

**Library of the National Congress:  
Innovating on Reference Services within the framework of a new community connection  
for Chile**

*English translation of the original paper: “Biblioteca del Congreso Nacional: Innovando en los Servicios de Referencias en el Marco de una nueva vinculación Ciudadana para Chile”.*

*Translated by: Jara Baez, Claudia & Muñoz Retamales, Gladys*

*The text of this document has been translated into English and differences from the original text may occur. This translation is provided for reference purposes only.*

**Jara Baez, Claudia**

Information Resources Production Department, Valparaíso, Chile.  
Reference Librarian  
cjara@bcn.cl

**Muñoz Retamales, Gladys**

Information Resources Production Department, Valparaíso, Chile.  
Reference Librarian  
gmunoz@bcn.cl



This is an English translation of “*Biblioteca del Congreso Nacional: Innovando en los Servicios de Referencias en el Marco de una nueva vinculación Ciudadana para Chile*” copyright © 2016 by Jara Baez, Claudia & Muñoz Retamales, Gladys. This work is made available under the terms of the Creative Commons Attribution 3.0 Unported License: <http://creativecommons.org/licenses/by/4.0>

---

**Abstract:**

*The Chilean President, Michelle Bachelet, in the year 2015 pointed that the mechanism for a new constitution will be the “Constituent Process”, defined as the process which purpose is to create a new constitution adapted to the population current needs, where the citizenship participates through citizen town hall-type meetings or dialogues. The former, is a unique process in the history of the country, which is expected to be concluded in the writing and approval of a new Fundamental Charter in place of the 1980’s Constitution.*

*In this context, the BCN (Library of the National Congress) has the chance, acknowledging their institutional principles and values such as pluralism, neutrality, objectivity, legal certainty, equal opportunities and social inclusion, to add up to this initiative of community participation and education process through the Reference Librarians, adopting the mission to transmit the citizens all the available civic education services and resources in the Institution. This is possible due to their acquired experience over the past 13 years, in the elaboration and execution of Informational-related Skills innovative programs to different user segments.*

*In this occasion, the program has been adapted to the particular needs within the historical context the country is facing, which will allow to change the traditional reference services perception, creating a strategic link between the National Congress, the community and the Library of Congress throughout the whole constituent process.*

*In this document, we will now state the participation of the Reference Librarians in the Library of the National Congress (BCN), in the readjustment and execution of the Informational-related Skills Development Program (DHI) based on our products and services over subjects related to civic education to contribute to the promotion of community involvement during the “Constituent Process”; its objectives, users, scopes, methodology, challenges and the expected results.*

*Reference librarians - Library of the National Congress – Information-Related Skills Development (DHI) – Citizenship – Constituent Process*

---

## **1. – INTRODUCTION**

The Library of the National Congress (BCN) is a 133 year institution in the service of the parliamentary community, out of its experience in subjects such as civic education, and its ongoing concern to enable the access and understanding of information to citizens. It has continuously developed institutional goals to maintain a social interaction and tie between parliament and society.

Therefore, in this opportunity, it has been considered innovating from the Reference services through a training Informational-related Skills (DHI) program, adjusting to the national situation, since it is important to make available all the relevant information of the work developed by the government to generate a new Fundamental Charter.

## **2. – DHI RECORDS IN BCN**

The Informational-related Skills Development Program (DHI) in BCN comes up after the 2003 IFLA. Following an institutional participation in this event, it is decided that BCN will take over an active role in the development of these abilities, for that matter, it was first named as “Roseta Project”. Since then it has been 13 years DHI has been under the supervision of a group of professional Librarians. This Project started an evolution and adaptation phase allowing the integration of new actions and innovative initiatives directed to different user segments.

It is important to acknowledge that through the years worked on DHI; it has been achieved establishing a strong tie with different citizen segments, such as, age, social background, cultural, educational, economic and from different areas of the country. Besides, it has given professionals the qualifications and experience in the model implementation, as a consequence, it nowadays allows being certain that no matter which the program user’s profile is; it is possible to apply it successfully.

