



Community-Library Inter-Action (CLIA): A Process to Advance
Peaceful and Sustainable Communities (D1 Workshop)
July 11, 2023; 4:30-6:00pm | Kigali, Rwanda

Facilitators:

Clara M. Chu, Director and Mortenson Distinguished Professor

Peggy Nzomo, International Library Initiatives Specialist

Mortenson Center for International Library Programs

University of Illinois at Urbana-Champaign

<https://www.library.illinois.edu/mortenson/>



<https://wellthatsinteresting.tech/technologies-with-purpose/what-are-the-un-sdgs/>



**Community-Library Inter-Action (CLIA):
A Process to Advance Peaceful and Sustainable Communities**
Tuesday, July 11, 2023; 4:30–6:00pm | Kigali, Rwanda

Description:

Across the world, local communities are experiencing civic unrest, conflict, disconnectedness, among other challenges, which calls for communities to understand, reflect and act on commonly identified issues, and to develop community capacity building processes to advance community knowledge, intercultural understanding, empowerment and solutions. Community-Library Inter-Action (CLIA), a project of the "Libraries for Peace" Initiative <https://librariesforpeace.org/> by the Mortenson Center for International Library Programs, responds to this need by supporting libraries to facilitate local dialogue and community action.



CLIA is a process where libraries play a meaningful role in supporting community capacity building to advance peace and sustainable development. CLIA is a method or practice that is uniquely participatory. It focuses on the kinds of relationships that are developed and held between libraries and communities, focusing on libraries not only as information service providers but community anchors and catalysts. CLIA promotes libraries working WITH, not just FOR communities. CLIA enables librarians to create space for community dialogue, and offer resources and support for deliberate community action for social transformation. CLIA has been introduced worldwide and implemented in libraries in Colombia, Costa Rica and Peru with funding from an Iberbibliotecas grant that supported 28 community projects.


Workshop Objectives - Through engagement, participants will:

1. learn about community-library inter-action (CLIA), a mindful practice for libraries/institutions to facilitate community dialogue and action **of**, **by**, and **for** the community that leads to social transformation;
2. explore implementation of CLIA at the local level, enabling any type of library/institution to strengthen its role as a community anchor by working **WITH**, not just FOR communities;
3. transform one's thinking from being service providers and problem solvers to community connectors with the capacity to support shared goals and actions through the strengthening of community identity;
4. identify challenges and opportunities of CLIA in practice; and
5. identify ways of participating in the CLIA Project and measuring its impact.


Schedule At-a-Glance

Time	Activity	Format
4:30-4:45	Introductions: workshop and of participants	Brief introductions
4:45-5:00	Shared Understanding of Community-Library Inter-Action; core concepts; social transformation; learning from cases	Presentation and discussion
5:00-5:10	Phase I. Getting on Board (Activity 1: Linking CLIA to library/institution's mission)	Presentation and discussion
5:10-5:30	Phase II. Convening the Community (Activities 1-3: Know your community; Understand library's context; Library in a web of community relations)	Individual exercise; Group discussion and reports
5:30-5:40	Phase II. Convening the Community (Activity 4: Connecting with "Hard to reach" groups; Activity 5: Facilitate communication)	Plenary discussion
5:40-5:50	Phase III. Interacting with the Community (Activity 1: Support/empower your community)	Plenary discussion
5:50-6:00	Collective Impact: Measuring impact, next steps and commitments Reflection and wrap-up	Presentation and discussion




Libraries for Peace
An Initiative of the Mortenson Center



MORTENSON CENTER
@ THE UNIVERSITY OF ILLINOIS LIBRARY
developing librarians worldwide

Community-Library Inter-Action (CLIA): A Process to Advance Peaceful and Sustainable Communities (D1 Workshop)

Clara M. Chu and Peggy Nzomo
Mortenson Center for International Library Programs

**PEACE EDUCATION
IN AN ERA OF CRISIS** 


STATE OF THE ART, ISSUES,
STRATEGIES, AND PERSPECTIVES

July 11, 2023; 4:30-6:00pm
Kigali, Rwanda

<http://librariesforpeace.org/clia>
<http://takenpartresearchcluster.blogs.lincoln.ac.uk/>

