facilitator

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IFLA

SDGs Framework and Storytelling

THE GLOBAL GOALS
For Sustainable Development

1 NO POVERTY	2 ZERO HUNGER	3 GOOD HEALTH AND WELL-BEING	4 QUALITY EDUCATION	5 GENDER EQUALITY	6 CLEAN WATER AND SANITATION
7 AFFORDABLE AND CLEAN ENERGY	8 DECENT WORK AND ECONOMIC GROWTH	9 INDUSTRY, INNOVATION AND INFRASTRUCTURE	10 REDUCED INEQUALITIES	11 SUSTAINABLE CITIES AND COMMUNITIES	12 RESPONSIBLE CONSUMPTION AND PRODUCTION
13 CLIMATE ACTION	14 LIFE BELOW WATER	15 LIFE ON LAND	16 PEACE, JUSTICE AND STRONG INSTITUTIONS	17 PARTNERSHIPS FOR THE GOALS	THE GLOBAL GOALS For Sustainable Development
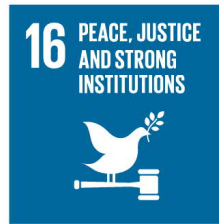
17 Goals

169 Targets

231 Indicators

What does it mean for SDGs storytelling?

Information for Development: Why Access Matters Across the SDGs?

TARGET 1.4 — By 2030, ensure that all men and women, in particular the poor and the vulnerable, have equal rights to economic resources, as well as **access to basic services** (...).

TARGET 2.3 — By 2030, double the agricultural productivity and incomes of small-scale food producers, in particular women, indigenous peoples, family farmers, pastoralists and fishers, including through secure and **equal access to** (...) **knowledge** (...).

TARGET 2.C — Adopt measures to ensure the proper functioning of food commodity markets and their derivatives and facilitate timely **access to market information** (...).

TARGET 3.4 — By 2030, reduce by one third premature mortality from non-communicable diseases through prevention and treatment and promote mental health and well-being.

TARGET 3.7 — Ensure **universal access** to sexual and reproductive health-care services, including for family planning, **information and education** (...).

TARGET 3.D — Strengthen the capacity of all countries, in particular developing countries, for **early warning**, risk reduction and management of national and global health risks.

TARGET 4.4 — By 2030, substantially increase the number of youth and adults who have **relevant skills**, including technical and vocational skills, for employment, decent jobs and entrepreneurship.

TARGET 5.B — Enhance the **use of enabling technology, in particular information and communications technology**, to promote the empowerment of women.

TARGET 8.2 — Achieve higher levels of economic productivity through diversification, technological upgrading and **innovation** (...).

TARGET 8.3 — Promote development oriented policies that support productive activities, **decent job creation, entrepreneurship, creativity and innovation** (...).

TARGET 9.5 — Enhance **scientific research** (...) encouraging innovation and substantially increasing the number of research and development workers (...).

TARGET 9.C — Significantly increase **access to information and communications technology** and strive to provide **universal and affordable access to the Internet** in least developed countries by 2020.

TARGET 10.2 — By 2030, **empower and promote the social, economic and political inclusion of all**, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status

TARGET 11.4 — Strengthen efforts to protect and safeguard the world's **cultural** and natural **heritage**.

TARGET 11.B — By 2020, substantially increase the number of cities and human settlements adopting and implementing integrated policies and plans towards **inclusion, resource efficiency, mitigation and adaptation to climate change, resilience to disasters** (...).

TARGET 13.3 — Improve education, **awareness-raising** and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning.

TARGET 16.10 — Ensure public **access to information** and protect fundamental freedoms, in accordance with national legislation and international agreements.

TARGET 17.6 — Enhance North-South, South-South and triangular regional and international cooperation on and **access to science, technology and innovation** and enhance knowledge-sharing on mutually agreed terms (...).

TARGET 17.8 — (...) enhance the use of enabling technology, in particular **information and communications technology**.

