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PROMOTION AND ADVOCACY OF NEW KNOWLEDGE IN THE PROFESSIONAL PRACTICE OF SCHOOL LIBRARIANS

Abstract: *The goal of this paper is to gain evidence on the existence of promotion and advocacy of professional activities of school librarians in the Republic of Croatia through practice. The purpose is the business transformation and professional development by means of the suggested model and positioning of school librarians and libraries within the broader community. The research was carried out using the quantitative method of convenient sample through the on-line questionnaires on the national level of the Republic of Croatia. The collected data were processed in the Statistical Package for social sciences through the descriptive analysis and were expressed as percentage. This is the first study of Croatian school libraries based on the promotion and advocacy of their work. Attending a marketing course is a part of a lifelong learning of a librarian. This paper also contributes to development of the theoretical frame of the "performative identity, recognition and understanding" and to the evidence of practice (EBP).*

Keywords: *Croatia, marketing, competences, education, school library*

INTRODUCTION

At the end of the second decade of the 21st century, school librarianship and the work of school librarians in school and beyond were put into the theoretical framework "performative identity, recognition and understanding" (Centerwall, 2016) and Todd's model of Evidence based practice – EBP (2015: 9). EBP is based on: Evidence for practice – Foundation; Evidence in practice – process; Evidence of practice – Outcomes that are linked to the learning agenda of the school (Todd, 2015). The International Federation of Library Associations and Institutions – IFLA also mentions the importance of managing a library and the administration (2015: 35). In both IFLA's claims, the IFLA advocates the importance of promotions and advocacy in school libraries. According to Centerwall (2015) and Limberg (2002) the pedagogical role of the library has different dimensions such as the media, the space, the librarian, the information system and educational practice. Zubac (2017: 135) in the context of Croatian primary school library says: "Implementation of information literacy through information practice in primary education is compulsory. It is a part

of the library-information education in a relationship with other educational subjects. Librarians, in co-operation with teachers and other associates, teach students during all eight grades in primary education. "

Houghton (2016: 23) said: "Library goals align with school goals, which are aligned to district goals, which take into account the needs of the community." Todd (2015: 10) says: "Evidence in practice involves implementing measures to engage with local evidence to identify learning dilemmas, learning needs, and achievement gaps with the goal of making decisions that result in the continuous improvement of school library practices." Nevertheless, many school libraries worldwide are faced with closing, which also means the loss of employment for school librarians and this is happening because wider local community lacks the evidence of knowledge of the value of school libraries and their teaching end-result.

Referring to Ellerson (2010), Todd (2015: 10) also indicates a lack of evidence-based planning and evidence accumulation at the local level. In other words, there is a lack of public promotion and advocacy of professional activities and services in school libraries that would make them recognizable in school and in the wider community. It is therefore necessary to promote and advocate new knowledge in the professional practice of school librarians so that they apply that knowledge and thus contribute to the practice. Since school libraries are not independent organizations, instead of the concept of marketing, this paper uses the terms promotion (IFLA, 2015; Farmer and Stricevic, 2011; IFLA/UNESCO, 1999) and advocacy (Todd, 2015; ALIA, 2016, Dorner et al. 2017; IFLA 2017, etc.).

CONCEPT OF MARKETING IN SCHOOL LIBRARY

Using the concept of marketing as an independent concept in school libraries can be misunderstood. From the newer literature available, it is evident that the concept is increasingly being abandoned in the school library practice. As a rule, IFLA, in documents related to school libraries, does not mention "marketing" as an independent concept, but always puts it in the context of the idea of promotion and advocacy.

According to the Oxford English Dictionary (2010), marketing is defined as the action or business of promoting and selling products or services, including market research and advertising. The term promotion, according to the Oxford English Dictionary (2010), is defined as 1. Activity that supports or encourages a cause, venture, or aim. 2. The publicizing of a product, organization, or venture so as to increase sales or public awareness. 3. The action of promoting someone or something to a higher position or rank or the fact of being so promoted. 4. The action of promoting a catalyst.

As an independent concept, it is suitable for use in the context of a lifelong education of school librarians through the upgrading of existing knowledge by attending the courses, which is the new educational professional paradigm of development.

DIMENSIONS OF PROFESSIONAL POSSIBILITIES OF A LIBRARIAN

In line with the transformation of school libraries and librarians in relation to changes in the technological society and information variable space, in order to be an expert and pedagogue it is very important to implement information literacy and other types of literacy within the school, but for the promotion of the profession this is not enough. School librarianship must be open to the wider community for information and positioning in the same. Sometimes a school library takes over the role of the public library in places that do not have a library (especially in rural areas in Croatia). It is therefore important for school librarians to acquire new knowledge within professional development that will ensure their recognisability and survival in the community. Their existing marketing knowledge is evidently not sufficient.

