

National Awareness & Advocacy Strategy for Canadian Archives
Steering Committee on Canada's Archives

Taskforce on Awareness and Advocacy Strategy

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Awareness and Advocacy Taskforce:

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Executive Summary

The Awareness and Advocacy Taskforce envisions a Canadian public that values and supports archives, understands the services they provide, and makes use of their holdings; and it foresees a coordinated and effective approach to advocacy on behalf of archives to ensure ongoing efforts to preserve and give access to Canada's documentary heritage. In order to promote a positive and understandable profile for archives, it is essential to develop and implement a collaborative approach to communications, advocacy, marketing and outreach. This report therefore recommends a strategy and structure to enable archival associations to work together in order to promote broad, high impact initiatives to promote awareness and advocacy.

The Taskforce identified three target audiences as key to efforts to increase awareness: media, teachers and politicians. In an effort to reach out to these audiences, two strategies were developed: an Awareness Strategy for media and teachers and an Advocacy Strategy for politicians.

The Taskforce recommends the creation of two national working groups, one for awareness and one for advocacy. These working groups would be tasked with directing, coordinating and maintaining focused awareness and advocacy activities across the country. This report also includes strategies for individual archives to help them impact awareness and advocacy in their spheres of influence.

Here is a summary of the recommendations for both strategies:

Awareness Strategy

Media—National Recommendations

- M1 [Create a National Awareness Working Group](#): The Canadian Council of Archives (CCA) should convene a National Awareness Working Group that would include, but not be limited to, representatives from the ACA and the AAQ.
- M2 [Develop an introductory communications course for archivists](#): The National Awareness Working Group could create and make available an online course inspired by similar existing programs. This kind of training should be included in archival studies programs across the country.
- M3 [Develop a media training course for archivists](#): The National Awareness Working Group could create and make available a course dedicated to training archivists in giving effective media interviews. This kind of training should be included in archival studies programs across the country.
- M4 [Develop a national editorial calendar](#): The National Awareness Working Group should create and maintain a national editorial calendar that archivists across Canada could contribute to and use, with the aim of highlighting the same event, topic or issue from unique angles/local perspectives.

- M5 [Develop a social media hashtag that could be used by all archivists](#): The National Awareness Working Group should create social media hashtags using humour or interesting facts to capture the attention of the media and the general public.

Media—Recommendations for Individual Archives

- M6 [Establish and maintain an ongoing relationship with local media](#): Through meetings and phone calls, archivists could create an ongoing relationship with newspapers, radio stations and television programs from their areas so that archives could be present more effectively in local media.
- M7 [Develop an editorial calendar](#): Develop a calendar to track ideas and plan content to be produced by your institution
- M8 [Engage with local journalists on Twitter](#): Archivists should engage and provide expert commentary to tweets sent out by journalists.
- M9 [Develop a section dedicated to the media on archival websites](#): Archival centres should have a section on their website that offers resources to help journalists navigate archival holdings and find their stories.

Teachers—National Recommendations

- T1 [Develop standardized training for archivists](#): The National Awareness Working Group should develop training for archivists on how to create educational resources and presentations.
- T2 [Partner with provincial and territorial education curriculum committees](#): The National Awareness Working Group, alongside provincial and territorial archives and associations, should work with provincial curriculum committees.
- T3 [Develop training for teachers and education students on how to incorporate archival materials and historical interpretation into their teaching](#): The National Awareness Working Group, with provincial and territorial associations, should supply professional development training in archives for other professions, especially for education professionals.

Teachers—Recommendations for Individual Archives

- T4 [Offer tours of the archives for local classes or go into schools to have an annual “archives show and tell”](#): Archivists should be proactive in their relationships with schools and students.
- T5 [Develop a relationship with relevant teachers and teacher-training programs](#): Archivists working with teachers could create interesting projects based on primary sources.

Advocacy Strategy

Politicians—National Recommendations

- P1 [Establish a single cross-community Advocacy Working Group that will coordinate advocacy activities across the archival community](#): The National Advocacy Working Group would have at least one representative from the ACA, the AAQ and the CCA and additional members as required and will have authority to hire government-lobbying firms as required.
- P2 [Establish regional level Advocacy Committees](#): The National Advocacy Working Group should liaise with each advocacy committee in order to create a strong Canada-wide network of Advocacy groups.

Politicians—Recommendations for Individual Archives

- P3 [Develop and maintain an ongoing relationship with your local politicians](#): Archivists should regularly contact and maintain a good relationship with their local politicians at all levels.
- P4 [Participate in current policy issues by attending council meetings](#): Archivists should take the time to participate in council meetings, offer their expertise and ask useful questions to maintain archival consideration within the debates.

1.0 Introduction

When asked, most people will agree that archives are important and worth preserving. But there is poor understanding by the general public and by government about what archives do and of their larger contribution to society, such as by preserving records that account for past actions that have ongoing consequences. Archives are often the forgotten cousin of libraries, museums, and galleries. The lack of awareness of archives and how they function leads to the devaluing of the work of archives and a severe lack of funding, which threatens the preservation of Canada's documentary heritage and, by extension, its collective memory.

In order to promote a positive and understandable profile for archives, it is essential to develop and implement a coordinated approach to communications, advocacy, marketing and outreach. The Taskforce identified three specific audiences that could make the most impact on the general public and decision makers: media, teachers and politicians. Based on data gathered about these groups' connections with archives, this document suggests pan-Canadian initiatives that would coordinate efforts with both provincial, territorial and national associations, as well as concrete actions that can be taken by individual archives and archivists with limited resources.

The hope is that, once adopted and implemented, this strategy will equip archives, archivists and archival associations with ideas and tools to advocate for archives and to raise awareness of the profession, archival collections and services offered by Canada's archives. The recommendations should be seen as a starting point that can be built upon and developed over time. They are designed to serve as inspiration for national, provincial and territorial associations, archival institutions and individual archivists.

2.0 Origin and Orientation of the Taskforce

In January 2014, members of the Canadian archival community met to discuss the future of the profession and to envision how Canada's documentary heritage would respond to future challenges. These discussions occurred through the "Canadian Archives Summit: Towards a New Blueprint for Canada's Recorded Memory," which was held on January 17, 2014. The Summit resulted in a number of recommendations to help guide Canada's archives into the future.

In September 2014, the Association of Canadian Archivists (ACA), the Association des archivistes du Québec (AAQ), the Canadian Council of Archives (CCA), the Council of Provincial and Territorial Archivists (CPTA), and Library and Archives Canada (LAC) met and established the Working Group on Canada's Archives to move the work forward.

In November 2015, the Working Group launched a final strategy document entitled *Canada's Archives—A New Blueprint*. The strategy listed a number of initiatives that must be undertaken within ten years to ensure that the community can better respond to the opportunities and challenges of the digital world.

Soon after, the Working Group announced that it would become the Steering Committee on Canada's Archives (SCCA) in order to help guide the work ahead. In February 2016, the newly formed Steering Committee on Canada's Archives met and determined the following three priorities for the subsequent two years:

- Workforce
- Awareness Strategy¹
- Response to the Report of the Truth and Reconciliation Commission (TRC)

Three taskforces were established to address these priorities.

The Awareness Strategy Taskforce was convened in early 2017 and developed its [Project Charter](#), which outlined the project's scope, timelines, risks and organization. The intent of the Taskforce's work was twofold:

- 1) Determine the most effective ways and means to increase and promote the public profile of archives in Canada;
- 2) Develop and recommend a coordinated strategy for advocacy, outreach, communications and marketing that will strive to empower advocacy activities in all sectors of the archival community.

To gather information, the Taskforce first conducted a literature review. Lacking the funds for a professional survey but wanting to get a sense of the broad perception and understanding of archives and the archival profession, the Taskforce members carried out a simple but carefully designed informal survey of the general public. From the information gleaned from the literature review and

¹ The Taskforce decided very early on that it needed to be the awareness AND advocacy taskforce. This concept was built into its project charter.

the survey, the Taskforce determined that there were three key audiences that could have the greatest impact on the stated objectives: teachers and members of the media, both of whom could contribute to greater awareness and archival literacy; and politicians, who would be the focus of larger advocacy efforts.

The Taskforce developed a series of questions designed to help understand each target audience's perceptions of archives and how the archival community might better serve their needs. In the summer and fall of 2018, the Taskforce conducted interviews with teachers, members of the media and politicians.

The interviews helped to inform the overall strategy and the specific recommendations in this report. They also allowed the Taskforce to develop effective and complementary advocacy activities.

3.0 Recommendations for National Awareness

3.1 Selection of Target Audiences

The Taskforce looked to target key audiences who would have the broadest level of impact on the general population. Two groups were identified who could most effectively change and shape public perception of archives: the media and teachers.

Media members play a significant role in shaping the public's understanding. *What* they cover as well as *how* they cover it can impact Canadian public opinion. By focusing on media in the Awareness Strategy the aim is to ensure that *newsmakers themselves* first understand why archives matter. The hope is that they will, in turn and over time, shape the public's knowledge and appreciation of archives in a positive way.