International Federation of Library Associations and Institutions

ifla.org/libraries-development

#Lib4Dev #DA2I #AccessToInfo #GlobalGoals

International Federation of Library Associations and Institutions

4 QUALITY EDUCATION

TARGET 4·1	TARGET 4·2	TARGET 4·3	TARGET 4·4	TARGET 4·5
FREE PRIMARY AND SECONDARY EDUCATION	EQUAL ACCESS TO QUALITY PRE-PRIMARY EDUCATION	EQUAL ACCESS TO AFFORDABLE TECHNICAL, VOCATIONAL AND HIGHER EDUCATION	INCREASE THE NUMBER OF PEOPLE WITH RELEVANT SKILLS FOR FINANCIAL SUCCESS	ELIMINATE ALL DISCRIMINATION IN EDUCATION

TARGET 4·6	TARGET 4·7	TARGET 4▸A	TARGET 4▸B	TARGET 4▸C
UNIVERSAL LITERACY AND NUMERACY	EDUCATION FOR SUSTAINABLE DEVELOPMENT AND GLOBAL CITIZENSHIP	BUILD AND UPGRADE INCLUSIVE AND SAFE SCHOOLS	EXPAND HIGHER EDUCATION SCHOLARSHIPS FOR DEVELOPING COUNTRIES	INCREASE THE SUPPLY OF QUALIFIED TEACHERS IN DEVELOPING COUNTRIES

11 Global Indicators for SDG 4

As the official data source for SDG 4–Education 2030 indicators, the UNESCO Institute for Statistics (UIS) helps countries to collect data by developing methodologies and applying standards to produce internationally-comparable indicators. For more information, consult: http://uis.unesco.org

UNESCO — United Nations Educational, Scientific and Cultural Organization

UNESCO INSTITUTE FOR STATISTICS

SUSTAINABLE DEVELOPMENT GOALS

TARGETS

4.1.1   #learning #math #reading #proficiency

Proportion of children and young people (a) in Grade 2 or 3; (b) at the end of primary education; and (c) at the end of lower secondary education achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex.

CONCEPT: Minimum proficiency level (MPL) is the benchmark of basic knowledge in a domain (mathematics, reading, etc.) measured through learning assessments. Currently, there is limited comparability of data from different learning assessments.

DATA SOURCES: Cross-national learning assessments (PASEC, PIRLS, PISA, SACMEQ, TERCE, TIMSS) and national assessments.

4.2.1   #EarlyChildhood #ChildDevelopment

Proportion of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being, by sex.

CONCEPT: There is not yet a globally-accepted definition of 'developmentally on track', but one possible source, the MICS ECDI, defines 'on track' as children aged 3 to 4 years who are developmentally on track in at least three of these four domains: literacy-numeracy, physical, socio-emotional and learning.

DATA SOURCES: Measures to capture children's early childhood experiences have been used in multiple countries in projects such as the UNICEF Multiple Indicator Cluster Surveys (MICS).

4.2.2   #EarlyChildhood #ECCE

Participation rate in organized learning (one year before the official primary entry age), by sex.

CONCEPT: The official primary entry age is the age at which children are obliged to start primary education according to national legislation or policies.

$$Part.rate = \frac{Enrolment\ ISCED\ 0\ or\ 1\ _{(prim.\ entry\ age-1)}}{Population\ _{(prim.\ entry\ age-1)}}$$

DATA SOURCES: Enrolment data reported by Ministries of Education or national statistical offices and population estimates produced by the UN Population Division or attendance data from household surveys and censuses.

4.3.1   #formaleducation #training #nonformaleducation

Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex.

CONCEPT: Methodology related to participation in formal education and training is established throughout most countries (ISCED 2011). However, methodology for measuring participation in non-formal education and training varies substantially across the globe.

DATA SOURCES: At the international level, surveys such as the European AES, PIAAC from OECD and the ILO SWTS.

4.4.1   #skills #technology #ICT

Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill.

CONCEPT: The indicator measures ICT skills based on the number of people who report having undertaken certain computer-related activities in a given time period.

DATA SOURCES: A standard methodology was developed by Eurostat and adopted by the International Telecommunications Union (ITU). Both organizations coordinate national surveys to collect this information.

4.5.1   #equity #gendergap #parity

Parity indices (female/male, rural/urban, bottom/top wealth quintiles and others such as disability status, indigenous peoples and conflict-affected, as data become available) for all education indicators on this list that can be disaggregated.

