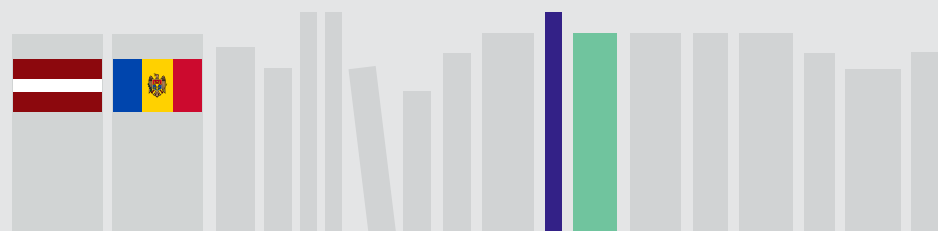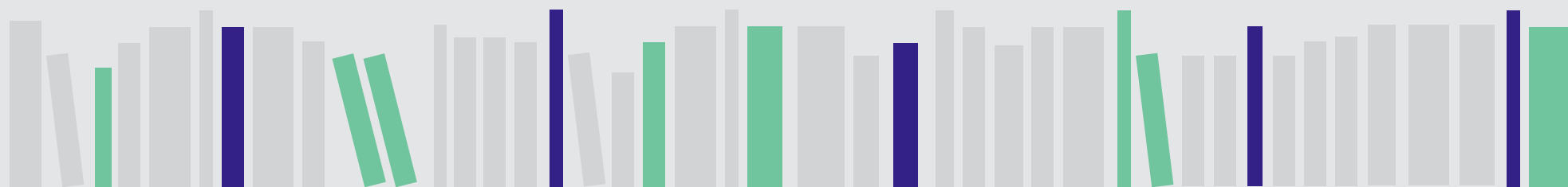# Local social resilience explained. Case of libraries.

COMPENDIUM OF THE PROJECT
"LIBRARIANS AS PROMOTERS OF LOCAL DEMOCRACY,
DEVELOPMENT AND RESILIENCE"

2022

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About the project

Project "Librarians as promoters of local democracy, development and resilience" is the supplementary part of the multicomponent EC programme "EU4Dialogue: improving exchanges across the divide through education and culture" (*hereinafter - EU4Dialogue*) that supports educational and cultural initiatives fostering an environment of dialogue and people-to-people contacts across the divides in the South Caucasus and the Republic of Moldova.

Due to the barbaric invasion of Russia in Ukraine, the EU4Dialogue project has been delayed and project partners from Latvia - National Library of Latvia (*hereinafter - NLL*), Latvian Platform for Development Cooperation (*hereinafter - LAPAS*) and Vidzeme University of Applied Sciences (*hereinafter - ViA*), decided to start the development of the social resilience concept and the role of libraries within it in cooperation with Moldova - Association of Librarians of the Republic of Moldova (Asociația Bibliotecarilor din Republica Moldova) (*hereinafter - ABRM*). Within the implementation process the project was expanded to also include the representative of the local libraries of Ukraine.

The frame of reference of this project is cognitive resilience - media literacy, as both Latvia and Moldova have invested in the development of diverse methodologies, materials and establishment of the pool of trainers to develop these skills for librarians. The existing security concerns in the region also require intensification of the focus on information security skills.

Nevertheless, the very important perspective of local democracy development and related new conditions necessitating the integration of refugees from Ukraine were included as priority focus areas of the project.

The participants of the project cover diverse regions in Moldova and Latvia, specifically dominated by Russian-speaking communities living in border areas and their informational space.

Two main activities were implemented in 2022 - study visit of librarians from Moldova in October that covered learning, experience sharing and practical activities, and the development of this methodology. In the project we gathered 19 case studies in total. We provide part of them in this compendium. The work on gathering the best practices and approbation of the concept of social resilience in the work of libraries will be continued in future projects.

In total, 294 participants have taken part in project activities.

The evaluation and review of this project proved that the next steps must be taken, continuing to explore the role of libraries and librarians in local social resilience, as well as integrating young people from local communities and journalists working in local media.

The long-term impact of this project is considered to be the raising of resilience in local communities, specifically featuring local librarians as the change makers and leaders for more resilient and democratic communities.

Project participants visit the Central Library of Latgale during the working session.
Photo by V. Vērdiņa

PROJECT IN NUMBERS

→ **Conference "Libraries as the game changers for local social resilience and democracy in times of security challenges"**

283
PARTICIPANTS FROM LATVIA AND MOLDOVA

901
VIEWS IN LATVIA

835
VIEWS IN MOLDOVA

→ **Study visit "Building local social resilience: role of librarians in Moldova and Latvia"**

15
LIBRARIANS FROM MOLDOVA

11
LIBRARIANS FROM LATVIA

4
LIBRARIES OF LATVIA VISITED

19
CASE STUDIES ON BUILDING SOCIAL RESILIENCE SHARED

→ **Communication of the project**

2019
SOCIAL MEDIA REACH OF THE CONFERENCE IN BOTH COUNTRIES

73 885
COMMUNICATION'S REACH IN BOTH COUNTRIES

Local social resilience and libraries

Librarians from different regions of Moldova and Latvia shared their case studies on local social resilience examples.
Photo by M. Kirikovs

Social resilience is unlocked at different levels, for example:

SYSTEMIC LEVEL -
government strategies and support systems

COMMUNITY LEVEL -
local informal networks and resources

ORGANISATIONAL LEVEL -
internal structures, processes and capacities

INDIVIDUAL LEVEL -
personal wellbeing, relationships, beliefs

In this project we decided to focus on the community level, localising development and recognising the extensive role of all local stakeholders - public institutions, the non-governmental sector, voluntary groups, local leaders and small and medium enterprises. Still, as the existing security and development challenges have proven the crucial role of individuals taking a lead in social processes, we also decided to specifically uncover the role of each single individual - librarian who can be a social change maker and leader in the local community.

1.1   Concept of social resilience

1   Communication from the Commission to the European Parliament and the Council "The EU Approach to Resilience: Learning From Food Security Crisis", Brussels, 03.10.2012. ↘ https://ec.europa.eu/echo/files/policies/resilience/com_2012_586_resilience_en.pdf

2   JOINT COMMUNICATION TO THE EUROPEAN PARLIAMENT AND THE COUNCIL A Strategic Approach to Resilience in the EU's external action, High Representative of the Union for Foreign Affairs and Security Policy, European Commission, 7.6.2017 JOIN(2017) 21 final, Brussels.
↘ https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/? uri=CELEX:52017JC0021&from=en

Already in 2012, the European Union (EU) in its support to developing countries, defined the building of resilience as a long-term effort to tackle the root causes of the recurrent crisis rather than just their consequences. The learning from practical work on food security and other areas highlighted several common perspectives that can be seen as components of the resilience approach - anticipating crises by **assessing the risks**, focusing on **prevention** and **preparedness**, enhancing the crisis **response**. Resilience can only be built **bottom up**, based on the sound methodologies of risk and vulnerability assessments, recognition of **flexibility** in tools of response, as well as enhancing of **innovations** and **agility** in the processes of development[1].

A resilience approach to the prevention of violent conflict aims at improving interventions, development of a better understanding of the factors that lead to violent conflict and identifying the endogenous capacities within a society to respond. There is strong evidence demonstrating the link between **inclusive and participatory societies**, accountable, transparent and **democratic institutions**, and **sustainable development** and the prevention of violent conflict. Building resilience is rather a **process** than means a **transformative** and **context specific** political approach, taking place at **multiple levels**, based on the **positive sources** of empowerment[2].

> ❝ Being together with librarians from Moldova and Latvia and listening to their experiences, I once again became convinced of the vital importance of motivating, encouraging, wisely leading community members in order to achieve goals important for the sustainability of the community. How important it is to adapt to the specific needs of each target group. My contribution to the project was strengthening the community through media literacy - there will never be a shortage of work here in today's digital information age, so I am very happy about the opportunities to work with libraries in the future.