The media also presents the possibility of a mutually beneficial relationship: archives can provide or inspire stories of local or national appeal, while the media, always in search of stories, can provide the kind of broad exposure that archives seek.

Teachers are a target group since what they teach influences awareness among the general population. If teachers were to include archives literacy in their classrooms, every child in the country would know what an archive is and what is found there, the same way children know that libraries are where they can find and borrow books and seek knowledge. Even if a student never personally uses an archives, he or she would come to understand the role of archives in society and see their value.

3.2 Media

3.2.1 Audience Overview

The Taskforce interviewed nine people who work or used to work in the media across the country. Interviewees represented a mix of producers and reporters for television, radio, print and online news, from both local and national media outlets.

The interviews were conducted by phone, in person or via email. Their aim:

- Understand how media members perceive archives and their value/purpose.
- Learn how archives can be more useful to media in their work.
- Get tips and suggestions on specific things that archivists can do to capture media attention more effectively.

3.2.1.1 Media's Overall Perception of Archives

When asked what the term "archives" meant to them and the role that archives play in society, media members answered:

- Archives are valuable because they provide context, depth and reliability of information.

3.2.1.2 Media's Needs or Goals with Respect to Archives

The following points summarize the key goals/needs we heard when we asked media members how archives could better serve them and how archivists could more effectively get their attention.

- 1) It all comes down to stories—and if you have a compelling visual, even better.
 - Media are always looking for a good story—stories are what touch people.
 - Archives can provide such stories, especially stories that help people understand something—an issue, situation, development, way of thinking/being/governing, etc.—that is still relevant or unfolding today.
 - Share stories that help people connect their current lives to the past (for example This Day in History).
 - Include compelling images with your story.
- 2) When pitching a story to media, answer the question “What’s the present-day connection?”
 - Include a timely hook to whatever you pitch or media will not be interested.
 - Journalists have to justify to their editors why they want to cover a particular story—there has to be a compelling reason for them to pursue a story.
 - Ensure that the first paragraph of a news release features the present-day connection up front.
- 3) Journalism is fast paced and media members are busy—share stories and/or archival materials in a ready-to-use format.
 - Media members typically do not have time to do archival research. They prefer proactively pitched stories and/or supporting archival materials that connect past with present. Archivists should be open to approaching media rather than passively waiting for the media to pick up on something and come to the archives.
 - Media members are more likely to use stories that are easy and ready to share, and that tie in with the current news cycle. For example, in addition to a story, the media package might include:
 - Image files or video clips in the format they need.
 - Relevant social media handles or links.
 - Bite-sized, adapted content that can be easily slotted into web spotlights or social media posts.

4) Make it easy for media to access records.

- Some members of the media, such as investigative journalists or feature article writers, will conduct archival research themselves. It is important to make this process as easy as possible for them.
- Make records available online for easy access.
 - Improve online search functionality.

3.2.2 Desired Results

The Taskforce identified a number of desired results for the media. These results outlined what the Taskforce would like members of the media to understand, do and feel when they interact with Canadian archives. The following specific recommendations aim to achieve these results.

1) Desired change in knowledge

Archivists want media members to understand the following.

- Archives can enhance their media coverage and inspire their next story
- Archives contain one-of-a-kind historical records that can help counter misinformation
- Archives play an important role in democratic society by enabling government accountability

2) Desired action

Archivists want media members to:

- know and access the different types of resources available at an archives to support or inspire their next story
- get in touch with their local archives when they need help and know who to contact
- credit any archival records that they use in a story

3) Desired emotional response

Archivists want media members to feel:

- that archives—including their local archives—are indispensable partners in their efforts to tell and contextualize compelling stories, share accurate facts and information, and provide records to help media members render an account of past actions and decisions that are relevant to current-day issues
- welcomed and supported when they contact an archives for help with a story

3.2.3 Key Messages

Based on the information collected during the interviews with media members, the Taskforce developed the following key messages for the media. Consistent

use of these messages by organizations and institutions can help clarify to the media the value and importance of archives. Canadian archives and archival organizations can incorporate these messages into media-targeted communications and adapt them, as appropriate, to specific needs.

- **Archivists are here for you.** Archivists have archival records and research expertise that can help enhance media coverage—and inspire your next story.
- **You care about accurate reporting—and so do we.** Archivists collect and preserve a wide range of one-of-a-kind records for everyone to use. These records reliably capture the people, ideas and activities of a community—and can help counter fake news, stereotypes and misrepresentations.
- **Much like the news media, archives play a key role in democratic societies.** Archives and archivists preserve important information that can inform present-day decisions and they offer records that enable media to explain things done in the past that reverberate in the present.
- **Explore our holdings—archives carefully preserve records so that journalists like you can access them.** Visit archives online or in person, and access archival resources when you need information—or inspiration—for a story.
- **Contact the archives for assistance when you need help.** Archives are not the same as libraries and archivists organize records in different ways. Archivists are here to help every step of the way.
- **Please support the archives by giving credit when credit is due.** In the same way you cite subject matter experts or references for a research study from which you have pulled data, crediting archival sources ensures others can locate that information again. Doing this also lets others know about the interesting and invaluable historical information available in archives.

3.2.4 Recommendations for Communication and Engagement

M1 Create a National Awareness Working Group. (This recommendation applies for teachers as well.)

Rationale:

- A centralized body will be needed to give life to this strategy and maintain efforts until results are obtained.
- A centralized body will need to be the coordinating body through which national awareness activities will be organized and to which various committees or working groups could report back.
- A centralized body will need to be able to create, manage and monitor whatever tools will be needed to put this strategy in place.

Suggestions:

- The CCA could convene a National Awareness Working Group that would include, but not necessarily be limited to, representatives of the ACA and of the AAQ.
- The Working Group could also identify additional external resources that could be consulted when needed, such as communications professionals and media experts.

Implementation:

- Anticipated tasks include:
 - Recruiting dedicated volunteers and resources to run this Working Group.
 - Developing, managing and monitoring the necessary communication tool or tools required to implement the following recommendations.
 - Coordinating nationwide awareness efforts.
 - Putting in place all of the following recommendations.

M2 Develop an introductory communications course that would acquaint archivists with the basics of effective writing, editorial planning and social media engagement.

Rationale:

- Understanding how to write story pitches and press releases that will effectively capture the attention of media is crucial to increasing the profile of archives. Additionally, knowing how to write effectively for the web—especially for mobile consumption—is a valuable skill, whether writing a blog post, a how-to guide, or an FAQ section for a website.
- Media (as well as the general public) are always interested in timely and compelling stories. Archivists should know how to develop and maintain an editorial calendar—a tool for planning and tracking potential, whether a media pitch tied to an upcoming anniversary or a blog or social media post promoting a new collection. By using an editorial calendar to capture story ideas and to plan content in advance, archivists can be proactive in engaging media and other audiences.
- Without the budget to hire dedicated communications staff, archivists would benefit from learning best practices for writing for specific audiences, for planning content and and for using social media strategically.

Suggestions:

- The National Awareness Working Group should coordinate this project.

- Use the courses that the Society of American Archivists (SAA) offers as a potential model. For example, “Carpe Media: Communications and Media Training for Archivists” delivered by Jason Steinhauer (who also created “Introduction to History Communication” and is working on a History Communication Certificate program in the United States).
- Make an introductory communications course available online or in a webinar format to maximize access and minimize cost.
- Have training made available through various archival associations.
- Include communications courses in archival studies programs.

Implementation:

- Anticipated project tasks include:
 - raising funds to develop the course
 - managing its development once funds are raised (e.g. perhaps by issuing an RFP)
 - promoting and delivering the course to all Canadian archivists once it has been developed

M3 Develop a media training course that would equip archivists to give effective media interviews.

Rationale:

- Producing a compelling pitch or press release that captures a media member’s attention is the first step in the process of raising awareness (covered in Strategy M2 above); the next step is being able to communicate clearly during an *actual* interview or press conference.
- In order to effectively shape the conversation about archives, archivists would benefit from [media training](#) to learn how best to interact with reporters when being interviewed (such as what questions to anticipate, how to stay on message, etc.).

Suggestions:

- As with Strategy M2, the recommendation is to use the courses that the SAA offers as a potential model.
- Make this course available online or in a webinar format to maximize access and minimize cost.

Implementation:

- The National Awareness Working Group should coordinate the project.
- Anticipated project tasks include:
 - raising funds to develop this course

- managing its development once funds are raised (perhaps by issuing an RFP)
- promoting and delivering the course to all Canadian archivists once it has been developed

M4 Develop a national editorial calendar that archivists across Canada could contribute to and use, with the aim of all archives highlighting the same event, topic or issue from unique angles/local perspectives.

Rationale:

- Certain historical events/significant dates apply to archives across the country (e.g. Canada Day, the Quebec referendum, the repatriation of the Constitution, Earth Day, etc.).
- Rather than each archives working in isolation, combine resources to share compelling stories related to the event/date or to any current topic or issue that is trending among the public, which would benefit from contextualization by archives (e.g., climate change).
- A number of stories published across Canada about the same event or on the same topic/issue (e.g. infrastructure construction, our voting system) could bring a unique pan-Canadian perspective, which could be highlighted in a press release to large media outlets.