CONCEPT: The indices represent the ratio of the indicator value for one group to that of the other. Typically, the likely more disadvantaged group is in the numerator. A value of exactly 1 indicates parity between the two groups.

DATA SOURCES: Same as for underlying indicators.

4.6.1   #proficiency #numeracy #literacy

Proportion of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by sex.

CONCEPT: The fixed level of proficiency is the benchmark of basic knowledge in a domain measured through learning assessments. So far, there are no common standards validated by the international community or countries.

DATA SOURCES: Skills assessment surveys of the adult population (e.g. PIAAC, STEP, LAMP and national literacy and numeracy surveys).

4.7.1   #globalcitizenship #sustainabledevelopment

Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in: (a) national education policies, (b) curricula, (c) teacher education, and (d) student assessments.

CONCEPT: It seeks to measure the quantity and quality of country inputs, as well as whether the quality of GCED and ESD provision is adequate to fulfil their transformational potential.

DATA SOURCE: UNESCO consultation on the implementation of the 1974 Recommendation concerning Education for International Understanding, Cooperation and Peace and Education relating to Human Rights and Fundamental Freedoms.

MEANS OF IMPLEMENTATION

4.a.1   #LearningEnvironment #facilities #infrastructure

Proportion of schools with access to: (a) electricity; (b) Internet for pedagogical purposes; (c) computers for pedagogical purposes; (d) adapted infrastructure and materials for students with disabilities; (e) basic drinking water; (f) single-sex basic sanitation facilities; and (g) basic handwashing facilities (as per WASH indicator definitions).

DATA SOURCES: Administrative data from schools and other providers of education or training.

4.b.1   #scholarships #developmentaid

Volume of official development assistance flows for scholarships by sector and type of study.

DATA SOURCES: Administrative data on disbursement of official development assistance from OECD's Development Assistance Committee.

4.c.1   #teachers #qualification #teachertraining

Proportion of teachers in: (a) pre-primary education; (b) primary education; (c) lower secondary education; and (d) upper secondary education who have received at least the minimum organized teacher training (e.g. pedagogical training) pre-service or in-service required for teaching at the relevant level in a given country, by sex.

DATA SOURCES: Administrative data from schools and other organized learning centres.

Netherlands – BookStart Programme

TARGET 4·6

UNIVERSAL LITERACY AND NUMERACY

BoekStart

The researchers found that it was those children with attention disorders who benefitted most from the programme, with the effects of BookStart becoming even more pronounced in the long-term. Children enriched oral language, literacy and comprehension skills.

librarymap.IFLA.org

Australia – Better Beginnings Programme

QUALITY EDUCATION

4

TARGET 4·6

UNIVERSAL LITERACY AND NUMERACY

A recent return on investment analysis found that every dollar invested in early literacy development through Better Beginnings yields $5.64 in social value.

librarymap.IFLA.org

China – Neighbourhood Libraries

1,170 N-Libraries organised 1,027 various reading promotion activities while serving 30,000 readers and lending more than 328,000 books. The programme has been listed as one of priorities in the public cultural service system in Guangdong province.

librarymap.IFLA.org

QUALITY
EDUCATION
4

TARGET 4·6

UNIVERSAL LITERACY
AND NUMERACY

Ukraine – Fairytale Tram

More participating children become regular library users, bringing about 25 new readers to the Library each year. Parents have seen impact – after visiting the Tram, children are more likely to be seen with books and carries over into reading at home.

librarymap.IFLA.org

4 QUALITY EDUCATION

TARGET 4·6

UNIVERSAL LITERACY AND NUMERACY

Argentina – Seniors' Technology Skills

"No one at home had the patience to teach me how to use a smartphone. I learnt a new language of technology but also had a place to socialise and make connections.". An added value for seniors is having someone to talk to socially, reducing their feelings of isolation and loneliness.

