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Cultural and Community Development: A Vision for the Role of Libraries and Information Institutions Maktabat Dar al-Thaqafa 'Abd al-Qadir Alloula' in Tlemcen: A Model

التنمية الثقافية والمجتمعية: رؤية لدور المكتبات ومؤسسات المعلومات مكتبة دار الثقافة "عبد القادر علولة" بتلمسان نموذجا

BENHAMED Abdelkader [1*]

[1] University of Naama Salhi Ahmed (Algeria)

benhamed.abdelkader@cuniv-naama.dz

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Abstract :

This article engages with libraries and information institutions and their role in achieving cultural and societal development. Today, formal attention to the role of these institutions has intensified, given their mission to educate society; holistic development cannot be realized without attending to the cultural dimension of human life. Through this research paper, the study aims to connect the investigation to one of the information institutions represented by Dar al-Thaqafa Library "Abd al-Qadir Alloula" by means of interviews with supervisors and library specialists, and their perspectives on this dimension. Public libraries are among the best means of influencing society by intellectually and culturally linking it with other communities. Moreover, information services, education, and cultural awareness are core duties of libraries and information institutions within society, especially public libraries that serve all segments of society without discrimination by gender, group, or social level.

Keywords : Cultural development; Community development; Libraries; Information institutions; Dar al-Thaqafa Library; Abd al-Qadir Alloula; Tlemcen.

ملخص:

يرتبط هذا المقال بالمكتبات ومؤسسات المعلومات ودورها في تحقيق التنمية الثقافية والمجتمعية،فقد تضاعفت اليوم الاهتمامات الرسمية بدور هذه المؤسسات، التي تعمل على تثقيف المجتمع، ولا يمكن تحقيق تنمية شاملة دون رعاية الجانب الثقافي للإنسان، ونحاول من خلال هذه الورقة البحثية ربط الدراسة بإحدى مؤسسات المعلومات المتمثلة في مكتبة دار الثقافة "عبد القادر علولة"، من خلال مقابلة المشرفين وأخصائي المكتبات وأرائهم في هذا الجانب. فإن المكتبة العامة تعتبر أحسن الوسائل للتأثير في المجتمع من خلال ربطه فكريا وثقافيا بالمجتمعات الأخرى،كما أن خدمات المعلومات والتعليم والتثقيف، تمثل المهام الأساسية التي تقع على عاتق المكتبات ومؤسسات المعلومات في المجتمع، وبخاصة المكتبات العامة التي تخدم كل فئات المجتمع دون حصر أو تميز لجنس أو فئة أو مستوى معين.

الكلمات المفتاحية: التنمية الثقافية؛ التنمية المجتمعية؛ المكتبات؛ مؤسسات المعلومات؛ مكتبة دار الثقافة؛ تلمسان.

Introduction

Cultural development is an integral part of comprehensive development; the completeness of the cultural experience is linked to the completeness of the civilizational experience of the society targeted by development. It is thus difficult to envision holistic development for any society without a cultural or political or economic or social experience. Consequently, efforts toward development must be aligned with material, intellectual, and spiritual demands. Cultural development represents a mechanism that

* **Corresponding Author: DR. BENHAMED Abdelkader**

ensures balance among these demands and the advancement of society; therefore, attention to the cultural dimension of development is essential.

The historical experience demonstrates that development cannot occur in one sector at the expense of another, nor is it solely an economic matter or a national gross product; rather, it is a developmental process emanating from within the society, taking into account its civilizational particularities. The reality is that incorporating the cultural dimension into development is essential at all levels, whether local or global. Development is a holistic civilizational undertaking that touches various facets of individual and collective life in its political, economic, and social dimensions. The importance of this has increased in recent decades, as the linkage between culture and development has become one of the most important issues undertaken by international and local formal authorities, with heightened attention to it, due to culture's active role in the development of communities. Notably, if we take into account the immense advances occurring in the field of science and knowledge, they will bear consequences for human beings both individually and collectively, and the advancement of nations and societies will be measured by the extent of cultural awareness and civilizational development, as well as the cultural channels available to their offspring- such as institutes and libraries of all types, along with effective platforms that aid development and thereby human progress.

From this perspective, stakeholders concerned with development issues recognize that culture occupies a central position in holistic community development, and it plays a major role in the success of every developmental plan. Experiences have shown a mutual relationship between development and culture, which has led policymakers to advocate for holistic development that takes into account social and cultural aspects. The cultural dimension is not less important than other dimensions; rather, it is a fundamental cornerstone that cannot be neglected in planning development based on studied underpinnings.