1

Objectives. Through engagement, participants will:



MORTENSON CENTER
@ THE UNIVERSITY OF ILLINOIS LIBRARY
developing librarians worldwide

1. learn about community-library inter-action (CLIA), a mindful practice for libraries/organizations to facilitate community dialogue and action **of**, **by**, and **for** the community that leads to social transformation;
2. explore implementation of CLIA at the local level, enabling any type of library/organization to strengthen its role as a community anchor by working **WITH**, not just **FOR** communities;
3. transform one's thinking from being service providers and problem solvers to community connectors with the capacity to support shared goals and actions through the strengthening of community identity;
4. identify challenges and opportunities of CLIA in practice; and
5. consider implementing CLIA and measuring the impact.

www.library.illinois.edu/mortenson

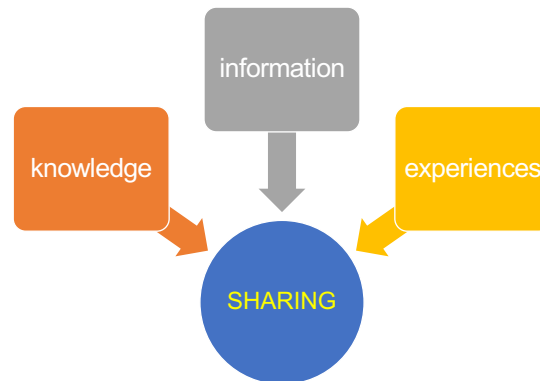
2

Participatory, interactive workshop



- Getting acquainted

- Share with us your name, affiliation, job title, and interest in workshop
- Raise your hand, if you work in ...



3



Imágenes: <http://www.eluniversal.com/destacamos/ministerio-des->
<http://www.uftt.edu.mx/Biblioteca/> <http://www.ellibreo.com/Archivo/>

4



5

*What is the role for
libraries/organizations in
communities which are
disconnected or
experiencing inequities and
challenges?*

**Core principle:
Teaching to fish**

6

Mission: Strengthen international ties among libraries and librarians worldwide for the promotion of international education, understanding and **peace**.



LEARN

ACT

SHARE

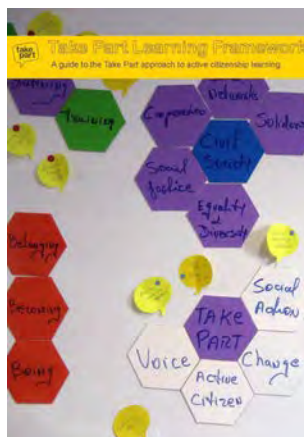
Peace: Global Action <https://librariesforpeace.org>

www.library.illinois.edu/mortenson

7



TAKE PART UK is a collaborative research practice designed through the experience and knowledge of a significant group of academics and organizations from civil society and from the area of development, empowerment and community participation, and especially non-formal education. It is the product of decades of work.



Observe

Reflect

Act

8






Libraries for Peace
An Initiative of the Mortenson Center



MORTENSON CENTER
@ THE UNIVERSITY OF ILLINOIS LIBRARY
developing librarians worldwide

- Community-Library Inter-Action (**CLIA**) responds to community needs by supporting [libraries] to facilitate local dialogue and community action.
- [Libraries] support community capacity building, to advance peaceful and sustainable communities, that engages three core values:
 - democratic dialogue
 - social cohesion, inclusion, equality and diversity
 - informed civil and civic action



9



Co-development and co-learning

- *The Illinois Lab, May 4th and 5th 2017, University of Illinois at Urbana-Champaign Main Library*

- *The Colombia Lab, June 21st and 22nd 2017, Biblioteca Luis Angel Arango, Bogotá – Colombia*




www.library.illinois.edu/mortenson

10

Public Libraries in Colombia - Participants in the Peace Process



MORTENSON CENTER
@ THE UNIVERSITY OF ILLINOIS LIBRARY
developing librarians worldwide