It is necessary to point that to this date; the DHI has been a great experience reflecting positive statistics annually, training over four hundred citizens, reaching 180 parliamentary

community users, over 3.000 citizens along the country, carrying out over 110 trainings.

It should also be noted that the readjustment and implementation of DHI as a reference service aligns with two of the strategic objectives in our institution: “Promote the link between the National Congress and Society” and “Manage and assess the parliamentary and legal political patrimony of the country” and with one of the IFLA strategic directions: “The Libraries in Society”.

That IFLA, under the Lyon Declaration (2014) indicates that within its principles the access to information supports the development of strengthen in people, as to (among others) learn and apply new skills. Furthermore, in its declarations claims that the information mediators, as the libraries “have the capacity and resources to help the governments, institutions and individuals to transmit, organize, structure and understand the information that is important for the development...”, this can be achieved according to the Declaration of Lyon: “offering the education and skills development that enable people to access and understand the information and services which turn out to be more useful for them”

Finally, the access to information and skills are mandatory for the Sustainable Development, according to the Johannesburg Declaration about Sustainable Development (2002) it is part of the objective goals “Promote peaceful and inclusive societies for the sustainable development, enable the justice for all access and create efficient institutions, responsible and inclusive at all levels”.

### **3. – DHI PROGRAM DEVELOPMENT UNDER THE CONSTITUENT PROCESS**

The BCN has contributed to the community connection by means of DHI trainings; however, these have not been regular in time, in a way that, the existence of the library and its resources are unfamiliar for most of the population due to distance or unawareness, for example. Therefore, it is necessary to make the Library work become visible, informing and at the same time developing the necessary skills to access the products and services on their website.

The proposal this paper presents constitutes an offer for the “Biblioredes” (program that connects public libraries along the country) from the National Museums, Libraries and Archives Council (DIBAM) which is present in 425 Public Libraries and 18 Regional Labs along Chile. The objective is to develop DHI trainings, through the use and tool management, BCN products and services that enable the search and information delivery to the citizens during the constituent process development. Nevertheless, it is important to keep in mind that these abilities are necessary to transmit the information to the community so as to contribute from our institution experience to the constituent process.

#### **3.1. –DHI-BCN PROGRAM OBJECTIVES**

The main objective is to “Develop the Informational skills” needed in order to properly identify the corresponding information, so as to, achieve a mastery in the user’s tools that allow accessing products and services at BCN, which will enable search and delivery of information, creating a link with the community while the “Constituent Process” is carried out.

For the general objective achievement, the following specific objectives have been proposed:

1. - To evaluate the user knowledge level in the use of BCN products and services.
2. - To develop strategies to identify information needs and enable the browsing of theses.
3. - Getting to know the BCN products and services that will allow, reduce and eliminate the information gap.
4. - Managing the diverse information sources available at BCN for the generation of new knowledge.
5. - Getting to know the BCN tools that will allow comparing and evaluating information.
6. - To acquire mastery of search, selection, organization, communication and information tools.
7. - To summarize the available information at BCN in an efficient and proper way to the context.

### **3.2. –DHI-BCN PROGRAM METHODOLOGY**

The DHI training sessions are designed to be carried out in person and to last for two days (14 chronological hours); each participant will receive the proper certification according to their attendance.

The program includes a design based on the provided model by SCOUNL (Society of College, National, and University Libraries, 2011) supported by IFLA (International Federation of Library Associations and Institutions) this model includes the document “Directions over Informational Skills for Permanent Learning”. The SCOUNL model identifies seven Information skills:

1. - Recognizing an information need.
2. - Distinguishing the ways in which the information gap can be overcome.
3. - Building strategies to target information.
4. - Locating and accessing information.
5. - Comparing and evaluating the acquired information from different sources.
6. - Organizing, applying and transmitting information to others properly.
7. - Synthesizing and making the best out of the existing information, contributing to the creation of new information.