From this starting point, it is recognized that libraries and information institutions, particularly public libraries, constitute essential tools for disseminating cultural awareness among the public and serve as channels that support development by providing collections that empower individuals and access to sources of thought and culture, while capturing events in the surrounding environment and society. They preserve ancient cultural heritage and convey it to future generations, while also integrating new material, and work to demystify the community's cultural heritage through systematic counting, enumeration, organization, and progressive arrangement from the general to the specific. Furthermore, they present social and cultural issues and provide opportunities for all through seminars and lectures, and help unify the orientations of community members, enabling communication and shared affinities, with the overarching aim of elevating the intellectual and cultural level of individuals.

Problem statement:

An overarching research question guiding this study is: What is the central role that information institutions can play in cultural and community development, with a particular focus on public libraries? The study also seeks to address a set of key inquiries in this context, including:

- What is meant by cultural and community development, and what is the role of information institutions in this regard?
- How can public libraries, especially Dar al-Thaqafa Library in Abd al-Qadir Alloula, contribute to achieving cultural and community development?

Hypotheses of the study:

1. There is an established relationship between cultural development, community development, and information institutions, as these institutions are considered partners and driving forces in cultural and community development.
2. The public library plays a central role in cultural and community development; it is a source of knowledge and through its cultural and social impact, it contributes to development.

Importance of the study:

The fields and dimensions of development vary, and no particular field, such as the cultural aspect, should be considered less significant in activating the developmental process within society. The ongoing environmental and social changes have necessitated adherence to the recommendations of international and regional organizations and the outcomes of conferences continually held, which address key issues related to sustainable development. Among the foremost organizations involved is UNESCO, through significant efforts including the International Conference on Cultural Development and various regional and Arab initiatives supporting cultural development.

Moreover, the contributions of information institutions in delivering high-level information services, through employing media and technologies to empower individuals to access information sources, as well as fostering self-education, and cultural activation of the social environment, along with awareness-raising of cultural heritage and many other contributions, which this study seeks to reveal, are sufficient to underscore the prestigious standing of these institutions, headed by the public library; they are distinguished by their services and performance within the community, and from here the importance of the topic emerges, prompting examination of one of the issues related to cultural development and the role of information institutions.

Objectives of the study:

1. To reveal the topic of cultural and community development and its relation to information institutions in general, and public libraries in particular.
2. To illustrate the importance of libraries and diverse information institutions and their position in society, especially when it comes to cultural and community development.
3. Highlighting the most important methods and mechanisms adopted by libraries in cultural and societal development.

The study's boundaries:

The study addresses a topic that is confined to information institutions and cultural and community development, with the geographic scope limited to the public library in Tlemcen.

Methodology:

To achieve the stated objectives, a descriptive-analytical approach was employed to examine the various terms related to the study topic, through which the public library's services in this area are presented, the views of staff as key actors are clarified, and data are analyzed and interpreted to serve the study's axes and requirements. Given the nature

of the topic and the need to present the model in the field study, research instruments were adopted to facilitate the accurate and objective collection of data, and it was necessary to gather studies and sources related to the topic and analyze them to support addressing the subject. Accordingly, a semi-structured interview tool was used with a group of librarians to monitor information about the role of information institutions in cultural and societal development.

Sample and study population:

The study employed a purposive sample consisting of the public library in Tlemcen. The library was inspected to select a sample of staff considered primary actors in the library's cultural process. The sample comprised six individuals with diverse educational levels and job ranks, including the Head of the Documentation and Reading Branch, the Library Manager, a Library Assistant, and a Library Assistant (rank: Aide/Clerk). This selection aimed to gather informed perspectives through interviews to elucidate the public library's role in this domain.

1. Culture and Civilization

This concept enjoys constant and frequent presence in most studies and literature; indeed, it is among the most widely discussed concepts, whether related directly to the notion of culture or to associated terms such as: cultural models, cultural communication, cultural movement, cultural development, cultural socialization, and so forth. Kroeber and Kluckhohn, for example, counted more than 160 definitions of culture and its associated concepts (Emad, 2006, p. 29).

