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Libraries and Peacebuilding
**The role of public libraries in post-conflict societies: a
systematic review**

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Abstract

The aim of this paper is to contribute to a better understanding of the roles of libraries in post-conflict societies. It analyses the roles that public libraries have taken on to help re-build post-conflict societies after the 1980s. This paper systematically categorises the collected information in a theoretical framework, which combines John Paul Lederach's theories of peacebuilding, and Peter Lor's concept of a scale of library roles in peacebuilding. Searches were carried out in seven different databases. 48 papers were identified, of which only 22 fit the initial criteria and only 16 fit the Critical Appraisal Skills Programme (CASP) criteria. These articles show that there are roughly nine roles libraries take on in post-conflict societies, all of which can be directly or indirectly implemented for peacebuilding. The results show that there is a difference between countries and continents in their approach to, and their levels of interest in, peacebuilding. Some articles demonstrate that tensions and conflicts escalate when communities do not have access to libraries or information. On the whole, there is insufficient research measuring the impact of libraries that have taken on a direct role in peacebuilding. Theoretically, however, many of the core library roles fulfil the necessary requirements for successful peacebuilding implementation approaches, yet have been completely overlooked in the peacebuilding field.

Keywords: public libraries, peacebuilding, conflict resolution, post-conflict societies.

1. Background

UNESCO's preamble to its constitution has become well known and quoted many times over: "Since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed" (UNESCO, 1945). As stated by Peter Lor, UNESCO's founding ideal was peace (Lor 2016). Four years later UNESCO made its first statement on libraries, The Public Library Manifesto 1949, which begins: "Unesco's aim is to promote peace and social and spiritual welfare by working through the minds of men. The creative power of Unesco¹ is the force of knowledge and international understanding. This manifesto, by describing the potentialities of the public library, proclaims Unesco's belief in the public library as a living force for popular education and for the growth of international understanding, and thereby for the promotion of peace" (UNESCO 1949).

UNESCO has, to a certain extent, continued to be committed to promoting peace², yet Lor (2016) describes how the connection between peace and public libraries today has been practically forgotten by UNESCO. Nonetheless, in September 2015, Member States of the United Nations adopted *Transforming our world: the 2030 Agenda for Sustainable Development* (UN 2030 Agenda). The UN 2030 Agenda is a framework of 17 Sustainable Development Goals (SDGs) spanning economic, environmental and social development (IFLA, n.d.). The International Federation of Library Associations (IFLA) was involved in the development of the UN 2030 Agenda, advocating for the inclusion of access to information and communication technologies (ICT) and universal literacy in the framework (IFLA, n.d.). Public access to information became a target of Goal 16 of the SDGs:

Target 16.10: Ensure public access to information and protect fundamental freedoms, in accordance with national legislation and international agreements.

The wider goal to which this target belongs to, Goal 16, aims to "*Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels*" (Goal 16, IFLA, n.d.)

¹ The 1949 manifesto spells the word UNESCO in lowercase.

² Peter Lor (2016) gives a brief historical description of UNESCO's commitment to peace over the years.

SDG 16 is an end in itself, and seen by The Foundation for Democracy and Sustainable Development (FDSD), as well as others, as being “*the* transformational goal and key to ensuring that the Agenda can be accomplished” (FDSD n.d.). Even though public libraries are not mentioned, promoting peace and inclusive societies for sustainable development is a broad multi-dimensional, multi-sectoral goal. Connecting peace to public libraries makes sense. Sustainable peacebuilding theories state that violence is a complex issue that is related to culture, attitudes and behaviours shaped by forces within societies. So that “if we can learn differently, we can act differently” (Keating & Knight 2005 pg. 12). This means shifting the culture of violence to one of peace, by strengthening or creating structures and processes that are democratic, support tolerance, diversity, stability and socioeconomic development (Keating & Knight 2005). Librarians will recognise these tenets as part of IFLA’s core values for libraries globally (IFLA 2016).

This paper investigates the idea that libraries have a role to play in building peace. Very little literature seems to be available. What is found is scattered and far between. This paper attempts to collect, systematically list and assess all empirical evidence available on the role of libraries in societies transitioning from armed conflict to peace. How much literature exists on this subject? What is the current state of knowledge in this particular area? What remains to be known in order to help inform future research on this subject?

Post-conflict societies face stronger imperatives than others “to rebuild social capital, empower and provide a voice to communities and generally rebuild the social fabric torn apart by violent conflict” (Bannon quoted in Cliffe et al. 2003, pg. iv). If librarians are to make the case for public libraries as democratising institutions for promoting trust, tolerance, knowledge and community building, surely the study of the role of libraries in communities transitioning from conflict, is crucial to this field. Demonstrating the value of public libraries for all communities, particularly those who need them the most, the socially excluded, the poor and the deprived, might help bring the relevance of public libraries more to the fore, both for policy-making and funding.

Inspired by systematic and literature reviews, but understanding the limitations of time and resources for this exercise, this paper builds a preliminary work aimed for further research in the field of libraries and peace-building. The question the paper attempts to answer is *what is the role of public libraries in post-conflict societies?*

This paper begins with looking at theories of peacebuilding as a framework for collecting evidence. It will *not* focus on the direct aftermath of the initial “humanitarian” or “crisis” phase. The focus in this paper is the “developmental” phase, which involves restoring civil, administrative and economic structures and systems³ (Cliffe et al. 2003). It describes the methodology used, which is an adaptation of a systematic review, and how this review has been conducted. It will look at the key definitions used in the question, and the limitations of the paper. This is followed by the findings broken down into 4 different tables, and a literature review. A discussion follows whereby the findings are analysed and condensed, setting them into the theoretical framework. It finalises with a short conclusion of what this research means and where it can go to from here.

Objectives

The aim of this paper is to contribute to a better understanding of the roles of libraries in post-conflict societies.

The sub aims are:

- study the roles that public libraries take on to help re-build post-conflict societies after the 1980s.
- systematically categorise the collected information in a theoretical framework. Analyse the results to establish any contribution or potential contribution of public libraries to peacebuilding in post-conflict societies.
- analyse the literature that exists on this subject to study the extent to which post-conflict societies are part of the scholarly and professional discussion in the field of library science
- investigate the extent to which libraries are a part of scholarly and professional discussion in the field of peace and conflict studies.

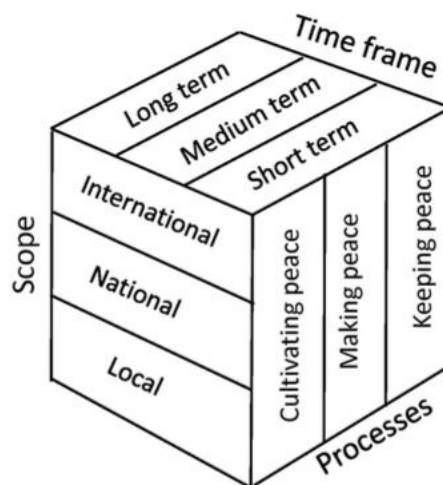
³ The World Bank paper, *Community-driven reconstruction as an instrument in war-to-peace transitions* (Cliffe et al. 2003) gives a short description of the different phases of post-conflict societies. I go more into detail on this in the definition of post-conflict societies.

2. Theory

Peace is an emotive issue and one that is difficult to pin down academically. Peacebuilding theory holds a more holistic vision of peace than merely the absence of violence. It embraces medium to long-term development processes that are embedded in society for a radical social transformation. Most wars today are set in societies struggling with inequity, poverty and underdevelopment, all of which go hand in hand. The conflict in these places are described by Lederach (1997) as being typically drawn along group lines. The fighting usually is for collective rights in opposition to other groups of different ethnicity, ideology or race. The result is that “psychological and even cultural features often drive and sustain the conflict more than substantive issues” (Lederach 1997 pg.18).

According to peace theory, this requires a multidimensional exercise involving multiple actors, tasks and tools with continued resources and attention (Keating & Knight 2005). Lor offers a useful model (see fig. 1) to help understand the concept of peace as multidimensional. The concept of peace involves, and is affected by, time, scope and processes. This means that it can't be contained only within the local, national or international scope, but affects all three. It also involves a short, medium and long term perspective. Moreover, there are different processes involved such as cultivating peace (preventing the emergence), making peace (de-escalating and resolving conflicts) or keeping peace (after the conflict has ended) (Lor 2016 pg. 20).

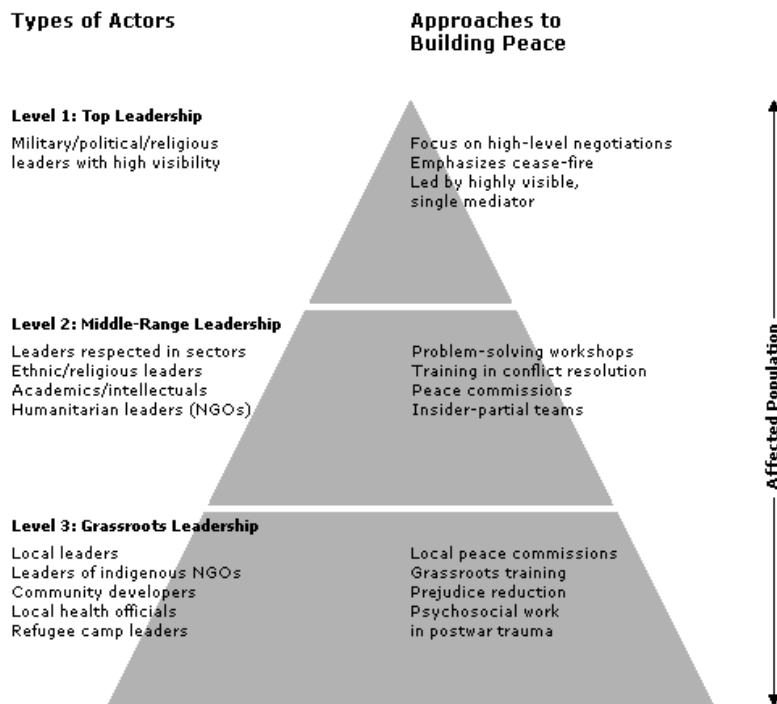
Figure 1.



Peter Lor's (2016) diagram on dimensions of peace building.

Peacebuilding theories offer more than just a band-aid approach to post-conflict. In John Paul Lederach's model (see fig.2), he proposes a conceptual framework of peacebuilding. This is explained in detail in his book, *Building Peace* (1997).

Figure 2.



Derived from John Paul Lederach, *Building Peace: Sustainable Reconciliation in Divided Societies* (Washington, D.C.: United States Institute of Peace Press, 1997), 39.

In summary, he suggests a long-term process that involves first and foremost the grassroots level, and then secondly, the middle range and last, the highest tier. The middle range includes those community institutions whose status and influence are derived from being leaders in sectors, such as education, culture, agriculture, and health. The people here are likely to know and be known by top-level leadership (Maiese 2003). At the same time, they have significant connections to the communities that the top leaders claim to represent, the grassroots. They are a connection between the top and grassroots levels. The grassroots are the biggest group and work within and for the communities. It is the sector of society most affected by conflicts (Maiese 2003). Libraries can be situated both at the middle range, such as large influential national or university libraries and at the grassroots level, with small community libraries.

Lederach's theory argues that although peace negotiations happen at the top level, peacebuilding happens mainly at the two bottom levels where a culture of peace has to be introduced and the real reconciliation has to occur, within the fabric of society. Therefore,

peacebuilding uses fundamental institutions which are already embedded in a community and which support tolerance, stability, socioeconomic development and peace (Keating & Knight 2005). Education is one such strategy, albeit an underutilised one. Peter Lor in his *Lectio Magistralis in Biblioteconomia* holds libraries to be another.

Lor describes seven categories of roles for libraries which he places on a continuum scale of increasing activism. From indirect to more direct, his roles are, informing, promoting, educating, creating resources, empowering, healing, and advocacy. Based on Lor's theory, but not applying the same roles in this form, I categorise the roles of libraries found in the literature studied below, as direct and indirect roles. This is a more general application to Lor's theory and helps to apply Lederach's framework. Direct roles are those which consciously set out to promote peace through their aims and activities. They work with and for communities to establish a culture of peace. Indirect roles are those which do not set out to intentionally promote peace, but rather to promote ideals that lead to peacebuilding, such as promoting trust, tolerance, and community building and integration, without necessarily mentioning peace beforehand or having it as a main goal. Those with no roles in peacebuilding, are those which do not mention peacebuilding or any other role which engages in social outreach, but instead focus on the technical and quantitative side of library practice. Thus, what is looked at in this paper, are the aims and intentions of library activities, more than the activities themselves.