Agnese Dāvidsone,
rector of Vidzeme University
of Applied Sciences

3   Imperiale, A. J., Vanclay, F., "Conceptualizing community resilience and the social dimensions of risk to overcome barriers to disaster risk reduction and sustainable development", 2021. ↘ https://onlinelibrary.wiley.com/doi/10.1002/sd.2182

4   Menkhaus K., "Making Sense of Resilience in Peacebuilding Contexts: Approaches, Applications, Implications", The Geneva Peacebuilding Platform, Paper No. 6, 2013. ↘ https://www.gpplatform.ch/sites/default/files/PP%2006%20-%20Resilience%20to%20Transformation%20-%20Jan.%202013_2.pdf

5   Norris F.H., Stevens S.P., Pfefferbaum B., Wyche K.F., Pfefferbaum R.L., "Community Resilience as a Metaphor, Theory, Set of Capacities, and Strategy for Disaster Readiness", Community Psychology, Springer Science+Business Media, LLC, 2007. ↘ https://www.academia.edu/19152690/Community_Resilience_as_a_Metaphor_Theory_Set_of_Capacities_and_Strategy_for_Disaster_Readiness

6   Orencio M.P., Endo A., Taniguchi M., Fujii M. "Using Treshholds of Seveirty to Threats to and the Resilience of Human Systems in Measuring Human Security", Springer Science+Business Media Dordrecht, 2015. ↘ https://www.researchgate.net/figure/Identification-of-the-theoretical-framework-and-selection-of-indicators_fig2_253043612

Disturbances and crisis situations can also be seen as **windows of opportunity** for social actors and individuals to learn and transform, bringing about innovative changes that can improve overall resilience. Community resilience is defined as *"the social processes (cognitive and interactional) that occur within places and that are put into action by local people to collectively learn and transform towards enhancing community wellbeing and addressing the negative risks and impacts they perceive and experience as common problems"*[3].

Menkhaus K.[4] points out that **at the centre of local social resilience there are local networks** that are non-formal in nature. The authors[5] point out that resilience is built by "hubs" or organisations that can unite different networks. Flexibility is their advantage as structured organisations might not work in crisis situations. Dispersed situations also reduce high risks if a crisis situation were to appear in one place. They also define four basic resources for the networks - economic development, social capital, information and communication, competency of the community.

Ornecio M.P., Endo A., Taniguchi M., Fujii M.[6] emphasise the need for local systems, knowledge and **common human reaction** to survive in a crisis when speaking about resilient human security systems. Even though the action is taking place at the community level, a very important role is also played by **individuals**. For example, the **survivors of a crisis can become leaders** because their unique experience can benefit the establishment of the relevant systems. At the same time, the individual level can create security risks, and mechanisms at the community level can reduce these negative effects.

The concept of social resilience is very complex and fluid, dependent on the changing circumstances, stakeholders involved and many other variables. Even though there is quite wide research on this topic, policy papers and practical experience at the organisational level, the implementation of this concept still depends on each unique situation.

In this project we started to unlock the concept of social resilience from the perspective of libraries and librarians, their specific functionality, skills and resources.

1.2   Libraries for local social resilience [7]

Libraries contribute to a democratic society and develop **critical and reflective individuals**[8] by incorporating traditional and electronic information resources. Librarians are no longer passive keepers and mediators of information but **active members of communities** and present in various societal processes - education of the public, raising awareness of important topics in society and enriching the cultural life of the community. Librarians are trained in **media literacy**; they also play a role in promoting and improving **citizenship skills**, as technological developments create opportunities for members of society to access more diverse information, raise their level of civil engagement and participate in various civic processes both within and outside of the digital environment[9].

7   Kine, K., Davidsone, A. (2021). Library as a resource, platform, cooperation partner and initiator for the promotion of media literacy and civic participation in local communities: the case of Latvia. Journal of Librarianship and Information Science. ↘ https://doi.org/10.1177/09610006211036736

8   Ottonicar SLC, da Silva RC, Baroza EL (2018) The contributions of information and media literacy to public hybrid libraries. The University of Chicago Press Journals 88(3). ↘ https://repositorio.unesp.br/bitstream/handle/11449/171146/2-s2.0-85049146007.pdf?sequence=1

9   European Parliament (2016) Research for CULT committee-promoting media and information literacy in libraries.

10   Coward C, Maclay C, Garrido M (2018) Public libraries as platforms for civic engagement. University of Washington Libraries Digital Collections; Protik AE, Nichols-Barrer I, Berman J, et al. (2018) Bridging the information gap between citizens and local governments: Evidence from a civic participation strengthening program in Rwanda. World Development 108: 145–156.

11   Edwards JB, Rauseo MS, Unger KR (2013) Community centered: 23 Reasons why your library is the most important place in Town. Public Libraries Online.

12   Stutzer A, Fray BS (2006) Political participation and procedural utility: An empirical study. European Journal of Political Research 45: 391–418.

13   Coward C, Maclay C, Garrido M (2018) Public libraries as platforms for civic engagement. University of Washington Libraries Digital Collections.

14   Van Stralendorff C (2018) Building meaningful relationships through community engagement. Public Libraries Online.

15   Johnson CA (2014) The effect of public library use on the social capital of rural communities. Journal of Librarianship and Information Science 46(3): 179–190.

16   Coward C, Maclay C, Garrido M (2018) Public libraries as platforms for civic engagement. University of Washington Libraries Digital Collections.

Libraries have an important role to play in **strengthening democracy**, from passive activities such as the provision of space, to active involvement in various public organisations in order to offer services relevant to the public . They are **community builders** and community centres for different population groups. Libraries not only shape citizenship and educate people, but also foster community unity and create a strong **sense of belonging** to the community[11]). Participation helps individual citizens to develop a wide range of permanent and social opportunities, including a sense of personal effectiveness, **trust** and civic and political skills[12]. Another way in which libraries can promote civic participation is to **bring together** representatives of different organisations in one room within the framework of an event. Improving civic participation requires fostering a **sense of cultural community**, as people are willing to act if they feel engaged and that they belong[13]. It is important that public libraries act as **a place for community change**, a space to celebrate the achievements of the community and its individuals, to provide a platform for **open dialogue** and access to free community resources, as well as a place to connect with community leaders/management[14]. The library is an important place for **social cohesion in an urban environment** in which there may be limited opportunities to connect with one another, thereby reducing social isolation[15]. The resources available to libraries – social, financial and human capital, physical and digital space – are essential in promoting civic participation[16].

CASE STUDIES FROM LATVIA:

History as a tool to bring people together

Ludza County Library is a regional library located in Ludza. Over the years, people have become more interested in the history of their family and region, thus revealing the lack of information. They even found that this type of information was not widely available. A Cultural History Database was created, which is constantly updated and accessible to all - 7 chapters, around 60 subchapters, and more than 800 articles. The most difficult part was finding, collecting and compiling the information, as it was hard to find and there were many different sources. The library started to cooperate closely with Ludza Regional Research Museum, and after the implementation of the project "Lost Latvia", people started to participate by bringing in photo materials. The main lessons learnt are that history and roots still interest people; history has to be made today, as it is difficult to know where the truth lies later. The most inspiring thing was people's desire to find their family roots and get to know them. Knowledge about one's own local history has become even more important in building a secure and resilient community in the future.

Improving road safety for children, elderly and unemployed

Maļinova parish library is located in the village of Maļinova. The library organised training for passing the cycling proficiency test and obtaining a licence (organised in cooperation with the association "Maļinki") - started with children and then continued with unemployed people and seniors, who can get a cycling licence without having to travel far. In the library, participants were trained to work with a computer, and learnt the traffic rules, which were offered in the form of a presentation. The main problem was the lack of computer skills of some participants. But it was very nice to see the dedication of the participants; they came to extra individual lessons, tried to learn and everything worked out. On the appointed date, an inspector from the Road Traffic Safety Directorate (CSDD) came to the library to take the cycling proficiency test. After a week, everyone came to the library to get their certificate. The result was very good - 17 out of 18 project participants successfully passed the exam, and only 1 participant was a few points shy of getting a positive result. The main inspiration was to see the pride of the participants of the training when announcing that the exam had been successfully passed; the efforts we invested during the training were well worth it.