METHODOLOGY

The aim of the research is to gather evidence on the existence of promotion and advocacy of professional activities of school librarians in the Republic of Croatia through practice for the purpose of the initiative to transform the business and personal development through the proposed model and positioning of school librarians and libraries in the wider community.

RESEARCH METHOD

The research was carried out by using the quantitative method of convenient sample through the Google on-line questionnaire on the national level of the Republic of Croatia.

HYPOTHESIS

H1: School librarians in their professional practice insufficiently exploit the possibilities to promote and advocate their activities in the context of the community.

RESEARCH PROCEDURE

The analysis unit is a school librarian. It included all the school (primary and secondary) libraries. The first research was carried out from 21st March until 21st April 2017 on the Croatian national level, on sample of 1,217 examinees (Croatian Bureau, 2016). In the Republic of Croatia, 335 school librarian examinees agreed to participate (N=335). The second research was carried out in the period from 25th October until 25th November 2017 on the Croatian national level on the same sample. 490 (N=490) school librarians agreed to participate. The second questionnaire was conducted with the purpose of a more detailed determination of the existing situation. The research was voluntary and anonymous. The finding of the survey is not the representative one but it still positions a school library within the system and gives directions as to where the school librarians should be going. The collected data

are statistically processed in the Statistical Package for the Social Sciences (SPSS) by using the descriptive analysis and are expressed in percentages.

RESEARCH RESULTS

The result of the first on-line carried out research on the national level in year 2017 has indicated that, in Croatian school libraries, mainly female workers are employed, aged from 31 to 40 (92.8 %), who hold diplomas in two professional courses (54.03 %). For the most part those are masters of librarianship and *educ. philol. croat.*, followed by master librarians and *educ.* of English, German and French language, master librarian and *educ.* of history, master librarian and *educ.* of geography.

Research result has shown that in school libraries only one person is employed full-time (87.5 %), while in 12.5 % of school libraries a librarian works in two schools on part-time basis. The working hours (full-time or part-time) of a librarian depend primarily on the number of pupils who attend the school, but are also followed by the number of other employed professionals (pedagogue, psychologist, defectologist).

The result of the first research has also shown that 78.0 % of school librarians in Croatia attend specialization courses on a yearly basis *often* and *very often*, for which they obtain certificates.

Table 1. *Creating brochures for promotional activities* indicates that the school librarians who had responded to the questionnaire occasionally produce promotional brochures regarding services and activities at school libraries in the largest percentage (51.6 %). On the other hand, a large percentage of school librarians who had responded to the questionnaire (30.7 %) never produce brochures for the purpose of promotion of their work and the school library itself. Only 15.5 % of school librarians produce promotional brochures regarding services and activities at school libraries. 2.2 % of respondents did not give their answer to this question.

Table 1. Creating brochures for promotional activities

Statements	Number of confirming respondents (%)
School librarians *occasionally produce* promotional brochures regarding services and activities at school libraries.	51.6 %
School librarians *never produce* brochures for the purpose of promotion of their work and the school library itself.	30.7 %
School librarians *produce* promotional brochures regarding services and activities at school libraries.	15.5 %
*No answer.	2.2 %

Table 2. *Established Facebook site for the purpose of promoting activities in practice* indicates that in the largest response percentage (77.0 %) the school librarians do not have an established Facebook site with the name of the school library. 21.2 % of school librarians who had responded to the questionnaire have an established Facebook site with the name of the school library. 1.8 % of respondents did not answer this question.

Table 2. Established Facebook site for the purpose of promoting activities in practice

Statements	Number of confirming respondents (%)
School librarians *do not have an established* Facebook site with the name of the school library.	77.0 %
School librarians *have an established* Facebook site with the name of the school library.	21.2 %
*No answer.	1.8 %

Table 3. *Advertising of school librarians in local newspapers for the purpose of promoting their work to the wider community* indicates that in the largest percentage (45.7 %) the school librarians *never advertise* in local newspapers. Contrary to this, 51.9 % of respondents do advertise in local newspapers.

36.7 % of respondents advertise about carried out activities in the local newspapers *once to twice per year*. 10.4 % of school librarians *advertise every 2-3 (two or three) months* in local newspapers. 2.1 % of school librarians *advertise only one (1) time per month.* 2.7 % of school librarians *advertise several times in one (1) month.* 2.1 % school librarians *advertise only one (1) time per month.* 2.4 % of respondents did not answer this question.