3. Methodology

This paper is a review carried out systematically within a limited time period of three months, with the aim of scoping, extracting, summarising and analysing scientific evidence that answers this paper's question *What are the roles of public libraries in post-conflict societies?* It therefore combines some of the methodology of systematic reviews, but has been largely reduced due to limitations of time, resources and knowledge. The individual steps of the methodology are expanded on below after a description of the method.

On Systematic Reviews.

Systematic and non-systematic reviews fulfil different roles. Non-systematic reviews traditionally give an overview of a subject to present an argument. A systematic review on the other hand, adopts a more systematic methodology in an endeavour to limit bias to provide a scientific summary of the relevant evidence to a question. Petticrew & Roberts (2006) explain

that systematic reviews are surveys of the literature and aim to answer a specific question rather than summarising everything there is to know about an issue.

Petticrew and Roberts (2006), define systematic reviews in the social sciences, as a scientific tool for analysing the current state of knowledge in a particular area and clarifying what remains to be known in order to help inform policy and practice (Petticrew & Roberts 2006). Systematic reviews do this in a more transparent and defensible basis than single studies, because they distil large amounts of research data into manageable information. They thus cumulate evidence for “what works”. Petticrew & Roberts claim that single studies are often given more credence than they deserve. When they are taken in isolation or out of context they can often be misleading (2006, pg. 2). A single answer from a survey would not be considered representative on its own (Petticrew & Roberts 2006).

Traditional reviews often choose the literature they want to represent in an unsystematic and biased manner and it can therefore be difficult to assess how representative their evidence is.

Systematic reviews, particularly in the social sciences can be paradigm shifters because they work outside certain schools of thought or the orthodoxy (Petticrew & Roberts 2006). They build their method beforehand setting the perimeters of their search and analysis, and then distil the findings. In this sense, they are more about accountability than putting forward a perspective.

Alison Brettle (2009), writes about the lack of systematic reviews within library and information practice, which is surprising due to the expertise and competency of librarians in systematic searching and appraisal. Brettle states that, “as a profession, which is seeking to demonstrate their value and improve their evidence base, [systematic reviews] provide a sound evidence base for library and information practice” (Brettle 2009, p.47).

This method was therefore chosen for this study as a systematic way to scan, collect and analyse the evidence on a multidisciplinary subject that is very seldom taught or focused on, yet seems to be important from a policy-making and practice perspective. It hopes to be a preliminary study for further and more specific research on the topic.

Conducting the Review.

The first step is to break down the question using the PICO (population, interventions, contexts, outcomes) model suggested by Petticrew & Roberts (2006) when undertaking qualitative systematic reviews. This is to better understand the different components of the review question.

Population: Public libraries

Intervention: All services or duties taken on or provided by public libraries that have the intention of dealing with, or having an impact on, a society previously at war. What is *not* being studied is the impact of armed conflict on the libraries.

Context: Post-armed conflict societies as described by the International Committee of the Red Cross (ICRC), after the 1980s.

Outcomes: Direct, indirect or non-existent roles of these libraries on peacebuilding or conflict resolution.

Inclusion criteria for this review included evidence-based studies, case studies, reviews, research articles, evaluation studies, comparative studies, follow-up studies, prospective studies, statistical data studies, and questionnaires. The languages used here are English and Spanish.

Excluded are anecdotes, opinion-based papers, commentaries, letters, editorials, news articles and other grey literature. Studies on archives have not been included in this review, unless they are part of, or provide, an open community meeting space or a public library. The concept of library as a public arena is central to the inclusion criteria, therefore the only libraries considered are public. Excluded are studies on the impact of conflict and past conflicts on public services (i.e. the destruction of libraries). Excluded is literature on conflicts before the 1980s. This cut-off date is based on the 1980s being the time when high speed data communication appeared and changed modern societies (Bourne 2004), thus changing many of the tools and roles of both libraries, and conflicts. This date also coincides with Manuel Castells' (2000) theory on the information age, where he claims that the most decisive historical factor in shaping the information technology paradigm was the capitalist restructuring of the 1980s. These factors have shifted the paradigm of the world we live in,

not least the nature of armed conflict. The date 1980 thus serves as a useful cut-off date, to make the search query as relevant as possible to the current times.

Difficulties and Limitations

According to the Centre for Reviews and Dissemination (CRD 2009), University of York, systematic reviews should be done in teams of more than one person, to minimise bias and error. Reviews should also involve an advisory group consisting of experts in research methods and the field of expertise. Whilst informal advice has been sought, this review is being done as a bachelor thesis and therefore lacks a review team or an advisory group. It is therefore necessarily shorter and less rigorous than a full systematic review described by the CRD or Petticrew & Roberts (2006). However, the final document will serve as a working document for further review and development.

Another shortcoming of this paper is the lack of accessibility to research not published in international journals. One factor being the marginalisation of research from the Global South in general⁴. All attempts will be made to include as much of this research as possible as it can provide valuable insights to the topic that may not be captured in research published in international journals, which are most often published in English. The fluency in Spanish and Portuguese of the author goes some way to help ameliorate this problem regarding research in Latin America.

Finally, the definition of “post-conflict societies” and what qualifies as such, is problematic. Whether the countries, from the literature included here, are countries still in conflict or not, and when does a “post-conflict period” end, is a matter that lies outside the scope of this review. Nonetheless, a working definition is provided below.

Definitions Used

Armed Conflict. This paper focuses on armed conflict as defined by the International Red Cross Committee as: “international armed conflicts, opposing two or more States, or/and non-international armed conflicts, between governmental forces and nongovernmental armed groups, or between such groups only” (ICRC 2008, pg. 1). The definition continues, that to

⁴ I’m not able to expand on this here but the unequal nature of the international academic publishing industry has been researched and written about by, among others, Salager-Meyer, F. (2008), Zotzmann, K (2013). The main problem is the use of the English language as the dominant language in publishing, and thus the marginalisation of research in other languages.

distinguish armed conflict from internal disturbances, violence, riots or acts of banditry, hostilities must be of a collective character and military force is used instead of mere police forces. The parties to the conflict must be able to sustain military operations (ICRC 2008).

Post-Conflict Societies. There are many synonyms of “post-conflict societies”, such as “transitioning societies” or “post-war”. For the purpose of this paper I will use the term post-conflict. There are also many definitions and it is a very uncertain terrain what constitutes as post-conflict. For the purpose of this paper I will define the term *post-conflict* as the end of an *armed conflict* described above. Post-conflict societies are described by The World Bank paper, *Community-driven reconstruction as an instrument in war-to-peace transitions* (Cliffe et al. 2003), as having two phases. The initial aftermath of humanitarian crises, and the stage that follows, the developmental stage. The latter one is the focus of this review. It is the phase where the emphasis is on establishing security, democracy and structural reconstruction which collectively help to promote interaction and trust between all sectors of society (Lambourne 2004).

Peacebuilding. Peace-building is an overarching term described by Paffenholz (2008) “as a long-term process that covers all activities aimed at preventing violence or transforming armed conflicts into sustainable ways of dealing with conflict” (pg. 187). Peacebuilding is conducive to democracy building and economic and social recovery.

The Search

The search strings were based around the following keywords: Post-conflict, post-war, transition* societies, peace, peace-building, public libraries, roles. See Appendix 1 (search log). A systematic search was carried out on the following databases: Oria, Web of Science, Google Scholar, LISS, JSTOR, Lexis Nexis and DOAJ. 48 papers were identified, of which only 22 fit the criteria and are broken down in Tables 1 and 2.

Screening. These 22 papers were appraised using the CASP (Critical Appraisal Skills Programme) ‘qualitative’ checklist (see Appendix 2). The Critical Appraisal Skills Programme offers critical appraisal tools covering a wide range of research to help assess the trustworthiness and relevance of research results. The qualitative checklist was used here due to the lack of quantitative research found, making this therefore a qualitative review. By using the CASP criteria it was possible to distil the results to 16 papers which can formally be

qualified as “qualitative research”. These 16 papers are analysed more in depth the literature analysis.

4. Findings

This process identified approximately 48 papers as potentially relevant. 26 papers were excluded from the initial list, predominantly due to not being strictly scientific research but opinion pieces or grey material. There seems to be more opinion pieces written about this subject than scientific research, which shows an interest, willingness and need to bring this subject to life, but little funding or capacity to do so. The second reason for exclusion, after reading the full-text, was the lack of direct relevance to the subject. The third reason, for exclusion was inaccessibility to the article due to language or technicalities.

Excluded articles

Many of the excluded 26 articles, include significant contributions that show how important this topic is to many in the international community, specially to the global south. From lectures such as the Professor P N Kaula endowment lecture given by Henry Cummings Campbell in 1989, to the speech presented in 2002 at the symposium of the 40th anniversary of the Dag Hammarskjöld Library: Legacy of a Secretary-General by Bob Mckee. Both of these, make passionate calls to the international community to collaborate internationally for a librarianship dedicated to peace. Other articles excluded, but important to note, are Omatayo’s (2006) article on *Women and Conflict in the New Information Age*, which discusses women’s roles in peace-building both as librarians and as users, and how African governments must provide free public access to information in order to empower women. The book *Librarianship and Human Rights: A twenty-first century guide* (Samek 2007) makes the important point which some of the articles from Colombia make, that libraries have a duty to engage proactively in society to prevent wars and conflicts by protecting human rights. On the whole, the papers excluded consisted of opinion pieces or grey material coming out of developing nations or voiced as a global concern, but predominantly affecting or relevant to developing nations. This trend is predominant in all the literature as a whole, and will therefore be analysed further below, but it is important to note that this concentration of the literature on the Global South is also representative in the excluded papers. Some of the excluded articles are listed in Appendix 3.

The 22 articles that did fulfil the criteria have been organized by countries in Table 1 with their aims and findings in Table 2. The full-text of these 22 papers was broken down into roles in Table 3 and 4, and appraised using the CASP (Critical Appraisal Skills Programme) ‘qualitative’ checklist to be included in a more in-depth analysis of their content.