So, this passage discusses how culture is conveyed, represented, or symbolized as something else, and emphasizes that this signaling is creative and productive, not merely reflective of economic relations as Marxist theories of culture might suggest. Instead, culture is depicted as a relatively autonomous structure that shapes a particular worldview of life and society. More specifically, culture is no longer defined by objects (works, authors, events) but by lived experience. Early British cultural studies theorists, including Richard Hoggart (1957) and Raymond Williams (1958, 1974), conceptualized culture as a way of life at first glance, a view that aligns closely with anthropological perspectives on culture, which situate facts and practices within a very broad context that theoretically encompasses all aspects of civilization (Baetens, p. 17).

The British world Edward Taylor (Tylor) defines culture as, as used by most scholars and thinkers today, "that complex whole which includes knowledge, beliefs, arts, morals, law, customs, and any other capabilities and habits acquired by a human being as a member of society," and this definition offered by Taylor encompasses three characteristics of culture, namely:

- Culture is a humanly acquired phenomenon.
- A person acquires culture as a member of society, since social life becomes impossible without mutual understanding and shared practices in which all people participate.
- Culture is defined by a set of beliefs evidenced by what are called cultural traits, with most groups possessing distinctive cultural traits.

Scholars today distinguish three types of culture. The culture itself of a given group is localized, giving rise to local cultures that may form the foundation of the people's life; this is what is called subculture or under culture. Then there is the universal or global

culture, and finally the culture that now emerges due to the increasing spread of mass media, including newspapers and magazines, radio, television centers, as well as telephones and telex and other means. Each of these three cultures originates from the native culture of a people emerging from its environment and social conditions; the subculture or under culture arises from the branches of this people and the various local environments in which it lives; the global culture emerges from the wave of globalization or the unified global civilization toward which today's trends incline.

As for the developmental upbringing (cultural socialization), it does not differ in its mechanism with respect to social and cultural acquisitions; rather, it functions to transmit and integrate the social and cultural elements prevailing in the social milieu, and to incorporate those elements and societal components into the individual's character. Through the process of the individual's personality interacting with the culture produced by society, Ahmed bin Naaman notes in his work ´´*Culture and the Algerian Personality from an Anthropological Perspective*´´ that cultural socialization is the process of shaping a person through learning and training until become capable of adapting to the dominant cultural environment in their community. This process occurs both consciously and, in most cases, unconsciously, given that a child is born under the total sway of primal drives and trained to perform a set of life behaviors within society (Shenit, 2022).

2. The concept of cultural development and its significance:

Cultural development signifies the progressive change by which culture increases in its content and scope, expands its horizons and dimensions, and develops and flourishes. It can be defined as the methodology that absorbs all products of society to transform it into a realm of intellectual and social activities practiced within the community, with individuals engaging in these activities in varying ways, ultimately making culture a fundamental element in updating their perception of their social reality.

It can also be defined from a functional perspective as the activity undertaken by a particular institution or group of institutions in implementing a specific cultural program through which a certain cultural pattern is developed. This may take the form of publishing a series of books, issuing periodic cultural journals, organizing programmed festivals, or holding exhibitions in accordance with the orientation of a particular school or schools of thought.

Malek Bennabi referred to cultural development in the course of his discussion of the problem of culture, when he defined culture as an attitude adopted within a specific socio-cultural framework. This definition is based on the idea of the effectiveness of behavior or the adopted attitude as a result of the qualitative nature of the social environment. Consequently, the backwardness of societies stems from the backwardness of their cultures; therefore, societies must build an effective (positive) cultural capital and purge themselves of negative residues (Zemouri, p. 149).

Cultural development encompasses all the elements and dimensions of culture. For a society, at a given moment in its economic and social growth, it must reflect the nature of the reciprocal relationships between the individual and society. This should be realized through achieving a degree of individual autonomy and the ability to position oneself in the world, to communicate with others, and to participate optimally in social life, while at the same time retaining the capacity to remain free from complete subordination to it.

This implies the selection of a set of individual and collective values that make cultural development an end in itself- that is, the human being must aspire to a better quality of life, rather than to the possession or accumulation of more material things. In other words, cultural development orients the human being toward qualitative rather than quantitative growth (Bennabi, 1984, p. 116).