Suggestions:

- Focus on one event, topic or issue each month of the year that has resonance across Canada, and for which a pan-Canadian perspective would be interesting.
- Archivists from across the country could contribute to a bank of images/social posts/online stories, etc. that ties to that event/issue and features archival holdings.
- Archival institutions or programs could then tap into the shared bank of ideas and use posts that would best suit their geographic area. For archives with more resources, producing and launching a digital or interactive exhibition related to that event would be something that could catch the eye of media.
- A press release could be issued and shared with national/provincial/territorial news outlets, highlighting the “gems” from each archives and how they shed light on the event, topic or issue, bring new understanding, etc.

Ideas:

- Finding “evergreen” topics (for example, those that could be explored at any time in a calendar year) can help archives get ahead in collecting a bank of images/social posts/online stories.

- For example, the New York Times did a popular post in Feb 2019 on “[Dogs before Instagram](#)” that speaks to the *enduring power of the pooch* while featuring delightful archival images.
- Finding resonant topics that appeal to a wide audience, put a smile on people’s faces, and evoke strong and compelling visuals, is one way to approach populating the editorial calendar with ideas in advance.
- Apart from pets, other light-hearted, evergreen topics with potentially strong visual interest might include:
 - fashion from a certain decade or period (for example, the Roaring Twenties) and/or in a certain setting, such as the beach
 - types of food and beverages (coffee, desserts or sweets) and how they have changed over time
 - hobbies and amusements, such as children’s toys, and how they have evolved
 - any topic that feels nostalgic (such as photos of drive-in movie theatres, coffee shops, diners) because nostalgia evokes many emotions and can easily connect with people
- Several Canadian archives, such as [Library and Archives Canada](#) and [Bibliothèque et Archives nationales du Québec](#), have published Flickr albums containing archival images on a variety of topics. The number of views may provide insight on which topics are particularly compelling; e.g. [BAnQ’s Expo 67 album](#) has more than 20,000 views.

Implementation:

- The National Awareness Working Group could drive the creation of this national editorial calendar and manage its maintenance. The Working Group could also determine where and how images/posts/stories can be shared between archivists across the country using an online platform (to be developed) that would allow for coordinated advocacy efforts, as well as tool and document sharing.
- The ACA, AAQ and other provincial and territorial archival associations could share the calendar with all members and encourage its use.
- The National Awareness Working Group should issue any Canada-wide press releases on behalf of all participating archival institutions.

M5 Develop a social media hashtag that could be used by all archivists across the nation, which could use humour or interesting facts to capture the attention of the media (and the general public).

Rationale:

- A hashtag can be an effective way to group posts and enable interested readers to discover related content.

- Media and the general public are typically drawn to novel, surprising or humorous content. Bite-sized stories along these lines are also easier to consume than long-form posts or articles, which also require more resources to produce.

Suggestions:

- Determine a catchy and concise hashtag.
- Share a bank of posts/tweets that could be added to and used by all archivists.
- Use humour, the novel, the unexpected or the suspenseful—all storytelling devices that can capture attention—to engage the audience, while still being on message (i.e. showing that archives are for people to use). For example:
 - Potential social post: "If an archives preserves records and no one is around to use them, does the record exist...? [#catchyhashtag] #philosophy p.s. Save us from this debate—check out our latest collection on x! [insert link]"
 - Show a teaser clip of a moving image file... and link to the archives' website to see the rest.
 - Poll the audience on some fun historical fact to get their opinion. Link them to a page on the archives' website to find the answer.

Implementation:

- The National Awareness Working Group to coordinate this project.
- The Working Group could create, manage and monitor a shared platform to generate ideas for the hashtag and foster creative discussion among archivists from across the country.
- Whatever mechanism the Working Group decides to use to gather images, stories, etc., for Strategy M4 (e.g. using a shared platform) could potentially be the same mechanism used to implement Strategy M5 which is all about enabling archivists to contribute and get inspired by social media posts/ideas.

3.2.5 Outcome Measures

To allow the National Awareness Working Group to measure the success of the strategies for media, two distinct types of measures should be taken.

- 1) How much of each strategy has been implemented.
- 2) Whether this implementation has had any impact.

This also allows for longitudinal measurements, wherein impact can be compared to how much of the strategy has been implemented.

Recommendation	Outcome Measures
<p>M1 Create a National Awareness Working Group</p>	<ul style="list-style-type: none"> • A working group is created and active • The working group puts in place the necessary resources, tools and people needed to implement the following recommendations
<p>M2 Develop an introductory communications course that would acquaint archivists with the basics of effective writing, editorial planning and social media engagement</p>	<ul style="list-style-type: none"> • The course is developed • Number of archivists who complete the course • Number of pitches attendees send to media that turn into stories • Number of archives that set up an editorial calendar for their institution • Change in rates over time of social media followers/engagement managed by the archivists who complete the course
<p>M3 Develop a media training course that would equip archivists to give effective media interviews</p>	<ul style="list-style-type: none"> • The course is developed • Number of archivists who complete the course • Number of key messages about a particular archives or the role of archives in general that appear in stories inspired in the media
<p>M4 Develop a national editorial calendar that archivists across Canada could contribute to, with the aim of all archives highlighting the same event, topic or issue from their unique angles/local perspectives</p>	<ul style="list-style-type: none"> • The national editorial calendar is developed and put in place • Number of pitches sent to media that turn into stories • Change in amount of social media engagement over time (e.g. number of comments, likes, shares/reposts, etc.)
<p>M5 Develop a social media hashtag that could be used by all archivists across the nation, which could use humour or interesting facts to capture the attention of media (and the general public)</p>	<ul style="list-style-type: none"> • Reach and engagement of hashtag • Number of mentions, retweets and clicks on tweet link

3.3 Teachers

3.3.1 Audience Overview

The Taskforce spoke to 13 social studies teachers across the country about their relationships with, knowledge of and engagement with archives. This section summarizes the responses from teachers about what educators are currently doing and ideas they had about what archives could be doing.

The interviews were conducted by phone or in person, and aimed to understand:

- Teachers' current experience(s) with archives
- What teachers wanted their students to know about archives
- How archivists could make archives more accessible to teachers with information, tools and resources

3.3.1.1 Teachers' Overall Perception of Archives

When asked what the term "archives" meant to them, and the role that archives play in society, teacher responses showed the following:

- Teachers often have some sense of what an archives is. Most understood an archives to be an institution that holds historical primary source documents.
- Teachers are most familiar with the idea of the **content** of archives, primarily associating archives with textual records used to study history.
- Teachers are interested in how archival holdings can support their teaching.
- Some teachers actively seek primary source or archival materials not available in their curriculum to build lesson plans, but usually only if they have experience and training in teaching with primary source documents. When they do, they use archival materials, often in printed form, to teach about use of evidence, interpretation, and historical and critical thinking.

3.3.1.2 Teachers' Needs or Goals with Respect to Archives

The following points summarize the key goals/needs we heard when we asked teachers how archives could better serve them, and how archivists could more effectively get their attention.

1) Teacher experiences:

- When teachers have appropriate training in the use of archival materials, they use them to teach skills such as questioning evidence, checking information, understanding the importance of voice and audience, showing differences in worldviews, interpreting historical events and thinking critically.

- Archival and primary source documents can help make the past seem more accessible to students by providing concrete evidence for virtually any subject matter.
- Students who find it difficult to connect with history have a significant increase in enthusiasm when they have the chance to work with archival material.
- Projects where student work is added to finding aids or the archives' website offered valuable real-world writing projects for the participants.
- Most teachers use primary sources that have been reprinted into age- and curriculum-appropriate textbooks, or have been modernized or translated for teaching purposes.
- Teachers agreed that initial learning about and working with primary sources would fit best within grades 7 and 8 curricula in most provinces.

2) Constraints and barriers:

- Teachers feel overwhelmed by the amount of content archival research turns up and by unfamiliar archives jargon.
- Teachers feel underwhelmed by the number of documents that seem readily available to them to build lessons, or provide to students for them to use; records are not succinct and have not been organized into comprehensible, age-appropriate packages.
- Teachers feel they do not have sufficient training in how to teach with primary sources or how to use primary sources to teach historical interpretation (or how that might support their teaching).
- Teachers do not have time to undertake archival research during their lesson planning and do not know how to reach out to archives to seek support for lesson planning.
- Teachers need more tools to verify whether or not online sources have integrity.
- Arranging field trips to visit archives is time consuming and usually involves expenses. Teachers cannot arrange ongoing visits to reference rooms for project work.
- Archival records can seem dry at first glance. They need to be made engaging or put into context to catch student interest, much in the way museum exhibitions are.

3) Solutions, uses and benefits:

- Using archival material to talk about students' local community, current events and to relate history to place would have a high impact, especially on younger students.