Giuseppe Vitiello,
director of EBLIDA

"Soft power" conjures up theories of international relations and concepts embedded in foreign policy doctrines and it may seem surprising to see this notion transferred from academies and diplomatic circles to the field of libraries. The essence of soft power in libraries lies mainly in three inherent features. First, unlike political borders between states, library work is cross border and naturally aspires towards universality. Secondly, fundamental values underpin library activities, where freedom of expression and free access to information complement in the fight against misinformation and disinformation. Thirdly, libraries are committed to implementing Agenda 2030 on sustainable development – a new framework for all library activities.

Reducing the digital divide for refugees from Ukraine

Hîrtop public library, Taraclia district - the library is located in the former school, and the library serves two villages, Hîrtop and Hagichioi. Refugee families with one or more children do not have devices to participate in online lessons, and they do not have the possibility to buy additional notebooks for lessons. The cooperation between the library and refugees from the Albota de Jos commune is a great success. The library supports the integration of refugees from Ukraine with the help of computers and printers and also organises different activities from learning computer programs (printing, reading and intellectual games). For example, one challenge related to a grandmother who had to go to Ukraine to bring her grandson's textbooks, and she couldn't find the additional notebooks at an affordable price. The library printed the necessary notebooks with the help of the computer.

1.3 Impact of external factors

P. Aall and C.A. Crockers[17] compare the ability to solve or to prevent conflicts with gardening - interaction of different factors - like the gardener, the plant and the environment. Even if the gardener has the required instruments, the environment can also have an influence. In the same way, in situations of conflicts there can also be different factors that are outside of our control. It is important to review the wider context, formal and non-formal institutions that have an important impact on the conflict - political, economic, demographic and also creating the attitude from society.

The economic and environmental resilience for sustainable development are just as important, as well as new security challenges highlight the need for informational security, including media literacy skills and cyber security, the war in Ukraine - also the response to migration and forced displacement.

IFLA (International Federation of Library associations and institutions in its Statement on Ukraine on 1 March 2022, next to expressing solidarity, invited libraries all around the world to be ready to find practical solutions and be prepared to provide Ukrainians with assistance and support as needed. The cases from Latvian libraries showed the diversity of the support provided: from the acquisition of books in Ukrainian for new communities who have found a temporary home in Latvia to technical assistance such as access to the internet, online information resources, printing, copying, and scanning services. The library premises have become a place for mutual communication, Latvian language lessons, remote work and studies. Libraries became important mediators between individuals and other authorities and service providers, where digital applications were needed. Ukrainian librarians become a part of the shelter with the aim to provide the necessary resources for survival (gathering food, clothes etc.) for those who have lost their homes and jobs. In Moldova, librarians stressed the importance of education. The local libraries were actively involved in the provision of education materials and helped to access the digital tools. As described by the librarians - participants in an emergency situation were in need of immediate action, support and help. Librarians were actively involved in mobilisation activities of local communities and organised campaigns to help. The mobilisation of local resources under insecure conditions is possible if relationships are already established with authorities, community leaders and engaged local citizens. Thus, the need for assessment and problem analysis is an important aspect in the establishment of the local empowerment network, bringing together important stakeholders.

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17   Aall P., Crocker C.A., Building Resilience and Social Cohesion in Conflict, Global Policy, University of Durham and John Wiley & Sons, Ltd., 2019. ↘ https://onlinelibrary.wiley.com/doi/full/10.1111/1758-5899.12681

CASE STUDY FROM MOLDOVA:

Safe space for children and youth refugees from Ukraine

The Association of Librarians of the Republic of Moldova is a non-governmental, apolitical, non-profit public association ABRM) established in 1991. The 24th of February 2022 was a date that turned the world upside down, changing the values we shared, and making us all aware of what peace and life mean. We are proud of the fact that during this period we have managed to support many Ukrainians, people fleeing the war. As in other crisis situations, librarians in the Republic of Moldova have also taken several actions to support as many people as possible. In this regard, between April and September 2022, 7 local libraries have benefitted from the development of educational and recreational spaces that will serve as a platform through which educational activities will be carried out with children. The safe spaces located in the local library contain a book collection for children and teenagers, as well as board games to facilitate the process of socialisation and integration of Ukrainian refugees into communities. The activities carried out are focused on storytelling techniques, as well as there are other types of activities to make the Reading Club an attractive platform within the library, also for the little book explorers. Participating librarians have teamed up with the Ludobus animators of the Amici dei Bambini Moldova organisation, the wonderful cheerful house on wheels, which will visit every participating community every two months. As a result, 276 activities will be performed for 3878 participants and 1000 refugees.

" We tried to give them the feeling of spring in Latvia, pampering the children with sweets, birch juice and home-baked pancakes. We informed them about cultural and sports events in the city. We became friends, and we were together when they went back on 2 June. We said goodbye, we parted with tears in our eyes, we gave them bread for the journey, but we were very aware that they had to return to a land at war. We exchanged contacts and continue communication on social media. Our friends call Madona their city, enjoy the changing colours of the seasons, recognise places and people, share memories…

Madona library

Madonas novada bibliotēka

Media literacy: role of libraries

Media literacy is a high priority in the age of disinformation and cyber security challenges. One of the main functions of libraries is the provision of information. At the same time, librarians are also channels of information flow that can promote literacy and critical thinking. Both countries - Latvia and Moldova, have implemented various initiatives to improve media literacy and strengthen the capacity of librarians to ensure it. At this stage of the project we have managed to get introduced to some examples and plan to improve this work, eventually developing common and updated materials in the future.

18   Bawden D (2011) Information and digital literacies: A review of concepts. Journal of Documentation 57(2): 218–259.

2.1   Media literacy for cognitive resilience

19   Aufderheide P, Firestone CM (1993) Media Literacy: A Report from the Leadership Conference on Media Literacy. Washington, DC: Communications and Society Program, Aspen Institute.

Media literacy, information literacy and digital literacy are inherently tied to the use of information resources as they all help people "deal with the **complexities** of the current information environment, where a complex and broad form of literacy is required"[18]). Media literacy refers to the **ability to access, analyse, evaluate and create messages** in a wide variety of media modes and formats, and recognise the role and influence of media in society[19].

20   Bulger M, Davison P (2018) The promises, challenges, and futures of media literacy. Journal of Media Literacy Education 10(1): 1–21.; Mihailidis P (2011) Introduction: News literacy in the dawn of the age of hypermedia. In: Mihailidis P (ed.) News Literacy: Global Perspectives for the Newsroom and the Classroom. New York: Peter Lang, pp. 1–22.

Media literacy **empowers** audiences to engage with the media not as passive consumers, but participants and active citizens[20]. Thus, it enables **democratic participation** and citizenship, as scholars emphasise that online media allow anyone to be both a creator and consumer of content, where the quality of the content created or received depends on the competencies of the individual[21]. As the recent COVID-19 pandemic demonstrated, **access to reliable and fact-based information** is crucial in making potentially lifesaving decisions and participating in all areas of society[22]. UNESCO's view is that media (and information) literacy must be considered as a critical pillar of democracy and central to our ability to address every major issue we face, whether it be climate change, migration or other. However, we know that **freedom of expression** is being challenged

21   Hobbs R (2010) Digital and media literacy: A plan of action. The Aspen Institute.; Mihailidis P, Thevenin B (2013) Media literacy as a core competency for engaged citizenship in participatory democracy. American Behavioral Scientist 57(11): 1611–1622.