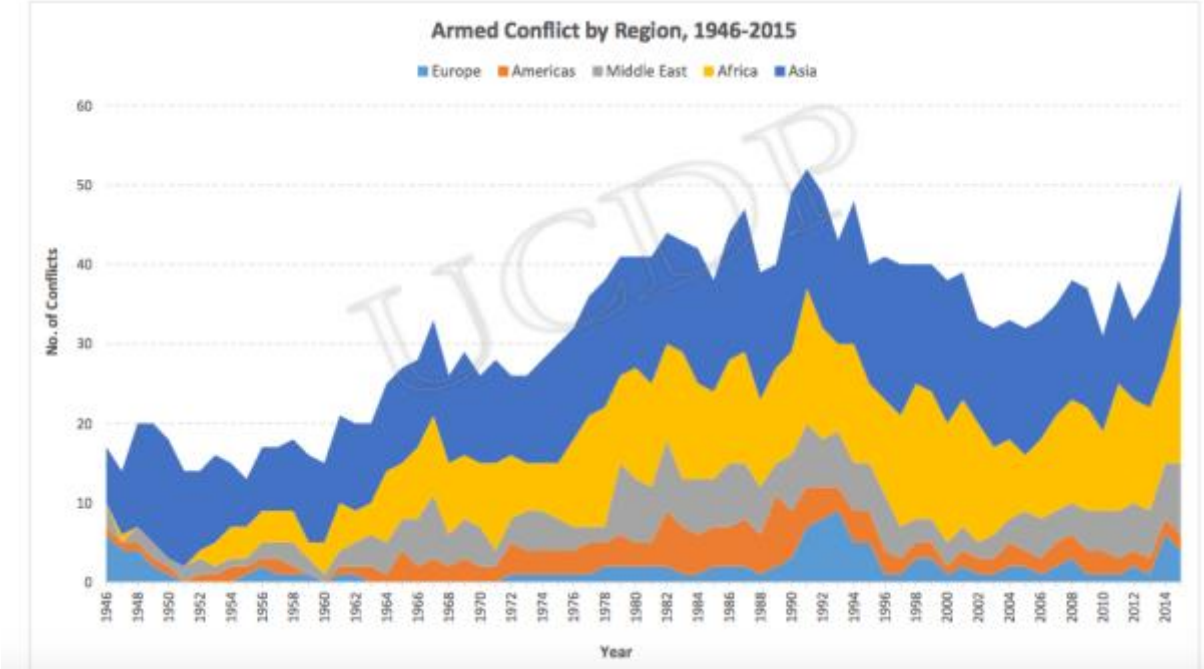
Table 1. By countries

| Country | Total no. of articles found before reading the articles | Included (met all the criteria). | Excluded (fell outside the criteria). | Background of articles included (professional/academic) |
|--------------------------------------|---|----------------------------------|---------------------------------------|--|
| Africa in general | 1 | 0 | 1 | |
| Kenya | 5 | 1 | 4 | 1 professional |
| Sierra Leone | 4 | 2 | 2 | 1 professional 1 academic |
| Nigeria | 6 | 3 | 3 | 1 professional, 1 academic, 1 academic & professional |
| Iraq | 2 | 1 | 1 | 1 academic |
| Pakistan | 1 | 1 | 0 | 1 academic |
| Sri Lanka | 1 | 0 | 1 | |
| India | 1 | 0 | 1 | |
| Bosnia Herzegovina | 3 | 1 | 2 | 1 academic |
| Kosovo | 1 | 0 | 1 | |
| Serbia | 3 | 3 | 0 | 1 academic 2 professional |
| Northern Ireland | 2 | 2 | 0 | 1 academic 1 academic and professional |
| Colombia | 9 | 5 | 4 | 5 academic |
| General (not focused on one country) | 9 | 3 | 6 | 3 academic |
| Total | 48 | 22 | 26 | 7 professional, 17 academic. |

Six from Africa, two from Asia, six from Europe, five from Latin America and three general papers i.e. not related to one country or area specifically, were found, that met the initial criteria. One of the most revealing results relates to Latin America because of the relatively high numbers of articles from only one country in this continent. Only literature on Colombia was found that linked public libraries with peace in Latin America. There have been other countries with armed conflict in the region in the last few decades such as Nicaragua, Peru, Salvador, Mexico, Guatemala and Honduras, yet only Colombia seems to be linking their public libraries to peace-building /conflict resolution, be that directly or indirectly. The high number of articles from Colombia compared to the other countries found, can be explained by the fact that Spanish articles were also included in the study. Yet it doesn't explain why no other Spanish speaking countries have any research in this field.

The other contrast depicted by Table 1 is the relatively high numbers of research coming out of Africa, specially compared to Asia. These two continents have experienced the highest numbers of armed conflicts in the world, with Asia exceeding Africa by a significant margin (see Fig.3).

Figure 3.



The Uppsala Conflict Data Program (UCDP) at Uppsala University.
http://www.pcr.uu.se/research/ucdp/charts_and_graphs/#tocjump_09118432428422851_4

Most of the articles found from Asia were opinion pieces and therefore could not be included here, mostly about Iraq and the destruction of its libraries. This is likely due to how recent and still ongoing the wars in places such as Iraq and Afghanistan are, and how deprived the infrastructure in these places is at the moment. The two papers included here from Asia deal with the situation in Pakistan and Iraq, but only the paper on Pakistan really links public libraries with peacebuilding. The Iraqi paper, as is analysed below, shows more concern with the immediate survival of its libraries than any efforts to promote a culture of peace.

Figure 3 helps put the numbers in Table 1 into context when it comes to armed conflict. Why do countries such as Nigeria, Kenya, Sierra Leone and Colombia in particular see their libraries as a source for peacebuilding and not post-conflict countries such as Algeria, Nepal, Egypt or many others which were not found in the literature at all? Particularly dominant in Table 1, are the cases of Nigeria and Colombia.

The last column breaks down only the included articles into the fields from which the paper was written, i.e. the professional librarian field or the academic field. Many of the papers excluded, which were opinion pieces, happened to come from the professional field, particularly from Africa. They describe the potential of libraries for peacebuilding, followed by recommendations and calls for more funding. Of the 22 papers included, 17 are academic and 7 are professional, which does show that even though their numbers are lower, there is an interest and need from library staff to research how their libraries can contribute to peace. Indeed, most of the professional articles make calls for funding to their governments for activities and projects that can help democratise, build and educate their communities for the purpose of peaceful societies.

Table 2. By findings

Table 2 breaks down all of the 22 articles which fulfil the initial criteria. The first column shows the citation, whether they fulfil the CASP criteria for qualitative research, and the background of the article, i.e. academic or professional backgrounds. The second column shows the main aims and findings of the research. The last three indicate whether the research found any role for libraries in peacebuilding, be that directly or indirectly. It is important to note that findings as well as recommendations and conclusions, were taken as a basis for the findings of roles (direct, indirect or non-existent). So that although many of the papers show

libraries in dire need and in survival mode, and therefore not having a current role in peacebuilding (Eze Jacintha & Ijeoma 2016, Ifidon & Ahiauzu 2005, Kargbo 2011, Gorvie 2005, Hartman 2016, and Gomez & Baron-Porras 2011), they do see a potential role for libraries in peacebuilding either directly or indirectly. This differentiation has been made and potential roles have been included.

Table 2. By findings

| Articles | Study Objectives and findings | No role | Direct | Indirect |
|--|--|---------|----------------|---|
| Kenya | | | | |
| Obachi, E. (2008) “The Ugly face of Society”: The role of the Library. Professional (Does not meet CASP criteria as qualitative research on point 3 onwards). | Aim - The paper outlines the “causes of human conflicts, benefits, damages and how libraries and information centres can dissolve tension that may result to violent conflicts and how they can cushion damages caused by conflicts”. States the potential role of libraries as meeting places and information providers targeting diverse users in multi-ethnic communities. Role as community-builders, creating public understanding and education for peace. | X | Potential role | |
| Sierra Leone | | | | |
| Gorvie, M. (2005). Libraries: tools for education and development in post-conflict Sierra Leone. Professional (Does not meet CASP criteria as qualitative research from point 3 onwards) | Aim - To describe the state of the library system in Sierra Leone in the recent period after the civil war, and its part in post-conflict reconstruction. No direct role in peacebuilding for libraries. Libraries in survival mode. Recommendations: Libraries as resource centres for the recreation of a nation’s civil fabric, as adult literacy centres and public community centres (Descriptive research). | X | | Potential role through adult education and building awareness |
| Kargbo, J. A. (2011). Public Library Services in the Knowledge Economy: The Sierra Leone Experience. Academic (Does not meet CASP criteria) | This article examines “Sierra Leone’s economy in post-war reconstruction, the importance of information and knowledge in a knowledge economy, and the problems affecting library services and how the public library can overcome these problems and make meaningful contributions to the knowledge economy”. Libraries have a potential role for post-war reconstruction but this depends on librarians taking on a more socially engaged role in poverty alleviation and community-building. | X | Potential role | |
| Nigeria | | | | |
| Echezona, R., Ozioko, R., & Ugwuanyi, C. (2011). Public library intervention in conflict resolutions in the Niger Delta region of Nigeria: Librarians perspectives. Academic | The paper discussed public library intervention in conflict resolution in the Niger Delta region of Nigeria: Librarians perspectives. (a) To find out the major or cause of conflict in the Niger Delta region. (b) To determine the consequences of lack of adequate information to the people in conflict resolution in the region. (c) To examine the extent of the people awareness of conflict resolution strategies. (d) To find out how | | X | |

| | | | | |
|---|---|---|----------------|--|
| Descriptive survey Follows CASP | public libraries can intervene in conflict resolution. Libraries have a role to play in preserving heritage, making information freely available to the people to enable them become aware of government programmes for them and the activities of oil companies, organising workshops and seminars on conflict resolution, provision of extension services and collaboration with NGOs on information provision. | | | |
| Eze Jacintha, U., & Ijeoma, J. I. (2016). The use of information, awareness and communication in conflict resolution: Role of libraries in South-East Nigeria. Academic Descriptive study. Follows CASP | “This study delved into the contributions of libraries towards conflict resolution of major communal conflicts in South-East Nigeria.” The main objective of the study was to find out different library and information services, resources, programmes and other media provided and utilized by the libraries towards conflict resolution; Major findings showed that the libraries had reasonable collections but very few on conflict resolution, the libraries had little interest in conflict resolution and did not make adequate provision towards that. The libraries faced challenges like poor funding, and infrastructural facilities and improved funding is among the strategies which could be used in enhancing their contribution to conflict resolution and peacebuilding. | X | Potential role | |
| Ifidon, S. E., & Ahiauzu, B. (2005). Information and Conflict. Prevention in the Niger-Delta Region of Nigeria. Academic & professional Follows CASP | Aim: to demonstrate that: i. lack of information can throw, a community into chaos and bring about conflict; ii. for people to take appropriate personal decisions about their relationship with others and to react to them rationally, they need adequate, accurate information about their rights and obligations and about events and actions that affect them. Findings: <ul style="list-style-type: none"> • Although the respondents and the oil companies rated information highly, members of the local communities rate it low. • Majority of the respondents (81.30%) thought that information reduced chances of conflict. • The means used by the oil companies to disseminate information to their employees and local communities are inadequate. • False information in form of rumours is capable of fuelling conflicts more than lack of information. | X | Potential role | |
| Iraq | | | | |
| Spurr, J. (2007) Iraqi Libraries and Archives in Peril: Survival in a Time of Invasion, Chaos, and Civil Conflict, A Report. Academic | The purpose of this report is to provide an accurate assessment of the status of Iraqi academic libraries and principal archives in the post-Saddam, post-invasion, post-looting period. It describes and attempts to assess the various initiatives, planned, underway, stalled, or stopped, that have been designed to actively assist in the rebuilding process, and looks at that process in more global terms, | X | | |

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| Descriptive study (Does not meet CASP criteria) | addressing those circumstances that have served to undermine reconstruction. In so doing, the report highlights the lack of care and effectiveness on the part of international bodies and US entities in publicizing, coordinating, funding, and instrumentalising aspects of that rehabilitation, and the consequences of the deteriorating security situation for these institutions, those staffing them, and their reconstruction. | | | |
| Pakistan | | | | |
| Bhatti, R. (2010). Libraries and education for peace in Pakistan. Literature review Academic. Follows CASP | Aim: To identify the roles, strategies, basic issues and factors regarding the successful implementation for libraries in education for peace; To suggest the possible ways for libraries in promoting education for peace in Pakistan The study concludes that Libraries and Information Centres in Pakistan can bring a positive role to the building of peace and development. | | X | |
| Bosnia Herzegovina | | | | |
| Hartmann, K. M. (2016). Fragmentation and forgetting: Sarajevo's Vijećnica. Descriptive Academic Follows CASP | Aim: to demonstrate how heritage can work for or against peacebuilding processes by analysing the Vijećnica (National and University Library of Bosnia and Herzegovina), its destruction and its reconstruction using a theoretical framework based on collective memory, heritage and reconstruction in peacebuilding. Findings: Common collective heritage matters for peacebuilding, and that in Sarajevo, the decay and neglect of such institutions not only mirror the splintering dynamics of ethno-religious nationalism, but also perpetuate them. | X | X | |
| Serbia | | | | |
| Simonic, G. S., & Vuckovic, Z. (2014). Searching for a Lost Identity: Serbian Librarianship at the Beginning of the Twenty-first Century. Descriptive study. Academic Follows CASP | “This paper offers a survey of the situation in Serbia through an analysis of the present state of the difficulties currently besetting the various activities of Serbian libraries: automation, digitization, communication, scientific research, and continuing education. The need to develop a new discourse on librarianship in Serbia is crucial so that librarians may have a voice in the processes of formal and public education and the acceleration of economic, scientific, and cultural growth in Serbia” (pg. 284) Findings: Technically focused with preoccupation with the formation of a librarianship identity. <ul style="list-style-type: none"> • Peace, a stable political situation, and economic prosperity are preconditions for the successful work of libraries. • The wider community does not recognize the library as a key institution of the knowledge society; as a result, the state, in its strategic documents, does not give a significant role to libraries | X | | |
| Stevanovic, M. (2008). Corruption and public | This article aims to demonstrate how libraries can help tackle corruption in post-war Serbia. | X | | Role in the democrat |