Cultural development seeks to achieve a set of objectives and goals, which can be summarized as follows (Zemouri, p. 152):

- ✓ Purifying and refining local culture from the impurities, superstitions, and negative customs attached to it- those that reinforce backwardness- by filtering, improving, and consolidating its positive and constructive elements.
- ✓ Renewing local culture by transforming and developing those elements capable of improvement, providing the necessary means and methods to achieve this renewal, while at the same time preserving fundamental values and embedding them within the character of society's members.
- ✓ Rooting the principle of self-education among individuals, facilitating access to it, and providing all the means that support it, while preparing an intellectual and artistic environment conducive to it and promoting cultural awareness among both the general public and specific social groups.
- ✓ Developing creative thinking capable of scientific and technological advancement, paying attention to scientific talents, encouraging them, providing them with all necessary resources, and creating an environment that fosters their growth.

3. The Concept of Social Development:

Development in general is associated with a set of terms such as pure economic development, social development, comprehensive and sustainable development, and regional development. The main pillars of development revolve around economic and social development.

Social development is defined as a process of social change that aims to modify the social characteristics of a country and to eliminate the obstacles that have accumulated over the years. It aspires to build new relationships and systems that meet individuals' needs, help them attain the highest possible levels of satisfaction and well-being, and provide them with the greatest possible benefits. Accordingly, there are three fundamental elements of social development (KHELIEL, p. 44).

Social development is a comprehensive, planned social change aimed at improving the general welfare of the population. Addressing the interrelated major social problems requires economic and cultural efforts on the part of national and international governmental structures, community institutions, and all citizens. It is a multidimensional process that encompasses organizations, the reorientation of the entire economic and social system, and involves fundamental changes in institutions and administrative structures, as well as in popular attitudes- and even in customs and beliefs- which evolve as a result of social development programs (Almesmary, p. 95).

4. **Cultural Creativity**:

Creativity, in general, is an intellectual process that involves generating new ideas or innovative solutions to specific problems or challenges. It is typically characterized by

exploring new horizons and presenting valuable, implementable ideas. Creativity spans all fields, including culture.

Cultural creativity is associated with the realization of new projects within society, the participation of local individuals in implementing their ideas, and motivating young people from the general public to engage in creative activities. This requires the production and development of cultural works. The creative process necessitates criteria for evaluating creative outputs, such as encouraging youth to engage in cultural creativity. This may include organizing libraries or reading competitions for young people, where winners are required to create and present their works, or holding workshops or producing specific cultural outputs to achieve the desired goal. An important criterion in this context is the involvement of institutions concerned with cultural activities.

5. The World Charter for Cultural Development for Sustainable Development:

At the beginning of the 1970s, criticisms began to emerge regarding the economic orientation of the development model. For the first time at the international and official level, the idea of cultural development was explicitly expressed during the International Conference on Cultural Policies organized by UNESCO in Venice in 1970.

The international community recognized the limitations of a development concept based solely on quantitative and material growth. This awareness led the participants of the 1982 conference held in Mexico City to propose important ideas emphasizing the role of culture in the life of the individual and the community (the cultural dimension of development). This is because development in which human beings are the ultimate goal inherently possesses a fundamental cultural dimension (Bouazizi, 1991, p. 309).

The global landscape of cultural policies has also witnessed significant development. Many countries around the world have now established ministries and institutions dedicated to culture and have issued documents and frameworks for cultural policies, albeit to varying degrees across different regions. While cultural policies tend to remain relatively isolated from other policy areas, their scope has expanded to encompass culture, including cultural diversity, intangible heritage, and the creative economy, as evidenced by increased investment in policy-making and the cultural sector, such as cultural literacy initiatives.

Although the role of the state remains central-particularly in areas such as cultural tourism and cultural diplomacy-it is also crucial in formulating public policies, ensuring fundamental rights, and regulating the cultural sector.

Cultural policies have gradually shifted toward multi-layered governance models, involving a wide range of stakeholders, from local governments and civil society organizations to subregional and regional bodies, which increasingly participate in and influence cultural policy-making. Cultural policies have progressively incorporated systematic and conceptual approaches that were formulated in Mexico in 1982 and Stockholm in 1998, highlighting the historical significance of these global conferences and their profound impact on cultural policies over recent decades.

This upward trajectory has been further reinforced by the gradual commitment of states to expand regulatory frameworks within the cultural sector- a pursuit actively supported by UNESCO in its regulatory capacity through the establishment of guidelines, conventions, and binding regulatory instruments over the past decades (UNESCO, 2022, p. 3).

