FORMAT			
1.	**Name of resource**	**IFLA Competency Guidelines for Rare Books and Special Collections Professionals**	
2.	Location	https://www.ifla.org/publications/competency-guidelines-for-rare-books-and-special-collections-professionals/	
3.	Alternative location		
4.	Author[s]	Kilmarx, B. T., Bubenik, C., Periasamy, M., Phillips, M., Vincent, H., Castrillo, M., Cataldo de Azevedo, F., Fabian, C., Garcia-Monge, I., Haraldsvik-Lyngsnes, A., Schuler, I. and H. Tan	
5.	Publisher/producer/ host	International Federation of Library Associations and Institutions	
6.	Year	2020	
7.	Suggested citation	Kilmarx, B. T., Bubenik, C., Periasamy, M., Phillips, M., Vincent, H., Castrillo, M., Cataldo de Azevedo, F., Fabian, C., Garcia-Monge, I., Haraldsvik-Lyngsnes, A., Schuler, I. and H. Tan (2020). IFLA Competency Guidelines for Rare Books and Special Collections Professionals. International Federation of Library Associations and Institutions (IFLA), available at https://www.ifla.org/publications/competency-guidelines-for-rare-books-and-special-collections-professionals/	
8.	Languages in which available	English	
9.	Geographic area resource relates to	Global	
10.	Does the resource relate to a specific time frame?		
11. Type		Report	Yes
		Toolkit/Framework/Roadmap	Yes
		Sign-post to other resource (database)	
		Case studies	
		Other	
12.	If this is part of an initiative, what is the initiative?	IFLA Standards.	
COLLECTIONS AND COLLECTIONS-BASED INSTITUTIONS			
13.	Explicit links to collections	Yes	
14.	Explicit links to museums/libraries/a rchives	Yes	
15. Types of institutions the resource covers		Museums	X
		Archives	X
		Libraries	X

	Other	X	
16. Does the resource relate to specific disciplines?	**Arts, humanities and social sciences: philosophy, psychology, religion, social sciences, law, politics, language, arts and recreation, architecture, literature, history, geography and ethnology, anthropology, archaeology**	X	
	Science, natural history, technology, medicine, engineering, manufacturing	X	
17. If no explicit links to collections, justification for inclusion			

HOW IT CONTRIBUTES TO SUSTAINABLE DEVELOPMENT

18. Collections-related activities the resource relates to (mark all that apply)

Develop collections to protect and safeguard wider cultural and natural heritage more effectively, for example by targeting collecting to threatened forms of heritage in strategic ways	X
Use collections to promote learning and educational opportunities that contribute to sustainable development more effectively, for example education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development and/or skills development relating to collections	X
Use collections to promote cultural participation/social inclusion more effectively, for example by reducing barriers to participation, to ensure no-one is 'left behind'	X
Use collections to promote sustainable tourism more effectively, for example by developing new products based on local cultural heritage, and/or considering the rights of stakeholder groups in relation to collections	
Use collections to support research that contributes to sustainable development (including all forms of personal and self-directed research at all levels that make use of stored collections) more effectively, for example by providing effective facilities, collections and information to meet researchers' needs	X
Make decisions around collections that contribute to sustainable development more effectively	
i. employment (recruiting, staff training, staff safety)	X
ii. energy consumption, greenhouse gas emissions, reduction, monitoring and reporting	

iii. waste management and reduction of waste	
iv. transport (forms of transport, energy use)	
v. commercial activities including copyright and IP	
vi. governance and management	X
vii. security, disaster preparedness and risk reduction	X
Direct external leadership, partnerships and collaborations towards sustainable development more effectively, for example by developing impactful partnerships	X
19. Does the resource relate clearly to any international conventions (mark all that apply)?	
Culture conventions:	
1952, 71 Protection of Copyright and Neighbouring Rights	X
1954 Protection of Cultural Property in the Event of Armed Conflict	
1970 Fighting Against the Illicit Trafficking of Cultural Property	X
1972 Protection of the World Cultural and Natural Heritage	X
2001 Protection of the Underwater Cultural Heritage	
2003 Safeguarding of the Intangible Cultural Heritage	X
2005 Protection and Promotion of the Diversity of Cultural Expressions	X
Rio Conventions:	
Convention on Biological Diversity (CBD), Convention to Combat Desertification (UNCCD), Framework Convention on Climate Change (UNFCCC)	