22   UNESCO (2020). ↘ https://www.unesco.org/en/media-information-literacy

by the politicisation of digital media, the scarcity of independent media, the effects of social media's rise to prominence, and the decrease in professional journalism and journalistic ethics[23]. Hence, the focus on media literacy should be increased to build so-called **cognitive resilience**[24] to make people more competent to understand the technological, political, economic and other contexts in which different **information creators** operate, to evaluate the credibility of information sources, to judge the quality of information, and to make us as societies less susceptible to disinformation campaigns.

Media literacy, in summary, should be treated systematically and considered as a **long-term investment**. To develop media literacy for cognitive resilience, it is most advised to build **networks** of media literacy promoters, including educators, librarians, civil society actors, journalists; basically, everybody who can reach various societal groups and find approaches on developing media literacy skills in the most suitable and effective way, adjusting the curricula and methodological tools to the needs as well as knowledge and skill level of each group.

2.2 Libraries and media literacy

Libraries have long worked on strengthening the media literacy of both librarians and library patrons. Disinformation, misinformation and fake news are currently among the most discussed topics in media literacy-related training programmes at public libraries for any audience[25]. Promotion of media literacy takes place among audiences of **different age groups**. Seniors are often regarded as one of the groups most vulnerable to exposure to objectionable media content. As previous studies suggest, training provided by librarians strongly increases the level of media literacy on health-related topics in the elderly[26]. Libraries have also proven to be excellent places for such training since they appear to increase levels of participation in workshops and webinars among seniors who perceive the **library as a neutral place** suitable for improving their media literacy, as compared to other possible venues such as senior centres[27]. Regarding media literacy among young people, previous studies stress two important roles for libraries: 1) providing young people with **dynamic contexts for learning using digital media** and 2) providing young people with opportunities to learn and practise media literacy[28]. As Harshman points out[29], media literacy training for students is important as it not only provides an understanding of the role of media in society, but also an idea of how media is created and distributed, as well as how opinions are privileged depending on who is talking. Through media literacy training, students gain essential **cognitive and self-expression skills** that citizens require in order to participate in democratic processes[30].

23   Roșa V. (2020). Freedom of Expression and the Geopolitical Stalemate: Defending Digital Spaces in the Republic of Moldova. Freedom House.

24   Denisa-Liepniece, S. (2021). Deep media literacy to increase cognitive resilience. Europe as A Global Actor Conference, May 10-11, Portugal.

25   Young JC, Boyd B, Yefimova K, et al. (2020) The role of libraries in misinformation programming: A research agenda. Journal of Librarianship and Information Science.

26   Strong ML, Guillot L, Badeau J (2012) Senior CHAT: A model for health literacy instruction. New Library World 113(5/6): 249–261.

27   Strong ML, Guillot L, Badeau J (2012) Senior CHAT: A model for health literacy instruction. New Library World 113(5/6): 249–261.

28   Tripp L (2011) Digital youth, libraries, and new media literacy. The Reference Librarian 52(4): 329–341.

29   Harshman J (2017) Developing global citizenship through critical media literacy in the social studies. The Journal of Social Studies Research 42(2): 107–117.

30   Hobbs R (ed.) (2016) Exploring Roots of Digital and Media Literacy through Personal Narrative. Philadelphia, PA: Temple University press.

CASE STUDY FROM MOLDOVA:

"I can't change the world, but I can change someone's life by teaching him/her"

A considerable part of the Roma community in the municipality and district of Orhei, especially adolescents and young people, faces social exclusion, discrimination and obstacles to the exercise of fundamental rights. The most disadvantaged category of Roma people consists of the youngest group, aged between 16 and 24. The majority of young Roma do not end up graduating from general secondary school. The main problem identified by mediators in the communities is the fact that young secondary school graduates don't trust in their ability to continue their studies at high school (even if they have potential) or a vocational school to embrace a profession. District Public Library "Alexandru Donici" aims to reduce the problems listed above through digital literacy and the organisation of socio-cultural inclusion events for Roma people, such as: information activities about the history, traditions and customs specific to the Roma ethnicity, awareness-raising and promotion events on equality of inclusion, awareness of the advantages of multicultural communities. All the library's staff participated in information sessions on the history and particularities of the Roma ethnic group in order to improve communication with the members of this ethnic group and facilitate the process of their inclusion in the society. In our Digital Literacy Laboratory we organise activities and training in order to not only develop skills in using the latest digital technologies (phones, tablets, etc.), but also competences in using computer software, skills to search for relevant information, skills for the critical and creative analysis of web services, for communicating using a variety of digital tools and applications, for understanding/perceiving the media as a digital habitat, for protecting digital identity and for respecting the ethical rules for online conduct. Thus, for 10 months, 120 unique participants acquired digital literacy skills and applied knowledge in practice within LAD Orhei.

CASE STUDY FROM MOLDOVA:

Librarians for digital literacy

"Ion Creangă" National Children's Library is the main library for children and young people in the Republic of Moldova and is located in Chisinau. Our library provides the programme CodeLab for children from 9 to 16 years old. This programme includes workshops on coding and web design, as well as activities on online safety. This programme was elaborated and implemented in 65 public libraries in Moldova within the national project "CodeLab – Learn coding at the library" supported by the Novateca Program (Global Libraries in Moldova) and coordinated by "Ion Creangă" National Children's Library. The project was inspired by the experience of public libraries in the USA that provide coding activities for children. Of course, the fact that coding is a very strong trend in the education nowadays helped the library to attract many participants to the programme. The free internet platform code.org and other open resources helped to develop the content of the programme. The main challenges were the need to adapt the curricula and to translate many materials, the lack of elementary digital abilities of participants, the insufficient number of computers for participants; librarians involved in this programme have to be trained continuously, in order to adapt their knowledge and digital abilities.

The results of the programme are impressive - more than 7750 children have participated from October 2017 up to now, organising around 450 activities. We organised activities online during the pandemic and now also implement them for child refugees from Ukraine. Due to this programme, librarians have been asked to support teachers in teaching digital education in primary schools.

" Information has recently become a weapon of war. The physical war is closer than we would expect, and informational warfare - more present than ever. It is up to each of us to choose what shields we use to protect ourselves in this hybrid warfare.

Daniela Galai,
Moldovan media literacy expert

2.3   Libraries and media literacy in Latvia

Although it can be considered that the National Library of Latvia (NLL) as a repository of books and information has been engaged in promoting public information literacy since its foundation in 1919, in today's context, when the term "media literacy" is in the spotlight, the year 2015 can be considered as the true starting point of media literacy work in Latvian libraries, when the NLL was tasked with joining in the preparation and implementation of the Latvian media policy guidelines plan.

In the years since, media literacy work of the library has been significantly improved. Promotion of media literacy, as with other priorities at NLL, is implemented by subordinating it to the five main directions of work recorded in the library's development strategy: Library collection in the digital age; The library as an environment open to growth; Library collection as a unique and irreplaceable research resource and its research; Creating cultural experiences in the library and the Library as a driver of industry development.

Currently, the National Library implements media literacy activities with annual financial support from the Ministry of Culture for this line of work. The library's work in the field of media literacy is primarily carried out with four audiences: librarians, educators, seniors and young people. This work at the NLL is carried out by the Library Development Centre and a dedicated professional working in the in-house position as media literacy expert (project coordinator).

The Library Development Centre works in various spheres of library work, cooperating with all types of libraries in the regions of Latvia, as well as in the capital - public, school, academic and special libraries. Employees of all these libraries can participate in media literacy activities organised by the centre. At the same time, the NLL also performs a consultative function and participates in the recording of regional media literacy work in libraries in annual report summaries. Thus it can be said that the Library Development Centre both determines the trends of media literacy work in libraries throughout Latvia and follows them. Of course, countless regional media literacy activities and initiatives in libraries throughout Latvia are carried out by local librarians as well. Cooperation network between library professionals is very strong in Latvia and it is utilised in the media literacy field just like in other lines of library work.