- The best way to make an archives-based project feasible for a large number of teachers is to have turnkey solutions in the form of pre-selected, curriculum-appropriate materials that are ready to use, available digitally and that come with educational packages that could be used to build lesson plans.
- Teachers thought students would benefit from a visit to an archives and speaking with an archivist so that they better understand where these sources could physically be found. Some teachers thought it would be more convenient for an archivist to visit their classroom to give a brief presentation and show examples to their class.

3.3.2 Desired Results

The Taskforce identified a number of desired results for this target audience. They outline what the Taskforce would like teachers to understand, do and feel when they interact with Canadian archives. The specific recommendations presented in 3.3.4 aim to achieve these results.

1) Desired change in knowledge

Archivists want teachers to understand the following.

- Archives can engage students and help them to connect with history
 - Primary sources, like those found in archives, make history come to life.
 - Primary sources can help engage students in history because they go beyond names and dates in a book. Primary sources are real things, created by real people and preserved by archives for future generations.
 - Primary sources help students form connections between the past and the present. Teachers report that the students who struggle the most in standard units thrived when they had the chance to work with primary sources.
- Archives can be used to teach critical thinking skills
 - To make sense of our complex world, it is important to understand the backstory and the people who were part of it.
 - Primary sources document events, people, policies and actions, and are how we know what happened. They were created by people with different worldviews, experiences and perspectives.
 - Primary source interpretation can help teach critical thinking skills by getting students to think about these issues: What motivated people? What did they think about the world around them? How does the primary source influence our current interpretation of events?

- Teaching students to understand what primary sources are saying—what they say about the period and events, and how things like audience and author come into play—can also help students understand the world in the present.

2) Desired action

Archivists want teachers to:

- understand how archives can engage students and connect them with history
 - Talk to their local archivist about upcoming lessons and how to connect it to the local community.
 - Attend professional development sessions about teaching with primary sources.
 - Check availability of provincial/territorial teaching resources for primary sources.
 - Talk to students about where primary sources come from (not just about the difference between primary and secondary sources) and how to access them. Primary sources are available on many subjects, for example, old photos of sports teams.
- teach critical thinking using historical documents
 - Learn how to interpret and understand historical documents to facilitate how they teach their students. Facilitate teaching of critical thinking by using historical documents.
 - Use archives and primary sources to teach students how to ask good questions and know what a good answer looks like.

3) Desired emotional response

Archivists want teachers to be:

- enthusiastic and prepared to teach with primary sources
- engaged and curious about connecting to the past
- excited about using primary sources to pique student interest in history
- passionate about making history come alive
- excited by the opportunities for critical inquiry that archival primary sources can provide
- confident approaching the difficulty of primary source interpretation instead of feeling overwhelmed

3.3.3 Key Messages

Based on interviews with teachers, an understanding of teacher needs, and the desired results stated above, the Taskforce developed the following key

messages for teachers. Consistent use of these key messages by archival organizations and institutions can help clarify how teachers can make use of archival materials. Canadian archives and archival organizations can incorporate these messages into education-targeted communications and adapt them, as appropriate, to specific needs.

- **Archival material brings history to life.** History can feel very distant to students at times, but seeing the written documents, photographs and audiovisual materials that provide information about historical events can help make history come alive. Students who struggle the most when it comes to history lessons often thrive when they have the chance to work with archival sources.
- **Primary sources are how we know what we know about the past.** Students who want to know more about what happened or who have questions about how we know things about the past may be fascinated by the documentation held in archives that help us reconstruct the past. Archival documents can also help students understand the diversity of people and opinions in the past.
- **Archives can support students' development of critical thinking and media literacy.** These are skills teachers care about cultivating in the classroom. Archives have records from many different points of view. They make it easy to understand different perspectives on historical issues, encouraging students to think about how those documents contribute to narratives about what happened and what it means.
- **Archives are part of your community.** Archives exist at many different levels of society, from large national or provincial/territorial archives, to local and community group archives. Students are welcome to visit archives (usually for free) and discover more about the history of their family and their town, helping them relate to history and engage in their community.
- **Archivists are available to help.** Archives can be overwhelming for new researchers whether teachers or students. Although there is much to see and navigate through, archivists are happy to welcome and to help all researchers.

3.3.4 Recommendations for Communication and Engagement

T1 Develop standardized training for archivists.

Rationale:

- With proper training, archivists could more efficiently and effectively create educational resources and presentations.
- Train archivists how to create educational resources to support strategies T2 and T3.

Suggestions:

- Develop standardized training that can be used nationally.
- Focus training on:
 - understanding curricula
 - communicating effectively for different age ranges
 - developing educational tools and resources for teachers and students

Implementation:

- Under the direction of the National Awareness Working Group (see recommendation M1), create guidelines for training to ensure consistency and standards nationally.
- Training could be offered by provincial/territorial archives associations, provincial/territorial archives, national associations and MLIS/MAS programs.
- Training to be developed by education experts from university education programs with a focus on primary source teaching, as well as by business and marketing experts so archivists learn how to “package” ideas effectively.

T2 Partner with provincial and territorial education curriculum committees

Rationale:

- In order for teachers to make use of archives, they need access to curriculum-appropriate materials.
- Teachers expressed that lack of time and resources to track down primary sources was a major reason why they do not use them in their teaching unless they are reprinted in textbooks.
- Coordinating efforts at the provincial/territorial level for the provincial/territorial curriculum would offer the most effective and broad approach to provide teachers with archival materials appropriate to what they are teaching.
- Having archival primary source materials coordinated with provincial/territorial curriculum will also increase the profile of archives in education.

Implementation:

- Provincial/territorial archives and provincial/territorial associations, with the help of the National Awareness Working Group, can form education working groups to coordinate and manage strategic implementation.

- Provincial/territorial education working groups:
 - meet with the provincial/territorial curriculum committee to identify what materials would support curriculum
 - coordinate efforts to identify and bring together digital versions of materials for educational purposes from archives across the province
 - create educational packages for teachers to go along with primary sources

T3 Train teachers and education students on how to incorporate archival materials and historical interpretation into their teaching.

Rationale:

- One barrier teachers often face is that they do not know how to teach with primary sources or how to find them in archives.
- Teaching teachers how to use archives and interpret historical records will make them feel confident in including primary source teaching in their lesson plans.

Suggestions:

- Develop a standard presentation for archivists that is shared nationally and can be used in professional development sessions and in teacher training.

Implementation:

- The National Awareness Working Group would take the lead on this recommendation, with the help of representatives from each provincial/territorial association, and focus on supplying professional development (PD) training in archives for other professions.
- Work with education experts and historians to develop effective teaching tools, methods and approaches to train people in how to teach with primary sources and talk about archives in an accessible way.
- Work with existing field placement programs (e.g. UBC Community Field Experience program) to develop educational materials using archival primary sources.
- Encourage this type of training in teacher education programs across the country.

3.3.5 Outcome Measures

To allow the National Awareness Working Group to measure the success of the strategies for teachers, two distinct types of measures should be taken.

- 1) How much of each strategy has been implemented.
- 2) Whether this implementation has had any impact.

This also allows for longitudinal measurements, wherein impact can be compared to how much of the strategy has been implemented.

Recommendation	Outcome Measures
<p>T1 Develop standardized training for archivists</p>	<ul style="list-style-type: none"> • Have PD opportunities been created? • Do attendees find PD opportunities effective? • What has been the attendance for PD opportunities? • Has education training been implemented in MAS/MLIS programs?
<p>T2 Partner with provincial/territorial education curriculum committees</p>	<ul style="list-style-type: none"> • Has each province been able to establish a committee? • Have archival resources been included in the curriculum? • Have resources(including digital resouces) been created to support the new curriculum? • Have archives been contributing to resource creation? • Are created resources being used by teachers?
<p>T3 Train teachers and education students on how to incorporate archival materials and historical interpretation into their teaching</p>	<ul style="list-style-type: none"> • Have PD opportunities been created? • Do attendees find PD opportunities effective? • What has been attendance for PD opportunities? • In the long term, has teaching with primary sources training been implemented in education training programs?

4.0 Recommendations for National Advocacy

4.1 Selection of Target Audience

Politicians play a very large role in shaping public policy, which directly affects archives in many different ways: resource allocation, organizational structure, legislation concerning policy such as freedom of information, copyright and many other issues. Elected officials, and the government staffers who are either policy advisors or gatekeepers to elected officials, are considered significant parts of the target audience as well. For that reason, the Taskforce identified that the core focus for advocacy is elected officials and policy advisors at the three levels of government, federal, provincial/territorial and municipal levels.

4.2 Politicians

4.2.1 Audience Overview

The Taskforce interviewed 10 people from across the country, including federal, provincial, territorial and municipal politicians, government policy advisors, and two lobbyists with vast experience lobbying in the area of heritage. The interviews elicited information about the interviewees' familiarity with archives and the most effective ways of doing advocacy with government and politicians in general, rather than specifically related to archives doing advocacy regarding the value of archives.

The interviews were conducted by phone, in person or by email and aimed to:

- identify the best ways to establish contact with politicians
- identify the best ways to make politicians aware of archival concerns
- identify how archives can be useful to politicians.