The course is divided into 4 modules (for practical reasons) in which the seven pillars identified by SCOUNL are expected to be developed over training. These will develop according to the established contents in the program. The modules to be developed are (see annex: Training program):

Module 1: Recognizing information and distinguishing gaps.

Module 2: Building, locating and accessing information strategically.

Module 3: Comparing and evaluating information.

Module 4: Organizing, applying, synthesizing and transmitting information.

### **3.3. - DHI-BCN EVALUATION AND CERTIFICATION PROGRAM**

It is expected that by the end of the training, the citizens have acquired BCN product and service mastery through the development of Informational Skills, mainly related to civic

affairs and pertinent to the work carried out by the government, which would have to be available on the BCN website.

An initial and final diagnostic test will be given to each citizen in order to assess their level of information knowledge, with the only purpose of measuring the training efficiency.

The initial and final diagnostic test will be based on the Informational skills mentioned above and will be practical, that is to say, they will include exercises that will allow the mastery level of each professional in each one of the seven Informational skills.

The certification will be given according to the attendance in each module. The requirement will be 100% attendance. This document will be given to each citizen by the end of the training.

#### **4. - CONCLUSIONS**

The library has sought innovating in reference services in the current historical context, through the execution of the Informational Skills Development program, contributing to the tie between the community and the National Congress of Chile, allowing access to its historical and legal repertory and promoting the spaces of dialogue and reflection between the Congress and the civil society.

In conclusion, our challenge is to establish a new tie with citizens, who we are able to support virtually or in person not only during training but also, during all of the constituent process, and educating competent and autonomous citizens so as to achieve a larger user's number generating feedback that allows us to originate new resources at BCN.

#### **5. – BIBLIOGRAPHY**

Library of the National Congress (2016). BCN. Available on: <http://www.bcn.cl/>

Library of the National Congress (2014). Plan Strategic 2014-2020 [Strategic Plan 2014-2020]. 35 p.

IFLA (2015). Las bibliotecas y la implementación de la agenda 2030 de la ONU. Disponible en: <http://www.ifla.org/files/assets/hq/topics/libraries-development/documents/novtoolkitspanish.pdf>

IFLA (2014). Lyon Declaration – Spanish version. Available on: <http://blogs.ifla.org/lac/2014/08/declaracion-de-lyon-version-en-espanol/>

Lau, Jesus (2014). Directrices sobre Desarrollo de Habilidades informativas para el aprendizaje permanente [Directions over informational Skills Development for permanent learning]. Available on: <http://www.ifla.org/files/assets/information-literacy/publications/ifla-guidelines-es.pdf>

United Nations (2002). Declaración de Johannesburg sobre el Desarrollo Sustainable [*The Johannesburg Declaration on Sustainable Development*]. Available on:

[http://www.un.org/spanish/esa/sustdev/WSSDsp\\_PD.htm](http://www.un.org/spanish/esa/sustdev/WSSDsp_PD.htm)

United Nations Unidas (2015). Objetivos de Desarrollo Sostenible [Objectives in Sustainable Development]. Available on: <http://www.un.org/sustainabledevelopment/es/peace-justice/>

Participants al fin seminar (2012). *Declaración de la Habana. 15 acciones de ALFIN* [Habana declaration. 15 ALFIN actions]. Available on: <http://www.ifla.org/files/assets/information-literacy/publications/Declaration/ALFIN.Declara.Habana.2012.pdf>

UNESCO (2015). Foro Mundial sobre la Educación 2015 19-22 de mayo de 2015, Incheon, República de Corea. Disponible en: <https://es.unesco.org/world-education-forum-2015/5-key-themes/el-aprendizaje-lo-largo-de-toda-la-vida>