[The public library (PL) as] space allows the community to learn to know, to do/act, to live together and to be, in the role of citizens, protagonists of their own reality, able to define their life projects, to manage and decide each one of the aspects that they experience in everyday life. Thus, the PL transcends the concept of book warehouse, temple of knowledge and place for schoolchildren, to become an active and sensitive part of the community and an agent of change, based on new ways of relating with neighbors, which awakens civic engagement, encourages citizen participation and fosters a greater degree of intervention in the decision-making processes and solving community problems (McDermott, 2010)

Translation from Spanish of Jaramillo, Orlanda. "Bibliotecas Públicas en Colombia: Territorio de Paz"
[Public libraries in Colombia: Land of Peace], *El profesional de la información*, 25 (5): 815-21, 2016.
Accessed 1/24/17 at <http://www.elprofesionaldelainformacion.com/contenidos/2016/sep/12.pdf>

www.library.illinois.edu/mortenson

11

Shared understanding in co- developing the CLIA Guide, building upon case studies



MORTENSON CENTER
@ THE UNIVERSITY OF ILLINOIS LIBRARY
developing librarians worldwide

- international scope
- characteristics of CLIA approach
 - not prescriptive, starting with communities issues and needs, shared concerns and goals drive collective action
 - conversation that creates communication
 - process-driven NOT objective-driven [NOT <http://www.liberatingstructures.com/33-purpose-to-practice-p2p/>]
 - asking "why", understanding structures, knowledge and skills that lead to social transformation
 - learning to think and articulate in order to produce results
 - NOT outreach or public engagement/affairs

www.library.illinois.edu/mortenson

12

Key CLIA Concepts

www.library.illinois.edu/mortenson

13

Libraries as Community Anchors

and community catalysts



Source: http://go.sirsiidynix.com/Embedding-Your-Public-Library-as-a-Community-Anchor_Download-eBook-L.P.html

Anchor institutions are nonprofit institutions that tend to be established/rooted in a community, support local economies, and contribute to community development.

- On April 12 [2015], the [American Library Association](#) released [The State of America's Libraries Report](#), a look at how libraries are perceived by their communities and society. The bottom line: **libraries of all types are viewed as anchors, centers for academic life and research and cherished spaces.** Public libraries and librarians are viewed as change agents by addressing unique needs and identifying trends that impact the community. The majority of public libraries offer neutral space for patrons, residents and students to discuss and resolve critical issues.

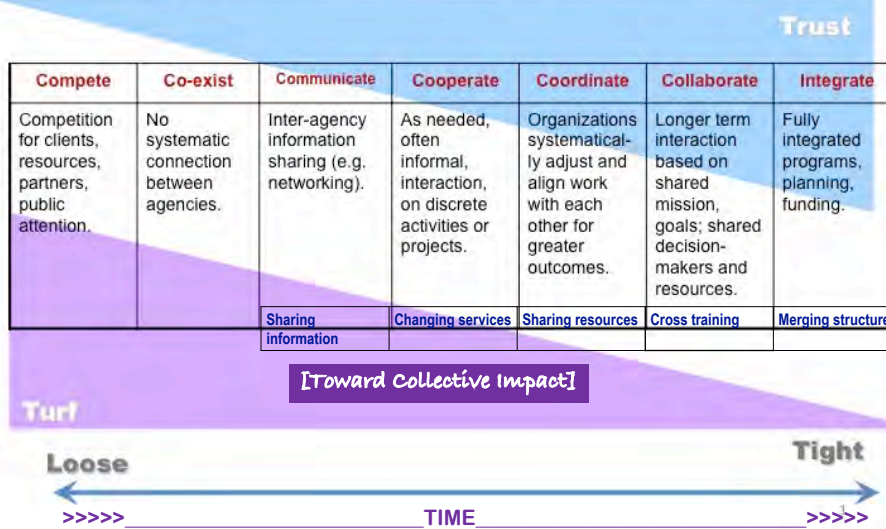
Source: <https://www.benton.org/blog/literacy-and-access-roles-help-libraries-remain-vital-community-anchors>

www.library.illinois.edu/mortenson

14

The Collaboration Continuum

Video: <http://www.fsg.org/ideas-in-action/collective-impact>



Adapted from: <http://www.collaborationforimpact.com/collaborative-approaches/ca-subpage-2/> & http://www.actforyouth.net/youth_development/communities/collaboration.cfm

