

**LIBRARIES, DEVELOPMENT, AND THE IMPLEMENTATION OF THE UN 2030 AGENDA**

**PROGRAMME MANUAL**

INTERNATIONAL ADVOCACY PROGRAMME

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# 

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# Introduction to the International Advocacy Programme: Libraries, Development, and the Implementation of the UN 2030 Agenda

## Libraries have been presented with an unprecedented opportunity and history will judge the extent to which librarians took advantage. Libraries must utilise the favourable circumstances of the global adoption of the UN Sustainable Development Goals to position themselves as key partners in the development of their country and society. The fifteen-year time frame of the UN 2030 Agenda provides scope for libraries to obtain funding and resources through alignment with long-term national development plans.

## The first objective of the workshop is to address the information gap of library workers at community, national and regional levels and raise awareness of the important role libraries can play in development by contributing to the United Nations 2030 Agenda for Sustainable Development and the Sustainable Development Goals (SDGs);

## The second objective of this workshop is to assist library associations and other library representatives to become part of the conversations concerning national development plans within their country.

**Background to the UN 2030 Agenda**

In September 2015, after more than three years of negotiations and intense involvement from many stakeholders, including IFLA, the Member States of the United Nations adopted the post-2015 Development Agenda to succeed the Millennium Development Goals[[1]](#footnote-1), *Transforming our world: the 2030 Agenda for Sustainable Development*.

The UN 2030 Agenda follows the Millennium Development Goals (MDGs) that were officially established following the Millennium Summit of the UN in 2000. The MDGs ended in 2015.

The new UN 2030 Agenda is an inclusive, integrated framework of 17 Sustainable Development Goals (SDGs) with a total of 169 Targets spanning economic, environmental and social development. They lay out a plan for all countries to actively engage in making our world better for its people and the planet.

The UN 2030 Agenda will help all UN Member States focus their attention on poverty eradication, climate change, and the development of people. By achieving this Agenda, **no one will be left behind.** **All countries** in the world must achieve the Goals. The UN 2030 Agenda is a political commitment, which means that everyone, including libraries and civil society, will have a role in making sure governments are accountable for implementing the SDGs.

All countries in the world must now develop a plan as to how they will address the SDGs and they will be required to report on their progress at regular intervals to the UN. Some countries have implemented a national development plan, some countries may concentrate on particular SDGs of importance to their people, but all will be involved.

Library associations have a unique opportunity to develop an advocacy plan which allows them to envisage libraries as partners to government and civil society in a national context. Libraries have a role to play as part of the national development plan – they are an asset for government, a resource that already exists and is willing to assist.

**Libraries Aligning to National Development Plans**

Libraries are currently undertaking valuable work in their communities. In Germany libraries offer self-learning language, media and reading programmes to refugees. In Uganda they provide an ICT programme for female farmers. In Singapore, libraries pay special attention to populations that lack mobility to ensure they have the information they need. In the United States, libraries offer guidance on information for prospective business owners. In Mongolia libraries are creating talking books to assist blind and low vision people who are often unemployed and receive very little support. Each of these examples can be aligned with one of the UN 2030 Sustainable Development Goals. Libraries are often not good at talking about what they do, at spreading the word and at publicising their achievements. But with activities, data and statistics, and stories, libraries can utilise the SDGs to align themselves with national development plans.

Libraries already exist as key resources in their local communities. They are a safe and welcoming space for all, they have trained staff and may provide access to computer technology and the internet. Many government officials do not understand how libraries can partner with them to deliver programmes in their communities. This is why library associations must plan a strategy at the national level to become part of the development conversations. We need to be able to talk about the work of libraries using the vocabulary of national development efforts and the language of the SDGs. Only by doing this will librarians have the chance to partner with governments and other development organisations, and thereby gain access to resources, support and possibly funding to assist in aligning library services with development priorities.

The fifteen-year time span of the 2030 Agenda is an exceptional circumstance for libraries to position themselves as core civil and community resources, not limited to one particular sector. Every government will be allocating resources to the SDG goals and targets they identify as national priorities. It will not happen at once but libraries must strive to be part of the conversations and planning from the earliest stages.