Table 3. Advertising of school librarians in local newspapers for the purpose of promoting their work to the wider community

Statements	Number of confirming respondents (%)
School librarians *never advertise* in local newspapers.	45.7 %
School librarians advertise about carried out activities in the local newspapers *once to twice per year*.	36.7 %
School librarians *advertise every 2-3 (two or three) months* in local newspapers.	10.4 %
School librarians *advertise several times in one (1) month.*	2.7 %
School librarians *advertise only one (1) time per month.*	2.1 %
*No answer.	2.4 %

Table 4. *Presentation of professional knowledge and activities in professional journals for the purpose of promotion / self-promotion* indicates that 71.6 % of school librarians never advertise their professional activities in professional magazines. 27.5 % of respondents do advertise. Of that number (27.5 %), 22.4 % write in professional magazines *once to twice per year*, 1.8 % *write every two or three months,* 1.2 % *write several times in one (1) month*, 0.3 % *write only one (1) time per month.* 2.7 % of respondents did not answer this question.

Table 4. Presentation of professional knowledge and activities in professional journals for the purpose of promotion / self-promotion

Statements	Number of confirming respondents (%)
School librarians *never write* in professional magazines.	71.6 %
School librarians write in professional magazines *once to twice per year*.	22.4 %
School librarians *write every two or three months.*	1.8 %
School librarians *write several times in one (1) month*.	1.2 %
School librarians *write only one (1) time per month*.	0.3 %
*No answer.	2.7 %

Table 5. *Activities promotion through the school website* indicates from the largest percentage that the school librarians advertise their professional activities at websites of their schools (93.1 %). Of that number, 52.2 % of them do it *occasionally*, and 40.9 % advertise *several times monthly*. 6.9 % never advertise.

Table 5. Activities promotion through the school website

Statements	Number of confirming respondents (%)
School librarians *occasionally* advertise about the performed activities at the school's website.	52.2 %
School librarians *advertise* about the performed activities at the school's website *several times monthly*.	40.9 %
School librarians *never* advertise.	6.9 %

Table 6. *Advertising of school librarians for the purpose of promoting and advocating their work on local radio* indicates that 64.5 % of school librarians *never advertise* on the local radio while 31.7 % of them do advertise. Of those who advertise, 23.3 % of them do it *once or twice per year,* 5.4 % *every two or three months*, 1.8 % advertise *several times in one (1) month*, 1.2 % advertise *only one (1) time per month*. 3.8 % of respondents did not answer this question.

Table 6. Advertising of school librarians for the purpose of promoting
and advocating their work on local radio

Statements	Number of confirming respondents (%)
School librarians *never advertise* on the local radio.	64.5 %
School librarians *advertise* on the local radio *once or twice per year*.	23.3 %
School librarians *advertise* on the local radio *every two or three months*.	5.4 %
School librarians *advertise* on the local radio *several times in one (1) month*.	1.8 %
School librarians *advertise* on the local radio *only one (1) time per month*.	1.2 %
* No answer.	3.8 %

Table 7. *Promotion of professional activities of school librarians to the wider community on local television* indicates that 79.1 % of school librarians *never advertise* regarding the performed activities at the local TV station, while 17.3 % do advertise. Od 17.3 % of librarians who answered this question positively, 14.3 % of them do it once to twice per year, 1.5 % do it every two or three months, 0.9 % advertise only one time per month, and 0.6 % advertise *several times in one month / per month*. 3.6 % of respondents did not answer this question.

Table 7. Promotion of professional activities of school librarians
to the wider community on local television

Statements	Number of confirming respondents (%)
School librarians *never advertise* regarding the performed activities at the local TV station.	79.1 %
School librarians advertise regarding the performed activities at the local TV station *once to twice per year*.	14.3 %
School librarians *advertise* regarding the performed activities at the local TV station *every two or three months*.	1.5 %
School librarians *advertise* regarding the performed activities at the local TV station *only one time per month*.	0.9 %
School librarians *advertise* regarding the performed activities at the local TV station *several times in one month / per month*.	0.6 %
*No answer.	3.6 %

Table 8. *Professional education part of practice in school and collaboration with college teacher,* indicates that in the largest percentage the school librarians are satisfied with the cooperation with subject teachers in terms of organization of class and extra-class activities (40.3 %). 29.0 % of school librarians are *partially satisfied,* 22.4 % of school librarians are *very satisfied.*

6.9 % of school librarians are not satisfied with the cooperation with a subject teacher. Of that number, 6.3 % of them are not satisfied, and 0.6 % are not at all satisfied. 1.4 % of respondents did not answer this question.