15

Collective Impact: Examples

<http://www.ilovelibraries.org/article/power-collective-impact>



MORTENSON CENTER
@ THE UNIVERSITY OF ILLINOIS LIBRARY
developing librarians worldwide

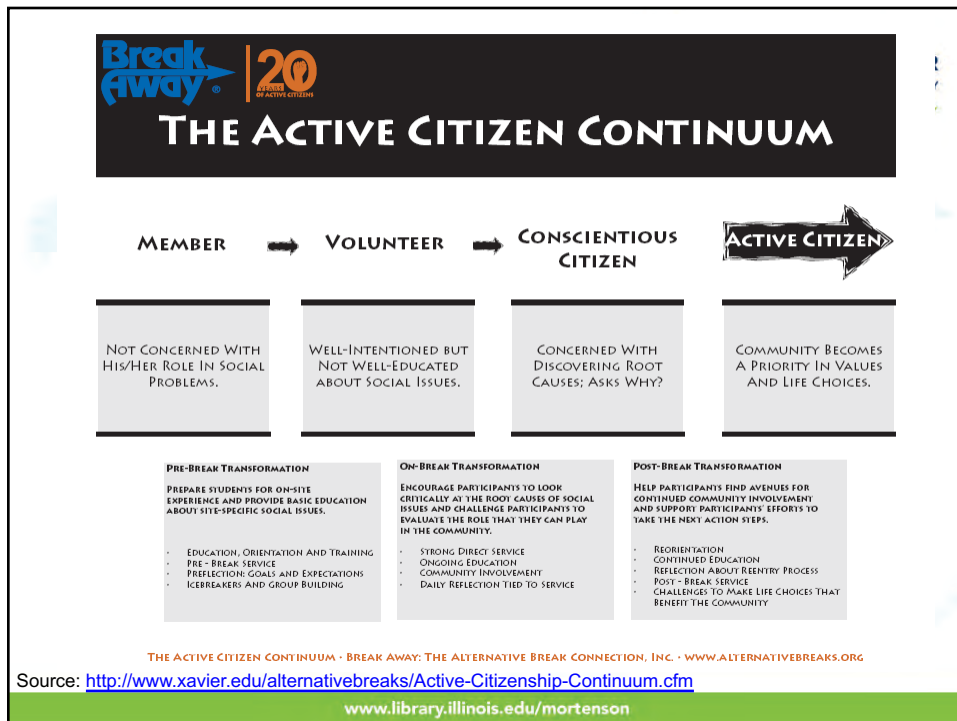
The Paschalville Partnership: Transforming Library Services for the Job Seeker Through Collective Impact

<https://www.collectiveimpactforum.org/initiatives/paschalville-partnership-transforming-library-services-job-seeker-through-collective>