## ANNEX: DHI-BCN PROGRAM

| Module 1: “Recognizing information and distinguishing gaps”   |  |   |
|---|--|---|
| Associated Objective(s)   | Contents   | Activities  |
| Knowing the mastery level in the use of BCN products and services.  | Diagnostic test  | <p>The participants are required to search for information over the following topics:<br/>Examples:</p> <ol style="list-style-type: none"> <li>a) Constitutions</li> <li>b) 1980 Constitution</li> <li>c) 1980 Constitution Amendment</li> </ol> <p>When finishing searching the participants are given a sheet of paper with questions to answer:</p> <ol style="list-style-type: none"> <li>1) Were you familiar with the topic?</li> <li>2) Where did you look for this information?</li> <li>3) Why did you decide to use that alternative?</li> <li>4) Do you trust its accuracy?</li> </ol> <p>Estimated time: 15 minutes</p> <p>BCN Resources: Search in any of the BCN websites will not be dependant.</p>  |
| <p>Knowing the BCN products and services that will allow narrow, reduce and eliminate the information gap.</p> <p>Developing strategies to identify information</p> | <p>BCN brief description:</p> <ul style="list-style-type: none"> <li>- Institution general presentation (mission, vision and values)</li> <li>- Voice data such as: n° of visits, statistics, document quantity, services available, etc.).</li> </ul> | <ul style="list-style-type: none"> <li>- Participants are required to comment on their previous experience on the website and the institution. Did they know about it? What information do they think they can find?</li> <li>- Participants are required to enter the website <a href="http://www.bcn.cl">www.bcn.cl</a>.</li> <li>- Participants are required to explain generally, the information organization on the website and the associated websites such as: BCN, Ley Chile (Chilean Law), Observatorio (Observatory), Información Territorial (Territorial Information), Historia Política (Political History), Formación Cívica (Civic Education), Catálogo (Catalog), Descubridor (Discoverer), Ley Fácil (Easy Law) y Labor Parlamentaria (Parliamentary Work).</li> </ul> <p>BCN resources: BCN website <a href="http://www.bcn.cl">www.bcn.cl</a></p> |

|                                 |  |  |
|---------------------------------|--|--|
| <p>needs and enable search.</p> | <ul style="list-style-type: none"> <li>- BCN catalog</li> <li>- BCN discoverer</li> <li>- Linked Open Data</li> <li>- Take it</li> </ul> | <p>Activities:</p> <ul style="list-style-type: none"> <li>- Deepen in the BCN catalog:</li> </ul> <p>Participants are required to look for information about “Constitutional Law”/ 1925 Constitution” in the Catalog.</p> <ul style="list-style-type: none"> <li>- Knowing and exploring the Discoverer: What is it? What it is used for?</li> </ul> <p>Participants are required to look for information about “Constitutional Law”/ 1925 Constitution” and comment on the results<sup>1</sup>.</p> <ul style="list-style-type: none"> <li>- Knowing and exploring the Linked Open Data.</li> <li>- Participants are required to look for information about Constitutional Law.</li> <li>- Knowing and exploring the “Take it” tool.</li> </ul> |
|---------------------------------|--|--|

