.
• It is essential that leadership within libraries and museums continually strive to ensure excellence in public value, putting it at the heart of the organization.
• It is a prerequisite that libraries and museums work in partnership with communities to define public value at the local level.
• It is essential that stakeholders demand that libraries and museums collaborate to demonstrate public value.

"One Thing I Will Do Differently After This Session…"
At the end of the seminar, the fellows submitted a list of personal commitments for action to be undertaken in their own countries and institutions after their return. Inspired by the presentations, the case studies, and the informal conversations with their colleagues in Salzburg, they made pledges in several broad areas.

For some of them, the action would take place within their home institution. For example, they would share the key ideas from the seminar with their colleagues and boards; incorporate the concept of participatory culture into their strategic plan and internal structure; work to break down barriers to access; and send staff members to visit places where exciting activities for public engagement are occurring. Others stressed collaboration; for example, three library directors promised to work with museums in their communities, while a museum director wrote of creating a partnership with the library in his city – and another participant spoke of creating arenas for collaboration between practitioners and academics.

Several of the fellows committed themselves to creating national impact: one of them planned to establish a group on library and museum change nationwide; another determined to increase awareness of the public value of all libraries in his country through his role as president of the library council; and a third will try to create a common platform of communication and cooperation for institutions throughout her country.

Others made commitments to being more "global" in their thinking – translating the content in a museum to many languages other than English; instilling staff with the vision of the local/global role of libraries and museums; "acting and planning strategically in a more global context;" and "reconsidering culturally diverse content and participation" in future activities. Several also committed themselves to using technology more effectively, especially social media and crowd sourcing, thus providing for more feedback and input from the community.

Improving courses and curricula in the training of museum and library professionals, based on the themes of the seminar, and "inspiring students" to think differently about their future work were goals of several of the fellows. They spoke, for example, of incorporating a global perspective and multi-cultural values into their teaching, and articles, books, and presentations are already being written on the topics of the seminar.

Finally, several fellows noted the importance of this report in reaching politicians, media, and governing authorities in order to justify the path already taken by a museum or library or, perhaps, to pave the way for their institution to become more participatory in nature.

LIST OF PARTICIPANTS

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IMPERATIVES FOR THE FUTURE

FOR THE WORLD'S LIBRARIES AND MUSEUMS, AN ERA OF PARTICIPATORY CULTURE DEMANDS THAT WE:

- **Recognize** the importance of cultural, economic, and social diversity in our communities.

- **Accept** the principle of democratic access.

- **Acknowledge** the need for new language and vocabulary to describe our work, reflecting the changing realities and expectations for our institutions.

- **Create** innovative partnerships with the community and community organizations.

- **Accept** new obligations, accountability, and responsibilities within our institutions.

- **Place** a major emphasis on public value and impact.

- **Embrace** the changing nature of authority, allowing for cocreation of content and input from both on-site and virtual visitors as an accepted part of our work.

- **Recognize** the blurring of distinctions between in-school and out-of-school learning.

- **Embrace** early and lifelong learning as key to our mission.

- **Accept** the need for changes in the internal culture of our organizations and practice participatory culture internally as well as externally.

- **Recognize** that technology is a tool and that authentic participation depends upon people, not merely upon technology.

- **Incorporate** social media into our mission and strategic thinking.

- **Join** a new wave of collaboration with other cultural institutions via sharing of staff and collections and other means.

- **Open** our walls, break down boundaries, and orient ourselves outwardly, becoming the modern equivalent of the agora as a hub of communication.

- **Change** the curriculum for the training of museum and library professionals in order to address the demands and realities of participatory culture.

- **Act** with passion and creativity as agents of permanent change.

Richard Atuti   Michele Hippolite, Sirje Virkus, Sawsan Dalaq   Americo Castilla

About the Rapporteur
DEBORAH MACK (Rapporteur) is an independent museum professional with a practice focused on museum organizational and strategic planning; interpretive and exhibition development; cultural heritage and tourism.

Since 2005 she has served on the Scholarly Advisory Committee for the Planned National African American Museum of History and Culture, Smithsonian Institution. She is an active member of a number of Professional organizations, among them the Association of American Museums, the Association of African American Museums and AFRICOM. She holds a Ph.D. and an M.A. in anthropology from Northwestern University, and a B.A. in geography from the University of Chicago.