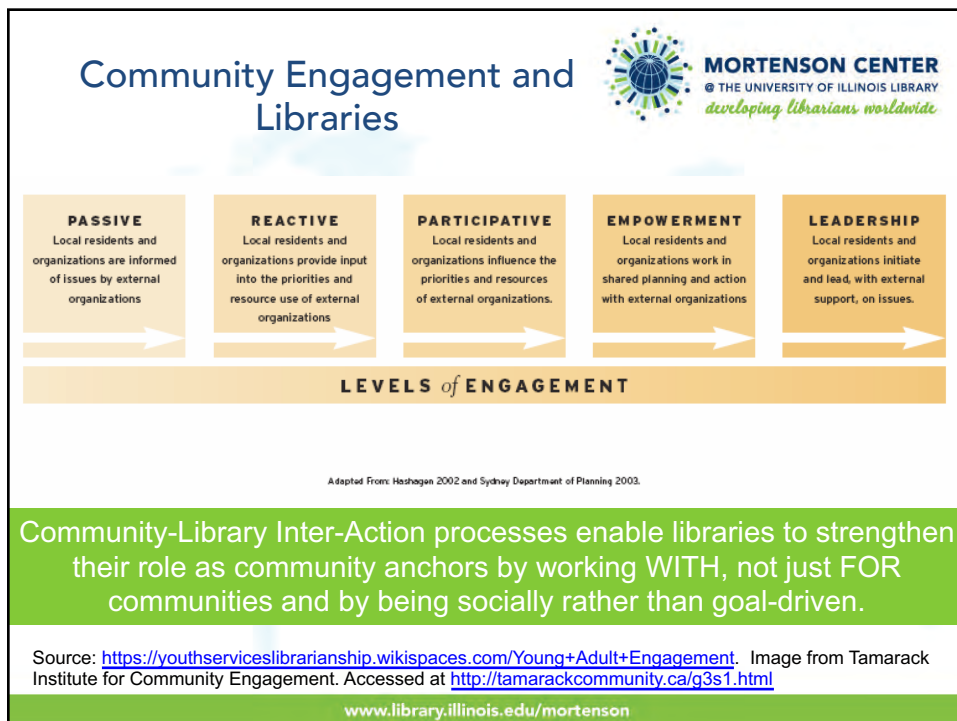
- Initiative Partners and Governance – 10 community-based organizations and city agencies
- Common Agenda
- Continuous Communication
- Shared Measurement – performance indicators, partner indicators, job seeker outcomes
- Backbone Support - Free Library of Philadelphia
- Mutually Reinforcing Activities

www.library.illinois.edu/mortenson

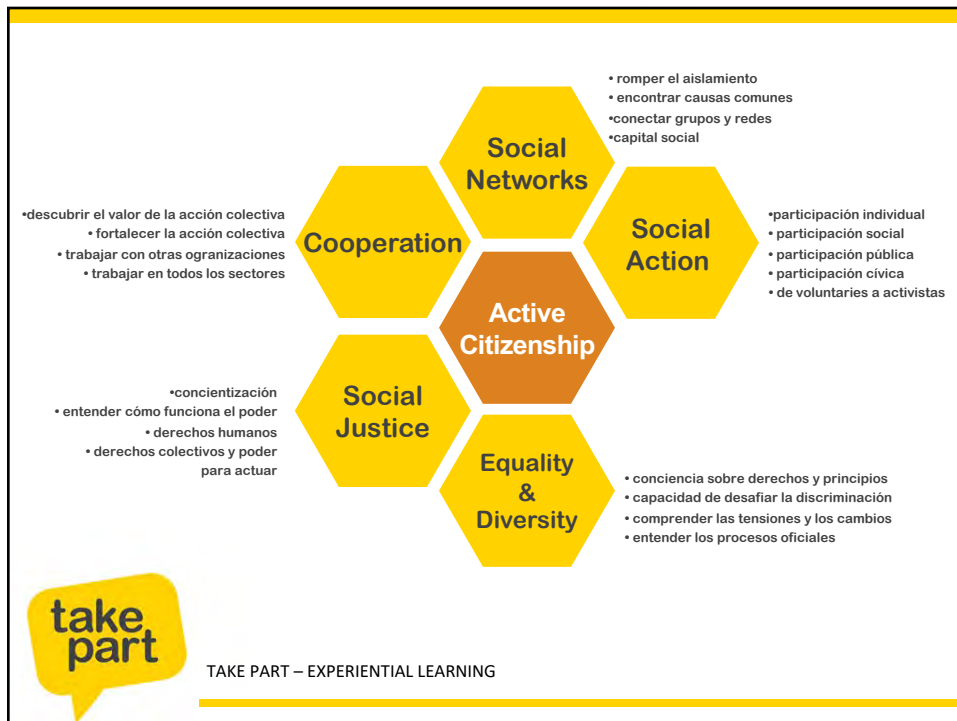
16



17



18



19

Social transformation



- Engages social innovation - a novel solution to a social problem that is more effective, efficient, sustainable, or **just** than current solutions
- Asks "why": critical thinking, questioning norms, challenging decision-making processes, claiming new spaces for active participation
- Addresses the underlying causes as well as the symptoms of social problems/inequalities/unmet aspirations and needs
- Strengthens civil society for active democracy and social justice, locally and beyond
- Engages local knowledge and solutions for broader impact

www.library.illinois.edu/mortenson

20

CLIA in practice

- Training has taken place in all regions of the world in English and Spanish

www.library.illinois.edu/mortenson

21

Case: Vendors at the Santa Cruz Municipal Market (Miraflores, Lima)