4.2.1.1 Politicians' Overall Perception of Archives

When politicians, staffers and lobbyists were asked if they are their colleagues had ever used archives, they answered:

- Politicians know little or nothing about archives.
- Most politicians have never visited an archives, although some had used archives minimally during their university years.
- Politicians are unaware of the archival institutions in their constituencies.
- Archival resources that may be useful to politicians do not seem to be easy to access.

4.2.1.2 Politicians' Needs or Goals with Respect to Archives

The key goals/needs identified by politicians, staffers and lobbyists, when they were asked how archives could better serve them, include the following.

- 1) Archives should maintain contact with elected officials in their constituency and inform them about specific issues for which they may be able to offer information or access helpful documentation. See section 5.3 for the best ways to contact politicians.
- 2) Archives and archival organizations should invite politicians or staffers to special events with high visibility.
- 3) Archives should be more easily accessible so politicians know what resources archives have and how they can be used. Politicians often do not have time to do research. Archives could be more proactive in showing them or their staff available tools and resources.
- 4) Relationship building is essential for advocacy with government to be effective. It is important to have a stable group acting over the long term within well-established networks of relationships with key decision makers and influencers.

4.2.2 Desired Results

The Taskforce identified the following desired results for this audience. These include desired changes in knowledge, desired actions and desired emotional responses. The specific recommendations presented in 4.3 aim to achieve these results.

1) Desired change in knowledge

Archivists want politicians to understand the following.

- Archives are vital to democratic society because they provide the resources that enable people and organizations (like the media) to understand the actions that governments and leaders have taken in the past and that may be relevant to current concerns.
- Archives contain records that can help politicians and legislators develop more informed policies/laws and avoid repeating mistakes from the past.

2) Desired action

Archivists want politicians to:

- know and access the different types of resources available in archives to support the political and policy decision-making process
- include archives in their discussions on policy-making and legislation that may affect archives and archivists
- create funding programs sufficient to allow archives to work effectively to preserve and make accessible Canada's documentary heritage

3) Desired emotional response

Archivists want politicians to feel:

- that archives are indispensable partners in their decision-making process
- motivated to visit an archive and use its resources to inform their decision-making

4.2.3 Recommendations for Communication and Engagement

After reviewing and analyzing the results of interviews with politicians and literature reviews, the following issues emerge as important considerations in preparing advocacy recommendations.

- The archives community should act in a purposeful and coordinated manner on advocacy issues to present a more consistent and powerful message. This requires an appropriate advocacy infrastructure for the Canadian archival community.
- Building relationship networks with decision makers and influencers is essential at all levels of government.
- It is most effective to use a specialized government relations firm to assist with setting up contacts and meetings for lobbying at the federal level, because the staff change frequently and it is more difficult to get access to decision makers. The archival community should invest in limited contracts, which are available at reasonable cost.
- It is important to cultivate relationships with archival champions who can act on behalf of Canadian archives.
- Archivists doing advocacy work should have training to help them be effective.
- The most successful advocacy efforts are specific and targeted to a timely issue or policy.
- Direct personal contact through email, telephone and in-person visits is the most effective means to influence decision makers.

Based on these considerations, the Taskforce recommends the following:

P1 Establish a single National Advocacy Working Group that will coordinate advocacy activities.

Rationale:

- The archival community should engage in concerted efforts on issues of national importance.
- A single, stable working group will be able to develop the network of long-term relationships with political decision makers and influencers.
- As necessary, the Advocacy Working Group (AWG) should be able to call upon specialized government relations companies to gain access to appropriate influencers.

- To assist in their efforts, the National Advocacy Working Group will develop expertise and benefit from advocacy training.

Implementation:

The AWG would have at least one representative from each of the AAQ, the ACA, and the CCA, thus ensuring representation from the two language-based professional associations and the network of archival institutions. It would also have additional members from associated taskforces, as required. The AWG would be a coordinating body and its mandate would be to do the following.

- Establish a list for a standing watch on topics of ongoing national concern, such as privacy, copyright, digital initiatives, etc.
- Assign responsibility for particular ongoing advocacy issues of national significance to advocacy taskforces, which would have representation from all three national associations and from any other group, as appropriate.
- Be the coordinating body through which the taskforces would report back and make recommendations to the associations for coordinated actions.
- Measure the impacts of the implementation of these recommendations.
- Find the means and hire specialized government relations companies in order to make the community's advocacy efforts more effective.

The taskforce responsibilities in their area of activity would include:

- reporting to the AWG on a regular basis
- recommending policy and advocacy activities in a timely way to the AAQ, ACA and CCA, as well as to any other appropriate organization
- developing and carrying out activities approved by the associations
- carrying out a standing watch of their assigned issue and any subsets of the issue
- developing "boilerplate" position papers, as appropriate, on topics of ongoing concern to support the development of briefs, correspondence and responses to particular initiatives
- developing relationships with key decision makers and influencers
- sharing information and, as appropriate, coordinate with allied organizations on advocacy initiatives
- keeping track of any pertinent legislative processes
- following upcoming significant events and special milestones
- developing appropriate content for archival community websites

- recommending, as appropriate, the engagement of a specialized government relations firm to assist with setting up contacts and meetings for more effective lobbying at the federal level
- ensuring the coordination of community-wide initiatives (For example, develop and deliver a training program for archivists who will be engaging in advocacy activities, using webinars that can be accessed easily and at low cost. See the SAA's [Advocacy Guide](#) as an example. An advocacy toolkit could be another valuable resource.)
- acting as a centralized clearinghouse of requests for advocacy engagement on issues of importance to the archival community
- acting as liaison and sharing information with advocacy and awareness committees that may be established by professional associations at the provincial/territorial or regional level, and with allied organizations and individuals, as appropriate
- creating, managing and monitoring the necessary communication tool(s) to ensure information exchanges within the archival community engaged in advocacy
- making recommendations about who will do advocacy in the archival community and at which level, addressing issues such as the following.
 - Who will address issues of provincial and territorial - or sector-specific significance?
 - How will the community address issues of regional significance?

P2 Encourage and support the establishment of provincial, territorial and specialized awareness and advocacy committees.

Rationale:

- While the AWG will be working on national issues, some issues will be of more provincial, territorial, regional or specific concern. These issues can be addressed through concerted effort by established groups within the community, such as advocacy groups within provincial or territorial associations or specialized groups.

Suggestions:

- The AWG should liaise with any advocacy group established by a provincial or territorial association or by a specialized group (for example, university archives or municipal archives), thereby creating a strong Canada-wide network of advocacy and awareness groups.
- Provincial and territorial associations or specialized groups can alert the AWG to issues in their spheres requiring advocacy. The AWG will make recommendations for assigning responsibility for action and provide assistance, if possible.

4.2.4 Outcome Measures

To effectively allow the National Advocacy Working Group to measure the success of the strategies for reaching out to politicians, two distinct types of measures must be taken:

- 1) How much of each strategy has been implemented?
- 2) Has this implementation had any impact?

This also allows for longitudinal measurements, wherein impact can be compared to how much of the strategy has been implemented.

Recommendation	Outcome Measures
<p>P1 Establish a single National Advocacy Working Group that will coordinate advocacy activities</p>	<ul style="list-style-type: none"> • Has the working group been created? • Has the formal mandate and operating procedures for the AWG and for the AWG taskforces, been created and approved? • Is there an operating budget to include the trial occasional use of a government relations firm? • Have contractual arrangements been made with a government relations firm? • Has the AWG assessed the use of the government relations firm during the trial period? In particular, the number and nature of: <ul style="list-style-type: none"> ○ consultations ○ meetings arranged ○ legislative advisories ○ assistance with briefs and other communications • Number of meetings with decision makers and influencers • Number of appearances before government committees or groups • Number of briefs, correspondence, statements disseminated • Number of consultations with allied groups • Number of initiatives with allied groups • Number of special initiatives undertaken • Number of advocacy matters vetted and referred to provincial, territorial or specialized groups • Number of advocacy training programs developed • Number of people participating in advocacy training programs • Number of initiatives resulting in government action,

Recommendation	Outcome Measures
	<p>with partial or complete success</p> <ul style="list-style-type: none"> • Has the list of taskforces required been created and approved? • Have appointments for taskforces been made? • Number of policy statements • Number of meetings with decision makers and influencers • Number of appearances before government committees or groups • Number of briefs, correspondence, statements drafted • Number of consultations with allied groups • Number of initiatives with allied groups Number of special initiatives proposed
<p>P2 Encourage and support the establishment of provincial, territorial and specialized awareness and advocacy committees</p>	<ul style="list-style-type: none"> • Number of affiliated advocacy/awareness committees established • Number of initiatives supported by the AWG • How many successful interventions were done? • How long did it take to obtain what we wanted?

5.0 Recommendations for Individual Archives and Archivists

While this document aims to create a nationwide coordinated effort to increase and improve awareness and advocacy for archives, there are some specific actions that individual archives and archivists can do to contribute to the collective effort. The following recommendations will help individual archives and archivists connect with the media, teachers and politicians.