Table 8. Professional education part of practice in school and collaboration with college teacher

Statements	Number of confirming respondents (%)
School librarians are *satisfied* with the cooperation with a subject teacher in terms of organization of class and extra-class activities.	40.3 %
School librarians are *partially satisfied* with the cooperation with a subject teacher in terms of organization of class and extra-class activities.	29.0 %
School librarians are *very satisfied* with the cooperation with a subject teacher in terms of organization of class and extra-class activities.	22.4 %
School librarians are *not satisfied* with the cooperation with a subject teacher in terms of organization of class and extra-class activities	6.3 %
School librarians are *not at all satisfied* with the cooperation with a subject teacher in terms of organization of class and extra-class activities.	0.6 %
* No answer.	1.4 %

Table 9. *Promotion and advocacy of the professional work of school librarians in cultural and public activities through school practice* indicates that 70.0 % of school librarians organize literary meetings once to twice per year, and 30 % of them do not. 49.0 % of school librarians organize exhibitions once to twice per month, and 51.0 % do not. 44.0 % of them prepare pupils for competitions in libraries while 56.0 % do not.

Table 9. Promotion and advocacy of the professional work of school librarians in cultural and public activities through school practice

Statements	Number of respondents (%)	
	Yes	No
School librarians organize literary meetings *once to twice per year.*	70.0 %	30.0 %
School librarians organize exhibitions once to *twice per month.*	49.0 %	51.0 %
School librarians prepare pupils for competitions in libraries.	44.0 %	56.0 %

Table 10. *Collaboration between school librarians and public libraries* indicates that generally the school librarians cooperate with public libraries. 34.0 % of school librarians collaborate sometimes with the public libraries. 33.4 % of school librarians often collaborate with the public libraries. 18.8 % of school librarians collaborate very often with the public libraries. 9.6 % rarely collaborate with public

libraries. Only 3.0 % of the respondents have answered that they never collaborate with public libraries. 1.2 % of respondents did not answer this question.

Table 10. Collaboration between school librarians and public libraries

Statements	Number of confirming respondents (%)
School librarians collaborate *sometimes* with the public libraries.	34.0 %
School librarians collaborate *often* with the public libraries.	33.4 %
School librarians collaborate *very often* with the public libraries.	18.8 %
School librarians rarely collaborate with public libraries.	9.6 %
School librarians never collaborate with public libraries.	3.0 %
* No answer.	1.2 %

Table 11. *Development of Promotion and advocacy plan* indicates that 94.9 % do not create a School Library promotion and advocacy plan in practice. 2.6 % of them believe that a promotion and advocacy plan is not important for a school library practice. Only 2.5 % of school librarians create a promotion and advocacy plan in practice.

Table 11. Development of Promotion and advocacy plan

Statements	Number of confirming respondents (%)
School librarians do not create a School Library promotion and advocacy plan in practice.	94.9 %
School librarians believe that a promotion and advocacy plan is not important for a school library practice.	2.6 %
School librarians create a promotion and advocacy plan in practice.	2.5 %

Table 12. *Allocation of own money for the purposes of successful practice* indicates that 68.8 % of school librarians in Croatia spend 1 to 50 HRK monthly for the quality operation of his/her library from their own salary. 21.9 % of school librarians in Croatia spend from 51 to 100 HRK. 5.2 % of school librarians in Croatia spend from 101 to 150 HRK. 4.1 % of school librarians in Croatia spend from 151 to 200 HRK.

Table 12. Allocation of own money for the purposes of successful practice

Statements	Number of confirming respondents (%)
School librarians in Croatia spend 1 to 50 HRK monthly for the quality operation of his/her library from their own salary.	68.8 %
School librarians in Croatia spend from 51 to 100 HRK.	21.9 %
School librarians in Croatia spend from 101 to 150 HRK.	5.2 %
School librarians in Croatia spend from 151 to 200 HRK.	4.1 %

Table 13. *Promotion of the school library through the logo* indicates that 86.0 % of school libraries in Croatia do not have their own logo, while 14.0 % do.

Table 13. Promotion of the school library through the logo

Statements	Number of confirming respondents (%)
School libraries in Croatia do not have their own logo.	86.0 %
School libraries in Croatia do have their own logo.	14.0 %

Table 14. *Promotion and advocacy of the school library through project activities* indicates that 86.1 % of school librarians *do not work* on projects, but 13.9 % are engaged in various local, national and international projects. The finding of the second on-line research has shown that one part of the marketing in Croatian schools is still visible through European projects, Erasmus+ programmes (*Small step for film, a big one for European citizenship, Environment surroundings as a challenge and responsibility, Lets cross the boundaries of primary educations together, Young Entrepreneurs in Elementary Schools, Check it out, Be Creative and Finish Ahead*), E-twinning (*Tell me more about your magazines, Classroom home land, Europe, Let's face the book, We are creative writers, International book club, It's raining cats and dogs, All around Europe, Worldwide words, Reading for fun across our continent*).