Los bibliotecarios recorren una vez a la semana los mercados.
Foto: Renato Pajuelo
<http://larepublica.pe/sociedad/930462-el-mercado-de-los-libros>



Lima, Perú. Biblioteca de Santa Cruz (Miraflores), November 13, 2017
(Colegio de Bibliotecólogos del Perú)

www.library.illinois.edu/mortenson

22

Case: Pre- and with Iberbibliotecas Grant



Jenifer-DNI-Bib Santa Cruz
https://www.facebook.com/liubenka.obrenovich/posts/10155938636057498?notif_id=1512684629142920¬if_t=mention



Financial literacy and credit card point of sale (POS) payment processing system

www.library.illinois.edu/mortenson

23

CLIA timeline



Time	Phase
Weeks 1-2	I. Preparing the terrain.
Weeks 3-6	II. Convening the community
Weeks 7-end	III. Interacting with community
Weeks 4-beyond	IV. Learning and assessing impact

www.library.illinois.edu/mortenson

24

I. Getting on board



Time	Phase	Activity	Workbook
Weeks 1-2	I. Getting on board.	<ul style="list-style-type: none"> •Establish Institutional Commitment: Link to mission*; engage leadership support; create CLIA team (Talk to your team about their hopes and dreams for the community) •Develop action plan* •Identify enablers and obstacles* 	Worksheets 1.1-3

www.library.illinois.edu/mortenson

25

Linking CLIA to [library's] mission [I.1, p. 3]



"We empower people and communities by providing spaces, connections and resources that enrich lives, inspire discovery, foster creativity and expand possibilities. Our business is ensuring free access to informational, educational, cultural and recreational resources and services. Our passion is encouraging reading for leisure and life-long learning."

- Ninnie Steyn Director: Library and Information Services
<http://www.capetown.gov.za/Departments/Library%20and%20Information%20Services%20Department>

The mission of UCT Libraries is to provide the best academic information services in support of UCT's institutional goals and strategies.
https://webcms.uct.ac.za/sites/default/files/image_tool/images/14/resources/Horizon%202019_at%20a%20Glance.pdf

www.library.illinois.edu/mortenson

26

MISSION STATEMENTS

<https://www.urbanlibraries.org/member-resources/mission-statements>

Infinite possibilities for all to connect, share, succeed, thrive
—Alameda County Library (CA)


Advance literacy, guide learning and inspire curiosity.
—Free Library of Philadelphia (PA)

The San Antonio Public Library changes lives through the transformative power of information, imagination and ideas.

Building connections | Broadening horizons | Strengthening community. The community source for literacy, technology and information —Springfield City Library (MA)

27

II. Convening the community



MORTENSON CENTER
@ THE UNIVERSITY OF ILLINOIS LIBRARY
developing librarians worldwide

Time	Phase	Activity	Workbook
Weeks 3-6	II. Convening the community	<ul style="list-style-type: none"> •Identify community: Know your community*; Understand your context and intended transformations*; Consider your library as a community anchor and part of a web of community relations* •Identify and contact community [Connecting with “hard to reach” groups*] •Schedule conversation and prepare for the conversation •Hold the conversation [Facilitate community conversation*] 	Worksheets II.1-5

www.library.illinois.edu/mortenson

28

Group work

[Il.1-3, pp. 6-8 | see p. 10 – 15 min]



San José, Costa Rica, Escuela de Bibliotecología y Ciencias de la Información –
Universidad de Costa Rica, November 6, 2017 – Taller

www.library.illinois.edu/mortenson

29



MORTENSON CENTER
@ THE UNIVERSITY OF ILLINOIS LIBRARY
developing librarians worldwide