AIMS AND CONTENT	
20. What issues does the resource aim to address?	"**Libraries are the guardians of cultural memory and the preservers of cultural heritage. Libraries are also the catalysts for cultural change. Within larger libraries and as stand-alone repositories, special collections libraries are the specific sites where documentary and cultural heritage is preserved. Not only the information content of these handwritten works, printed texts, works on paper, audio-visual materials and artifacts deserves preservation, but also the objects themselves because of their historical and cultural significance. It is these collections that lie at the core of special collections librarianship. The collections mentioned in this document refer to the various cultural objects collected by libraries and institutions, regardless of format.** **Purpose** **This document outlines the competencies that were developed as a guide for all library professionals who work with special collections materials, both analog and digital. These guidelines provide direction and focus for special collections professionals to facilitate their own career development, as well as to manage their special**

	collections in line with their institutional policies and user needs. **It is hoped that the guidelines can serve as a basis on which training programs can be developed to ensure special collections professionals develop core competencies relevant to their continuing professional development. The document also delineates the ethical framework within which special collections professionals are to perform their professional duties to uphold their positions as the trusted stewards of cultural heritage materials." (p.3)**
21. Intended audience of resource	Special collections professionals, including "rare book librarians, archivists, conservators or staff members" (p.4)
22. Process of development	Written on behalf of the IFLA Rare Books and Special Collections (RBSC) Section.
23. Organisation/structure/contents	
FRAMEWORKS	
24. Framework structure	The resource is structured around a set of topics relating to special collections. For each topic, a set of competencies are provided. Each can be considered as a framework.

25. Relevant policy considerations	Yes
26. Resources for implementation identified	Yes
27. Specific assessment points/indicators/milestones/action plan for monitoring	Yes

28. ASPECTS OF SUSTAINABILITY COVERED BY RESOURCE (mark all that apply)	
People (social sustainability)	X
Planet (environmental sustainability)	
Prosperity (economic sustainability)	X
Peace	X
Partnerships	

29. CROSS-CUTTING CONSIDERATIONS COVERED BY RESOURCE (mark all that apply)	
Gender perspectives	
North and South perspectives	

HOW THE RESOURCE CONTRIBUTES TO AGENDA 2030 AND THE SDGs	
HOW AGENDA 2030 AND THE SDGs FEATURE IN THE RESOURCE	
30. SDGs and Agenda 2030 specifically mentioned?	No
31. SDGs specifically mentioned?	No
32. SDG targets specifically mentioned?	No
33. SDG indicators specifically mentioned?	No

SDGs AND SDG TARGETS AND LINKAGES	
34. Comments on SDG linkages	The resource is most clearly linked to SDGs 4.4 (skills for work) and 8.5 (full, decent employment), 4.A (inclusive learning environments), 9.1 (sustainable infrastructure), 10.2 (promoting universal social, economic and political inclusion), 11.4 (strengthen efforts to protect and safeguard cultural and natural heritage), 11.7 (safe and inclusive public spaces), 16.4 (reducing illicit trade, either from acquisition or theft), 16.6 (effective, accountable and transparent institutions), 16.10 (protecting the right to information and other fundamental freedoms) and 16.B (policies for sustainable development.

35. SDGs and SDG targets the resource helps advance	
SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all 4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship	Number of young people and adults in skills-development activities and programmes drawing on collections, for employment, decent jobs and entrepreneurship Increase in number of young people and adults in such programmes Number and proportion of staff who have received training in the last year, to better support their contribution to the SDGs. Programs and processes in place to ensure the availability of a skilled workforce.
SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all 4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations	Number of educational and/or training programmes drawing on collections directed to meet the particular needs of persons with disabilities. Number of educational and/or training programmes drawing on collections directed to meet the particular needs of Indigenous peoples' groups. Number of educational and/or training programmes drawing on collections directed to meet the particular needs of children in vulnerable situations.
SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all 4.A Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all	Number and proportion of education facilities that are child, disability and gender sensitive. Proportion of education facilities that provide safe, non-violent, inclusive and effective learning environments for all. Number and type of initiatives to improve effectiveness of learning environments. Support given to other education facilities to make them more inclusive and effective.
SDG 8. Promote sustained, inclusive and sustainable	