The international community has recognized the importance of the cultural dimension in human development, affirming the principles stated in the Universal Declaration of Human Rights. Beginning in the early 1970s, a series of conferences were held that criticized the economic-oriented development model. The issue of development and culture was discussed under the auspices of UNESCO in Venice in 1970, in Mexico City in 1982, and in Stockholm in 1998. This growing attention culminated in the adoption of the World Decade for Cultural Development (1988–1997), which recommended the necessity of recognizing the cultural dimension of development and respecting cultural identities.

These conferences unanimously emphasized the importance of linking cultural policies to comprehensive development plans, based on the understanding that culture constitutes a fundamental dimension of the life of every individual and community. Development that places human beings at its center inherently involves a crucial cultural dimension. In fact, interest in the role of culture in development has increased over recent decades, a trend observable in the development plans of modern cities. While a city's natural resources previously formed a primary condition for its economic growth and enabled it to allocate part of its budget to the cultural sector, today it is the investments that the city allocates to culture that, in turn, stimulate and shape its economic development (Boukrouh, 2011, p. 151164).

Based on various international meetings and multiple consultations held within international organizations, both governmental and non-governmental, UNESCO proposed a work program for this International Decade for Cultural Development. The program aims to stimulate cultural creativity and to outline the main axes of cultural action. This plan revolves around four fundamental objectives:

- Recognizing the cultural dimension of development
- Affirming the richness of cultural identities
- Expanding participation in cultural life
- Strengthening international cultural cooperation (UNESCO.).

All of these discussions represent a significant turning point in cultural policies. It was noted that culture, in its broad contemporary sense, is understood as a set of specific spiritual, material, and intellectual determinants that distinguish a society or human group. It also encompasses ways of life, fundamental human rights, and systems of values, traditions, and beliefs. The International Decade for Cultural Development emphasized the importance of recognizing the cultural dimension in comprehensive development, promoting cultural identities, expanding participation in cultural life, and enhancing international cultural exchange. Based on these considerations, the Decade affirmed that sustainable development is closely linked to the flourishing of culture and cultural creativity.

6. **Introduction to "Abdelkader Alloula" Public Library**:

"*Abdelkader Alloula*" Library, affiliated with the House of Culture, was established alongside the founding of the House of Culture as one of its annexes when it opened in 1980. This public institution serves as an important cultural center for promoting local and national culture through intensive programs designed to activate cultural life and encourage educational and artistic activities among citizens.

The significance of this institution and its annexes is enhanced by the library's spacious facilities within the institution and its strategic location in the heart of historic Tlemcen (*Ra'id Faraj Square*). It is also surrounded by the region's most important historical landmarks, including the walls of the Mechouar Fortress and the ancient mosque.

The House of Culture covers an area of 9,500 square meters and includes a reading library for adults, a children's library, several educational sections, and rooms for cultural workshops, including music education, Arabic calligraphy, and painting. It also houses facilities for computer training and language instruction.

The library also includes a lecture hall, a meeting room, and a seminar room, in addition to a hall dedicated to cultural activities and musical performances. The library has recorded a significant number of members, totaling approximately 4,890 readers.

The library's collections are notable for their richness, diversity, and abundance of intellectual resources, totaling around 37,205 documents with an average of 19,522 titles. The distribution of titles by language is as follows:

- Arabic: approximately 11,726 books
- French: approximately 7,536 books
- English: approximately 231 books
- Berber (Amazigh): 29 books

7. Presentation of the Study Results:

7.1. *A Perspective on the Relationship Between Libraries, Information Institutions, and Cultural and Social Development*:

This section focused on the relationship between the public library and cultural development, addressing responses from librarians and library supervisors. In this context, the Head of the Documentation and Reading Branch noted that cultural development has multiple aspects and domains, and that the library constitutes the backbone of cultural development due to its pivotal role, which is no longer limited to reading alone. Instead, it extends through activities and meetings related to books and publications, as well as other initiatives connected to the arts and community culture.

The library director also acknowledged the existence of a strong relationship based on the cultural and educational awareness of the library's users. The library's role goes beyond reading functions, contributing to providing an appropriate space for interaction with various active and educated segments of society.

Regarding the most frequently used resources and documents, the responses were similar, highlighting reading and educational books, children's books, and novels, in addition to occasional use of literary and artistic magazines. It was also observed that the children's section was particularly active, with parents showing interest in involving their children in library activities.