| <b>Module 2: “Building, locating and accessing information strategically”</b>  |  |   |
|--|--|---|
| <b>Associated Objective(s)</b>   | <b>Contents</b>  | <b>Activities</b>   |
| Develop strategies to identify information needs and make their search easier.   | <ul style="list-style-type: none"> <li>• Chilean Law Presentation and its tools.</li> </ul>  | Visiting <a href="http://www.leychile.cl">www.leychile.cl</a> website.<br><br>Voice the main functions and tools: <ul style="list-style-type: none"> <li>- Recent published laws</li> <li>- Top searches</li> <li>- SIL (Projects in process)</li> <li>- Law History</li> <li>- Law searcher</li> <li>- Take it</li> </ul><br>BCN resource: BCN website <a href="http://www.bcn.cl">www.bcn.cl</a>  |
| Knowing the BCN products and services that will allow narrow, reduce and eliminate the information gap.<br><br>Managing the diverse information sources available at BCN for the new knowledge generation.   | <ul style="list-style-type: none"> <li>• Presentation of Ley Chile (Chilean Law) and its tools.</li> <li>- Chilean Republic Codes.</li> <li>- Constitutions</li> <li>- Law History</li> <li>- Approved laws by Congress.</li> <li>- Recent published laws.</li> <li>- Easy Law</li> <li>- SIL</li> <li>- Legislative bulletin</li> <li>- Treaties</li> </ul> | Activity:<br><br>Participants are required to enter the “Ley Chile” search engine.<br><br>Participants get information that is shown when searching for a law. <ul style="list-style-type: none"> <li>- Updated text</li> <li>- Versions</li> <li>- Modifications</li> <li>- Law History</li> <li>- Exportation chart</li> </ul><br>BCN resource: Ley Chile <a href="http://www.leychile.cl">www.leychile.cl</a>  |
| <ul style="list-style-type: none"> <li>• <b>Enforcement Workshop: Informational Skills</b></li> </ul> Participants are given or required to look for a certain topic and present it by using the BCN resources during the day:<br>Example: Search for information about the 1980 Constitution reform and comment on the results. |  |   |
| <b>Associated Objective(s)</b>   | <b>Contents</b>  | <b>Activities</b>   |
| Managing the diverse information sources available at BCN for the new knowledge generation.<br><br>Knowing BCN tools that will allow comparing and evaluating information.<br><br>Acquiring mastery in search, selection, organization and communication of  | <ul style="list-style-type: none"> <li>• BCN Civic Education</li> </ul>  | Activities:<br>Participants are required to enter <a href="http://www.bcn.cl">www.bcn.cl</a> and click on “Civic Education”<br><br>The main available resources on the website are presented, highlighting the ones which have not yet been covered: <ul style="list-style-type: none"> <li>- Bulletin</li> <li>- Deliberate</li> <li>- Legislative glossary</li> <li>- Civic Education Guide</li> <li>- Easy Law</li> <li>- Teaching resources</li> <li>- Law summary</li> </ul> |

|  |   |   |
|--|---|---|
| tools of information.  |   | <ul style="list-style-type: none"> <li>- Enter the “Civic Education Guide”:</li> <li>- Voice the available contents.</li> </ul>   |
|  | <ul style="list-style-type: none"> <li>• Political History Presentation</li> </ul>  | <p>Activities:</p> <p>Participants are required to enter <a href="http://www.bcn.cl">www.bcn.cl</a> and click on “Political History”</p> <p>The main resources available on the website are presented:</p> <ul style="list-style-type: none"> <li>- Interviews to ex Congressmen</li> <li>- Historical Leaflets</li> <li>- Legislative History</li> <li>- Time Line</li> </ul> <p>Enter the “Time Line”:</p> <ul style="list-style-type: none"> <li>- Voice the available contents and their diverse uses.</li> </ul> |
| <p>Acquiring mastery in search, selection, organization and communication of tools of information.</p> <p>Synthesizing the available information at BCN in an efficient and proper way to the context.</p> | <ul style="list-style-type: none"> <li>• Easy Law</li> <li>• Including all the tools, products and services developed during training.</li> </ul> | <p>Participants are required to enter to the BCN website and click on Easy Law (Ley Fácil).</p> <p>Exploring Easy Law (Ley Fácil) and present the products (Legal guides, podcasts, computer graphics, radio drama, etc.-). Describing what it is, what it is for and their main characteristics (simple language, accessible, diverse formats, etc.-)</p>  |

