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://wellthatinterestingtech/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/](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 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**

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

1. learn about community-library inter-action (CLIA), a mindful practice for libraries/organizations to facilitate community dialogue and action \textit{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 \textit{WITH}, not just \textit{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.
Participatory, interactive workshop

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

SHARING

- knowledge
- information
- experiences

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

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

---

**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.
• 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

---

**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
Public Libraries in Colombia - Participants in the Peace Process

[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)


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

• 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
  – 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
Libraries as Community Anchors

• 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.


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


<table>
<thead>
<tr>
<th>Compete</th>
<th>Co-exist</th>
<th>Communicate</th>
<th>Cooperate</th>
<th>Coordinate</th>
<th>Collaborate</th>
<th>Integrate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competition for clients, resources, partners, public attention.</td>
<td>No systematic connection between agencies.</td>
<td>Inter-agency information sharing (e.g., networking).</td>
<td>As needed, often informal interaction, on discrete activities or projects.</td>
<td>Organizations systematically adjust and align work with each other for greater outcomes.</td>
<td>Longer-term interaction based on shared mission, goals, shared decision-makers and resources.</td>
<td>Fully integrated programs, planning, funding.</td>
</tr>
</tbody>
</table>

Sharing information, changing services, sharing resources, cross training, merging structure.

Toward Collective Impact


Collective Impact: Examples
[http://www.ilovelibraries.org/article/power-collective-impact](http://www.ilovelibraries.org/article/power-collective-impact)

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

- 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](http://www.library.illinois.edu/mortenson)
Community Engagement and Libraries

**Levels of Engagement**

**Passive**
Local residents and organizations are informed of issues by external organizations.

**Reactive**
Local residents and organizations provide input into the priorities and resource use of external organizations.

**Participative**
Local residents and organizations influence the priorities and resources of external organizations.

**Empowerment**
Local residents and organizations work to share planning and action with external organizations.

**Leadership**
Local residents and organizations lead and lead with external support, on issues.

Adapted From: Neuman 2002 and Sydney Department of Planning 2005.

Community-Library Inter-Action processes enable libraries to strengthen their role as community anchors by working WITH, not just FOR communities and by being socially rather than goal-driven.

Source: [https://youthserviceslibrarianship.wikispaces.com/Young+Adult+Engagement](https://youthserviceslibrarianship.wikispaces.com/Young+Adult+Engagement) Image from Tamarack Institute for Community Engagement. Accessed at [http://tamarackcommunity.ca/g3s1.html](http://tamarackcommunity.ca/g3s1.html)

www.library.illinois.edu/mortenson

---

**The Active Citizen Continuum**

**Member**
Not concerned with his/her role in social problems.

**Volunteer**
Well-intentioned but not well-educated about social issues.

**Conscientious Citizen**
Concerned with discovering root causes; asks Why?

**Active Citizen**
Community becomes a priority in values and life choices.

Source: [http://www.xavier.edu/alternativebreaks/Active-Citizenship-Continuum.cfm](http://www.xavier.edu/alternativebreaks/Active-Citizenship-Continuum.cfm)

www.library.illinois.edu/mortenson
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
CLIA in practice

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

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)
Case: Pre- and with Iberbibliotecas Grant

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

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

23

CLIA timeline

<table>
<thead>
<tr>
<th>Time</th>
<th>Phase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weeks 1-2</td>
<td>I. Preparing the terrain.</td>
</tr>
<tr>
<td>Weeks 3-6</td>
<td>II. Convening the community</td>
</tr>
<tr>
<td>Weeks 7-end</td>
<td>III. Interacting with community</td>
</tr>
<tr>
<td>Weeks 4-beyond</td>
<td>IV. Learning and assessing impact</td>
</tr>
</tbody>
</table>

24
I. Getting on board

<table>
<thead>
<tr>
<th>Time</th>
<th>Phase</th>
<th>Activity</th>
<th>Workbook</th>
</tr>
</thead>
</table>
| Weeks 1-2| I. Getting on board. | • 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 I.1-3               |

---

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


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](https://webcms.uct.ac.za/sites/default/files/image_tool/images/14/resources/Horizon%202019_at%20a%20Glance.pdf)
## Mission Statements

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

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

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

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

---

### II. Convening the community

<table>
<thead>
<tr>
<th>Time</th>
<th>Phase</th>
<th>Activity</th>
<th>Workbook</th>
</tr>
</thead>
</table>
| Weeks 3-6    | II. Convening the community | • 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 |
Group work

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

Presentation of communities selected

**Phase II. Convening the Community (Activity 4: Connecting with “Hard to reach” groups)**

**Group reports**

- **Presentation of communities selected**
- **Plenary discussion** (p. 9-10)

**Phase II. Convening the Community (Activity 5: Facilitate communication)** (p. 12-15)

**Plenary discussion** (p. 15)
### III. Interacting with the community

<table>
<thead>
<tr>
<th>Time</th>
<th>Phase</th>
<th>Activity</th>
<th>Workbook</th>
</tr>
</thead>
</table>
| Weeks 7-end | III. Interacting with community | • 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) |

### IV. Learning and assessing impact

<table>
<thead>
<tr>
<th>Time</th>
<th>Phase</th>
<th>Activity</th>
<th>Workbook</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weeks 4-beyond</td>
<td>IV. Learning and assessing impact</td>
<td>• Reflect and share lessons learned**</td>
<td>Worksheet III.1 (p. 18)</td>
</tr>
</tbody>
</table>
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 Peñaloz las Chupaca
4. Junín-Chupaca: Biblioteca Municipal Jorge Basadre
5. Junín-Chupaca (Distrito Ahuac), Instituto de Educación Superior Pedagógico Público “Teodoro Peñalozas
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

WHAT AND HOW: CLIA Iberoamérica

<table>
<thead>
<tr>
<th>Type of Library</th>
<th>Community Group</th>
<th>Social Issue</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic</td>
<td>Ethnic minorities</td>
<td>Active citizenship education</td>
</tr>
<tr>
<td>Community</td>
<td>General community</td>
<td>Cultural preservation</td>
</tr>
<tr>
<td>Multi Functional</td>
<td>Homeless people</td>
<td>Environment</td>
</tr>
<tr>
<td>Private</td>
<td>LGBTQ+</td>
<td>Employability and entrepreneurship</td>
</tr>
<tr>
<td>Public</td>
<td>People with disabilities</td>
<td>Literacies and Reading</td>
</tr>
<tr>
<td>School</td>
<td>Seniors</td>
<td>Social inclusion and cohesion</td>
</tr>
<tr>
<td></td>
<td>Women</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Youth</td>
<td></td>
</tr>
</tbody>
</table>
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

---

**CLIA – Perú – Jicamarca (Lima)**

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

CLIA – Perú – Jicamarca (Lima)

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

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

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

http://blog.pucp.edu.pe/blog/csi/2019/12/17/taller-de-
competencias-digitales-para-estudiantes-del-colegio-
corazon-de-jesus-de-jicamarca/
CLIA – Perú – Jicamarca (Lima)

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

CLIA – Perú – Chupaca (Junín)

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

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)
REFLECTION:
Describe in one word the CLIA process, and why.

Thank you for coming on this journey!