	Presentation of communities selected	Group reports
	<i>Phase II. Convening the Community (Activity 4: Connecting with "Hard to reach" groups)</i>	<i>Plenary discussion (p. 9-10)</i>
	Phase II. Convening the Community (Activity 5: Facilitate communication) (p. 12-15)	Plenary discussion (p. 15)

www.library.illinois.edu/mortenson

30

III. Interacting with the community



Time	Phase	Activity	Workbook
Weeks 7-end	III. Interacting with community	<ul style="list-style-type: none"> •Empowering/Supporting your community** •Document community next steps and timeline •Maintain a process of working WITH and not FOR community** •Support community and conduct follow-ups 	Worksheet III.1 (p. 16-17)

www.library.illinois.edu/mortenson

31

IV. Learning and assessing impact



Time	Phase	Activity	Workbook
Weeks 4-beyond	IV. Learning and assessing impact	•Reflect and share lessons learned**	Worksheet III.1 (p. 18)

www.library.illinois.edu/mortenson

32

Interactuar con su comunidad desde la biblioteca pública: y avanzando la paz desde los contextos de Colombia, Costa Rica y Perú
(This project was made possible in part by an Iberbibliotecas grant)

• Colombia (14) ~ Medellín (9), Bogotá (5)

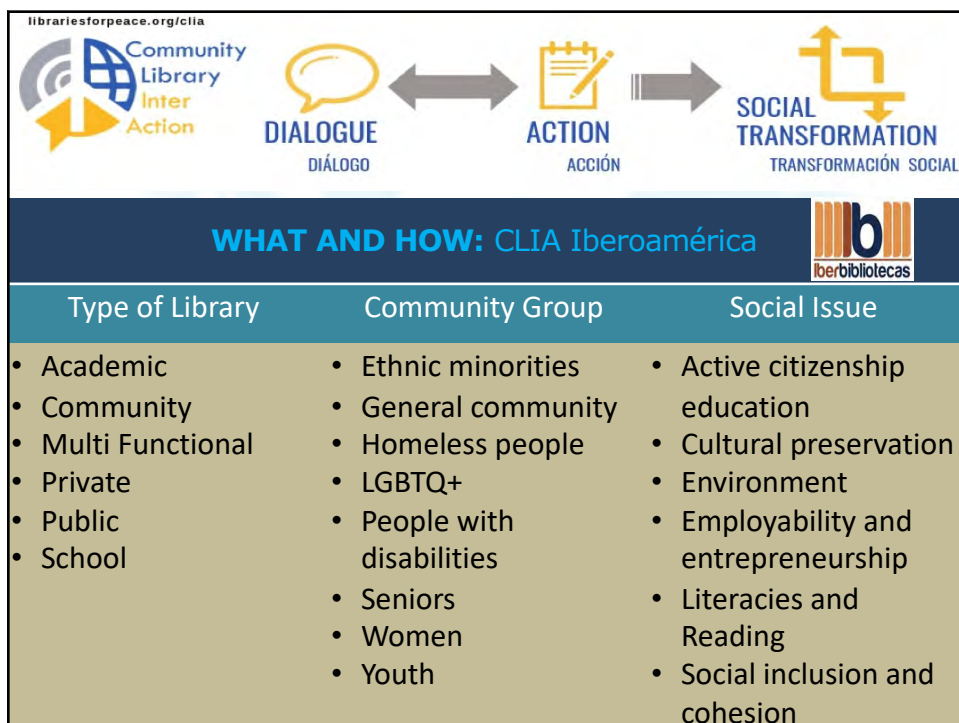
• Costa Rica (4) ~ San José

• Peru (10) ~ Lima-Callao, Ica, Junín, San Martín

1. Centro Cultural Afroperuano San Daniel Comboni- Departamento Ica, Provincia El Carmen-Chincha
2. Biblioteca Santa Cruz, Miraflores -comerciantes inscritos en el programa El Casero del Libro
3. Junín -Chupaca: Biblioteca del Instituto de Educación superior Teodoro Peñaloza de Chupaca
4. Junín -Chupaca: Biblioteca Municipal Jorge Basadre
5. Junín -Chupaca (Distrito Ahuac), Instituto de Educación Superior Pedagógico Público "Teodoro Peñaloza
6. San Antonio de Chaclla, Jicamarca, Colegio Corazón de Jesús
7. Ventanilla-Callao: Biblioteca Municipal de Ventanilla Gonzales Prada, Institución Educativa Virgen de la Merced
8. Callao – Colegio Politécnico Nacional del Callao
9. Junín- Comunidad Chanchamayo (Por entregar)
10. Comunidad Nativa El Wayku, Distrito de Lamas-Provincia Lamas, Región San Martín – Telecentro y biblioteca CEDRO