librarymap.IFLA.org

Russia – Reading to Dogs to Develop Skills

4 QUALITY EDUCATION

TARGET 4·5

ELIMINATE ALL DISCRIMINATION IN EDUCATION

"…children are not afraid anymore, their reading and colloquial abilities have significantly improved to a level where they can freely communicate even with strangers"

librarymap.IFLA.org

11 SUSTAINABLE CITIES AND COMMUNITIES

TARGET 11·1	TARGET 11·2	TARGET 11·3	TARGET 11·4	TARGET 11·5	TARGET 11·6
SAFE AND AFFORDABLE HOUSING	AFFORDABLE AND SUSTAINABLE TRANSPORT SYSTEMS	INCLUSIVE AND SUSTAINABLE URBANIZATION	PROTECT THE WORLD'S CULTURAL AND NATURAL HERITAGE	REDUCE THE ADVERSE EFFECTS OF NATURAL DISASTERS	REDUCE THE ENVIRONMENTAL IMPACT OF CITIES

TARGET 11·7	TARGET 11·A	TARGET 11·B	TARGET 11·C
PROVIDE ACCESS TO SAFE AND INCLUSIVE GREEN AND PUBLIC SPACES	STRONG NATIONAL AND REGIONAL DEVELOPMENT PLANNING	IMPLEMENT POLICIES FOR INCLUSION, RESOURCE EFFICIENCY AND DISASTER RISK REDUCTION	SUPPORT LEAST DEVELOPED COUNTRIES IN SUSTAINABLE AND RESILIENT BUILDING

11 SUSTAINABLE CITIES AND COMMUNITIES

TARGET 11.4

PROTECT THE WORLD'S CULTURAL AND NATURAL HERITAGE

Iraq – Digitising Documentary Heritage

Over 460 users have been able to access and study these manuscripts digitally thanks to this initiative. Iraqi and international master's and doctoral students are now able see and study images of these manuscripts.
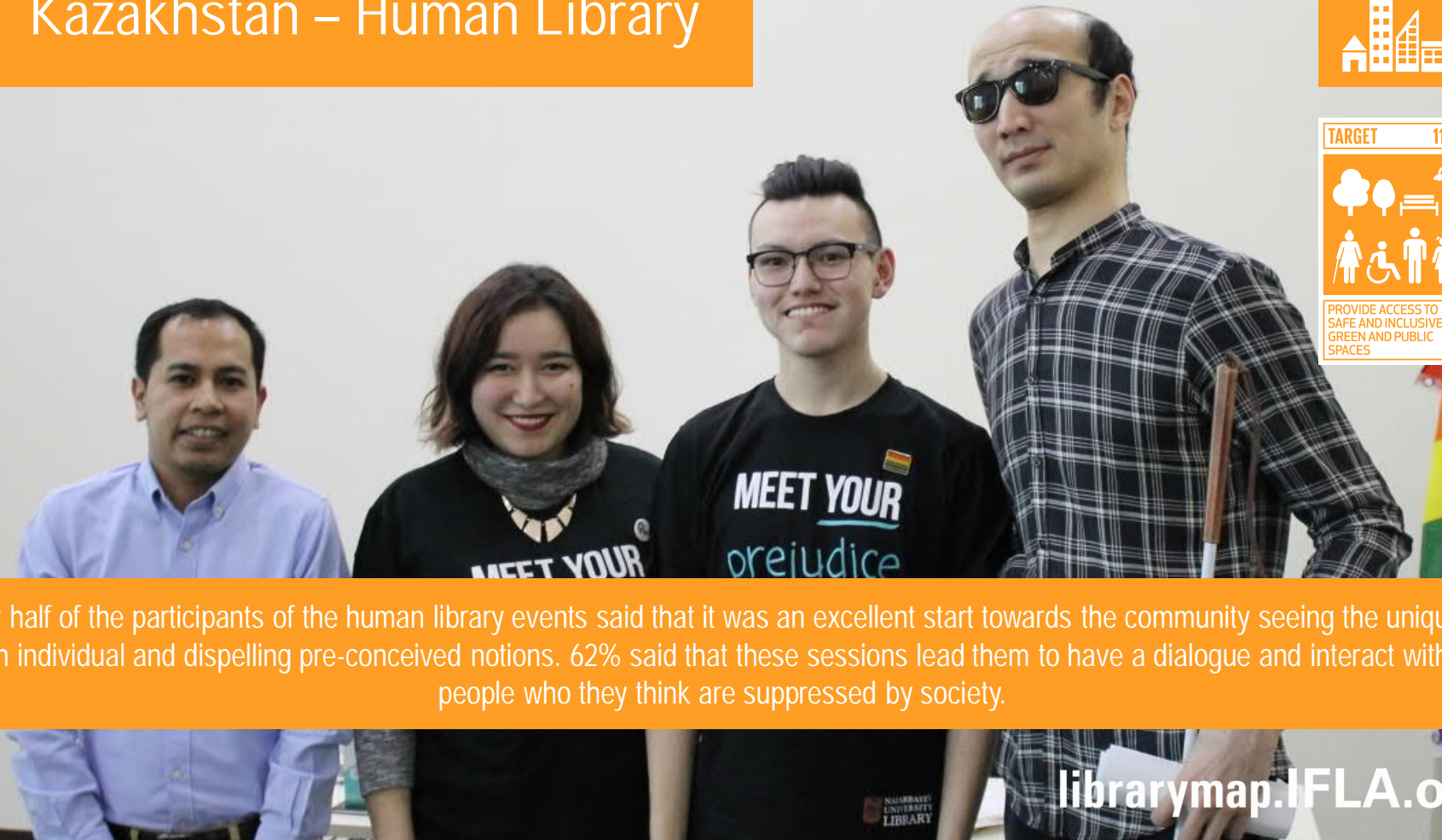
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11 SUSTAINABLE CITIES AND COMMUNITIES