Table 14. Promotion and advocacy of the school library through project activities

Statements	Number of confirming respondents
School librarians *do not work* on projects.	86.1 %
School librarians *do work* on various local, national and international projects.	13.9 %

Table 15. *Promotion and advocacy of the school library through creation of bulletin* indicates that the largest percentage (57.1 %) of the confirming respondents produce bulletins in paper form. 24.3 % produce bulletin through the school library website, and 18.6 % through the library's online catalogue. One librarian has pleaded to make bulletins in several ways, even on Facebook pages.

Table 15. Promotion and advocacy of the school library through creation of bulletin

Statements	Number of confirming respondents
On paper.	57.1 %
Through school library web site.	24.3 %
Through library online catalogue (Metelwin).	18.6 %

DISCUSSION

This research considers and analyses the position of school libraries within the school and broader community. The research attempts to encourage school librarians to establish, to keep and adjust their work with the technological development. Zubac (2017: 115) said**:** "In the second decade of the 21st century, it is obvious that the educational process in primary schools adjusts to the technological progress and faces challenges of use of computers, mobile devices and new tools for education."

The results of the Google on-line quantitative research on marketing activities carried out by the school librarians in Croatia were not on an impressive level. From the results of the research it can be seen that the set up hypothesis H1: *School librarians in their professional practice insufficiently exploit the possibilities to promote and advocate their activities in the context of the community* has been fully confirmed. The results have shown that in school librarians' professional practice in Croatia there is no single frame set for promotion and advocacy for achieving and improving interaction with the environment. Such a frame should exist!

In Croatia, the professional work of a school librarian has been included in the framework of professional library work, educational work and cultural-public work (Zubac and Tufekcic, 2014; Curriculum and Programme for Primary Schools, 2006). Within the *intertwining three directions of the school library operation framework in Croatia* (Zubac and Tufekcic, 2014: 228) it is also possible to carry out the promotion and advocacy of school libraries in the context of *recognizability*, and then it depends on the promotional competences of school librarians.

The quality of the school library also depends on a competent school librarian. One cannot be carried out without the other. In the educational work, it can be said that the vision of a school library promotion and advocacy is directly associated with pupils, teachers and other school personnel through various forms of classes and learning. In the professional practices, the vision of promotion is associated with additional specialization of school librarians in their profession skills, the acquisition of competences and the self-promotion of intellectual capital through various forms of practice, lifelong learning and media. Within the cultural and public work, the vision of promotion and advocacy concerns all the cultural and artistic subjects in which a school library is involved in and open to the community.

Centerwall (2016: 1) said**: "**The professional role of the school librarian concerns specific educational tasks and can be distinguished from other kinds of librarians such as public or research librarians." Brown, et al. (2011) said: "The American Association for School Librarians suggests that important mission for school librarians is to ensure personal growth through ongoing exposure to conferences, journal articles, webinars, presentations, and membership in professional organizations."

IFLA School Libraries Guidelines Draft (2015: 41) thinks that the instructional work of a qualified school librarian should focus on the core activities of:

- *literacy and reading promotion;*
- *media and information literacy (e.g., information literacy, information skills,*

> *information competences, information fluency, media literacy, transliteracy or transmedia literacy);*
- *inquiry-based learning (e.g., problem-based learning, critical thinking);*
- *technology integration;*
- *professional development for teachers;*
- *appreciation of literature and culture.*

The findings of the research of the American Association of School Librarians – AASL (2015: 5-6) regarding the description of great leaders among the librarians were: innovative, visionary and dedicated. Regarding the usage of best strategy for the promotion of a school library programme, the examinees gave their answers, and for the purposes of this paper, the answers significant for the professional development of school librarians have been singled out:

- *The more visible we can be in our buildings and county, the better!*
- *Effective leadership requires the support of others. Find teachers and parents who buy into the program and have them spread the word about the importance and success of library programs.*
- *I connect with our learning community through our weekly communications by linking directly to posts on my blog that promote upcoming events, highlight instruction and provide valuable resources to cultivate multiple literacies.*
- *I go to all weekly grade-level planning meetings and am a member of the Leadership Team.*

Promotion and advocacy are still not recognized as a significant segment of school librarians' work, as well as the professional education at professional seminars, neither in Croatia, nor in the world (see more Todd, 2015). It is assumed that this is the consequence of unwillingness for the major undertakings in practice without knowing the fundamental marketing basics, as well as the specifics of marketing. Therefore, it is necessary to further educate the school librarians for planning and advocating the strategy of self-promotion, since they are invisible to the wider community when compared to their kinds of libraries. It is important for the promotions and advocacies to find a target audience, in the context of both the local community to which a product will be placed, and the sponsors.