**IFLA’s International Advocacy Programme (IAP)**

IAP will increase the capacity of library associations and public libraries to meet emerging challenges, centered on the UN 2030 Agenda, and give them a greater capacity for advocacy activities. It will build awareness and increased capacity to help the public library community advocate for the best possible policy frameworks for accessing information at national, regional and global levels. In turn, this will increase the ability of libraries to meet their community needs and increase commitment and support from policy makers.

In addition, IAP will enable IFLA to develop its own advocacy capacity to better implement activities during the life of the project, and sustain effectiveness in the years to come. For example, IAP funding will optimize IFLA’s communication  
capacity for advocacy activities by updating and improving IFLA’s online presence, including the main IFLA website. It will also support extensive professional development for IFLA staff in areas such as project management and communications. Within IFLA, this programme makes a significant contribution to achieving Strategic Directions 1 and 4 of the Strategic Plan (http://www.ifla.org/strategic-plan), specifically regarding Key Initiative activities around member engagement on the UN 2030 Agenda and capacity building.

## **Outcomes**

IAP aims to assist library workers to develop the knowledge, language, tools and services they need to align public libraries with development outcomes and the changing information environment in the context of the UN 2030 Agenda. Success in this programme will be measured by the level of country engagement across four regions in regional and national level activities, and by the inclusion of libraries in national development plans (in whatever configuration they take in each national context).

## **Implementation**

IFLA will move quickly from trainer implementation to the activity phase.

In the first phase, trainers who can deliver workshops in the regions will be invited to take part in a train-the-trainer workshop. They will gain an awareness of the new module on the UN 2030 Agenda, advocacy skills and links to national development plans.

In the second phase, these trainers will deliver regional workshops. At these workshops two participants from nominated countries will learn more about the 2030 Agenda and the Sustainable Development Goals. They will also develop an action plan for their national association and library community to undertake advocacy activities in order to become an involved partner in their respective national development plans.

In the third phase, library communities will be invited to apply for funding to implement regional or national activities.

Activities could potentially include but are not limited to:

* + - * Awareness raising and capacity building workshops focusing on implementing the UN 2030 Agenda at the regional level as well as specific country issues and positions;
      * Development of materials and events e.g. in conjunction with conferences and in-country meetings to support awareness-raising around the UN 2030 Agenda;
      * Workshops to assist librarians develop the skills of collecting data and stories to show how libraries are contributing to the UN SDGs;
      * Assistance workshops facilitated by experts on different issues in the SDGs who can provide advice, research, or participate in meetings with policymakers.

After one year, participants from all regions will be invited to a global review meeting to share experiences, evaluate the progress and impact of the programme to date, and to make joint plans for future cooperation around the UN 2030 Agenda. The meeting will review commitments made by participants at the regional meetings in 2016, and assess overall progress of library advocacy in relation to the SDGs.

## **Audience**

The programme is aimed at library associations and public library workers. Public libraries have a valuable role to play in assisting with national development plans. There is enormous scope within the Sustainable Development Goals to work with partners on activities that align with goals most relevant to specific communities.

Attendees at the regional workshops (Phase 2 of implementation) have signed agreements committing themselves to undertake awareness raising activities on their return to their own country. They may also wish to submit proposals for further development (Phase 3 of implementation).

## Future planning

At the end of the programme’s funding period learning from the global review meeting and the final project reports will be used in considering how to plan IAP activities in the future.

The International Advocacy Programme is a comprehensive programme offering a strategic approach to national and regional level advocacy for national associations and public libraries. It builds on the UN 2030 Agenda and the Sustainable Development Goals as platforms for libraries to become more aligned to national development plans.

The programme is delivered by IFLA’s Action for Development through Libraries (ALP) programme.