The main media literacy activities in libraries are thematic seminars in person and online, as well as training and content development projects for librarians and educators. Throughout the years, multiple media literacy education materials have been developed under the National Library of Latvia, such as the guide for librarians and seniors "Waypoints in media usage" (↘ "Ceļazīmes mediju lietošanā"), informative material "Data literacy for everyday life" (↘ "Datpratība ikdienai") and guidebook "Journey into media literacy. Ideas for lessons with children in libraries" (↘ "Ceļojums medijpratībā. Idejas nodarbībām ar bērniem bibliotēkās").

The basis of promoting media literacy in libraries is free and unrestricted access to information - the latest periodicals, industry literature, as well as the web. When it comes to providing information, a librarian is not just an overseer of books, but a knowledgeable professional who is ready to help in the selection and consumption of information, so the promise of every library to its readers is accessible and reliable information of high quality. It is important to note that with the construction of the NLL building - The Palace of Light - the network of libraries throughout Latvia became the "Light Network". Digital skills of librarians and readers were highly improved, every library was provided with access to the internet, as well as quality databases and digitised collections. Thus, the promise of access to quality information is strong and steadfast well into the 21st century.

2.4   Libraries and media literacy in Moldova

Since 2014, the Association of Librarians from the Republic of Moldova has been carrying out media literacy activities for citizens through its members, librarians from the National System of the Republic of Moldova.

Thus, in 2021, ABRM managed to train 10 national trainers - librarians with advanced skills in EMI, to co-ordinate a curriculum with the Ministry of Education and Research, to have a digital media and information education ↘ manual for librarians and the general public. At the same time, the literacy of 120 librarians, regional trainers who continue to carry out media education activities for citizens in the communities where they operate, was successfully completed. These achievements were thanks to the programme Strengthening Independent Media and Media Literacy in Moldova, SIMMLM III, financed by ERIM (Equal Rights & Independent Media). Between 1 April 2020 - 31 July 2021, 14 school librarians from the north and south of the Republic Moldova have carried out 210 training programmes with students from the institutions in which they operate. Everything took place within the Media4Library / Trust4Citizens Project, implemented by ABRM, with the financial support of Internews in Moldova. The goal of the project was to develop and consolidate the media education knowledge of young people from the northern and southern districts of the Republic of Moldova. In this context, the media literacy of citizens has become a strategic priority for ABRM within the Community Development Programme.

In 2022, ABRM focused on strengthening the skills of the network of trainer librarians and on the institution-alisation of the media and information education service in several libraries. This means delivery to different target groups in the community (youth, women, elderly), open, public lessons, training in libraries to promote democratic values, educate the community and develop the civic spirit of its members.

Libraries as promoters of local democracy

Media literacy is a very important skill that can be promoted by the work of the librarians, especially when thinking about resilience at the individual level, but local social resilience at the community level depends on the building and sustaining of local networking, using local resources and partnerships. Participatory processes, investment in the development of the local democracy, and multicultural learning have been some of the focuses of this project.

3.1   Social resilience and civic participation

Social resilience with the notion of local communities, represented here by librarians, is an important determinant for **social mobilisation** and **social innovation**. It also mitigates **horizontal network capacity** via solidarity towards vulnerable communities. Last, but not least, it facilitates the new development of social and political relationships via practices, which are able to respond to the challenges and needs of different **vulnerable groups** hit by, e.g., insecurity, economic or other environmental crises. We expect social resilience to help mitigate power relations and mobilise those social forces and civic society, which can be labelled as 'community based participation'.

> " Democracy is based on citizens' ability to educate themselves and make informed decisions. Public libraries are one of the few places where information is readily available to anyone who might seek it, and their services are tailored to the diverse needs of communities in rural and urban areas, as well as to the needs of marginalised groups, users with special needs, multilingual users, and Indigenous Peoples within the community. Therefore, there is no doubt that the public library is one of the cornerstones of civil society and a thriving democracy.

Dzidra Šmita,
director of Riga Central library

CASE STUDY FROM LATVIA:

Library as an intermediary between municipality and citizens

Naujenes public library is located in Naujene Parish. The library has implemented diverse activities to involve the community in planning processes at the county (novads) level. The municipality had a problem identifying the wishes, problems and needs of the residents and including them in policy development. One of the solutions was to activate and involve cultural and social institutions - libraries, culture centres, social centres, parish administrations, and customer service points. Naujenes public library was actively involved in identifying, compiling and submitting various surveys and applications to the municipality. For example, the library participated in the creation of a uniform coat of arms of the newly created Augšdaugava County. Residents were invited to answer several questions, expressing their vision about the most important personalities, events and places that characterise Augšdaugava County - about colours, symbols, nature and culture objects of the county that would fit into the coat of arms. Another example is when the waste management service provider in Naujenes Parish changed, the library offered its premises for residents of the parish to switch contracts with the new service provider.

The community-based participation approach here is used to get a better understanding about the mechanisms promoting more active and organised citizenship. The meaning of it evolves the empowerment of persons to fully and **effectively participate** in their own lives, as well as political and social events. Empowered active citizens are able to shift the state's actions by increased participation in service design - creating more effective and responsive welfare state settings[31, 32, 33]. The main challenge is to balance the power in the relationship between organised **partnership** and involved stakeholders - individuals or leaders, state and civil society/local communities. We stress social resilience here both as an outcome indicator and as a process measurement of full and equal citizenship practices. As Hvinden and Halvorsen (2002, 12-13) state in the meaning of active citizen - *"being a full and equal citizen is, basically, a question of practices: living a decent life in accordance with the prevailing standards in society, being able to act autonomously, being able to participate in social and political life in the broadest sense, and having 'civic' orientations to the political community and to one's fellow citizens"*.[34]

31   Elster, J. 2009. Interpretation and Rational Choice. Rationality and Society, vol. 21, 1:pp. 5-33.

32   Arrow, K.J. (1951, 1963). Social Choice and Individual Values. Wiley, New York.

33   Sen, Amartya (1999). Development as freedom (1st ed.). New York: Oxford University Press.

34   In Broka, A. (2019). Participatory democracy practice among youth experiencing disadvantages: scoping literature review. Paper presented at *Nordic Network for Intercultural Communication, NIC, Vidzeme University of Applied Sciences (ViA), 26 November 2019*.

35   Coward C, Maclay C, Garrido M (2018) Public libraries as platforms for civic engagement. University of Washington Libraries Digital Collections;

Thus, civic participation contributes to reducing the alienation of the population from state and municipal institutions, including libraries, and improves the quality of public services in local governments, as they receive more information about the **desires, needs and requirements of the local community**. Libraries need to promote media literacy and civic participation in a coherent way. Therefore, libraries need to provide access to information and the opportunity to use different communication technologies to both initiate and maintain **critical discussions** and stimulate **civic learning**. Civic participation will be stronger if community members are able to recognise fake messages, participate in online activities and protect themselves from technological threats[35].

CASE STUDY FROM MOLDOVA:

Democracy nests

The Public Law Library, as a branch of the Municipal Library from Chisinau, was opened in 2001 to offer access to legal information focused on the public and legal community. Chisinau Municipality, as the biggest cultural and economic area, accounts for various community issues. An interactive dialogue with community members can solve part of it. Libraries can serve as spaces dedicated to learning civic behaviours, debating local issues and taking the initiative to solve them. The nests of democracy within public libraries – innovative, modern, made through participatory design, can be spaces for meeting and citizen debate, with free access for all members of the community. We created a project aimed at setting up a comprehensive system that facilitates citizens' participation in practising democracy by forming active citizens, creating spaces that protect and promote democratic values ("democracy nests") in the Public Law Library.

3.2   Participatory methods in work of libraries

Within the project we used adapted action learning (AL)[36] as an integrative and participatory method used in the empowerment of rural communities. It is developed in order to change 'client' orientation towards the 'participant' perspective, which is an essential part of the co-creation of knowledges[37]. This method was mutually learnt with librarians involved from Moldova, Latvia and Ukraine.