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| libraries in Serbia: a case study of a society in transition. Professional Follows CASP | Does not mention peacebuilding. Does mention libraries role in the democratic process of the country leading to easier transitioning (pg. 36). | | | ic building process. |
| Matutinovic, S. F., & Kosanovic, B. (2012). Serbia: Development of Libraries in Serbia in the new millennium. Professional Does not follow CASP | Does not state what the aim of the article or research is or the methodology. Explains the development of Serbian Libraries and what the focus is today. “The main changes in libraries have been the result of the policy to introduce as many electronic resources in libraries as possible and to follow mainstream trends in scientific publishing, replacing printed journals and books with electronic versions” (pg. 282). The focus is very technical with no mention of roles in peacebuilding. | X | | |
| Northern Ireland | | | | |
| McDermott, P. (2012). Cohesion, Sharing and Integration? Migrant Languages and Cultural Spaces in Northern Ireland's Urban Environment. Academic Follows CASP | This article investigates the position of migrant languages in Northern Ireland’s two largest cities, Belfast and Derry/Londonderry. The paper analyses public policy objectives in a post-conflict era that have led to ‘opening-up’ of urban spaces for speakers of migrant community languages, including libraries. Findings: “libraries, which are seriously under threat at present due to budget cuts, play a crucial role in education and in supporting migrants to accessing information on social issues as well as providing opportunities for community networking” (pg. 203) | | | Role in community-building and integration. |
| Doran, M., & Preston, J. (2000). The public library service in a divided community, Portadown, Northern Ireland: a case study. Academic & professional Follows CASP | This paper is concerned with the effects of political and social division on public libraries in Northern Ireland. Librarians & local groups from both communities were interviewed to explore their perceptions of the current role and functions of the library service in a deeply divided town. Findings: The library service does not cater to the entire community. Its position as “neutral” has meant the neglect of the disadvantaged community. Small community organisations run on a voluntary basis, have developed to satisfy the information needs of the Portadown community. | X | | |
| Colombia | | | | |
| Giraldo Giraldo, Y. N., Román Betancur, G. E., & Quiroz Posada, R. E. (2009). La biblioteca pública como ambiente educativo para el encuentro ciudadano: un estudio en la Comuna I de Medellín. Academic Follows CASP | “This paper explores the representations that children of 9 to 11 years old, in the “Comuna 1” in Medellín, have of the public library as educational environment for creating citizenship. Also, the ways in which people have transformed their representations about public libraries along with the current social and governmental interventions”. Findings: the public library, as a social institution and educative environment, is highly conducive for creating citizenship in children. There is no mention of peacebuilding or the armed conflict but there is a recognition that these services are needed in vulnerable and socially deprived areas. | | | Building citizenship |

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| <p>Gomez, R., & Baron-Porras, L. F. (2011). Does public access computing really contribute to community development? Lessons from libraries, telecenters and cybercafés in Colombia.</p> <p>Academic Follows CASP</p> | <p>This study shows the importance of Public Access Computing particularly in the case of the town of Carmen de Bolívar. This town has a strong tradition of community organization for social development, and a long history of violence that has shaped its social fabric. Libraries are one of the cases studied.</p> <p>Findings: Places offering PAC have become places for meeting and socialising of different sectors of the population but personal friendships and entertainment are perceived as stronger benefits of PAC, not community development or social transformation.</p> | X | | Potential role through libraries as social arenas/ meeting places |
| <p>Jaramillo, O. (2010). La biblioteca pública, un lugar para la formación ciudadana: referentes metodológicos del proceso de investigación.</p> <p>Academic Follows CASP</p> | <p>Case study on one of the libraries belonging to the project Parques-Biblioteca España in Medellin in the Santo Domingo neighbourhood which contains the poorest and most vulnerable and stigmatized sectors of the city. It investigates the library as key to citizenship formation that recognizes knowledge and information as essential tools for the exercise of citizenship.</p> <p>Findings: This library is used as a space of peace where it is possible to exercise the roles citizenship. One of the most important elements has been the feeling of the library as a safe haven from the external violence. People feel that the library has offered young people who previously had little to do, an alternative to the violence. Described by users as an oasis.</p> | | X | |
| <p>Jaramillo, O., & Quiroz Posada, R. E. (2013). La educación social dinamizadora de prácticas ciudadanas en la biblioteca pública.</p> <p>A case study of Parques-Biblioteca España.</p> <p>Academic Follows CASP</p> | <p>Aim: Explores the perspectives of the directors of libraries as well as politicians, experts, users and community leaders on the role of the library Parques-Biblioteca España, in how it helps contribute to citizenship building.</p> <p>Findings: Social education is the lens through which those interviewed saw the function of the public library. This social education means the social formation of users as citizens.</p> | | | Role in social interaction, integration and citizenship building |
| <p>Zapata, D. A., Giraldo, Y. N. G., Molina, N. Y.</p> | <p>Aim: Explore the representations of public libraries, reading, the reader, and promotion and</p> | | X | |

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| O., Sierra, L. M. G., Estrada, L. M., & Vargas, M. G. (2009). Representaciones bibliotecarias sobre la biblioteca pública, la lectura, el lector, la promoción y la animación a la lectura en Medellín, Colombia | encouragement to reading, maintained by library staff in the city of Medellín. Findings: The public library is seen in a wider perspective not just technical. There is a strong correlation between public libraries and promoting citizenship and promoting social values. User representations of the library are socially wider, more encompassing and more meaningful than the representations of library staff, which see the library in more technical terms mostly associated with reading and literature. | | | |
| Academic Follows CASP | | | | |
| General | | | | |
| Winston, M. D., & Quinn, S. (2005). Library leadership in times of crisis and change. A review | Analyses the major economic, political, technological and social changes internationally, over the past six years, and addresses the extent to which the efforts of librarians and libraries to address these issues have been documented in the research literature. Findings: increased focus on war and terrorism and large-scale economic and technological change, as related to information services, in the literature, during and after 2001, but less focus on information access, despite the impact of war and terrorism on library collections and resulting legal and policy decisions related to access to information. There is a possibility for the library to have a more proactive role as a leader in society in times of change. | | X | |
| Academic Follows CASP | | | | |
| Olajide, O. (2011). Towards the resolution of conflict for research and sustainable development in the developing countries: The role of libraries and information centres. | The paper discusses conflict and its stages, conflict resolution and management, general overview of libraries and information centres. This takes us to the role of libraries and information centres in conflict resolution. The paper concludes by providing recommendations. | | X | |
| Professional Does not follow CASP | | | | |
| Lor, P. (2016). Libraries, internationalism, and peace : lectio magistralis in biblioteconomia | This paper reflects on the relationship of libraries to peace through three steps. This relationship in a historical context relating it to the role of libraries in building peace as seen by UNESCO. The contemporary context and what is meant by peace today. Third it explores what the implications of our understanding of peace are for the role of libraries in building peace. Findings: librarians can contribute significantly to international peace by working at the local level with practical issues of survival, coping, and development. | | X | X |
| Explorative study Academic Follows CASP | | | | |
| Total | 16 CASP articles for full-text analysis | 4 + 8 potential | 12 | 7 |

One of the most striking findings, was that all of the African articles saw a potential role for libraries in peacebuilding either directly or indirectly, even when the situation of their libraries was dire (Eze Jacintha & Ijeoma 2016, Echezona et al. 2011), or non-existent (Ifidon & Ahiauzu 2005, Obachi 2008, Gorvie 2005, Kargbo 2011). This means that African librarianship seems very positively inclined to use libraries as a way to build peace or manage conflict resolution. This is also noted by the amount of literature which was excluded due to being grey literature, in particular seminar papers or speeches from the Kenyan library Association's (KLA) annual conference in June 2008, organised with The Goethe Institute, Nairobi. The theme for the conference was Conflict Resolution, which became a crucial topic within Kenyan society at that time due to one of Kenya's biggest crises since independence, the elections in December 2007 (Echezona et al.) The findings indicate that libraries are very significant institutions when social conflict arise (Obachi, 2008).

The three Nigerian articles make the case for libraries having a direct role in peacebuilding activities. As did the Bosnia and Herzegovina article, which is very adamant about the importance of the library's physical structure as a symbol of national unity and thus peacebuilding (Hartmann 2016). This is compared to the Serbian articles which emphasise the technical side of librarianship and do not mention peacebuilding at all. Stevanovic, M. (2008) though, refers to the potential of libraries as builders of democratic values.

The report on Iraq does not mention any role for libraries as peacebuilding institutions. This is clearly due to the complete "haemorrhaging" of the society and its institutions. Clearly in the case of Iraq, there is currently a very limited role for their libraries. Their current role is to manage their own survival before they can help with aiding the rebuilding of their society.

Most of the articles found from Colombia, put peacebuilding very clearly as a priority for the libraries in the country and therefore was mentioned as a greater aim in nearly all the literature found, both included and excluded papers. An example is the Zapata et al. (2009) article, which deals with library staff's representation of the library for reading promotion. Neither the title nor abstract gave an indication that the issue of peacebuilding would be included in the paper. In the full-text findings however, they stated that the "library must help rebuild a traumatised society [...]it is necessary to bring about proposals that can make the library a generator of peace" (Zapata et al. 2009 pg. 214 author's translation). Even in Gomez & Baron-Porrás (2011), where a peacebuilding role was not found, the aim behind the

research was to investigate the potential of public access of computers (in libraries and other public spaces) for bringing about social change in conflict-ridden communities. There is clearly a preoccupation in the content of all the articles from Colombia, including those excluded, about how to bring about peace.

Only two reviews were found in all of the literature (Winston & Quinn, 2005 and Bhatti 2010). Winston & Quinn's article is one of the most revealing, as it is also an analysis of societal change in relation to libraries, information services, and access to information. Winston & Quinn research the roles libraries have had in the past as leaders of communities in situations of crisis, this includes war and terrorism. They conclude that although there is more literature on the issue of war and terrorism since 2001, there is very little literature on the leadership role of libraries in these circumstances, but there is a clear potential based on many examples throughout the history of libraries in situations of crisis and change. Bhatti's review is shorter and less scientifically rigorous. She uses many of the papers that have been excluded here.

To summarise Table 2, 12 articles describe a direct role for libraries as peacebuilding institutions and 7 describe more of an indirect link between the two, usually through democracy and community building. Therefore 19 articles show positive results for public libraries towards peacebuilding in their communities. Twelve papers found that the libraries studied did not have any *current* role in peacebuilding. However, of those 12, 5 saw a *potential* direct role for their libraries in peacebuilding if proper funding, training and support was given. Three saw an indirect role for their libraries, which can be linked to peacebuilding. Therefore, only four articles did not describe any peacebuilding role for libraries, either directly or indirectly. Therefore, most of the articles included in this study found that there exists a direct link, or the potential for a direct link for libraries to contribute to peace, even if the libraries they had researched had no role in peacebuilding at the time of the study.

Sixteen articles were found to follow the CASP criteria and are analysed in more detail as to the different roles they describe for their libraries. They are broken down in Table 3 but only the CASP articles are examined in more detail below in the form of a short literature review and added to Table 4.

Table 3. By roles

Table 3 groups all 22 articles into five different approximations to peacebuilding, from no roles, to potential, direct or indirect roles. The column in the middle, assigned for roles, groups the articles into; Those with no roles nor mention of peacebuilding, either directly or indirectly; No current role, but a possible and limited role for libraries as community builders if they had the resources; No current role, but a clear role for their libraries in peacebuilding not only for them if they had the resources, but for libraries in general; The research that found positive direct roles for libraries in peacebuilding; Finally, those with indirect roles to peacebuilding. The last column indicated whether they are included in further in-depth analysis in the literature review.