As for the youth category, the Head of the Documentation and Reading Branch, the library director, and other stakeholders indicated that this group represents an important segment of society, as they are the future creators of ideas and decision-makers through the knowledge they acquire. The library provides a suitable environment for this, despite their sometimes-limited presence. Additionally, visits often serve the purpose of conducting research and completing student theses.

What information institutions provide remains insufficient for a youthful society that lacks significant awareness and sensitization. Therefore, the efforts of all segments of society, as well as state institutions- especially information institutions- must be combined to achieve cultural development. In this context, public library specialists agree that the role of information institutions, in general, is to support cultural development by providing knowledge, facilitating access to it, and enabling the exchange of information, thereby contributing to the dissemination of cultural awareness.

Thus, the library and other information institutions are considered among the key institutions that play an important role in transmitting culture. Today, the concept of cultural transmission has become a focus of interest for researchers in library and archival sciences. Technologies have enabled access to an unprecedented volume of documents and information in human history, available in virtual spaces and in a timely manner. The relationship among these institutions- such as archives, museums, public libraries, and heritage organizations- is dynamic. It appears that today archival science, museum studies, and heritage studies share a common role in the process of cultural transmission (Harvey, 2008).

7.2. *Roles of the Library and Mechanisms for Achieving Cultural and Social Development*:

In this regard, the supervisors of the public library emphasized, concerning the library's cultural activities program, that in addition to the educational and pedagogical dimension, it is necessary to intensify cultural and educational activities such as plays, songs, meetings, and gatherings, as well as cultural competitions. This was affirmed by the Head of the Documentation and Reading Branch and the library director.

One of the librarians further highlighted the importance of using interactive methods such as workshops, exhibitions, and forums. Among the methods that can be adopted to achieve cultural development are the following:

- Organizing cultural conferences or seminars
- Using modern technologies to disseminate cultural heritage
- Enhancing cultural awareness among individuals
- Organizing reading and literacy competitions

Thus, alongside other institutions, the library plays a central role in cultural and social development, serving as a source of knowledge through the following roles:

- Promoting culture and knowledge through the availability of general cultural knowledge sources and encouraging reading.
- Supporting the educational process, as the library is both a cultural and educational institution that provides learning resources.
- Enhancing social interaction by providing a shared space for dialogue, discussion, and communication.
- Supporting economic development by providing resources that contribute to business growth and scientific research.
- Offering electronic services and disseminating digital knowledge, providing platforms for access to electronic resources.

Despite all these roles, the public library faces challenges in this sector. According to the stakeholders, these challenges can be summarized as follows: a lack of cultural awareness among youth, which has repercussions on society; low engagement with

reading and general cultural resources; the library's operating hours, which may not suit adult members of the community; in some cases, the library's location and difficulty of access. Today, the library, in collaboration with all parties and the cultural institution, strives to address these challenges and obstacles at all levels.

Conclusion

Libraries and other information institutions serve as support and a foundation for lifelong education and culture for all. They are the most widespread and accessible institutions, where individuals can find the books and information they seek throughout their lives, without restrictions on access, as they provide their services to the surrounding community. Library services, in general, cannot be separated from the changes and developments occurring in the world and societal issues, particularly concerning cultural and community development. Their responsibility, like that of other institutions in this context, lies in providing and selecting information to achieve cultural development and disseminate knowledge. Libraries also continuously collaborate with other social, cultural, and educational institutions in various fields, including book dissemination, reader services, and providing free access to information. They work to support social and cultural activities and provide suitable spaces and environments for holding meetings and discussing social issues and topics**.**

Consequently, libraries-particularly public ones-can be considered cultural influence centers within society and instruments for preserving cultural heritage and transmitting it to future generations. They strive diligently to achieve cultural and community development, especially amid the transformations and changes taking place. The prevailing global trend today emphasizes the necessity of preserving local cultures, with communities encouraged to revive cultural heritage and safeguard the elements of local culture within societies, as this helps preserve the essence of the people themselves.

On the other hand, information resources are considered productive assets, akin to raw materials. Their importance is further heightened by the fact that they serve as a means for comprehensive development and constitute a crucial tool for cultural, social, and economic development of nations. Community development is realized when individuals are able to organize themselves, identify their needs, and address their problems based on the resources available. All of this relies on the sources, data, and facts provided by libraries and various information institutions regarding the events of our lives, societal issues, and the different problems facing the community.

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