33



34

CLIA in Practice:



- Your library: a) name, b) type (academic, public, school, special, other), c) city, d) country
- Your context. Describe your community's context to understand the community and where they live, social issues, and your library's salient characteristics. For example: rural area with migrant workers, diverse county with high employment and high education attainment, intergenerational issues, rural library with recent budget cuts): a) Your community context (e.g., key demographics, social, economic, cultural and educational conditions), b) Your social issues, c) Your library context.
- Your community/communities and partners involved. **Why choose that community?** What is the role of each partner and why is it connected?
- LOGISTICS: **How do you approach them? Do you expect any challenges? What will be your meeting set up? What questions will facilitate your conversation?**
- Your aims & objectives of the community-library inter-action project. why these?
- What did you collectively do (e.g., processes involved over time, collaborations developed, decision-making processes)?
- What social changes were produced (intended or unintended), including any policy changes, and wider social transformation?
- What, if any, challenges or barriers were encountered and addressed?
- As the CLIA project evolves, what supports, advocates and allies, then champions and ambassadors, if any, were identified and/or engaged?
- What lessons do you expect to learn and/or share with others?
- What next? E.g., future programs/partnerships/alliances

35

CLIA – Perú – Jicamarca (Lima)



Tree Planting – Colegio Parroquial Corazón de Jesús - Jicamarca

Outcomes:

- Raising awareness of the entire educational community about environmental conservation
- Planting trees as a model for other schools in the area
- Community work and practical learning.

36

CLIA – Perú – Jicamarca (Lima)



Outcomes:

- Community Library Training (continued)
- Application of what was learned in the classroom
- Selection and ordering of collections
- Joint work with the community

**Community Library – Alumnos
Bibliotecología/alumnos y docentes del Colegio
Parroquial Corazón de Jesús - Jicamarca**

37

CLIA – Perú – Jicamarca (Lima)



Outcomes:

- Teacher training in educational resources
- Training of students in Web tools and open access resources.



**Information Literacy- Alumnos Bibliotecología
/Alumnos y docentes – Colegio Parroquial
Corazón de Jesús - Jicamarca**



<http://blog.pucp.edu.pe/blog/ccii/2019/12/17/taller-de-competencias-digitales-para-estudiantes-del-colegio-corazon-de-jesus-de-jicamarca/>

38

CLIA – Perú – Jicamarca (Lima)



Products developed:

Thematic guides for vocational guidance, Web page and full text resources.

Information Literacy - Alumnos Bibliotecología –Alumnos y docentes –
Colegio Parroquial Corazón de Jesús - Jicamarca

39

CLIA – Perú – Chupaca (Junín)



Outcomes:

- Reading Promotion
- Library Visibility
- Community work with students of pedagogy
- Support for rural areas

40

CLIA – Perú – Barrio Wayku (San Martín)



Outcomes:

- Re-valuing of the Quechua language of Lamas
- Community work with young people for the good of their community
- Participation of women and older people to preserve ancestral customs

41



Greatest challenges/opportunities

1. Shifting the “service provider” mindset.
2. Shifting library service from transactional to relational, developmental and transformational.
3. Explaining the difference: Working WITH not FOR. (different relationship and interactions)
4. Integrating into library practice and sustaining it.
5. Providing a process (phases) rather than a recipe, adaptable to local needs and resources. (locally-driven)
6. Addressing communities “hard to reach”.
7. Creating different expectations of the library by the community. (new identity)

www.library.illinois.edu/mortenson

42



MORTENSON CENTER
@ THE UNIVERSITY OF ILLINOIS LIBRARY
developing librarians worldwide

REFLECTION:

Describe in one word the CLIA process, and why.

Thank you for coming
on this journey!



www.library.illinois.edu/mortenson