Table 3. By roles

| Article | No roles/no mention of peacebuilding for libraries. Directly nor indirectly. | Included in analysis |
|---|---|----------------------|
| Spurr, J. (2007). Iraqi Libraries and Archives in Peril: Survival in a Time of Invasion, Chaos, and Civil Conflict, A Report. Academic | Does not meet CASP criteria and focuses on the impact of war on Iraqi libraries. Excluded from analysis | |
| Simonic, G. S., & Vuckovic, Z. (2014). Searching for a Lost Identity: Serbian Librarianship at the Beginning of the Twenty-first Century. | <p>Follows CASP</p> <ul style="list-style-type: none"> • Technical roles of digital development and professional development. • No role in peacebuilding | X |
| Matutinovic, S. F., & Kosanovic, B. (2012). Serbia: Development of Libraries in Serbia in the new millennium. | <p>Does not follow CASP</p> <p>Does not state what the aim of the article or research is, nor the methodology. The focus is very technical with no mention of roles in peacebuilding.</p> | |
| Doran, M., & Preston, J. (2000). The public library service in a divided community, Portadown, Northern Ireland: a case study. | <p>Follows CASP</p> <ul style="list-style-type: none"> • In-built bias in library services towards the literate, affluent and articulate classes, and consequently, sections of the community and whole communities remain unserved. • little encouragement from library managers to engage in outreach activities. • Small community organisations have usurped the role of the library | X |
| | No current role. Possible and limited role as community builders. | |
| Gorvie, M. (2005). Libraries: tools for education and development in post-conflict Sierra Leone. | <p>Does not meet CASP criteria as qualitative research from point 3 onwards.</p> <p>Describes libraries in survival mode. Makes recommendations: Libraries as resource centres for the recreation of a nation's civil fabric,</p> | |

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| | as adult literacy centres and public community centres. | |
| Stevanovic, M. (2008). Corruption and public libraries in Serbia: a case study of a society in transition. | <p>Follows CASP criteria. Does not mention peacebuilding.</p> <ul style="list-style-type: none"> Libraries can help in the struggle against corruption but only for library users Developing democratic processes for easier transitioning. | X |
| Gomez, R., & Baron-Porras, L. F. (2011). Does public access computing really contribute to community development? Lessons from libraries, telecenters and cybercafés in Colombia. | <p>Follows CASP Does not mention peacebuilding.</p> <ul style="list-style-type: none"> There is little or no connection between the new information and communication opportunities people have gained through Public access computers (PAC), and the community development needs in their contexts. Potential for stronger relationships and a heightened sense of connectedness afforded through PAC. Personal friendships and entertainment are perceived as stronger benefits of PAC, not community development or social transformation. Public access venues are very useful in introducing disadvantaged students and young people to ICT: for training those who are unemployed and are looking for other work, and to provide opportunities to the services and information provided by State institutions and social programs run by NGOs and private foundations to people and communities (vulnerable and excluded). | X |
| No current role. Yet all describe a clear role for libraries in peacebuilding. | | |
| Obachi, E. (2008) “The Ugly face of Society”: The role of the Library. | <p>Does not meet CASP criteria as qualitative research on point 3 onwards.</p> <p>Libraries and information centres can dissolve tension and cushion damages. Libraries as meeting places and information providers targeting diverse users in multi-ethnic communities. Role as community-builders, creating public understanding and education for peace.</p> | |
| Kargbo, J. A. (2011). Public Library Services in the Knowledge Economy: The Sierra Leone Experience. | <p>Does not meet CASP criteria</p> <p>Libraries have a potential role for post-war reconstruction but this depends on librarians taking on a more socially engaged role in poverty alleviation and community-building.</p> | |
| Eze Jacintha, U., & Ijeoma, J. I. (2016). The use of information, awareness and communication in conflict resolution: Role of libraries in South-East Nigeria. | <p>Follows CASP Poor funding, and infrastructural facilities limits current role. Potential role:</p> <ul style="list-style-type: none"> Interest in penetrating the rural communities Promoting multicultural activities for peaceful coexistence Establishment of policy framework on the provision of services for conflict resolution Sensitising and educating users on the implications of conflicts and for effective participation in conflict resolution and peace building Training library staff in services and programmes for conflict resolution and peace. | X |

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| Ifidon, S. E., & Ahiauzu, B. (2005). Information and Conflict. Prevention in the Niger-Delta Region of Nigeria. | <p>Follows CASP</p> <p>Poor funding, unawareness and infrastructural facilities limits current role.</p> <ul style="list-style-type: none"> • Conflict prevention by the wide-spread dissemination of publicly accessible information - No clear statement is made about how this information could be disseminated. | X |
| Hartmann, K. M. (2016). Fragmentation and forgetting: Sarajevo's Vijećnica. Descriptive | <p>Follows CASP</p> <ul style="list-style-type: none"> • Libraries as physical symbols of shared cultural identity where a unity of all the ethno-religious groups and their histories are housed. • Creates narratives of shared culture, community and solidarity that counter the ethno-religious nationalism. • Actively engages the people of the country to modify identities and discourses | X |
| All positive direct roles between public libraries and peacebuilding | | |
| Echezona, R., Ozioko, R., & Ugwuanyi, C. (2011). Public library intervention in conflict resolutions in the Niger Delta region of Nigeria: Librarians perspectives. | <p>Follows CASP</p> <ul style="list-style-type: none"> • Preserving heritage • Making information freely available to the people to enable them become aware of government programmes for them and the activities of oil companies, organising workshops and seminars on conflict resolution, • Provision of extension services and collaboration with NGOs on information provision. | X |
| Jaramillo, O. (2010). La biblioteca pública, un lugar para la formación ciudadana: referentes metodológicos del proceso de investigación. | <p>Follows CASP</p> <ul style="list-style-type: none"> • Social transformation through the inclusion of the most vulnerable, education and culture • Safe space from conflict zones and outside violence. • Prevented more people in getting involved in the conflict by providing alternatives to violence. • To be centres of communities which due to their informality (slums) had no centres nor focus | X |
| Zapata, D. A., Giraldo, Y. N. G., Molina, N. Y. O., Sierra, L. M. G., Estrada, L. M., & Vargas, M. G. (2009). Representaciones bibliotecarias sobre la biblioteca pública, la lectura, el lector, la promoción y la animación a la lectura en Medellín, Colombia | <p>Follows CASP</p> <ul style="list-style-type: none"> • To engage more profoundly in wider social and political debates • Symbol of culture • Literary institution • Expressive open space • Promoters of citizenship • Helping heal a traumatized society and generate peace | X |
| Bhatti, R. (2010). Libraries and education for peace in Pakistan. Literature review | <p>Follows CASP</p> <ul style="list-style-type: none"> • Increased societal awareness & development • Democracy building • Uses of new technology • Bibliotherapy for healing • Global collaboration for peace promotion • Organising seminar, conferences, lectures, translation services, library exhibitions, book fairs, display of new publications about the subject [peace]. | X |

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| <p>Olajide, O. (2011). Towards the resolution of conflict for research and sustainable development in the developing countries: The role of libraries and information centers.</p> | <p>Does not follow CASP from point 2 onwards.</p> <ul style="list-style-type: none"> • The paper gives a general overview and concludes by providing recommendations for conflict resolution. | |
| <p>Winston, M. D., & Quinn, S. (2005). Library leadership in times of crisis and change. A review</p> | <p>Follows CASP</p> <ul style="list-style-type: none"> • There are documented increases in library use during periods of crisis • Important role in access to information, information services, and, potentially, the role of the library as a safe place • There is a real opportunity for the library community to examine its history during times of crisis and change and become more proactive in formulating a consistent leadership role for itself in local communities and the world. | X |
| <p>Lor, P. (2016). Libraries, internationalism, and peace : lectio magistralis in biblioteconomia</p> | <p>Follows CASP – explorative study/ theoretically based.</p> <ul style="list-style-type: none"> • Informing – about others (multicultural materials) and about peace. • Promoting – lectures, seminars, debates, discussion groups • Educating – one step further than <i>promotion</i>. • Creating resources – in different languages, about local and global events, for assistance or for awareness and education. • Empowering - building stronger, more resilient, more inclusive and more equitable communities. • Healing – Bibliotherapy, safe spaces (for children, migrants etc.), opportunities for self-expression. • Advocating – for peace. | X |
| <p>Findings of libraries with roles indirectly linked to peacebuilding</p> | | |
| <p>McDermott, P. (2012). Cohesion, Sharing and Integration? Migrant Languages and Cultural Spaces in Northern Ireland's Urban Environment.</p> | <p>Follows CASP</p> <ul style="list-style-type: none"> • support mechanism for non-English speakers in Belfast and Derry • social cohesion • community outreach • more neutral and safer environment in comparison to the Higher Education colleges where language classes are also offered, but where some potential learners may be discouraged by the formality of certified ESOL courses • social networking space for interaction within and between communities. • States that “A better understanding of these roles could be vital in emphasising to policy-makers the value of these institutions, thus ensuring their long-term survival” (pg. 203). | X |
| <p>Giraldo Giraldo, Y. N., Román Betancur, G. E., & Quiroz Posada, R. E. (2009). La biblioteca pública como ambiente educativo para el</p> | <p>Follows CASP</p> <ul style="list-style-type: none"> • Citizenship education • Social inclusion and representation of minority groups • Promotion of reading and writing • Promote access to ideas • Meeting space for exchange of ideas promoting respect for | X |

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| encuentro ciudadano: un estudio en la Comuna I de Medellín. | <p>difference</p> <ul style="list-style-type: none"> • Symbols of social transformation. • Children's education and social formation. | |
| <p>Jaramillo, O., & Quiroz Posada, R. E. (2013). La educación social dinamizadora de prácticas ciudadanas en la biblioteca pública.</p> <p>A case study of Parques-Biblioteca España.</p> | <p>Follows CASP</p> <ul style="list-style-type: none"> • Citizenship formation • Human social development • Open spaces for social exchange, debates, free expression. • Freedom of information • Guarantor of constitutional rights | X |
| | | 16 |

No roles. Two out of the resulting 16 articles, neither suggest nor recommend any role for libraries in helping build more peaceful communities. The strongest case of these is the Doran & Preston (2000) article on the Portadown case study in Ireland. Portadown went through decades of armed conflict and has a legacy of community tensions, social disadvantaged and political division and violence, all of which go hand in hand. The article aims to examine how political and social division interacts within the context of library services. Thus, the interaction between the community and the library was the main focus. This study was prompted by the “traditional unease displayed by librarians when confronted by political and religious issues” (pg. 410). It must be said however, that this article is more concerned with the effects of political violence and division on public libraries, rather than the effects of public libraries on peace or conflict resolution. Yet it was included in this review because its findings do highlight a role played by a local library in post-conflict times, and in this case, it is not one of peacebuilding. The findings make clear that by taking a position of neutrality, the local library is not providing adequately for the needs of all sections of the community, and in particular, the disadvantaged. “There is an in-built bias towards the literate, affluent and articulate classes, and consequently, sections of the community and whole communities remain unserved” (pg. 412). The local library’s failure to provide services to socially disadvantaged groups raises serious questions about the nature of neutrality in library practice. Because of this, the role of the library in Portadown has been usurped by a voluntary community centre that does cater to the needs of the disadvantaged. As the author notes, it can happen anywhere.

Simoncic & Vuckovic's (2014) article is about Serbian librarianship and its identity in the post-war era, but it does not examine the role of Serbian libraries in helping to create new identities. It claims that libraries help create identities because individual, family, and group, identities are created by occupational, cultural, and national values and qualities. "Libraries contribute to the building of personal and collective identities by preserving [End Page 284] and passing on past, present, and future experiences and notions [...] Librarianship itself faces the challenge to define its own professional identity during a time of turbulent technological and social change" (pg. 284-285). They delve into the identity of Serbian librarianship for the 21st century after analysing the processes of the past. Unfortunately, the building of peace is not included as a role. It does however, concede that the success of Serbian librarianship will be assessed by its commitment to the principles of equal access to information, democracy of reading and education, rationality, intellectual freedoms, privacy, and knowledge management as enduring values of librarianship.

Similarly, Gorvie (2005), Stevanovic (2008) and Gomez & Baron-Porras (2011) do not mention any role in peacebuilding, yet the three do mention a role for libraries as potential community builders. Only Gomez & Baron-Porras (2011) and Stevanovic (2008) fill in the CASP criteria and are therefore considered more in depth.

The Gomez, R., & Baron-Porras, L. F. (2011) article, although not seemingly relevant because of its focus on public access to computers (PAC), does investigate libraries in this context. Public libraries in Colombia are increasingly offering access to computers and the internet. It states that the library is the first option for younger people because of free service to computers and the internet and the emphasis on using the equipment for educational purposes. Although its findings state that for the most part, there is little or no connection between the new information and communication opportunities people have gained through PAC in libraries, and the community development needs in their contexts, it does state that these venues do bring people together. "Individuals and groups meet to share and exchange with peers and colleagues, both face to face and remotely, in town and in the rest of the country and of the world" (pg.8).