Within the Croatian legal framework, school libraries must be obligated to employ school librarians with completed university studies in the fields of librarianship and information sciences with the basics of pedagogy-psychology-didactic-methods education. The Croatian legal framework lists school librarians at the top by the formal professionalism in world school librarianship (Republic of Croatia, 1996), but also by possessing wider education competences which can aid them in further work. The same situation is in Sweden, but not in other countries in the world (i.e. Germany (Brée, and Schlamp, 2017)). Centerwall (2016: 1) said: "In Sweden, a school librarian is a professional with a Bachelor's or Master's degree in Library and Information Science (LIS) and/or employed as a librarian at one or several schools". School librarians in Croatia also have fairly developed social marketing skills.

PROMOTIONS AND ADVOCACY

Promotions, advocacy and social promotion skills are also visible in the context of cultural and public operation of school libraries. According to that, 70.0 % school librarians organize literary meetings once to twice per year. 49.0 % school librarians organize exhibitions once to twice per month. 44.0 % school librarians prepare pupils for competitions in most libraries.

Research has shown that 15.5 % of librarians produce promotional brochures regarding services and activities at school libraries, while 51.6 % of them do this occasionally, and 30.7 % never produce brochures for the purpose of promotion of their work and the school library itself. School librarians create a paper bulletin (57.1 %). 18.6 % of them create a bulletin in the library catalogue, and 24,3 % of librarians create a bulletin through the library web site. One librarian has pleaded to make bulletins in several ways, even on Facebook pages. This shows that obtained results are not on the desired level. It would be good if the librarians produced their bulletin in more ways. This can be important when obtaining new books and magazines for reading. This could enable more transparent business which, in this way, could enforce reading. School librarians could write blogs with bulletins of newly-acquired books and advertise on social media. This kind of work could encourage both, pupils and their parents, for developing of their public critical opinion about the books they have read. Development of critical opinion is the part of critical information literacy – CIL (see more Spiranec, Banek Zorica and Kos, 2016) of pupils and parents.

Research has shown that 21.2 % of school librarians have an established Facebook site with the name of the school library, while 77.0 % do not. A research by Hebrang Grgic (2013: 416) found that Croatian school librarians know how to use Facebook on a basic level, but some are not sufficiently educated to administer Facebook page. Hebrang Grgic say they use the wrong kind of presence, administer it without planning and sometimes publish inappropriate content. Users of Croatian school libraries rarely interact, mostly by liking the library's status and they wait for their libraries to encourage the interaction.

The finding of the first research shows that 36.7 % of librarians advertise about performed activities in the local newspapers once to twice per year, while 45.7 % never advertise in local newspapers, etc. Regarding the performed activities, 23.3 % of librarians advertise on the local radio once or twice per year, while 64.5 % never do, etc. 14.3 % of librarians advertise regarding the performed activities at the local TV station once to twice per year, while 79.1 % of them never do, etc. In the context of that, Dukic and Sopka (2013: 22) say: "If we want to have a good relationship with the media, we need, among other things, to have a 'story' worth publishing. The story worth publishing is the one that is not important and interesting only for the library, but also for library users and non-library users, or for the community in which the library operates." Immediately published information in media become important news for the broader local community. Stricevic (2013) says that in a number of competencies which every profession requires, it is important to share one's

own cognitions with others, both within and outside the professional community. For this purpose, various types of publication papers are written, from scientific to professional, and they also require different types of public communication. Each type is subject to some legitimacy, and the author, depending on the type of paper, addresses the known and unknown audience who will read the published work in a different way.

Research result has shown that 40.9 % of school librarians advertise about the performed activities at the school's website several times monthly, 52.2 % do this occasionally, while 6.9 % of them never advertise. According to Todd (2015: 11) as part of the promotions and advocacy activities it is also important to set up a web site for the exchange of experiences. In Croatia, every school, and therefore the school library, has its own web page through the CARNet software system, so this is the occasional way of promotion since CARNet provides free maintenance, a whole array of free services, and a domain space (CARNet, 2017). It is necessary to additionally investigate the reasons for not recognizing of advertising importance through the school's website and of advantages which libraries in Croatia have compared to other countries. The reason for that could be the lack of idea for creative and innovative originative contents, poor quality collaboration between school librarians and public libraries; partial satisfaction with the cooperation with a subject teacher in terms of organization of class and extra-class activities; lack of created School Library promotion and advocacy plan; insufficient support from the schoolmaster; lack of time due to working on two schools; lack of technological knowledge; absence of financial support for making and applying of higher quality and more creative contents; inappropriate working space, absence of work and general life experience, etc.