STEP 1:
NEEDS ASSESSMENT

The first step of the process is to get acquainted with the community needs - the service provider, e.g., librarian is the person acquiring the information and knowledge about the needs of the community. The AL process starts with **problem analysis**, when the question about the problem or challenge is stated via a discussion about the needs of participants from local communities. In the problem analysis stage there is a need to perform **a needs assessment** in order to gain a more accurate picture of the problem statement, which is recognised in wider democratic community settings. The following questions shall be raised: are you as facilitator acting upon the particular problem? Where is the starting point of the problem? Is the problem meaningful to you? All librarians had previous experience in working with different social groups in their communities.

STEP 2:
ACTION STAGE

From the librarians' experience, the **action stage** evolves practical interactions with different social and ethnical groups, e.g., the Roma population, women, elderly, children, Ukrainian refugees and others. At this stage it is important to assess whether the actions are practical and possible. It is important to create an action plan, which has to be concrete, limited and with meaningful purpose. Finally, it has to be measurable.

Librarians both in rural and urban communities, are **facilitators** of democratic processes in local collaborative communities, thus becoming more resilient. During the action stage it is important to be sensitive about the empowering activities leading to equal power distribution between the involved parties. Sometimes it is more comfortable to organise the meetings in more **neutral community places**,

36   See more about the method on the SEMPRE project website ↘ https://www.sempre-project.eu/

37   Broka, A., Nielsen, A., Scheer, D. (2022). Do we need a paradigm shift in social work education? Make empowerment happen. The Paris Conference on Education, 16-19 June, 2022.

" A just and peaceful world is created by eliminating the causes of conflicts. Librarians are a bridge between society and information, libraries are community centres where essential social services can be obtained, as well as a safe environment for everyone. This project demonstrated the importance of local enthusiasts working with those groups that are not reached by national and local government policies and support. From bicycle rights for seniors to traffic safety in Latvia, to programming skills for children, to information security in Moldova - every small library's initiative helps build a better world. Unnoticed and underappreciated on a daily basis, often tired, librarians are a resource for our development and also support in moments of crisis, as the representative of Ukraine explained. We are inspired to take further steps of cooperation, expanding partnerships and involving new groups - local journalists and young people.

Inese Vaivare,
Director of the Latvian Platform
for Development Cooperation

"

e.g., at gathering places of the Roma population. Active participation and discussions are possible if the place is comfortable for the participant. Children feel **safer and happier** if there are toys and a playground. Seniors and disabled feel better if the **physical environment** is adjusted to their tempo and it is possible to move between rooms with a wheelchair or walker. It is important to have libraries that are **not only digitally accessible but also physically** for different groups and needs of society.

STEP 3:
OBSERVATION

Observation is an important stage, when activities are discussed in an internal format by allowing us to enter some new angles in the process. During the observation, the reflection shall be based on new knowledge obtained during the implementation process. It is important to keep the problem that you started to work on and identify the limitations that occurred during the process. Observer of the

CASE STUDY FROM LATVIA:

Excursions to overcome loneliness of the elderly

The central library of the city of Ilūkste has very good cooperation with seniors; they are the most active library visitors. The library organises events specifically for older people so that they can socialise and be active, because it has been observed that when people retire, they seem to withdraw into themselves, don't want to go anywhere, sit at home and are dissatisfied. As if they are no longer needed. The library is a good environment for this group of people to socialise, come together and work. For four years now, the library has been organising trips around the native county for the most active library readers-seniors. On excursions, we visit the most interesting objects of the particular parish. At the end of the tour, there is always a picnic with tea, coffee, snacks and conversations. Seniors appreciate the opportunity to communicate and talk, especially if they are lonely. There are seniors who have never been to the neighbouring parish. For them it is like a discovery; an adventure. The challenge is the health of seniors, therefore it is not always possible to predict the number of participants and count on those participants who have already applied. The problem is the availability of transport, but the municipality always tries to support our activity. We build partnerships with other colleagues' libraries, cultural organisations and churches to explore more. We will continue this project in the future, because now our county has become bigger, there are many new parishes, cultural and historical objects, as well as libraries to see. If there is such a possibility, we will organise such excursions twice a year.

process shall **listen and think critically** about the activities that are performed. (↘ See more on the SEMPRE web on tools) For instance, the action of librarians when training children in programming and coding became not only a process of learning the particular tool, but observation of this process allowed them to identify and highlight the positive side effects of it. Programming literacy became a **safeguarding tool** for children to access and understand the difference between reliable and secure web pages and those web pages that were disruptive and dangerous. This observation was an important impact factor in strengthening common knowledge about increasing the need for knowledge about security on the internet.

STEP 4: REFLECTION

After observation, a small group meeting where **reflections** about activities are shared can be organised. It is important to share both process and outcome measures within the group. With the aim to increase social resilience, it is important to acknowledge those **positive and successful adaptation measures** in the different adverse individual, family or society environments. For instance, identification of the need to provide information in a specific format or language, e.g., for Ukrainians, information available in their language on important issues, or access to easy reading tools for children, elderly or those with mental disabilities. Reflection also involves identification of **the negative side effects** and thinking over whether these negative side effects are possible to change in the future actions. It is important to have a dialogue in the search for new solutions, identifying and discussing the limitations that occurred. This discussion is important to obtain a better interpretation of the outputs and results.

STEP 5: LEARNING

Learning is the final stage in the application of participatory approach, aiming to increase the social resilience of local communities. Learning means being **keen on the process and actions**, observation and reflection stages in the analysis of whether competencies and skills of participants were increased during the process in order to make their own efforts that have been facilitated by librarians and other involved parties. The learning process is **critical evaluation and reflection** upon one's own actions. It is an assessment of established relationships and balance of power, as well as the need for improvements and change. From this stage it is possible to start the action learning process from the beginning. You can define a new problem and state an action plan in the future from experience.

CASE STUDY FROM LATVIA:

Reading in native languages for democratic inclusion and mutual respect

The central library of Krāslava County is the most important part of the cultural environment of Krāslava County. For 75 years, the way to the Krāslava library for readers has always been through the main street of the city, where the library has been until now. The border of Krāslava County forms part of the external border of the European Union. Krāslava has always been a multi-ethnic city - not only do Latvians live here, but also Belarusians, Russians, Poles, Jews, Lithuanians, Ukrainians and representatives of other nationalities. Cultures synthesise and interact with each other, creating an authentic vision of the world both in terms of verbal communication and preservation of traditions. Krāslava county library promotes civic awareness and involvement in public activities, promoting the role and importance of citizens' participation in the development of a democratic country, participating in improving the quality of life themselves, creating an understanding of decision-making and the results of participation. Family

readings "I read in my native language" was aimed at drawing the attention of the community (who were born or currently live in Krāslava district) to the value and beauty of the native language, inviting family members, especially children and young people, to participate in the readings, that is, they should choose a fragment of the text and read the text in their family's native language (Latvian, Russian, Belarusian, Polish, English, Italian, Spanish or any other language), recording it in video format and sending it to the library's e-mail address. All records can be viewed on the homepage of the central library of Krāslava County and in the library's social media profiles. Representatives of various target groups are actively involved in such events: local entrepreneurs, seniors, children, young people, working people, incl. small farmers, housewives, representatives of interest groups (hunters, fishermen). The most active are the representatives of the cultural sector - employees of museums, cultural houses and libraries.