TARGET 11·3

INCLUSIVE AND SUSTAINABLE URBANIZATION

India – Supporting Research on Urbanisation

Since 2013, there has been an increase of 276% in library usage, which correlates to a significantly increased institutional research output from 52 articles in 2013 to 497 in 2020.

librarymap.**IFLA**.org

Kazakhstan – Human Library

11 SUSTAINABLE CITIES AND COMMUNITIES

TARGET 11·7

PROVIDE ACCESS TO SAFE AND INCLUSIVE GREEN AND PUBLIC SPACES

Nearly half of the participants of the human library events said that it was an excellent start towards the community seeing the uniqueness of each individual and dispelling pre-conceived notions. 62% said that these sessions lead them to have a dialogue and interact with those people who they think are suppressed by society.

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12 RESPONSIBLE CONSUMPTION AND PRODUCTION

TARGET 12·1

IMPLEMENT THE 10-YEAR SUSTAINABLE CONSUMPTION AND PRODUCTION FRAMEWORK

TARGET 12·2

SUSTAINABLE MANAGEMENT AND USE OF NATURAL RESOURCES

TARGET 12·3

HALVE GLOBAL PER CAPITA FOOD WASTE

TARGET 12·4

RESPONSIBLE MANAGEMENT OF CHEMICALS AND WASTE

TARGET 12·5

SUBSTANTIALLY REDUCE WASTE GENERATION

TARGET 12·6

ENCOURAGE COMPANIES TO ADOPT SUSTAINABLE PRACTICES AND SUSTAINABILITY REPORTING

TARGET 12·7

PROMOTE SUSTAINABLE PUBLIC PROCUREMENT PRACTICES

TARGET 12·8

PROMOTE UNIVERSAL UNDERSTANDING OF SUSTAINABLE LIFESTYLES

TARGET 12·A

SUPPORT DEVELOPING COUNTRIES' SCIENTIFIC AND TECHNOLOGICAL CAPACITY FOR SUSTAINABLE CONSUMPTION AND PRODUCTION

TARGET 12·B

DEVELOP AND IMPLEMENT TOOLS TO MONITOR SUSTAINABLE TOURISM

TARGET 12·C

REMOVE MARKET DISTORTIONS THAT ENCOURAGE WASTEFUL CONSUMPTION

Croatia – 'Greentivities'

12 RESPONSIBLE CONSUMPTION AND PRODUCTION

TARGET 12·5
SUBSTANTIALLY REDUCE WASTE GENERATION

TARGET 12·8
PROMOTE UNIVERSAL UNDERSTANDING OF SUSTAINABLE LIFESTYLES

Results from the programme's evaluation show that nine out of ten greentivities participants have gained understanding of their personal impact on the environment. 74% of the programme's participants indicated that they have started to recycle more often since participating in the programme.