economic growth, full and productive employment and decent work for all 8.5 By 2030, achieve full and productive employment and decent work for all women and men, including for young people and persons with disabilities, and equal pay for work of equal value	Increase in number of people in full and productive employment relating to collections, through job creation and recruitment. Increase in proportion of existing staff working with collections in productive employment. Increase in number of men, women, young people and persons with disabilities in development and training programmes drawing on collections that support them in employment. Removal of pay disparities by gender and/or other status for those working with collections. Policies and plans in place to ensure that all suppliers and others in the supply chain are in decent and productive work.
SDG 9. Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation 9.1 Develop quality, reliable, sustainable and resilient infrastructure, including regional and transborder infrastructure, to support economic development and human well-being, with a focus on affordable and equitable access for all	Development of research-useful collections to support reliable, sustainable and resilient use by researchers and others. Number and proportion of collections facilities and stores that support economic development and human well-being. Number and proportion of collections facilities and stores that provide affordable and equitable access for all. Investment in collections facilities. Inclusion of collections information in regional and transborder initiatives, notably via digital access for discoverability.
SDG 10. Reduce inequality within and between countries 10.2 By 2030, empower and promote the social, economic and political	Collections development to ensure that collections effectively meet the needs of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status.

inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status	Numbers and proportions of people making use of collections in relation to the demographic of the local population. Numbers and proportions of people involved in focused programmes aimed at promoting social, economic and political inclusion. Numbers and proportions of people from different demographic groups involved in decision-making processes relating to collections and collections-based institutions. Number and types of partnerships that build relationships with marginalized groups, individuals and communities.
SDG 11. Make cities and human settlements inclusive, safe, resilient and sustainable 11.4 Strengthen efforts to protect and safeguard the world's cultural and natural heritage	***11.4.1 Total expenditure (public and private) per capita spent on the preservation, protection and conservation of all cultural and natural heritage, by type of heritage*** Plans, policies and procedures in place for the safe use of collections for a variety of purposes, protecting and safeguarding both collections and those who use them. Plans, policies and procedures in place for the identification, safeguarding and protection of cultural and natural heritage at risk. Collecting programmes in place to protect, safeguard and make use of cultural and natural heritage, addressing the needs of communities and stakeholders, and ensuring that collections can be an effective resource for sustainable development. Number and diversity of educational, awareness-raising, research programmes, and partnerships that aim to strengthen protection of cultural and natural heritage.
SDG 11. Make cities and human settlements inclusive, safe, resilient and sustainable 11.7 By 2030, provide universal access to safe, inclusive and accessible, green and public spaces, in particular for women and	Numbers of people accessing collecting institutions from different demographic groups, notably women, children, older people and persons with disabilities. Increases in numbers of people accessing collecting institutions from different demographic groups.

children, older persons and persons with disabilities	Measures taken to remove barriers to access green and public spaces. Extent of green space provided by collections institutions.
SDG 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels. 16.4 By 2030, significantly reduce illicit financial and arms flows, strengthen the recovery and return of stolen assets and combat all forms of organized crime	Identification of stolen assets, return of stolen assets. Collections development, education, awareness-raising and partnership activities relating to organized crime, with a view to combatting organized crime everywhere.
SDG 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels. 16.6 Develop effective, accountable and transparent institutions at all levels	*16.6.2 Proportion of the population [audience/users/non-users] satisfied with their last experience of public services* Access to information, and accountability policies and mechanisms, in place. Effective institutional arrangements, both for own working and for working in partnership with other sectors, in place. Plans and arrangements in place for extraordinary circumstances such as natural and human-caused disasters. Effective arrangements in place to fulfil legal and social obligations and responsibilities. Effective arrangements in place for transparent communication and reporting of institutional performance. Effective arrangements in place for transparent decision-making and accountability.
SDG 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.	Adopt and implement constitutional, statutory and/or policy guarantees for public access to information. Plans in place, and plans implemented to enhance public access to information relating to collections.

16.10 Ensure public access to information and protect fundamental freedoms, in accordance with national legislation and international agreements	Plans in place, and plans implemented to support fundamental freedoms, in line with human rights, national and international agreements and legislation. Plans and procedures in place for public access to information relating to the operation and management of collections-based institutions. Complaint mechanism in place for public to use where public access to information and fundamental freedoms not supported or fulfilled.
SDG 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels. 16.B Promote and enforce non-discriminatory laws and policies for sustainable development	*16.B.1 Proportion of population [audience/users/non-users] reporting having personally felt discriminated against or harassed in the previous 12 months on the basis of a ground of discrimination prohibited under international human rights law* Number and proportion of policies that incorporate sustainable development considerations, in the full sense of recognizing all three of social, economic and environmental considerations.

1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	