> " This internship gave us the opportunity to learn from the experiences of Latvian colleagues, which can become good practices for the realities of the Republic of Moldova, by ensuring equitable access to information and quality services for the community served. We understood that development of a local democracy is achieved by raising awareness of the public library's values, resources and role in building social resilience of the community. To support learning, literacy and reading meaningfully in the digital age, libraries must continually adapt. Services, collections and practices must evolve to respond to changing user expectations.
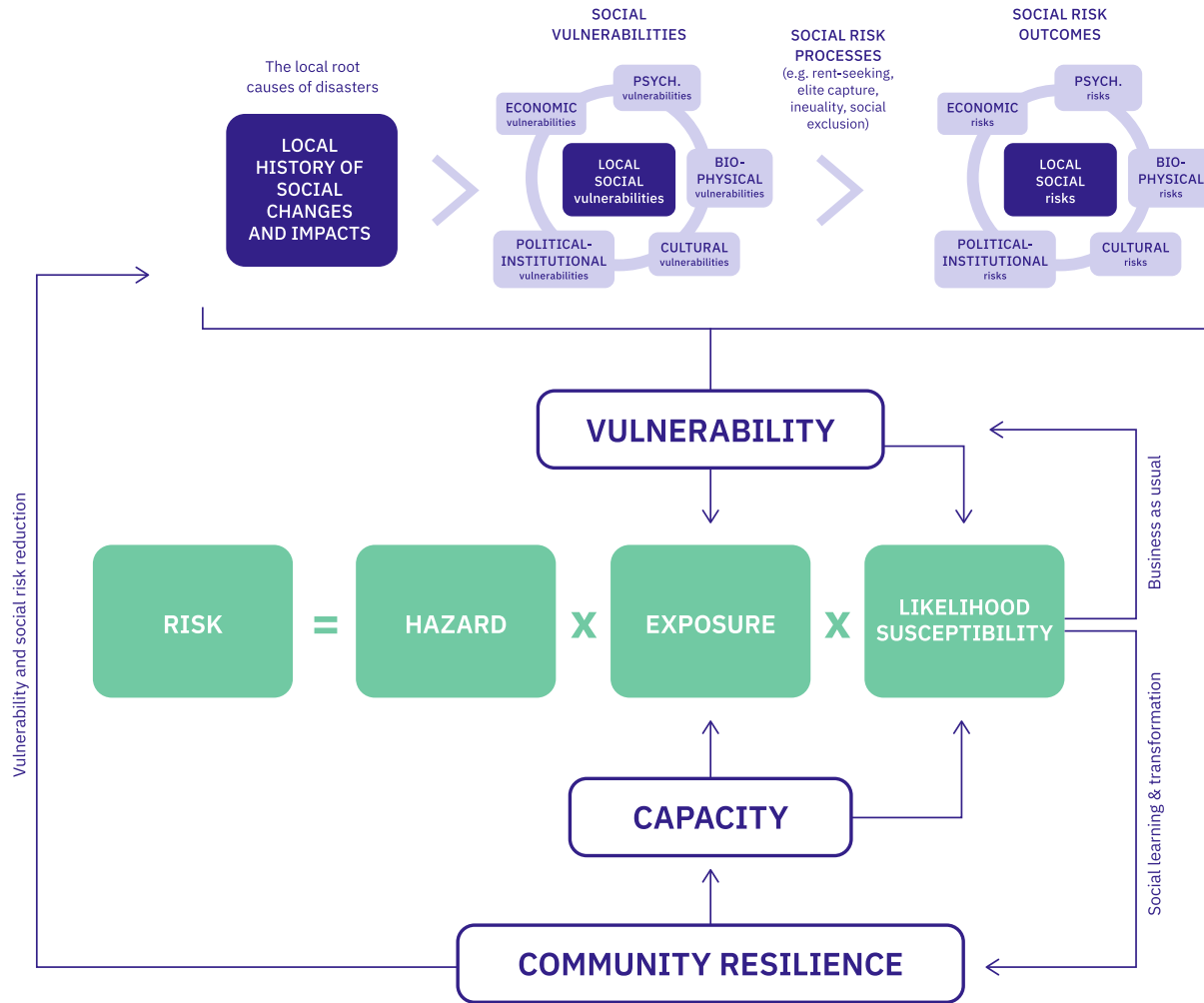
Elena Pintilei,
general director of the National library of the Republic of Moldova

IV

Measuring the impact
of social resilience

The multiple dimensions of risk.
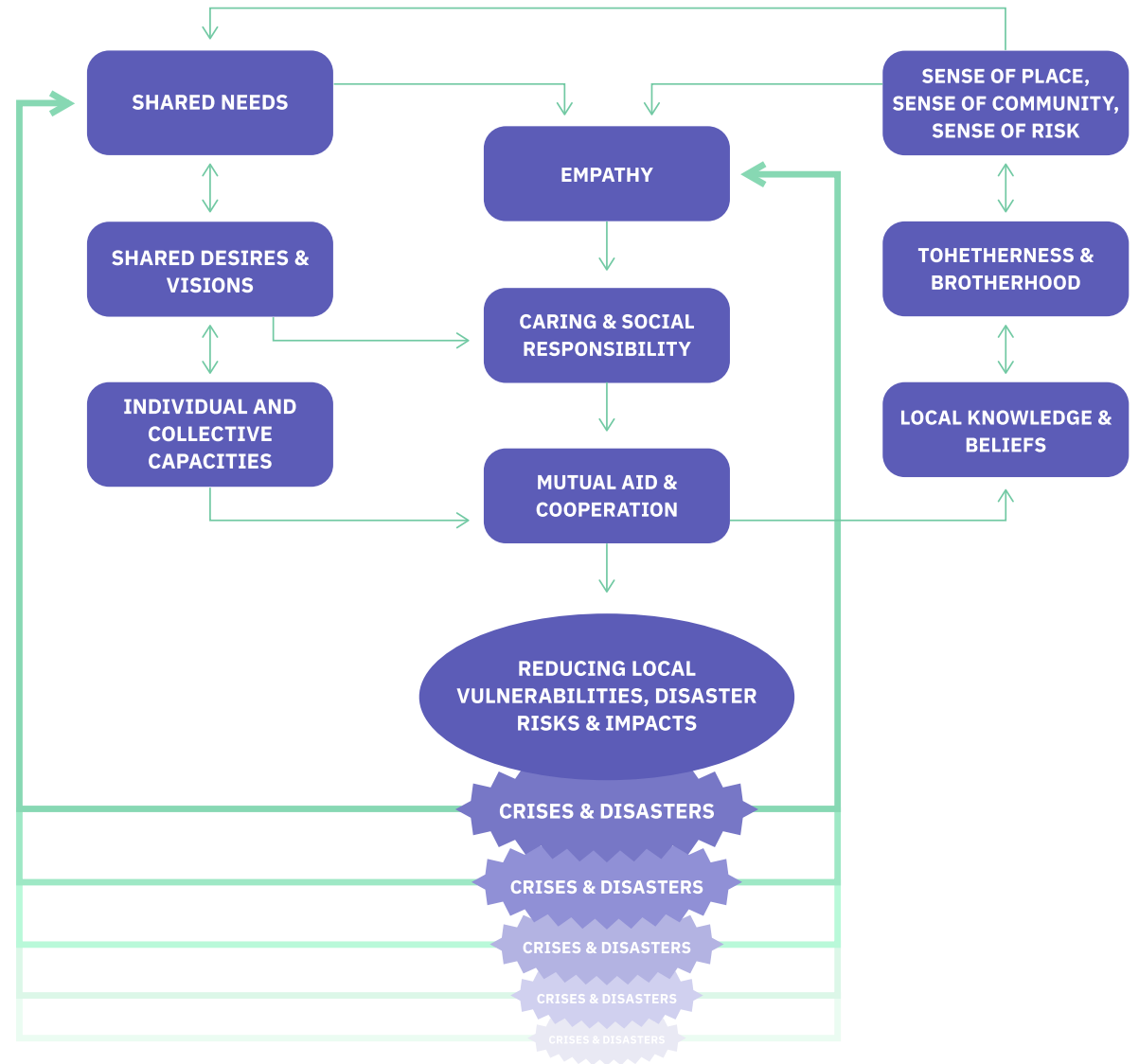Source: ↘ https://onlinelibrary.wiley.com/doi/10.1002/sd.2182

Building social resilience is a process, but as with any project approach-based process, the question of the success or failure of the results arises. In this short project we did not manage to implement local activities, and measure their outputs and outcomes; therefore, the proposal of measuring local social resilience is purely theoretical. Still, we plan to continue developing our project activities, involving more stakeholders and working further on the methodology of the impact assessment of local social resilience.