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12 RESPONSIBLE CONSUMPTION AND PRODUCTION

Ireland – Sustainability Campaign Love Our Library

TARGET 12·2

SUSTAINABLE MANAGEMENT AND USE OF NATURAL RESOURCES

TARGET 12·5

SUBSTANTIALLY REDUCE WASTE GENERATION

In three years, over 1,000,000 kWh of electricity and €65,000 have been saved. The surplus from the initiative was used to install a new air curtain at the main entrance, a living wall in the library's 24-hour reading room and to purchase an electric van. Recycling rates increased from 5% to 70%, and 1,234,000 litres of water were saved.

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13 CLIMATE ACTION

STRENGTHEN RESILIENCE AND ADAPTIVE CAPACITY TO CLIMATE RELATED DISASTERS

INTEGRATE CLIMATE CHANGE MEASURES INTO POLICIES AND PLANNING

BUILD KNOWLEDGE AND CAPACITY TO MEET CLIMATE CHANGE

UNFCCC

IMPLEMENT THE UN FRAMEWORK CONVENTION ON CLIMATE CHANGE

PROMOTE MECHANISMS TO RAISE CAPACITY FOR CLIMATE PLANNING AND MANAGEMENT

13 CLIMATE ACTION

TARGET 13·3

BUILD KNOWLEDGE AND CAPACITY TO MEET CLIMATE CHANGE

Ukraine – Garbage Hero

According to research conducted among 90 participants in the project, 70% responded that their families' recycling habits had changed drastically as a result of the Garbage Hero project.

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Colombia – Children's Environmental Literacy

TARGET 13·3

BUILD KNOWLEDGE AND CAPACITY TO MEET CLIMATE CHANGE

The Library's environmental workshops have become an integral part of the school's curriculum and continue to contribute to improving students' environmental literacy.

13 CLIMATE ACTION

TARGET 13·3

BUILD KNOWLEDGE AND CAPACITY TO MEET CLIMATE CHANGE

In Floreana Island, the Travelling Library serves the island's only local school, which has 3 teachers and 20 students. It is the first library on the island, supporting school curricula with every following suitcase.

Travelling Libraries

librarymap.IFLA.org

13 CLIMATE ACTION

TARGET 13·3

BUILD KNOWLEDGE AND CAPACITY TO MEET CLIMATE CHANGE

Costa Rica – Social Responsibility Programme

3,000 kilograms of garbage (about 300 garbage bags) were removed from the beach. During the event, they also distributed recycling and waste-sorting information throughout the community. There was a workshop on making crafts from recycled materials, with 50 community members and librarians participating.

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IFLA Storytelling Manual

Libraries and
the Sustainable Development Goals
a storytelling manual

librarymap.ifla.org

Storytelling Flowchart

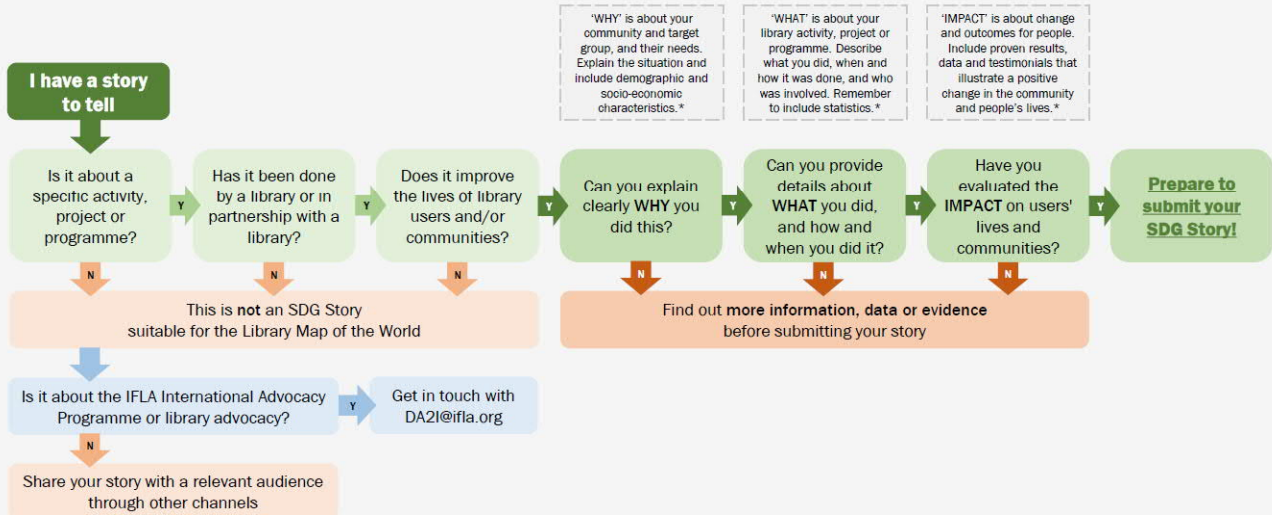# Every story must answer three questions