This public access to computers helps give the local population a sense of belonging to a larger, global community, which the research finds that in turn helps local activities, showing that these PAC venues are indispensable.

Stevanovic (2008) although not mentioning peace, does recognise the democratic processes that libraries support. The focus of the article is corruption and therefore offers a different slant to the library literature. By promoting a culture of community and social responsibility, libraries can help promote an active anti-corruption drive. But the author concludes that unfortunately this will involve primarily only library users.

Eze Jacintha & Ijeoma. (2016), Ifidon & Ahiauzu (2005) and Hartman (2016) however, all see very clear roles for libraries in peacebuilding and even warn about the situation of ignoring this role in post-conflict societies. Like the Doran & Preston (2000) article mentioned above, these three articles can be seen as examples of what happens in post-conflict societies when a peace agenda is not engaged with by libraries. Hartman researched Sarajevo's Vijećnica which embodied shared collective memories, heritage and identity through its functioning as the National and University Library before the war. Through this example, she shows how heritage in the form of collective memory, but also as buildings and spaces, can work for or against peacebuilding. It can create cohesion and solidarity with diverse groups in society. The Vijećnica, currently does not do this because it no longer houses the National library nor does it promote this common cultural image. Hartmann states that today the Vijećnica symbolically excludes Serbs and shows a splintering dynamic of ethno-religious nationalism from the armed conflict that has not been repaired. She argues for "conflict transformation" which seeks to "change the very nature of the relationships between the parties in order to bring about constructive interaction ...[by]... validating and building on people and resources within the setting" (pg. 315). In the meantime, although the national library has the potential to modify identities and discourses, it currently does not do this because it does not alter the underlying social relations that led to violent conflict in the first place (Hartman 2016)

Ifidon & Ahiauzu (2005) and Eze Jacintha & Ijeoma (2016) show a similar theory in the area of prevention in Nigeria. Eze Jacintha & Ijeoma, like Hartmann apply the conflict transformation theory to argue that use of information, awareness and communication (which can be provided and/or supported by the libraries) can transform conflict resolution by empowering citizens to understand their own needs and situation, as well as that of others in society. They found that the lack of approach in libraries in Nigeria toward peacebuilding and conflict resolution has not helped improve the situation. Just like McDermott (2012) and Gomez & Barron-Porrás (2011), Eze Jacintha & Ijeoma (2016) find that libraries are often in

better positions to educate certain groups in society. In this case, with peace education. Yet they are not doing this, even though library staff articulate an interest in promoting peace and multicultural activities. There is a lack of awareness about how to promote conflict resolution and peace, and a lack of liaising with NGOs, churches or other civil society groups. There is a lack of resources, infrastructure and know-how to undertake this task, even though it is very much desired.

The Ifidon & Ahiauzu (2005) article goes even further, establishing a negative result towards a lack of information in the Niger-Delta region. Although their research is on public access to information in post-conflict societies, the premise is the same. The lack of free access to information and the dissemination of vital information about the oil companies in the region, which has high levels of poverty, has led to an escalation of the conflict. The authors found that the majority of respondents (81.30%) thought that information reduced chances of conflict, yet all the current provisions for information dissemination - only through the oil companies themselves - are not working.

The articles above, begin to portray the need for libraries to take a strong role in post-conflict societies. They show the negative effects that occur when libraries lack engagement with these communities (Doran & Preston 2000, Eze Jacintha & Ijeoma 2016, Hartman 2016) or simply do not exist to cater to local information needs (Ifidon & Ahiauzu 2005, Echezona et al. 2011). In the best case, there is social segregation, in the worse, escalation of armed conflict.

Direct roles

Like Ifidon & Ahiauzu's article, Echezona et al. (2011). found similar results in the Niger-Delta region where misinformation and the communication gap between the communities and oil companies were found to be encouraging crises. They found, like Ifidon & Ahiauzu, that propaganda and misinformation were two major tools used to fire up conflicts. The lack of adequate information in the region has a number of consequences such as destruction of lives and properties, displacement of people from their homes, and the struggle for power and resources. Echezona et al, however, contrary to Ifidon & Ahiauzu, make the direct link to public libraries and the role they can potentially play in these circumstances. They could have the role of informing the population on government programmes, activities of oil companies in the region, organising workshops and seminars on conflict resolution, provision of

extension services and collaborations with NGOs on information provision, as well as the dissemination of indigenous knowledge and cultural heritage (Echezona et al. 2011).

Both Jaramillo (2010) and Zapata et al (2009). research the situation of libraries in Medellín, Colombia and how, as democratic institutions of citizen formation, they represent a vehicle to peacebuilding. The difference with the African studies done, is that the Colombian researchers are able to measure the impact of library policies already implemented in the name of social transformation for peacebuilding. In the case study done by Jaramillo, the focus is the project Parques-Biblioteca España, which is set in the poorest and most vulnerable and stigmatized sectors of Medellín. The project was implemented to cater to this sector in an attempt to offer an open democratic, educational and recreational space for citizens who suffer from the more direct impacts of violence and poverty. It was built before the peace agreement was signed and was built very much as a social transformation project.

The findings of these studies show that the most important element has been the creation of a safe space from the external violence, and has offered young people alternatives to violence. Furthermore, the library has seen a marked improvement in the way the population use and behave in the library, i.e. teaching people how the sanitary facilities are used, offering art exhibitions, free internet access, etc. The population see the library as a space for personal growth as well as education and entertainment, by the library's commitment to teaching civic values, as well as offering basic services needed in such a deprived neighbourhood. The authors are conscious about the role of the library in conflict/ post-conflict societies and discuss at the end of their article, to what extent can libraries leave their context to deal with these issues.

But this is resolved by Winston & Quinn (2005) who give a review, historical and literary, of libraries taking leadership roles in times of crisis and change. The authors give examples of libraries promoting and providing access to information during the major wars from the First World War and major terrorist attacks. They show that, not only have libraries a long history of intervening in positive actions for their local communities, they do so by influencing the policymaking and legislative processes as well, thereby taking the role of leaders in times of crisis. "The need for leadership in periods of crisis and change highlights the proactive role that librarians can take in providing access to information, offering information services and serving as resources, based on the unique context and access to resources that information

professionals can provide” (Winston & Quinn 2005, pg. 411). They conclude that there is “...the need for research and publication to document the examples of library leadership that may be taking place, but which are not reflected in the research literature” (Winston & Quinn 2005, pg. 411).

To a certain extent, Bhatti’s (2010) review confirms this shortage of literature on peace promotion in libraries. She also does not mention any role as one of leadership. Bhatti uses more inclusive criteria in her review, using more than only empirical research by including the lectures and articles, excluded in the present review. Although Bhatti is making the case for the need for libraries to engage in peace promotion in Pakistan to combat extremism, she makes the case for an engaged library profession in general.

The theory behind this is dealt with by Lor (2016) in an explorative lecture where he frames some theoretical concepts for libraries in peacebuilding. Like Winston & Quinn (2005), Lor sees the role libraries have played in the course of history (Lor describes the rise of internationalism from the 19th Century onwards) and shows that, “modern librarianship developed in association with internationalism and peace movements; that libraries are associated with peace and that librarians and other well-meaning people, see libraries as helping in the striving for peace” (Lor 2016, pg.19). By describing peace in positive terms (more than just the absence of violence) he concludes that the way libraries will contribute to peace is on a local level by helping individuals with “practical issues of survival, coping, and development” (pg. 31). Although he sees a direct role for libraries in peacebuilding, it is through indirect roles that Lor believes libraries will have more impact.

Indirect roles

Peter Lor states that “It may well be that the most potent role of the library in promoting peace, is indirect: building stronger, more resilient, more inclusive and more equitable communities” (Lor 2016, p.29). Most of the articles included in this present review, mention a role for libraries in post-conflict societies along the lines mentioned by Lor. They have been categorized here as *indirect* because they themselves do not make any reference to peacebuilding as such, but they do see the need for the library to play a socially engaged role outside the merely technical and managerial discourse, to include roles which describe the elements of “positive peacebuilding”. The most common role found in these articles is through education and safe spaces for exchange and social cohesion. McDermott’s (2012)

article presents research of library policies in post-conflict Northern Ireland, where policymakers have turned to address the issue of culture and identity as a way to address the social schism. Northern Ireland is a country of continuous societal segregation and tensions between communities. Post-conflict policy objectives have tried to promote a broader understanding of cultural identity by opening up public safe spaces for all communities. McDermott's research shows that libraries have had an important impact in this community outreach. The original emphasis in policy making, was on the indigenous languages of Irish and Ulster-Scots. This has now been extended to include other minority languages of migrant communities. "This has had the positive impact in enticing speakers of migrant languages into public spaces..." (pg. 202). Furthermore, he notes that "Libraries have provided a more neutral and safer environment in comparison to Higher Education colleges where language classes are also offered, but where some potential learners maybe discouraged by the formality of certified ESOL courses" (pg. 200).

This positive impact of libraries is also studied by Giraldo et al (2009) in Medellin, where children's views on their libraries recognizes the dependency these deprived neighbourhoods have towards their libraries. Particularly the children's dependence on these institutions as safe spaces for education, socialisation and culture. The article studies the impact libraries have in creating citizenship in children. The results of this study show the huge impact libraries have on children, particularly deprived children. The drawings used to capture children's views show the affection that children have towards a public space, they consider safe and relate to education and socialisation. Due to the lack of alternatives for these deprived communities, the libraries have become physical symbols of hope, not only for the children but also for adults. Jaramillo et al (2013) comes to similar conclusions, albeit focusing on adults. Their study finds similar results from studying the project Parques-Biblioteca España in the same city, except they have researched not only users, but also community leaders, experts, politicians and library staff as well. Although they find that the library is perceived to be a cultural and social space for citizen formation, they find a schism between the library staff and community leaders who want a more open community-led library. They want the library to engage more with their communities so that there are more grassroots activities, instead of only top down activities from the library.

Table 4. By roles

Table 4 distils Table 3, by extracting all the roles found in the literature with CASP criteria. The second column collects all the articles where the respective roles were found. The roles are broad, overlap and are mentioned in different ways by different papers. For example, Zapata et al. mentions libraries as symbols of culture, but framed in terms of education of social values and citizenship. I have not added the role “symbol of culture” because only Zapata et al. uses that term. Zapata et al.’s role is therefore placed under libraries as centres of education and preserving culture, as well as the other roles they mention. Even though some roles overlap or are described slightly differently, I have tried to add as many as have appeared in the literature, while at the same time, trying not to repeat roles. It is not a definitive list but it helps frame these roles to later discuss them with the theory.

Table 4. By roles

| Roles found in the literature | Articles |
|--|--|
| Role as meeting place/ social networking space/ integration | Gomez & Baron-Porras 2011, Lor 2016, McDermott, Giraldo et al. 2009, Jaramillo & Quiroz 2013, Eze Jacintha & Ijeoma 2016, Hartmann 2016, Jaramillo 2010, Zapata et al. 2009 |
| Role as safe space | Winston & Quinn 2005, Lor 2016, Giraldo et al. 2009, Jaramillo 2010, Zapata et al. 2009, McDermott 2012. |
| Education /information centers/adult literacy centers | Lor, McDermott 2012, Giraldo et al. 2009, Jaramillo & Quiroz 2013, Eze Jacintha & Ijeoma 2016, Ifidon & Ahiauzu 2005, Hartmann 2016, Echezona et al. 2011, Jaramillo 2010, Zapata et al. 2009, Bhatti 2010, Winston & Quinn 2005 |
| Physical symbol of hope/ of social transformation | Giraldo et al. 2009, Hartmann 2016, Jaramillo 2010, Zapata et al. 2009 |
| Guarantor of human rights (Mainly, rights to information, expression, and access) | Jaramillo & Quiroz 2013, Giraldo et al, 2009, Echezona et al. 2011, Zapata et al. 2009, Bhatti 2010, Jaramillo 2010 |
| Preserving heritage/ culture | Hartmann 2016, Echezona et al. 2011, Zapata et al. 2009, Giraldo et al. 2009. |
| Collaboration with NGOs/ government services, community leaders (other sectors of society) | Echezona et al. 2011, Jaramillo 2010, Winston & Quinn 2005 |
| Leaders of communities in times of crisis | Winston & Quinn 2005 |
| Advocators of peace | Bhatti 2010, Lor 2016, Zapata et al. 2009, Eze Jacintha & Ijeoma 2016 |

From the original 48 articles found, only 13 make their way onto this table. Meaning, less than one third of the articles propose roles for libraries that can contribute to peacebuilding, whether directly or indirectly.