5.1 Media

5.1.1 Actions

Individual archives can take the following actions to engage media.

M6 Establish and maintain an ongoing relationship with local media outlets to understand what they need and how your archives can best provide it.

Rationale:

- By cultivating a relationship with local media representatives, archivists will know who exactly to contact when pitching a story, and media members will know who they can trust to bring them good stories.
- Once a relationship and rapport are established, media members will likely be more willing to work with archivists to find story options/angles to pursue to get the archival message across (see section 3.2.3. Key messages).
- Start with smaller media outlets when pitching a story. If a story covered in a local outlet is interesting, a larger outlet may pick it up.

Suggestions:

- Request to meet with the editor to see how your archives can meet their story needs while also promoting your archives' holdings. During the meeting find out exactly how the editor wants to receive pitches, press releases, fully written stories and/or archival materials. For example, they might:
 - prefer that you phone them to discuss a story idea instead of emailing or, alternately, that you only ever email pitches
 - have web or print spots with specific character limits that they want you to stick to when you pitch pre-written content
 - need to receive images or video clips in a certain type of format or file size
 - always want to receive social media content in addition to the story draft (e.g. bite-sized content that can be adapted into tweets, Facebook posts, etc.)

- See if the editor would be willing to chat about story ideas with you in a phone call or regular meeting; perhaps a series or larger project could be developed and worked on collaboratively.
- Find out who specifically you should send pitches and press releases to at the media outlet (if not the editor directly) and keep a current and running list of such media contacts.
- Provide a specific contact at your archives who could serve as a point person for their media team when they have questions/require support.
- When sending a pitch, make sure your story has a timely connection—and that it is stated up front—as well as supporting visual(s).
- Use key messages outlined in section [3.2.3](#) so that media across the country receive the same key ideas.

M7 Develop an editorial calendar to track ideas and plan content to be produced by your institution, and continually add to the calendar based on the current news cycle.

Rationale:

- Media are always looking for timely stories.
- Some stories that will resonate with them can be anticipated based on the holidays and milestone dates in a year.
- When archives set up their own calendar, they can be proactive in pitching stories and/or archival materials to the media; whereas reacting to current news means there is limited time available to do the research needed to support a breaking story.

Suggestions:

- Set up an editorial calendar for your archives that incorporates key dates (such as Family Day, Canada Day, Labour Day, International Women's Day) and what archives-based story and/or materials in your collection you could pitch to tie to these dates.
- If you can, designate a portion of a staff member's time to keep up with current news and events, and add ideas to your editorial calendar based on what's trending.
- Pitch the stories to the appropriate media contact and include visuals with your pitch.
- Even if you only have the capacity to pitch one or two stories a year, that is one or two more stories that could get archives out into the public eye.
- You can also use the editorial calendar to track and plan content for audiences beyond media and for a variety of content (not only pitches but social media posts, blog posts, newsletters, etc.).

Resources:

- There are many different editorial calendar templates that could be modified to fit specific needs. Here is a [free one](#) using Google Sheets.
- [Air Table](#) is another great tool for building editorial calendars; setting up a basic account is free and still has many powerful features and functions for organizing content.

M8 Engage with local journalists on Twitter—and provide expert commentary where possible.

Rationale:

- Twitter has been [changing the face of news reporting](#) and is a platform that many journalists use, whether it be to crowdsource stories, connect with the public or share their recent articles.
- Archivists can engage directly with local journalists on Twitter.

Suggestions:

- Follow the Twitter account of relevant journalists and assign a person on your team to periodically monitor what these journalists are posting. This doesn't have to be a large time commitment—a starting point could be checking in once a week (e.g. every Monday morning, for example) to see what your target journalists are currently discussing.
- Comment/reply when journalists post on topics that relate to your archives' holdings/historical areas of expertise.
- If and when you post tweets tied to the news of the day, tag relevant journalists—especially if your post may inspire a story.
- When journalists tweet links to their own stories (or stories by their colleagues) that connect to any topics on which your archives has expertise, retweet them; better yet, add your own commentary/archival angle to the retweet and/or explain why you're reposting their content. It's possible the journalist might, in turn, retweet your tweet since it is giving a nod to the story.

M9 Develop a section on your website that is specifically for media members with resources to help them navigate your archives' holdings.

Rationale:

- Having a section on an archives website that is specifically addressed to journalists will demonstrate how archives are there to help with their next story.

Suggestions:

- The “For the Media” section could include any or all of the following content:
 - A step-by-step guide (whether in written or video format) on how to do research in the archives, prepared specifically with media members in mind, including a section on how to cite archival sources and why this is important
 - Quick research tips
 - List of the most common or helpful materials accessed by journalists
 - Stories by other journalists that feature archival records to demonstrate the kinds of stories others have written and to spark ideas
 - Story ideas with links to relevant archival records or descriptions, including visual records
 - Story requests from the community, which a media member might be interested in tackling
- A link to this section should be clearly shown on your website’s home page (ideally, in the top-level navigation) and the text for the link should clearly target media members.
 - Examples: “Are you a media member?” “Resources for media” “Media—Find your next story here”
- All content should be written in jargon-free, welcoming language and incorporate the key messages from Section [3.2.3](#).
- After you develop this content, make sure to promote it to journalists—whether by email and/or social media.
- After you develop this content, evaluate the physical visitor experience at your archives—is it a welcoming and supportive space for media members (and other users) if they were to show up in greater numbers? If not, how can you change this?
 - For example, if the first thing a user sees in your Reading Room is a sign prohibiting items in the space, what kind of first impression do they get?
 - If, instead, there’s a sign that explains why archives matter in plain language, or that archivists are here for them, or even a friendly greeting (e.g. “Archives exist for you—welcome! We’re glad you’re here.”), you’ll leave the visitor feeling more welcome, which is one of the desired results of this Strategy.

5.1.2 Outcome Measures

Below are some suggested ways that individual archives can measure the impact of those actions.

Recommendation	Outcome Measures
<p>M6 Establish and maintain an ongoing relationship with local media outlets to understand what they need and how your archives can best provide it</p>	<ul style="list-style-type: none"> • Number of relationships fostered with editors of all relevant media sources (e.g. relationships with local news outlets if you are a municipal archives, provincial news outlets if you're a provincial archives, etc.) • Increase in reference requests from your media connections • Number of stories published that credit your archives (including those you may write yourself, those in which you're quoted as an expert source, or those that reference an archival record) • Change in rate over time of such stories published
<p>M7 Develop an editorial calendar to track ideas and plan content to be produced by your institution, and continually add to the calendar based on the current news cycle.</p>	<ul style="list-style-type: none"> • Number of archivists who set up an editorial calendar • Number of stories published that credit your archives (including those you may write yourself, those in which you're quoted as an expert source, or those that reference an archival record) • Change in rate over time of such stories published
<p>M8 Engage with local journalists on Twitter—and provide expert commentary where possible</p>	<ul style="list-style-type: none"> • Increase in local media following you on Twitter • Increase in retweets/DMs/mentions by media members • Increase in reference requests from media members who first connected with you via Twitter

Recommendation	Outcome Measures
<p>M9 Develop a section on your website that is specifically for media members with resources to help them navigate your archives' holdings</p>	<ul style="list-style-type: none"> • Number of visits to and clicks on the media section of your website • Number of views/downloads of resources for media (e.g. guides, videos, etc.) • Number of stories published in which the ideas were sparked by a media member checking out this section of your website • Increase in reference requests from media

5.2 Teachers

5.2.1 Actions

Individual archives can take the following actions to engage teachers.

T4 Offer tours of the archives for local classes or go into schools to have an annual “archives show and tell.”

Rationale:

- Tours and “archives show and tell” sessions:
 - introduce students to archives in person, making archives as a concept more real
 - help connect the idea that archives are part of the community
 - can inspire awe and get students excited by showing them archival records in person

Suggestions:

- Contact schools well in advance to coordinate a field trip or school visit.
- Based on teacher interviews, the Taskforce recommends offering tours to students in grades 7 and 8 because this is when curricula typically start to talk about primary and secondary sources.
- Offer to make the archives tour or presentation an annual, ongoing event for the school.
- Demonstrate preservation issues for archival records by showing students delicate records and explain care and handling issues.
- Have materials prepared for students in advance and have notes prepared so you can speak to each item you show.
- Confirm with teacher/school that the tour or presentation is relevant to the age group. Avoid jargon and make information accessible.

- If possible, work with the teacher to develop a follow-up creative assignment after the visit.
 - A blog post or reflection piece featuring an archival record or a feature of the archives visited can help consolidate the field trip or guest visit for the students.
 - If the archives is willing to feature the student content in their finding aids or website, it could provide an opportunity for students to have real-world writing experience.
 - Students would feel pride in having their work featured on an “official site” and may also share it with their friends on social media.

Implementation:

- The National Awareness Working Group (see recommendation P1) could oversee the creation of a presentation outline and optional materials.
- The National Awareness Working Group could also create, manage and monitor a communication platform to allow archives and archivists to share ideas and tools.