WHY?

Description of a problem or challenge in the COMMUNITY that your library activity, project or programme was designed to address

Community Data

WHAT?

Brief description of your LIBRARY activity, project or programme

Performance Data

SO WHAT?

Description of IMPACT on the community and evidence of its contribution to development needs

Outcomes Data

Why - Community Data

WHAT WE WANT TO TELL	WHERE CAN WE GET DATA
• Community demographics and social & economic context • Geography, infrastructure, assets or resources • Community life and key issues, challenges • Situation and needs of your target group	• Census • Official sources of local government • Data from NGOs and community organisations • Surveys, focus groups, interviews • Reports, newsletters, newspapers

What - Performance Data

WHAT DO WE WANT TO TELL	WHERE CAN WE GET DATA
• What and how much did we do – specific library services, activities, projects or programmes • Who was involved and how – partnerships • Who, how and how many we served - participants	• Library statistics • Library project reports • Partner organisations' reports

So What (Impact) - Outcomes Data

WHAT DO WE WANT TO TELL	WHERE CAN WE GET DATA
• What was the effect of our services, activities, projects or programmes on community and target group – impact • What changed – outcomes (knowledge, skills, behaviours, attitudes, quality of life)	• Impact evaluation surveys • Tests and measurements • Interviews, focus groups • User stories and testimonials • Photos, videos • Partner reports

Outcome areas that might be relevant
https://www.projectoutcome.org

EARLY CHILDHOOD LITERACY

DIGITAL LEARNING

EDUCATION/LIFELONG LEARNING

SUMMER READING

JOB SKILLS
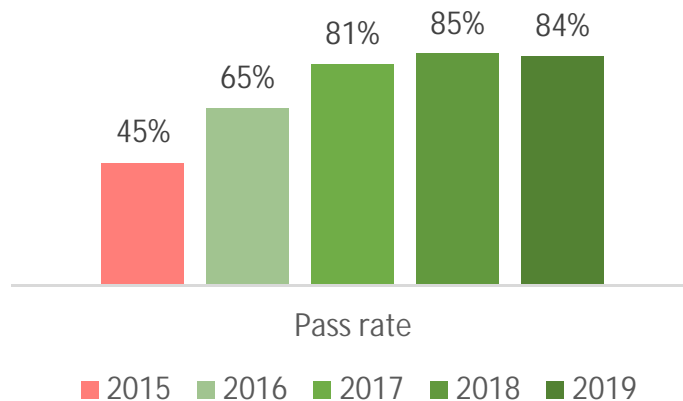
COMMUNITY ENGAGEMENT

HEALTH

ECONOMIC DEVELOPMENT

- Civic/Community Engagement
- Digital Learning
- Economic Development
- Education/Lifelong Learning
- Early Childhood Literacy
- Job Skills
- Summer Reading

Use few key numbers

HANDS-ON COMPUTER CLASSES PROJECT AT A GLANCE – 2015 – 2019

4 regions of Ghana

20 schools participated

12,000 children benefited

4,153 Grade 3 children who wrote the ICT exam

Show tendencies over time

45% 65% 81% 85% 84%

Pass rate

■ 2015 ■ 2016 ■ 2017 ■ 2018 ■ 2019

Use visuals & quotes

"The hands-on computer classes helped me pass the ICT exam, and also my English exam, because of the reading," said Anna. Anna, aged 17, is now a proud student at secondary school, and well on the way to achieving her dream of becoming a policewoman.