# Overview of the training module: Libraries, Development, and the UN 2030 Agenda

## Overview

This module focuses on the contribution libraries make to development agendas, principally the United Nations 2030 Agenda, and other regional development agendas. It outlines the steps needed to understand the process at global, regional and national levels, and the development of an action plan to enable library associations to advocate for the inclusion of libraries in national and regional development. It draws on several tools including the IFLA UN 2030 Agenda toolkit, Building Strong Library Associations programme modules, as well as toolkits and advocacy materials developed by other coalition partners and library associations. The module will need to be customised for the immediate socio-political environment of the country or region in which it is delivered. There are a variety of political contexts within which advocacy operates, and the workshops will need to reflect the immediate context on a country-by-country basis.

This module assumes that participants have a working knowledge and some experience in **advocacy**, as the definition of advocacy is only briefly introduced before moving on to action around development agendas. For further background on advocacy, refer to **BSLA Module 5: Libraries on the Agenda[[2]](#footnote-2)**.

## Learning outcomes

Please read through these with participants.

On completion of this training module, workshop participants should:

1. Have a clear understanding of the UN2030 Agenda and the Sustainable Development Goals
2. Understand the imperative for the library sector to partner with other agencies to achieve positive development outcomes for society and the community
3. Develop an advocacy plan for the national library association which focuses on the contribution to be made by the library and information sector to support sustainable development activities at the national and regional levels
4. Be prepared to lead and play an active role in the development agenda in their country and region.

Make sure participants understand the intent of the module and what they are expected to learn. Small working groups of people will work together throughout the workshop. Encourage them to openly share ideas in order to learn from each other.

Training module plan

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Topic** | **Time allocated** | **Presentation files and workshop activities** | **Learning outcomes** | |
| Welcome and introductions | 30 mins | **Content:**  Introduction to the Libraries, Development and the UN 2030 Agenda workshop (ppt) | 1. To introduced the trainers and participants 2. To understand the objectives of the workshop 3. To agree upon the groundrules for the workshop | |
| Topic 1:  The UN 2030 Agenda | 60 mins | **Presentation:** Topic 1: The UN 2030 Agenda (ppt) [20 mins]  **Content:**   * Global development * Millennium Development Goals * Development of the UN 2030 Agenda * Sustainable Development Goals * The IFLA journey: Goal 16.10   **Activity 1.1** Which SDGs are relevant to your country/region? [10 mins]  **Activity 1.2** Looking at one SDG, which targets are the most relevant? [10 mins] | 1. To understand the landscape of the UN Development Agenda 2. To be able to discuss the UN Millennium Goals – and be aware of some of the achievements 3. To build your knowledge of the UN 2030 Agenda and the Sustainable Development Goals (SDGs) | |
| Topic 2:  The role of libraries in the context of the UN 2030 Agenda | 90 mins | **Presentation:** Topic 2: The role of libraries in the context of the UN 2030 Agenda  **Content:** IFLA’s journey so far with the UN 2030 Agenda  **Activity 2.1**  SDGs in your local context  **Content:** National Development Plans [15 mins]   * + Vision 2030 Jamaica   + Vision 2030 Kingdom of Saudi Arabia (or alternative)   **Activity 2.2** Vision 2030 Jamaica – The role of libraries? [10 mins]  **Content:** How libraries already make a contribution to the SDGs [10 mins]   * + Goal 4: Quality education, eg Boekstart NL   + Goal 2: End hunger, achieve food security, eg Romania | 1. To introduce you to some successful library initiatives which demonstrate the role libraries can play to support specific SDGs 2. To help you understand that these initiatives may indirectly support other SDGs 3. To enable you to identify ways in which your current library activities are already contributing to the SDGs | |
| **Topic** | **Time allocated** | **Presentation files and workshop activities** | **Learning outcomes** | |
| Topic 2 cont. |  | **Activity 2.3** How might a library programme indirectly support other SDGs? [10 mins]  **Activity 2.4**  List the programmes and services offered by your library. How do these already contribute to the SDGs? [15 mins]  **Content:** Raising awareness about SDGs [10 mins]   * + The role of libraries   + The role of library associations   **Activity 2.5:** Your awareness campaign [30 mins] | 1. To consider the ways in which your library association’s advocacy activities can be aligned with the SDGs 2. To prepare you to develop a campaign to raise awareness about the UN 2030 Agenda in your own country | |
| Topic 3: The seven steps of the advocacy planning cycle | 30 mins | **Presentation: Topic 3: The seven steps of the advocacy planning cycle** (ppt)  **Content:** Discussion on the overarching framework for developing an advocacy plan | 1. To understand a structured framework which presents the seven steps involved in developing an effective advocacy campaign 2. To provide you with the foundation knowledge to enable you to progressively draft an advocacy plan for your library association in Topic 4 | | |
| Topic 4: Developing an advocacy plan to support the UN 2030 Agenda | 60 mins | **Presentation: Topic 4: Developing an advocacy plan to support the UN 2030 Agenda** (ppt)  **Activity 4.1** Developing an advocacy plan to support the UN 2030 Agenda: Worksheet  **Step 1**: Identify and analyse the issue  **Step 2**: Set the goals and objectives  [break] | 1. To help you work through the seven steps of the advocacy planning cycle discussed in Topic 3, to draft your own plan 2. To enable you to shape your own ideas into a strong and cohesive document to guide your advocacy activities to take back to your association | | |
| 90 mins | **Step 3**: Identify the decision makers  **Activity 4.2** Meeting with policy makers (role play) |
| **Topic** | **Time allocated** | **Presentation files and workshop activities** | **Learning outcomes** | |
| Topic 4 cont. | 90 mins | **Step 4**: Define your message and the proposal  **Activity 4.3** Making an elevator pitch  **Step 5**: Set your timelines  [break] |  | | |
| 90 mins | **Step 6**: Assess resources, choose tactics and implement  **Step 7**: Monitor, evaluate and share  **Activity 4.4 The summary of your advocacy plan** |
| Topic 5: IFLA IAP funding proposals | 60 mins | **Content:** Strategies to translate the advocacy plan into an IAP funding proposal (examples required)  **Content:** The IFLA IAP funding activities: Information, guidance and support | 1. To understand the requirements for submitting an IFLA IAP funding proposal 2. To become familiar with the range of resources relating to the UN 2030 Agenda and the IFLA IAP |
| Wrap up, evaluation and close | 30 mins |  |  |