4.1 Social impact of disasters

Disasters have severe social impacts on the local wellbeing of communities - health, social cohesion and inclusion, local institutions, culture, livelihoods, infrastructure, housing and land and others. These social impacts vary in different disaster situations and are not equally distributed between the regions and within the communities. Although all groups are vulnerable, some are more so[38].
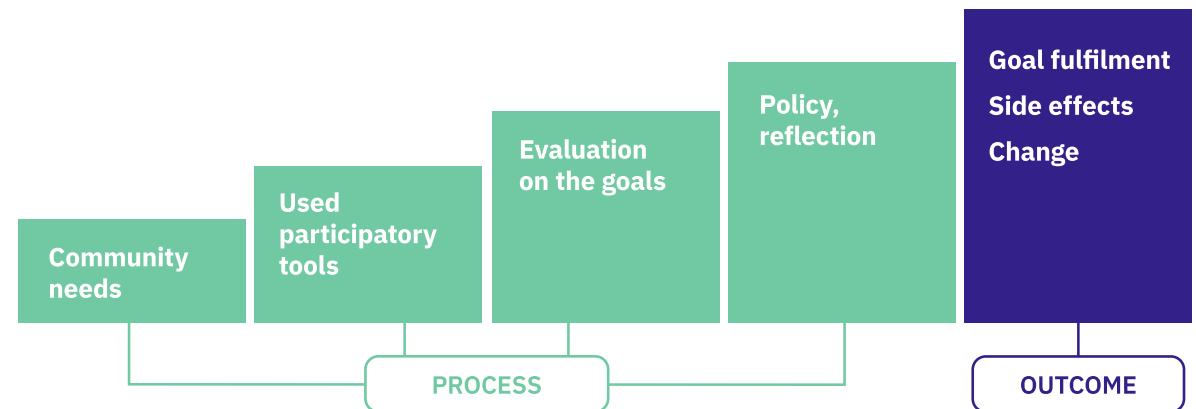
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38   Imperiale, A. J., Vanclay, F., "Conceptualizing community resilience and the social dimensions of risk to overcome barriers to disaster risk reduction and sustainable development", 2021. ↘ https://onlinelibrary.wiley.com/doi/10.1002/sd.2182

The cognitive dimension of the human agency of resilience.
Source: ↘ https://onlinelibrary.wiley.com/doi/10.1002/sd.2182

4.2   # Impact of social resilience projects

The participatory approach can be used in order to centre a participant's perspective, to gain a better understanding about barriers to participation, increase social mobility and advocacy, organisational capacity and empower etc. Thus the measurement of social resilience has both a **process and goal orientation (outcome)**. Technically the <u>process</u> evaluation might involve at least four main stages: (1) local community needs assessment; (2) introduction and use of participation tools; (3) evaluation of the goals; (4) reflection and policy effect measures. The <u>outcome</u> evaluation can have both qualitative and quantitative measures. The quantitative side of outcome evaluation can include (1) goal fulfilment criteria, e.g., intended, unintended or unexpected results (number of participants, their views etc.); (2) evaluation of side effects (context); and (3) change effect, including measures on accessibility and affordability. The qualitative side shall be framed within the participatory approach, e.g., to what extent it has increased participation and changed roles and power relations of involved parties; and to what extent these activities are organised in a comprehensive, integrative and inclusive way.

How to measure social resilience?
Source: Author's own.

The **measurement tools** used in the evaluation can be gathered from multiple resources, e.g., documents, participant feedback, focus-group interviews with stakeholders, questionnaires, fact-sheets, notes, visualisations in different audio-visual formats, round-table discussions etc. The idea behind it is that a participatory approach empowers the local community, with sufficient capacity to choose their own best methods or tools for the measurement of social resilience.

The **process** can be started with the organisation of a new meeting, engagement of active leadership with systematic follow-up. The organisation of activities needs to have a facilitator, active collaboration and networking, listening and communication, which is best implemented in the peer-to-peer supportive environment or reflective small teams (facilitator, observer and participant). It is not always possible to observe to what extent the changed measurable factor is due to social resilience or other external effects. For this reason, not only direct measurable variables or indicators are important, e.g., number of participants, satisfaction of participants or other responses from the participants gathered right after the activities. Social resilience can be measured as the process of empowerment: to what extent the participant has increased their own capacity to engage and make decisions about their path in life.

Research of resilience building requires careful planning of all issues related to **ethics** in order to avoid any danger or harassment (both for the researchers and the research participants). In resilience studies, some information is often obtained from secondary data. But since the needs and choices of actions can differ from situation to situation, even at the micro level, a very important role is given to the detailed understanding of the vision of the situation of the various parties involved - the acquisition of primary data. This can create situations, for example, in which sensitive information that endangers participants is collected during data gathering. Participation in the study can potentially cause psychological discomfort, or risks to personal safety. Those involved in data collection should be aware of and prepared to work with people who are victims of trauma and who represent vulnerable groups. It must be precisely defined how data is obtained and processed, what data security standards must be applied, how anonymity or, if necessary, the confidentiality of research participants is ensured, how visual or audio recordings are handled if they create identification risks. Therefore, before starting any data collection procedures, a simple data collection and storing protocol should be developed. The main challenge in the assessment of social resilience is time - some effects can be measured during or right after the implementation of actions, while other outcomes may be extended with time due to other events being facilitated. Flexibility is a core principle that shall be kept in mind while building strong socially resilient local democratic communities.

V

Resources of
the project

CONFERENCE "LIBRARIES AS LOCAL SOCIAL BUILDERS OF RESILIENCE AND DEMOCRACY IN TIMES OF SECURITY CHALLENGES", recordings from 31 October 2022:

→ Opening speeches of the conference:
  ↘ youtu.be/Xea0UZAJvH8

→ Keynote speech from Giuseppe Vitiello, director of the Office of European libraries, information and documentation associations, *"How libraries' soft power enables them to face uncertainty and change"* ↘ youtu.be/PNM3kv3b31o

→ Daniela Galai, Moldovan media literacy expert, *"The role of librarians in promoting Media Literacy values, in order to ensure personal and national security"*
  ↘ youtu.be/3B9jjQmhrLY

→ Emīls Rotgalvis, media literacy expert of the National Library of Latvia, *"The importance of cooperation networks to promote media literacy in Latvian libraries"*,
  ↘ youtu.be/67Tv7VTL3ss

→ Victoria Vasilica, management and institutional development coordinator at the Association of Librarians of the Republic of Moldova, *"Libraries: Democracy Resource Center"*
  ↘ youtu.be/4ZC4-TYm-hM

→ Dzidra Šmita, director of Riga Central Library, *"Public library as a cornerstone of democracy"* at the conference
  ↘ youtu.be/Tkg-TNbCXhM

→ Larysa Matkovska, chief librarian from Vinkivtsi Settlement (Ukraine), *"Community libraries in times of active war"*
  ↘ youtu.be/NU5jt57SUFQ

→ Elena Pintilei, director general of the National Library of Moldova, *"Solidarity with refugees from Ukraine"*
  ↘ youtu.be/b3K2K4KfAzY

→ Katrīna Kukaine, director of the development department of the National Library of Latvia, *"Libraries of Latvia in support of Ukrainian refugees"* ↘ youtu.be/qk44XgnV9h4

PARTNERS' WEB PAGES

→ Latvian Platform for Development Cooperation
  ↘ www.lapas.lv

→ Association of Librarians of the Republic of Moldova (Asociația Bibliotecarilor din Republica Moldova) ↘ www.abrm.md

→ National Library of Latvia ↘ www.lnb.lv

→ Vidzeme University of Applied Sciences
  ↘ www.va.lv