The most prominent role for libraries in peacebuilding, according to the literature found, is education. Some authors such as Bhatti, Lor, Echezona et al., Jaramillo and Zapata et al., find a role directly linked to peacebuilding by educating citizens in peace or in social values that contribute to a “culture of peace”. Bhatti describes peace education as “teaching for and about democracy and human rights, nonviolence, social and economic justice, gender equality, environmental sustainability, disarmament, traditional peace practices, international law, and human security” (Bhatti 2010, pg. 3). Others such as McDermott (2012), Giraldo et al (2009), Jaramillo & Quiroz (2013) and Winston & Quinn (2005), see the educating role of libraries in more indirect terms by teaching literacy, citizenship values, or free language classes. All of the libraries found in the Colombian articles, are located in deprived areas. In these articles, social education of civic values and citizenship is more prominent compared to other articles. The African articles focus on teaching peacebuilding and conflict resolution, building awareness of government programmes or local issues that can be affecting the local populations.

The second most prominent role is the library as a meeting place, or place for social networking. Again, the literature is divided into direct and indirect roles, where the library is seen as directly contributing to peace by offering public spaces for exhibitions and debates on peace (Bhatti 2010, Lor 2016), bridging gaps between different communities to help reconciliation (Hartmann 2016, Jaramillo et al. 2013), or indirectly, as an open place free for all or community centre.

The third most prominent role found in the literature, is the role of the library as a guarantor of rights, such as information, expression and access. This role overlaps somewhat with that of library as education/information centre, as a symbol of transformation, preserving heritage and as a safe space. Yet, the term and concept of the library as a guarantor of rights is important in the literature found. Jaramillo (2010) names the right to education, work and identity as correlating with libraries. Giraldo et al. (2009) adds to this, the right to participation, children’s rights and collective rights in the form of protecting collective

identities and heritage. These rights are upheld and disseminated through education and the building of awareness of the users, but also through the provision of a safe space where users take refuge in, and feel more protected from the outside conflict. Winston & Quinn (2005) note the documented rise in the use of libraries in times of crisis. This corresponds with the findings here, where the role of library as a safe space is articulated very strongly in interviews, particularly from Colombia. It is described as an “oasis”, “a space of peace” and “refuge” by users (Jaramillo 2010, Giraldo et al. 2009, Jaramillo & Quiroz 2013, Zapata et al. 2009).

The library as a symbol, whether that be of hope, transformation, progress, education or culture, is one that permeates the findings here. Even though mentioned in only five, the library’s accumulation of roles and its place in society, means it holds a place in the public imagination. The Colombian articles describe how the libraries built in Medellín were built precisely to help transform the most deprived and violent areas of the city. It depicts the faith that is put into these institutions as symbols for social transformation. Hartmann explains how the Viječnica symbolises the collective identity of a nation. In McDermott 2012, it symbolises community integration and possibilities for migrant groups.

The literature here mentions only briefly the role of libraries as a bridge to other sectors of society. It could be that this is something that is taken for granted or seen as a natural part of any public service. It is only mentioned regarding collaborations with NGOs or other community sectors. Placing this in Lederach’s theory, it is noticeable the library generally occupies the middle and grassroots levels of society, meaning it connects both the top and bottom levels. This was mentioned only by a few articles (Echezona et al. 2011, Jaramillo 2010, Winston & Quinn 2005). Winston is the only one that sees the library with a role a leader, but states that this role is, albeit rarely recognized, a long established one historically in times of crises.

The last role mentioned, has been due to the corresponding articles mentioning a specific role for the library as “advocator of peace”. Libraries do this by taking on activities that teach, promote, and advocate for peace locally, nationally and internationally.

5. Discussion

On a scale of engagement

There is clearly a schism in both academia and library practice regarding the level of engagement for libraries in their communities. On the one hand, there is a profession interested in process and structure, which focuses on the technical and managerial discourse (Samek 2007). As Samek describes, this focus does not invite critical consciousness on social issues, because it concentrates on the efficiency and quantification of the machinery of information, production and transmission (Samek 2007). On the other hand, is a profession focused on people and their contexts with a history of social engagement and leadership in communities at times of crisis (Winston & Quinn 2015).

The division between direct and indirect roles, made in this review with regards to peacebuilding, falls into a continuum of social engagement of the likes described by Peter Lor. Many of the libraries present in the articles found, want to promote a culture of peace within their communities and feel a strong responsibility to do so. This interest in peacebuilding, is limited to countries which have recently gone through, or are still currently going through, armed conflicts, and could potentially become involved in armed conflict again, such as Nigeria, Colombia, Sierra Leone, Kenya, Pakistan, Bosnia & Herzegovina and perhaps others. As national or community institutions, they see their potential and therefore their responsibility, to embed new values into a war-torn society.

Other articles, do not mention peacebuilding as such, but engage in other social outreach roles to help improve their communities, such as building social cohesion, building democracy and promoting human rights through education, and providing a safe space (McDermott 2012, Giraldo et al. 2009, Jaramillo & Quiroz 2013). Because of the nature of these tasks, they have an indirect effect on peacebuilding.

The other side of the spectrum on this engagement scale are the libraries with no, or a lack of, roles, that can build peace. However, most of these articles do show the detrimental effects of this lack of access to libraries or information centers. They document the escalation of tensions and conflict through the spreading of rumours and/or the separation and lack of interaction of communities (Doran & Preston 2000, Eze Jacintha & Ijeoma 2016, Hartman 2016, Ifidon & Ahiauzu 2005, Echezona et al. 2011). They build the case for libraries

engaging directly for peace in these communities. If we are to place these articles on a scale, most articles here depict libraries that directly or indirectly can help promote cultures of peace in societies that need them the most. The ones that don't, lack funding and know-how, but do show an interest to do so.

The cases that stand out the most from this review, because of the number of documents compared to other regions, but also because of their preoccupation with the issue of peacebuilding, are the cases of Colombia and the African countries. Most of the articles on Colombia included here, investigate libraries in Medellín. More specifically the recent public library network built in the 1990s in the most deprived areas of the city, as a way to offer community centres and public spaces to the poorest and most affected residents of this city. These articles offer evidence of the impact of these libraries, which can help to answer the question, *to what extent libraries can contribute to peace*, but also, questions on poverty reduction, illiteracy or tackling inequality. At the moment, there seems to be little in English and in international journals. What is clear is that they were having a strong positive impact on the local population, before they were closed down in 2015 due to engineering reasons. They provided the plethora of roles named in the findings above, which made them into a symbol of hope, and an alternative to the violence played out around them. In particular, for the children and young people in these communities (Giraldo et al 2009, Zapata et al. 2009). They were also highly engaged with the teaching of civic values and took on roles outside the normal library duties, such as providing sanitation and shelter for the most socially deprived.

However, the focus of the majority of Colombian articles is on large “middle range” institutions, such as Parques Biblioteca España. These are large national projects of national importance and focus. Only one of the articles included, Zapata et al. 2009, investigates smaller community-based libraries. There seems to be some research on these larger “middle range” libraries, but less on small community-based ones or rural libraries. If there is to be a real understanding of the extent to which libraries can contribute to peace, but also social inclusion or poverty reduction, then the study of the case of Colombian libraries seems to be necessary. In particular, more research needs to be done in the smaller community based or grassroots libraries in this country.

The African articles point to a wider interest in the subject of peacebuilding and conflict resolution, perhaps more than any other region. Yet, there is a lack of policies or activities

which can contribute to peacebuilding, due to a lack of resources and know-how. These articles, contrary to the Colombian articles, focus on grassroots and rural libraries, or the lack of them. This perhaps explains the lack of tools and activities available to help combat the complex problems in this region, as these libraries are so small, remote and isolated. Yet, the fact that there still is research on them, shows the level of interest in this field in Africa.

The measurement of impact of libraries in post-conflict societies, was not part of this paper and would be a long multi-faceted, multi-country analysis. What the current findings do tell us is that libraries are considered social institutions that can contribute to a paradigmatic shift in society, in this case post-conflict societies. That it is an institution that fulfils many of the theoretical requisites for successful peacebuilding framed by Lederach in his peacebuilding theory: a foundational institution embedded in local communities which can promote peace through a multiplicity of roles, tools and tasks for the benefit of their communities. They connect the grassroots level with overarching leading institutions in society, and can become leaders for their communities by advocating for legislative changes, providing community outreach, educating citizens and future citizens and providing an open public arena for social cohesion.

The provision of a public space was not the most prominent role found, yet with growing security concerns and the privatisation and corporatisation of many public spaces, there is a lack of truly open public arenas in many of these societies. Paffenholz's article, which couldn't be included in this review because it does not relate to libraries, does show that initiatives of "conflict sensitive social cohesion" that "bridge ties" across groups, are more effective than peace education. Paffenholz's study is on how social capital can help in peace building. Although her study focuses on civil society groups, her findings state that initiatives that promote social cohesion, which foster joint activities (cultural events and dialogue initiatives), have more impact on peacebuilding than education. Referring to civil society groups, Paffenholz states that in her research "many good local initiatives demonstrated positive effects on the local level but failed to impact the macro-level peace process because these initiatives were scattered, not coordinated..." (Paffenholz 2008, pg. 195). The public library as part of a national and sometimes international network of libraries and a global profession, overcomes these failures and therefore leaves more hope for long-term macro-level peace agendas. Perhaps if the library profession were to recognise this potential, then

more efforts would be made in this direction. A starting point would be to set about filling the gap in the research.

Lack of research

There is a lack of research about libraries and peacebuilding in international journals. This review points to a slightly larger production of opinion papers, articles that don't qualify as research, speeches and lectures on this issue, as shown by the excluded articles. The little that exists in international journals, exists entirely in the field of library science. All the articles found, both included and excluded from the review, points to an absence of research on libraries from the peace and conflict studies field.

There is some limited interest in the general library field (both academia and practice), but it is difficult to find research that brings together the issues of peacebuilding and public libraries. The articles presented here give a preliminary and probably limited view of what is available. Limited, because most of the libraries contributing to a significant improvement in people's lives in post-conflict societies, are either not being researched, or the research stays in small local librarian circles in local languages. The ones presented here do not present the entire picture, plus have not been analysed in detail because of the sheer work that that entails. Moreover, there can potentially be some inadvertent bias as to the articles found and chosen for this review, due to the lack of a review team or third party, to counter this.

6. Conclusion

There is a scale of engagement of libraries in society. This scale of engagement goes from no engagement, to one of direct involvement in peacebuilding efforts. The literature reviewed here shows that many libraries in post-conflict societies want to engage in rebuilding their societies, yet most take an indirect approach. A few (only six in this review) go beyond that, to directly engage in peacebuilding. The roles that public libraries undertake in post-conflict societies are; as educators of civic values and literacy; public spaces for networking, inclusion and cohesion; creating safe spaces; guarantors of rights; physical symbols of hope and social transformation; collaborators and bridges to other sectors of society; community leaders, preservers of heritage and culture, and advocates of peace.

It is clear from this research that there is a call from librarians from countries in Africa, Asia,

Europe and Colombia, as well as a number of academics worldwide, for funding and recognition that libraries play a peacebuilding role in post-conflict societies. Unfortunately, there is little research in this field which can prove this. That seems to me to be the next step for research in this field. There is some direction in Colombia, where the peace process has integrated libraries, and libraries have been keen to play a role in the peace process. Even though some of the libraries in Medellín are now closed, there are others, particularly in Bogotá, also built for the purpose of addressing some of the inequality and social deprivation of the most affected communities. A look into their impact could help address this research gap. A review of the direct impacts and outcomes of libraries on peace, through a larger project could help support the calls for funding in Africa for peacebuilding activities that we have seen from most of the African papers presented here. It could also measure more concretely the value of libraries in peacebuilding, helping to put them on the radar in the peace and conflict studies field.