## Suggested schedule

This module is designed to be delivered over two days.

**Day 1** introduces the workshop programme, the UN 2030 Agenda (Topic 1) and examines the contribution libraries are already making to support local development (Topic 2). Participants will think about ways to raise awareness about the SDGs in their own country. After they are introduced to the seven step advocacy planning cycle (Topic 3), the individual groups begin to draft their own advocacy proposal (Topic 4) which will help their national library associations articulate the importance of being accepted as partners in the local and/or regional development activities. On Day 1, the focus is initially on Steps 1-3 of the advocacy cycle.

**Day 2** sees participants continuing to draft their advocacy plan, working through Steps 4 -7 of the advocacy cycle (Topic 4), with a final activity where they share and review the individual plans. The completed advocacy plan can be used to inform the development of an IFLA IAP funding proposal. The requirements for preparing and submitting funding proposals are discussed (Topic 5).

It should be noted that the workshop materials should be customised to ensure that the content is contextualised in the national or regional development agenda and that suitable local examples are available to illustrate key points and to maintain audience interest.

Please note that timelines are indicative. Trainers may wish to modify the amount of time they give to a topic to accommodate the immediate knowledge and interests of participants.

Stationery and equipment:

* Workshop materials
* Sticky notes in a range of colours
* Flipcharts
* Marker pens in a range of colours.

|  |  |
| --- | --- |
| **Day 1** | **Day 2** |
| 9:00 Welcome and introductions | 9:00 Questions, reflections |
| Topic 1: The UN 2030 Agenda | Topic 4: Developing an advocacy plan to   support the UN 2030 Agenda  Step 4: Draft the message  Step 5: Establish the timelines |
| 10:30-11:00 Morning Break | 10:30-11:00 Morning Break |
| Topic 2: The role of libraries in the UN   2030 Agenda | Topic 4: Developing an advocacy plan to  support the UN 2030 Agenda  Step 6: Assess resources, choose tactics &   implement    Step 7: Monitor, evaluate and share |
| 12:30-13:30 Lunch | 12:30-1:30 Lunch |
| Topic 3: The seven steps of the advocacy   planning cycle  Topic 4: Developing an advocacy plan to  support the UN 2030 Agenda    Step 1: Identify and analyse the issue  Step 2: Set the goals and objectives | Topic 4: Developing an advocacy plan to  support the UN 2030 Agenda  Summary of the advocacy plan |
| 15:00-15:30 Afternoon Break | 15:00-15:30 Afternoon Break |
| Topic 4: Developing an advocacy plan to  support the UN 2030 Agenda  Step 3: Identify the decision makers | Topic 5: IFLA IAP funding proposals |
| 17:00 Conclusion | 16:30-17:00 Wrap up, evaluation and close |