| <b>Module 3: Comparing and evaluating information</b>  |  |  |
|--|--|--|
| <b>Associated Objective(s)</b>   | <b>Contents</b>  | <b>Activities</b>  |
| <p>Acquiring mastery in search, selection, organization and communication of tools of information.</p> <p>Synthesizing the available information at BCN in an efficient and proper way to the context.</p> | <ul style="list-style-type: none"> <li>• Comparing and evaluating information techniques.</li> </ul> | <p>- Participants get a summary of the main techniques used for comparing and evaluating sources.</p> <ul style="list-style-type: none"> <li>• Relevance (what kind of sources I am going to use)</li> <li>• Scope (if there is a balance between data and opinions)</li> <li>• Authority /Reliability (author, publishing date, title, bibliography)</li> <li>• In use today (the researcher has to delimit if he needs historical or updated information)</li> <li>• Objectivity (evaluating points of view over a topic, truth and accuracy of information)</li> <li>• Accuracy (outdated information tends to be inaccurate, comparing the already researched information and comparing data from printed sources)</li> </ul> <p>Each technique will be explained briefly making use of the examples related to topics and/or situations related to the facilitators role.</p> <p>Participants are required to develop the following exercises:</p> <p>Exercise 1:<br/>Making use of the “Discoverer”, participants are required to look for information about the “To be defined topic” and applying to the first 10 results the techniques of “Relevance and Scope”.</p> <p>Exercise 2:<br/>Making use of the “BCN Catalog”, participants are required to look for information about the “To be defined topic” and applying to the first 10 results the techniques of “Authority” and “In use today”.</p> <p>Exercise 3:<br/>Making use of the “Law Searcher” (Buscador de Leyes) Chilean Law (Ley Chile) participants are required to look for information about “To be defined topic” and applying to the first 10 results the techniques of “Objectivity” and ”Accuracy”.</p> |

|  |  |   |
|--|--|---|
|  | <ul style="list-style-type: none"> <li>- BCN Catalog</li> <li>- BCN Discoverer</li> <li>- Linked Open Data</li> <li>- Take it</li> </ul> | <p>Activities:</p> <ul style="list-style-type: none"> <li>- Deepen in the BCN Catalog:</li> </ul> <p>Participants are required to look for information about “Constitutional Law”/ 1925 Constitution” in the Catalog.</p> <ul style="list-style-type: none"> <li>- Knowing and Exploring the Discoverer: What is it? What is it used for?</li> </ul> <p>Participants are asked to search for information about “Constitutional Law”/ 1925 Constitution” and comment on results<sup>1</sup>.</p> <ul style="list-style-type: none"> <li>- Knowing and Exploring the Linked Open Data.</li> <li>- Knowing and exploring over the “Take it” tool.</li> </ul> |
| <p><b>Enforcement Workshop:</b><br/> Comparing and evaluating information skills. Participants get information about “Constitutional Affairs” from different sources in order to develop an exercise in which all the comparing and evaluating techniques can be applied.</p> <p>Time: 30 minutes.</p> |  |   |

---

<sup>1</sup> The proposed topics are given as examples.

| <b>Module 4: Organizing, applying, synthesizing and y transmitting information</b> |                         |  |
|--|-------------------------|--|
| <b>Associated Objective(s)</b>   | <b>Contents</b>         | <b>Activities</b>  |
| Knowing the mastery level in BCN services and products.                            | <b>Final Evaluation</b> | <p>Participants are required to search for information related to the following topics:</p> <ul style="list-style-type: none"> <li>a) 1925 Constitution</li> <li>b) Constitutional Reforms</li> <li>c) Doctrine</li> </ul> <p>When finishing search, a sheet is given containing a questionnaire:</p> <ul style="list-style-type: none"> <li>1. Were you familiar with the topic?</li> <li>2. Where did you look for that information?</li> <li>3. Why did you decide to use that alternative?</li> <li>4. Do you trust the reliability of the information?</li> <li>5. Comments.</li> </ul> <p>Estimated time: 90 minutes</p> |