PROJECTS

This inevitably necessary financial support for the school librarians could be partially obtained through European projects. The result showed that only 13.9 % of school librarians worked on local, national and international projects, which is a very small number. A handful of examinees gave the answer that in the future they plan to be engaged in projects or that they had just applied for the project competitions.

In order to participate in such projects, the knowledge of foreign languages is required, the European project course certificates, great enthusiasm, intellectual capital, team work, social skills, technological skills, and the quality collaboration with the community, in order for the project to be carried out fully without errors. If that is not the case, there is a possibility that the money will be returned to the funds.

The librarians should be developing their competences in the lifelong learning through workshops or courses, in order to familiarize themselves with the basics of general and specific/specialized marketing (marketing which is focused on a specific kind of an institution) and its successful application in practice, but also through education for work on EU projects which could be their promotional and advocacy support on the international level for the promotion of librarians and library on the international level, as well as financial support. Collaboration and good project coordination also depend

on the manager of a school institution who should support the project, and well-functioning team of other associates in school, mainly supported by technology**.** In Croatia there was never any thorough, structured or quality education offered to school librarians or the schools themselves regarding work on projects by the government institutions, nor for the implementation of marketing. The Agency for Mobility and EU Programmes (2017) offers information which is more general in nature and intended for those who already possess some existing knowledge of working on the EU projects. Stand-alone education is very expensive and depends on the private interest of an individual. This claim is supported by the fact that Croatia is the last EU member state to draw money from EU funds (Savic, 2017).

PROFESSIONAL PRACTICE

In the context of professional education as a part of practice in school and collaboration with teachers, 40.3 % school librarians are satisfied with the cooperation with a subject teacher in terms of organization of class and extra-class activities. 22.4 % are very satisfied, while 29.0 % school librarians are partially satisfied with the cooperation with a subject teacher in terms of organization of class and extra-class activities. Reasons why 29.0 % school librarians are partially satisfied with the cooperation with a subject teacher in terms of organization of class and extra-class activities should be additionally researched. Teamwork among teachers and school librarians should be on a high level with regard to context of efficient educational, professional and cultural work. Both teachers and librarians are the promotors of their school. Zubac (2017: 117) said**:** "Through their work, school librarians promote information literacy through different forms of information practice, which is at the same time a part of pedagogical practice. They are creators of a teaching lesson (independently or in collaboration with their colleagues) in the primary or secondary teaching process, which includes place, time, teaching methods, activities, teaching unit, technology and other elements."

Research results have shown that 33.4 % of examinees collaborate often with the public libraries. 18.8 % very often, 34 % sometimes, while only 3 % never collaborate with public libraries, etc. Public libraries belong to other Ministry, but they often share mutual users with school libraries. They work in the same community. Their mutual aim should be development of a dialogue, fulfilment of needs of their users and positioning within the community. In the context of that, Centerwall (2016: 5) said**:** **"**There are no obvious ways of *being* or *doing* the school librarian, instead librarian identity has to be constituted in relation to school leaders, teachers, competencies, personality, interests and the conditions of the local setting." Machala speaks of the integrated librarianship which is already recognized in the American libraries. It is more significant for the public libraries, but it is also applicable to the school libraries in the context of influencing the community. „The integrated librarianship represents a kind of an innovative librarian business operation in which the role of a librarian is placed beyond the traditional area of a library and is recognized in the development of new models of library and the information business operation of librarians" (Machala, 2016: 119).

In order to develop a quick and reliable relationship with the community, it is necessary to set up an on-line communication with both the users and the non-users of a school library, for example, *e-mailing list* or *on-line chats* (Zubac, 2017). This way of communicating has the potential to create a global network in an information society. It is apparent that such practice exists in the school libraries of the United States of America (AASL – American Association of School Librarians, 2015: 5-6).

Duke and Tucker (2007: 54), in the context of academic libraries, said that marketing plan will "change and develop every year as an institution learns from past marketing activities, the needs and desires of users change, and services, programs and resources of the library evolve to meet those changing needs".

With basic professional knowledge and additional skills, money is necessary for good promotion and self-promotion. The result of the research has shown that school librarians in Croatia allocate enough money from their own budget to be successful in practice. Results showed that 68.8 % school librarians in Croatia usually spend 1 to 50 HRK monthly for the quality operation of his/her library from their own salary. Others spend much more than that. Houghton (2016: 22) said: "Well-funded school libraries are the exception rather than the rule, and when flexible funding does become available it is often diverted to areas other than the school library."

Since the school libraries are non-profit organizations, it is important that from a non-profit marketing, in cooperation with the local community (sponsors: banks, churches, private firms), a profit marketing is created as another source of funding. In such a way, school librarians would have more favourable financial circumstances for a carefree improvement of their work.