Lederarch's peacebuilding theory blurs the lines between direct and indirect roles, because his requisites for successful peacebuilding are the same as most of the core roles of many socially engaged library services. Unfortunately, these roles go overlooked and unacknowledged in peacebuilding, as well as in policy-making. Most of the papers reviewed here, are calling for acknowledgement of their contributions and commitments to their communities. Even if the peacebuilding field does not acknowledge libraries as small cogs in the architecture of peace, or UNESCO forgets its original mandate, the public libraries and the library profession in general, cannot afford to make the same mistake by ignoring the moral responsibilities of our age.

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Appendix 1: Search log.

| | Keyword 1 | Keyword 2 | Keyword 3 | Keyword 4 | Keyword 5 |
|----------------|------------------|------------------|------------------|-----------------------|------------------|
| | librar* | role | War/ *war | Global south | peace |
| English | | | Armed conflict | Developing countries | Peace-building |
| | | | *conflict | Transition* societies | |
| | | | Post-conflict | | |

| | | | | | |
|----------------|-------------|-----|--------------------|--------------------------|---------------------|
| | biblioteca* | rol | *Guerra/ posguerra | Paises del sur | Paz |
| Spanish | | | Conflicto Armado | Paises en desarrollo | Construcción de Paz |
| | | | *conflicto | Sociedades en transición | |



Search history

| Database | Search number | Keywords | Number of results | Comments |
|----------|---|--|--|--|
| Oria0 | Oriation Strategy Autumn 2016 | Librar* role Advanced search= Subject: librar* Tittel:role Libraries AND "global south" Librar* AND TITTEL: "developing countries" | 3,156 33 6 1 108 473 184 | Once limited to english and 2006-2016 1 874 055 a three relevant in the first three pages. The role of libraries was the predominant theme. None mentions wars, peace or conflicts. A couple of articles relevant in the first three pages only – Refernces of these articles checked A couple of relevant rticles in the first 4 pages. Some articles could not be found through the link provided. |
| | 1 | Librar* wartime | 0 | |
| | 2 | Librar* "social conflict" | 0 | |
| | 3 | Librar* armed conflict | 0 | |
| | 4 | Librar* conflict | 8 | 0 relevant |
| | 5 | Librar* war | 7/ | 0 relevant/ |
| | 6 | EMNE: librar* AND TITTEL: war | 209 | few relevant |
| | 7 | EMNE: librar* AND Emne: war* | 467 | fewer relevant |
| | 8 | "Peacebuilding"AND EMNE "librar" (biased search) | 6 | None of them relevant |
| | 9 | EMNE: Peace* AND EMNE: Librar* | 63 | More than 4 relevant |
| | 10 | Peace* AND emne: libr* AND Emne: Conflict | 12 | 2 relevant |
| | 11 | Title/emne/tag: post-war AND title: librar* | 33 | Some/ new/ many on second world war |
| 12 | Title/emne: post-conflict AND Title/emne/tag:: | 1/0 | Hardly any. Tried with title, subject and tags | |

| | | | | |
|------|---------------------|--|--|--|
| | 13 | librar* | | |
| | 14 | Title/emne/tag: posguerra AND Title/emne/tag:: biblioteca* | 0 | |
| | 15 | Title/emne/tag: posconflicto AND Title/emne/tag:: biblioteca* | 1 | 1 relevant |
| LISS | 1 | SU Peace* AND SU: librar* OR SU: Conflict | 202 | Quiet a few relevant - 8 in the first 100 |
| | 2 | SU peace* AND SU librar* | 18 | Academic journal - relevant (6) |
| | 3 | SU librar* AND TI peace | 17 | 5 relevant – same as above |
| | 4 | SUConflict AND SU:librar* | 65 | Only of peer reviewed journals. Same 6 relevant as in previous search. |
| | 5 | SU :librar* AND SU war | 383 Academic journals | Very different results, focus is more on war and less on libraries. Though those with both are more historical and less related to current times. Very few relevant, 2 from first 100. The few that did fit the exact definition were different to any results found in previous result lists. Such as Strićević & Franjo (2015) |
| | 6 | DE: "libraries & war" 2006- Academic journals | 12 / 8 | one relevant, |
| LISS | | Title/emne/tag: post-war AND title: librar* | | Few |
| | | Title/emne: post-conflict AND Title/emne/tag:: librar* | | |
| | | Title/emne/tag:: posguerra AND Title/emne/tag:: biblioteca* | | |
| | | Title/emne/tag: posconflicto AND Title/emne/tag:: biblioteca* | | |
| | Biblioteca colombia | | Only Colombia had many that complied with the criteria – too broad results | |

| | | | | |
|----------|---|---|----|------------|
| | | Library Kosovo, Serbia, Sudan, Somalia, Iraq, Afghanistan | | |
| DOAJ.org | 1 | "Libraries" AND "war" | 42 | 0 relevant |
| | 2 | libraries "armed conflict" | 0 | 0 relevant |
| | 3 | "Libraries AND conflict | 14 | 0 relevant |
| | 4 | Libraries AND peace | 8 | 1 relevant |
| | 5 | "Libraries AND post-conflict | 0 | |

| | | | | |
|----------------|---|--|-------------|--|
| Web of Science | 1 | <p>TOPIC: (librar*) AND TOPIC: (war*) Refined by: LANGUAGES: (ENGLISH) AND WEB OF SCIENCE CATEGORIES: (INFORMATION SCIENCE LIBRARY SCIENCE OR MULTIDISCIPLINARY SCIENCES) Timespan: 2006-2016.</p> | 256 | Few relevant. As previous searches show the term “war” retrieves documents focused on first, second world war and cold war. |
| | 2 | <p>TOPIC: (librar*) AND TOPIC: (peace*) Refined by: LANGUAGES: (ENGLISH) Timespan: 2006-2016.</p> | 39 | 3 relevant in the whole list. 2 repeated from the search above |
| | 3 | <p>TOPIC: (librar*) AND TITLE: (peace*) Refined by: LANGUAGES: (ENGLISH) Timespan: 2006-2016</p> | 15 | around 3 relevant but slightly different results from list above. (no OA) |
| | 4 | <p>TOPIC: (librar*) AND TOPIC: (armed conflict) Refined by: LANGUAGES: (ENGLISH) AND RESEARCH AREAS: (INFORMATION SCIENCE LIBRARY SCIENCE) Timespan: 2006-2016</p> | 1 | |
| | 5 | <p>TOPIC: (librar*) AND TOPIC: (conflict*) Refined by: LANGUAGES: (ENGLISH) AND RESEARCH AREAS: (INFORMATION SCIENCE LIBRARY SCIENCE) Timespan: 2006-2016</p> | 78 | Had to be filtered by research area due to the huge amount of irrelevant results. Even then the first 50 results - none relevant. Focus on conflict management. (no OA articles) |
| | 6 | <p>TOPIC: (librar*) AND TITLE: (conflict*) 2006 -2016</p> | 33 | Same as the above (no OA articles) |
| | 7 | <p>TOPIC: (librar*) AND TOPIC: (peace*) AND TOPIC:(conflict*) Timespan: 2006-2016.</p> <p>TOPIC: (librar*) AND TOPIC: (peace*) AND TOPIC: (war*) Timespan: 2006-2016.</p> <p>Spanish (same as above)</p> | 7 12 | 3 or 4 relevant (no OA) A few relevant, far fewer than the same search on Google Scholar. Missing some crucial articles here that I found in GS. |
| Google scholar | 1 | Role libraries peace conflict | 19,100 | Limited to 2006 -2016/ English. Not relevant |

| | | | | |
|-------------|----|---|---------|---|
| | 2 | Role of libraries in peace conflict | 19,800 | Many relevant articles found all pertaining to the same book. Conflict Resolution: The Role of Information and Knowledge Management. The Kenyan Experience. Some were available online. |
| | 3 | Advanced search= "Role" "libraries" in the title. AND Peace OR conflict | 14 | Shows very relevant results. Probably the most successful result list in this search. Of 14, 8 were new and relevant. |
| | 4 | Libraries AND war | 209,000 | Nothing relevant until page 2. |
| | 5 | allintitle: libraries AND war 2006- | 56 | Very relevant information. New articles not retrieved in Oria nor Liss |
| | 6 | | | |
| | 7 | "Peter Lor" | 21,000 | Very relevant results – all new – both academic and non-academic. |
| | 8 | "Libraries role" in title AND "war" or "peace" or "conflict" 2006- | 13 | repeated results |
| | 9 | With the exact phrase: role of libraries in Armed conflict | 18,300 | hardly any relevant |
| | 10 | Bibliotecas Y Paz O Conflictos* | | Few |
| JSTOR | 1 | Libraries post-conflict | 0 | |
| | 2 | Libraries peace | 0 | |
| | 3 | Libraries war | 0 | |
| | 4 | Biblioteca* conflictos | 0 | |
| Lexis-Nexis | 1 | Libraries post-conflict | 0 | |
| | 2 | Libraries peace | 0 | |
| | 3 | Libraries war | 0 | |
| | 4 | Biblioteca* conflictos | 0 | |

Appendix 2: CASP Qualitative checklist

see <http://www.casp-uk.net/casp-tools-checklists>

1. Was there a clear statement of the aims of the research?

HINT: Consider • What was the goal of the research? • Why it was thought important? • Its relevance

2. Is a qualitative methodology appropriate?

HINT: Consider • If the research seeks to interpret or illuminate the actions and/or subjective experiences of research participants • Is qualitative research the right methodology for addressing the research goal?

Is it worth continuing?



Detailed questions

3. Was the research design appropriate to address the aims of the research?

HINT: Consider • If the researcher has justified the research design (E.g. have they discussed how they decided which method to use)?

4. Was the recruitment strategy appropriate to the aims of the research?

HINT: Consider • If the researcher has explained how the participants were selected • If they explained why the participants they selected were the most appropriate to provide access to the type of knowledge sought by the study • If there are any discussions around recruitment (e.g. why some people chose not to take part)

5. Was the data collected in a way that addressed the research issue?

HINT: Consider • If the setting for data collection was justified • If it is clear how data were collected (e.g. focus group, semi-structured interview etc.) • If the researcher has justified the methods chosen • If the researcher has made the methods explicit (e.g. for interview method, is there an indication of how interviews were conducted, or did they use a topic guide)? • If methods were modified during the study. If so, has the researcher explained how and why? • If the form of data is clear (e.g. tape recordings, video material, notes etc) • If the researcher has discussed saturation of data

6. Has the relationship between researcher and participants been adequately considered?

HINT: Consider • If the researcher critically examined their own role, potential bias and influence during (a) Formulation of the research questions (b) Data collection, including sample recruitment and choice of location • How the researcher responded to events during the study and whether they considered the implications of any changes in the research design

7. Have ethical issues been taken into consideration?

HINT: Consider • If there are sufficient details of how the research was explained to participants for the reader to assess whether ethical standards were maintained • If the researcher has discussed issues raised by the study (e.g. issues around informed consent or confidentiality or how they have handled the effects of the study on the participants during and after the study) • If approval has been sought from the ethics committee

8. Was the data analysis sufficiently rigorous?

HINT: Consider • If there is an in-depth description of the analysis process • If thematic analysis is used. If so, is it clear how the categories/themes were derived from the data? • Whether the researcher explains how the data presented were selected from the original sample to demonstrate the analysis process • If sufficient data are presented to support the findings • To what extent contradictory data are taken into account • Whether the researcher critically examined their own role, potential bias and influence during analysis and selection of data for presentation.

9. Is there a clear statement of findings?

HINT: Consider • If the findings are explicit • If there is adequate discussion of the evidence both for and against the researchers arguments • If the researcher has discussed the credibility of their findings (e.g. triangulation, respondent validation, more than one analyst) • If the findings are discussed in relation to the original research question

10. How valuable is the research?

HINT: Consider • If the researcher discusses the contribution the study makes to existing knowledge or understanding e.g. do they consider the findings in relation to current practice or policy?, or relevant research-based literature? • If they identify new areas where research is

necessary • If the researchers have discussed whether or how the findings can be transferred to other populations or considered other ways the research may be used

Appendix 3: Bibliography of main excluded articles.

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