T5 Develop a relationship with relevant teachers or teacher training programs in your locality and work with them to create interesting projects for students based on primary sources.

Rationale:

- Shows teachers and students how useful archives can be for learning.
- Provides a hands-on experience for teachers and students.
- Allows teacher to easily integrate archives in their teaching methods.

Suggestions:

- Several archives have already begun projects of this type, such as the soldier’s biography projects:
<https://www.cbc.ca/news/canada/montreal/westmount-high-school-memorial-project-remembrance-day-1.3846648>
- Organize heritage fairs in your community to allow students from various schools to present the results of their research:
<http://kids.canadashistory.ca/Kids/Heritage.aspx>

5.2.2 Outcome Measures

Below are some suggested ways that individual archives can measure the impact of those actions.

Recommendation	Outcome Measures
T4 Offer tours of the archives for local classes or go into schools to have an annual “archives show and tell”	<ul style="list-style-type: none"> • How many archives and schools have started conducting tours or presentations? • Are students learning about archives from these tours/presentations? • Have archives seen an increase in visitors after they started giving tours and presentations?
T5 Develop a relationship with relevant teachers or teacher training programs in your locality and work with them to create interesting projects for students based on primary sources	<ul style="list-style-type: none"> • Number of projects created with and by students • Number of events and participants

5.3 Politicians

5.3.1 Actions

Individual archives can take the following actions to engage politicians and influencers.

P3 Develop and maintain an ongoing relationship with your local politicians at all levels. Developing a network of relationships is the most significant advocacy tool.

Rationale:

- It is important that politicians know that archives exist and have resources and research tools that could be useful to them.
- Politicians will be better able to defend archival interests if they know what those are and how important they can be.
- Developing relationships allows archives to find and cultivate champions for archival issues.

Suggestions:

- Contact elected officials and pertinent staffers to tell them who you are and what you can do for them.
 - Congratulate elected officials in your riding at the beginning of their mandate and point out the archival institutions in their riding.
 - Alert them to archival documents that may help them with current issues.

- Invite politicians or their staff to special events that might have high visibility and provide photo ops.
- When you meet with politicians, policy staffers or other decision makers:
 - it's crucial to keep your message focused, clear and limited
 - be specific, not general—they are looking for solutions rather than problems or general discussion
 - make evidence-based proposals
 - tell a story, using concrete examples, to provoke an emotional response and stimulate their interest
 - bring proof of concept to your proposals
 - show the value for investment of funds that could be allocated to your archive
 - use an incremental approach for big and long-term issues
 - do not ramble or take more time than you have been allotted in meetings, unless you are invited to overrun the appointment time
 - do not limit yourself to the party in power (The opposition can force discussions on certain issues; find several political champions and give them the tools to ask efficient and relevant questions.)
- Tips on best ways to meet with politicians:
 - Approach close collaborators of politicians (policy advisors, secretaries, researchers) as they are often the ones who decide which request will get priority.
 - Summer is often a good time to approach local politicians as the parliamentary session is over and they have more time to work with their constituents.
 - Send promotional materials to your local politicians and follow-up with an email or meeting.
 - Establish direct contact by telephone, or by an email that is followed up by a phone call.
 - Get in touch with newly elected politicians and stay connected to all the elected politicians (municipal, provincial and federal) in your constituency.
 - Set up face-to-face meetings to deal with specific issues.

P4 Participate in efforts on current local policy issues by attending municipal, borough or council meetings

Rationale:

- When archives and archivists participate in a public discussion, it increases community awareness of archival issues.
- Archival considerations become part of the open debate.

Suggestions:

- Do not be shy about showing your archival expertise.
- Learn how the question period works in your area.
- Be well informed so you can ask carefully worded questions that force politicians to take a public position.
- Be polite and insistent but not unfriendly.
- Work with other organizations in your community that might have similar concerns.
- Participate in public consultations and bring information or research possibilities to the issue at hand.

5.3.2 Outcome Measures

Below are some suggested ways that individual archives can measure the impact of those actions.

Recommendation	Outcome Measures
P3 Develop and maintain ongoing relationship with politicians	<ul style="list-style-type: none">• Number of times in contact with politicians and relevant staff
P4 Participate in efforts on current local policy issues by attending municipal, borough or council meetings	<ul style="list-style-type: none">• Number of discussions in political debates on relevant issues• Number of successful interventions in public debates

6.0 Conclusion

The vision and recommended actions described in this document are the result of extensive research, interviews, consultation and reflection. The Taskforce's goal was to provide a guide for Canadian archivists and archival institutions to develop a coordinated and concerted strategy for the archival community to improve awareness and advocacy on behalf of archives. By targeting three specific key audiences, the Taskforce believes that archives can reach the wider Canadian public. This document suggests next steps to help increase the public's awareness of, and appreciation for, archives.

The research has clearly demonstrated that improving awareness and advocacy will only be achieved through structured and coordinated action by the archival community. The work of individual archivists and of all archival institutions and organizations to increase awareness of what we do and why it matters remains crucial. The recommended actions and structures are aimed at a more holistic approach involving not only individual effort but also an overall strategy of coordination within the archival community.

It is clear to the Taskforce that common messages, increased training on how to deliver these messages, and an appropriate awareness and advocacy infrastructure is the best path forward for the Canadian archival community. The hope is that our recommendations lead to a progressive national strategy to improve awareness and advocacy across Canada. The recommendations also allow for two levels of intervention, one at the national, provincial and territorial levels, and another at the local level by individual archives and archivists.

This is why the creation of two national working groups, one for awareness and the other for advocacy, is essential to lead the archival community's efforts in increasing knowledge of archives. Considering that awareness and advocacy require different kinds of expertise, we do suggest that they be two separate entities. These working groups should allow collaboration between the various archival associations and organizations throughout the country. They should also lead the creation, management and monitoring of tools that will allow a greater collaboration among all archival institutions. To be as effective as possible in awareness and advocacy efforts, archives and archivists need to pool their resources and work together on a national level. Because coordinating efforts on a national level takes time and resources, this strategy also seeks ways to empower archivists to begin to create awareness in their own local circles of influence, even while work is coordinated at a provincial and national level to reach media, teachers and politicians in a concerted way.

Appendix A: Funding Opportunities

The following list is a partial inventory of various funding sources for archives that would like to organize activities aimed at increasing awareness. They are not in any particular order.

Federal Funding Opportunities

- [Canada Post Community Foundation for Children](#)
 - Helps local organizations and charities provide programs for children.
- [Canada History Fund \(Canadian Heritage\)](#)
 - “The Canada History Fund encourages Canadians to improve their knowledge about Canada's history, civics and public policy. The Fund supports the production of learning materials, the organization of learning activities and the creation or maintenance of networks.”
- [Virtual Exhibits Investment Program \(Canadian Museum of History\) /](#)
 - The Virtual Exhibits Investment Program helps Canadian museums and heritage organizations develop virtual exhibits and resources that engage online audiences in Canada's history, heritage and culture.
- Documentary Heritage Communities Program (Library and Archives Canada)
 - The DHCP provides financial assistance to the Canadian documentary heritage community for activities that:
 - increase access to, and awareness of, Canada's local documentary heritage organizations and their holdings
 - increase the capacity of local documentary heritage organizations to better sustain and preserve Canada's documentary heritage

Provincial and Territorial Funding Opportunities

British Columbia

- [Heritage Legacy Fund, Heritage Awareness Program](#) (HeritageBC)
- Heritage Awareness Program for the research, documentation, presentation and publication of information about specific community heritage resources.

Alberta

- [Heritage Awareness Grants](#)

- Heritage Awareness grants provide matching grants of up to \$15,000 for initiatives that interpret or promote awareness of Alberta's heritage.

Manitoba

- [Heritage Grants Program](#)
 - It provides funding and planning assistance to non-profit community organizations seeking to identify, protect or interpret Manitoba's human and natural heritage.

New Brunswick

- [NB Grant Program](#)
 - Through this program, successful applicants can receive funding to support archival projects undertaken at your archives. Funding is available for the following types of projects: Arrangement and Description; Preservation & Conservation; Reformatting & Migration; Equipment Purchase; and Training & Professional Development.

Nova Scotia

- [Provincial Archival Development Program \(PADP\)](#)
 - Administered by Nova Scotia Archives—provides funding for projects including “promoting public awareness, appreciation and use of Nova Scotia's archival heritage (e.g. marketing plans, thematic kits for classrooms, open houses, etc.)”
- [Community Grants Program](#) (Halifax Regional Municipality)
 - The Community Grants Program provides one-time or multi-year grants to registered, community-based non-profit organizations and charities that serve social, cultural, environmental, recreational and heritage initiatives. Grants can be used to purchase artifacts or heritage items, assist in restoration, signage, exhibits, exhibitions, advocacy, public education as well as board development and planning.

Yukon

- [Yukon Historic Resources Fund](#)
 - The Yukon Historic Resources Fund (YHRF) supports projects that promote the study and interpretation of Yukon's historic resources. Projects should promote appreciation, preservation and development of Yukon's heritage.