For the quality presentation of oneself and one's work, along with the professional and intellectual capital, the following is required: quality social skills and competences, technological and information skills, and the knowledge regarding them, but also the empathy towards the wider community. In accordance with the above, it is necessary to shift focus from why school librarians need to engage in promotional and advocacy practices to the development of a course in marketing for school librarians, as a part of school library education or of their professional development.

THE DEVELOPMENT OF A COURSE IN MARKETING

In the context of independent marketing concept for the professional development of school librarians and course training, social marketing would be most appropriate, while for the quality promotion of school activities carried out by the school librarians themselves, content marketing is required. "Content marketing is the marketing and business process for creating and distributing relevant and valued content to attract, acquire, and engage a clearly defined and understood target audience" (Pulizzi, 2013: 5). Houghton (2016) also agrees.

According to that, the *Model of Development of Practices for the Marketing Training for School Librarians* is suggested. It should be taking place within various marketing groups which will include social skills and competences (formal communication skills, team work, business etiquette and body language), empathy towards

wider community, information and media literacy, computer and technical skills, foreign languages courses, EU project courses, primary pedagogy-psychology-didactic-methods training, organization/managerial skills, artistic and environmental skills. This model should help school librarians to be connected with their information worlds – school and a wider community. The model should be accomplished through courses for professional development. Upon completing the courses, the attendants should be trained for library marketing management through various forms of marketing, be able to execute and implement the marketing library strategy, analyze the library needs of a community, know how to present a library product, create a Promotional and advocacy plan of a library, produce a media plan of activities, and learn everything about the Internet marketing, which is the key to success in the 21st century, and which will engage a librarian and his/her library, as well as their organization/managerial skills (management).

CONCLUSION

In the 21st century, school libraries are faced with closures, reduced working hours, and degradation of profession. The research results have shown that in the professional practice of school librarians in Croatia there is no single set of frameworks to promote and advocate for achieving and improving interaction with the community. Moreover, the school librarians do not create a Promotion and advocacy plan of a school library and that promotional and advocacy activities in practice are not at an enviable level. The development of a course in marketing for school librarians, as a part of school library education or of professional development is new and very important for the development of school librarian profession. Findings show, that presently in Croatia, there is no actual marketing course necessary to promote and advocate the activities of school libraries but there is a need for such a course necessary to advocate and improve activities in practice for school librarians in Croatia. Challenges lie in organizing courses for the application of the *Model of Development of Practices for the Marketing Training for School Librarians* through the lifelong professional development of school librarians in collaboration with the Centre for Permanent Professional Specialization at the National and University Library (The Ministry of Culture) or through a course by the Education Agency as part of the Ministry of Science and Education, with experts from the field of marketing on the national and international level, the IFLA, ALA, AISL, as well as a summer school or camp. The challenges which the school librarians face depend on the wider social and legislative factors, willingness for collaboration and lifelong learning, as well as the perception of the local community of their work and position. The SWOT analysis of the contribution of the former Model *of Development of Practices for the Marketing Training for School Librarians* to the professional development of librarians and the promotion of a library on the local, national and international level. In addition, the written Promotional and advocacy plan is evaluated two times per year because the Croatian school year has two semesters. Through this, school libraries can establish themselves, maintain and adjust their work to technological

development. This is the first complete study of Croatian school libraries based on promotion and advocacy of their work. The study could also be a starting point for the same or similar analysis worldwide.

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PROMOCIJA I ZAGOVARANJE NOVIH ZNANJA U PROFESIONALNOJ PRAKSI ŠKOLSKIH KNJIŽNIČARA

Sažetak: *Cilj je rada prikupiti dokaze o postojanju promocije i zagovaranja profesionalnih aktivnosti školskih knjižničara u Republici Hrvatskoj kroz praksu. Svrha rada je poslovna transformacija i profesionalni razvoj kroz predloženi model te pozicioniranje školskih knjižničara i knjižnica u široj zajednici. Istraživanja su provedena kvantitativnom metodom prigodnog uzorka kroz on-line upitnike na nacionalnoj razini Republike Hrvatske. Prikupljeni podaci obrađeni su u Statističkom paketu za društvene znanosti pomoću deskriptivne analize i izraženi su u postotcima. Ovo je prvo istraživanje hrvatskih školskih knjižnica temeljeno na promicanju i zagovaranju njihovog rada. Pohađanje tečaja za marketing dio je cjeloživotnog učenja knjižničara. Rad pridonosi i razvoju teorijskog okvira "performativni identitet, prepoznatljivost i razumljivost" te dokazima praksa (engl. EBP).*

*Ključne riječi***:** *Hrvatska, kompetencije, marketing, obrazovanje, školska knjižnica*