Appendix B: Literature Reviews

I. Canadian Literature Review

Journal articles

Archivaria 31 (Winter 1990-91)

- Timothy L. Ericson, "Preoccupied with Our Own Gardens: Outreach and Archivists"
- Gabrielle Blais and David Enns, "From Paper Archives to People Archives: Public Programming in the Management of Archives"
- Ian E. Wilson, "Towards a Vision of Archival Services"
- Barbara L. Craig, "What are the Clients? Who are the Products? The Future of Archival Public Services in Perspective"

Archivaria 48 (Fall 1999)

- Anne J. Gilliland-Swetland, Yasmin B. Kafai, William E. Landis, "Integrating Primary Sources into the Elementary School Classroom: A Case Study of Teacher Perspectives"

Archivaria 49 (Spring 2000)

- Elizabeth Yakel, "Thinking Inside and Outside the Boxes: Archival Reference Services at the Turn of the Century"

Archivaria 68 (Fall 2009)

- Kate Zieman, "Youth Outreach Initiatives at the Canadian Lesbian and Gay Archives"

Archivaria 78 (Fall 2014)

- Craig Heron, "Archives: Public Awareness and Engagement"
- Creighton Barrett, Braden Cannon, Liam O'Hare, "The Application of Library Outreach Strategies in Archival Settings"

Association websites

[Archives Association of British Columbia](#)

[Archives Society of Alberta](#)

[Saskatchewan Council of Archives and Archivists](#)

[Association for Manitoba Archives](#)

[Archives Association of Ontario](#)

[Association des archivistes du Québec](#)

[Council of Archives New Brunswick](#)

[Council of Nova Scotia Archives](#)

[Archives Council of Prince Edward Island](#)

[Yukon Council of Archives](#)

[North West Territories Archives Council](#)

[Archive Council Nunavummi](#)

II. French Language Canadian Literature Review

Events

[-Jeux de piste](#)

[-Archives à voix hautes](#) : Le soleil. Archives à voix hautes : faire un présent du passé.

-Publication: [Ton portefeuille archivistique](#) – *Sensibilisation des élèves à leurs archives* :

Advocacy

-Read Baillargeon and Lévesque (2008, 2007) for in depth on official actions by the AAQ.

-La déclaration québécoise sur les archives

Journal Articles

-Baillargeon, Diane, et Michel Lévesque. « L'Association des archivistes du Québec, une association impliquée, des archivistes engagés ». *Archives* 39, n° 1 (2008, 2007): 43-99.

-Bédard, Sylvie, et Sophie Morel. « L'archiviste, outil de médiation entre les archives et l'utilisateur ». *Archives* 45, n° 1 (2013-2014): 47–56.

-Boudreau, Denis, Florian Daveau, et Frédéric Giuliano. « Diffuser, partager et s'appropriier le patrimoine documentaire québécois. Le projet collaboratif de BAnQ sur Wikimedia : une première au Canada ». *Archives* 46, n° 1 (2016): 61–81.

-Cadieux, Hélène, Marie-Andrée Fortier, et Bernard Savoie. « Un exemple de partenariat public-privé dans le secteur des archives ». *Archives* 37, n° 2 (2005–2006): 140–49.

-Delrieu, Juliette. « La valorisation des archives aux Musées de la Civilisation : les événements Rares et Précieux ». *Archives* 45, n° 1 (2013-2014): 57–83.

-Fortier, Marie-Andrée. « Regard sur la valeur patrimoniale des archives de communautés religieuses et sur leur avenir ». *Archives* 44, n° 1 (2012-2013): 45–75.

-Gareau, André, et Natasha Zwarich. « Diffuser les archives numériques : faire plus avec moins ». *Archives* 45, n° 1 (2013-2014):158–78.

- Giuliano, Frédéric. « La référence en archives au XXIe siècle. L'impact du numérique sur le travail de référencier. État des lieux. » *Archives* 43, n° 1 (2012 2011): 3–19.
- Héon, Gilles. « Le 400e anniversaire de Québec, les archives et les archivistes: pro memoria ». *Archives* 40, n° 2. Consulté le 19 juillet 2017.
https://www.archivistes.qc.ca/revuearchives/vol40_2/40_2_heon.pdf.
- Héon, Gilles. « Ton portefeuille archivistique: Sensibilisation des élèves à leurs archives ». *Archives* 26, n° 4 (1995 1994): 3–7.
- Lecompte-Chauvin, Annie. « La diffusion d'archives, un plaisir démocratisé ». *Archives* 44, n° 2 (2013 2012): 21–27.
- Lemay, Yvon. « Archives et création : nouvelles perspectives sur l'archivistique ». *Archives* 45, n° 1 (2014 2013): 147–58.
- Lemay, Yvon, et Anne Klein. « Archives et création: nouvelles perspectives sur l'archivistique. Cahier 2 ». Université de Montréal, École de bibliothéconomie et des sciences de l'information (EBSI), 2015.
<https://papyrus.bib.umontreal.ca/xmlui/bitstream/handle/1866/12267/lemay-y-klein-a-collaborateurs-archives-creation-cahier2.pdf?sequence=1&isAllowed=y>.
- Lemay, Yvon, et Anne Klein. « Un artiste en résidence dans un service d'archives : entretien avec Denis Lessard ». *Archives* 43, n° 2 (2012 2011): 71–86.
- Pagé, Lucie. « Le Canada francophone depuis 1974 : les nouveaux réseaux et leurs archives ». *Archives* 36, n° 1 (2005 2004): 97–115.
- Scarpulla, Mattia. « Archives, danse et récréation. Une introduction ». *Archives* 46, n° 1 (2016): 15-34.
- Sirois, Elaine. « Des archives troisième lieu ? » *Archives* 45, n° 2 (2014 2013): 23-51.
- Winand, Annaëlle. « Archives et réemploi dans les films expérimentaux ». *Archives* 46, n° 1 (2016): 35–45.

Websites

Association des archivistes du Québec: <https://www.archivistes.qc.ca>
 BAnQ (GLAM): <https://commons.wikimedia.org/wiki/Commons:BAnQ>

III. Australia and New Zealand Literature Review

Journal articles

- Nicolls, C. 2001 "The Role of Outreach in Australian Archive Programs." *Archives and Manuscripts* 29 (1): 62-70.
- Hyslop, G. (2002). "For many audiences: Developing public programs at the National Archives of Australia." *Archives and Manuscripts*, 30(1), 48–59.

(Referenced in <https://cdr.lib.unc.edu/indexablecontent/uuid:392174ff-0e9a-46a6-98b6-1c54e6121bb1>)

New Zealand—Articles in the journal *Archifacts* (ARANZ)

https://www.aranz.org.nz/Site/publications/archifacts/Archifacts_Archive_Content_s_3.aspx

Article Title: “National Archives – the Present and Future”
Author: Mark Stoddart
Issue: April 1991

Article Title: “National Archives and Regional Cooperation”
Author: Mark Stoddart
Issue: October 2000

Article Title: “History and Us”
Author: Michael Hoare
Issue: April 2001

Article Title: “Why ARANZ?”
Author: Brad Patterson
Issue: April 2001

Article Title: “Services to Education: The Experience of the Wellington City Archives”
Author: Joanna Newman
Issue: October 2002

Events

Information Awareness Month in Australia: -
<https://informationawarenessmonth.org/>

IV. International Advocacy Events

International advocacy events can be divided into two categories consisting of campaigns and activities.

Campaigns

Don't Risk it! Know Your Records (advocacy guide and campaign)

http://www.archives.org.uk/images/documents/RMG/FINAL_Dont_Risk_It_Toolkit_July14.pdf

The Right to Be Forgotten

http://ec.europa.eu/justice/data-protection/files/factsheets/factsheet_data_protection_en.pdf

Universal Declaration on Archives

- <https://www.ica.org/en/universal-declaration-archives>
- <https://www.ica.org/en/adoption-uda-catalan-parliament>
- <http://www.arxiv.org/>

Activities

Celebration of International Archives Day (June 9)

<https://www.ica.org/en/international-archives-day-programme-s-map>

Films

Film screenings are a very common activity to reach the general public. A large number of advocacy films are now available on the web, and the following films were selected for a recent International Council on Archives film festival in Seoul:

- <https://www.youtube.com/watch?v=SMvclYZklgk&feature=youtu.be> from Austria
- https://www.youtube.com/watch?v=q6rO_JUFzmo&feature=youtu.be from the UK
- <https://www.youtube.com/watch?v=h9p4dAukIKo> from the Netherlands
- <https://www.youtube.com/watch?v=rLKxg9gE1Zs> from France
- https://www.youtube.com/watch?v=zDw5yTI_RRQ&feature=youtu.be from Spain
- <https://www.youtube.com/watch?v=RSiCd6Xv3D8> from Norway
- https://www.youtube.com/watch?v=aFIY5pr0znY&hl=en&cc_lang_pref=es_cc_load_policy%3D1 from Norway
- <https://vimeo.com/123301179> from France
- <https://www.youtube.com/watch?v=vtYTqxfweRk> from Switzerland

Note: All films have either French or English audio/subtitles.