# Topic 1: The UN 2030 Agenda

documentUN Transforming our World: The 2030 agenda for Sustainable Development

Ensure all participants have a copy of **UN Transforming our World: The 2030 Agenda for Sustainable Development** as they work through Topic 1. <https://sustainabledevelopment.un.org/content/documents/21252030%20Agenda%20for%20Sustainable%20Development%20web.pdf>

documentUN Sustainable Development Goals 2030

Ensure all participants have a copy of the **UN Sustainable Development Goals 2030** as they work through Topic 1. <http://www.undp.org/content/dam/undp/library/corporate/brochure/SDGs_Booklet_Web_En.pdf>

documentUN 2030 Agenda toolkit

Ensure all participants have a copy of the **IFLA** **toolkit** as they work through Topic 1. More details about the Agenda and the steps to advocate are included in the toolkit.<http://www.ifla.org/files/assets/hq/topics/libraries-development/documents/libraries-un-2030-agenda-toolkit.pdf>

## Learning objectives

1. To ensure participants understand the landscape of the UN Development Agenda
2. To enable them to discuss the UN Millennium Goals and some of the achievements made
3. To build their knowledge of the UN 2030 Agenda and the Sustainable Development Goals (SDGs).

In **Topic 1: The UN 2030 Agenda**, participants are introduced to the UN development landscape, working from the Millennium Development Goals, which were the focus of development work from 2000 to 2015, and the international process of creating the UN 2030 Agenda, with a set of 17 Sustainable Development Goals (SDGs).

**Background to the UN 2030 Agenda**

In September 2015, after more than three years of negotiations and intense involvement from many stakeholders, including IFLA, the Member States of the United Nations adopted the post-2015 Development Agenda to succeed the Millennium Development Goals[[3]](#footnote-3), *Transforming our world: the 2030 Agenda for Sustainable Development*.

The UN 2030 Agenda follows the Millennium Development Goals (MDGs) that were officially established following the Millennium Summit of the UN in 2000. The MDGs encapsulated eight globally agreed goals in the areas of poverty alleviation, education, gender equality and empowerment of women, child and maternal health, environmental sustainability, reducing HIV/AIDS and communicable diseases, and building a global partnership for development. The MDGs ended in 2015.

The new UN 2030 Agenda is an inclusive, integrated framework of 17 Sustainable Development Goals (SDGs) with a total of 169 Targets spanning economic, environmental and social development. They lay out a plan for all countries to actively engage in making our world better for its people and the planet.

The UN 2030 Agenda will help all UN Member States focus their attention on poverty eradication, climate change, and the development of people. By achieving this Agenda, **no one will be left behind.** **All countries** in the world must achieve the Goals. The UN 2030 Agenda is a political commitment, which means that everyone, including libraries and civil society, will have a role in making sure governments are accountable for implementing the SDGs.

Libraries support many aspects of The UN 2030 Agenda’s vision and the SDGs. Libraries are key public institutions that have a vital role to play in development at every level of society.

The UN 2030 Agenda includes[[4]](#footnote-4):

* Declaration
  + Vision of the world in 2030
* Sustainable Development Goals (17 goals, 169 targets)
  + What the world needs to achieve by 2030 – from eradicating poverty to good education, sustainable cities, peace and justice
* Means of Implementation
  + Who is going to pay, and how much it will cost
* Follow-up and review – global indicators
  + How we know which countries are on track in meeting the Goals.

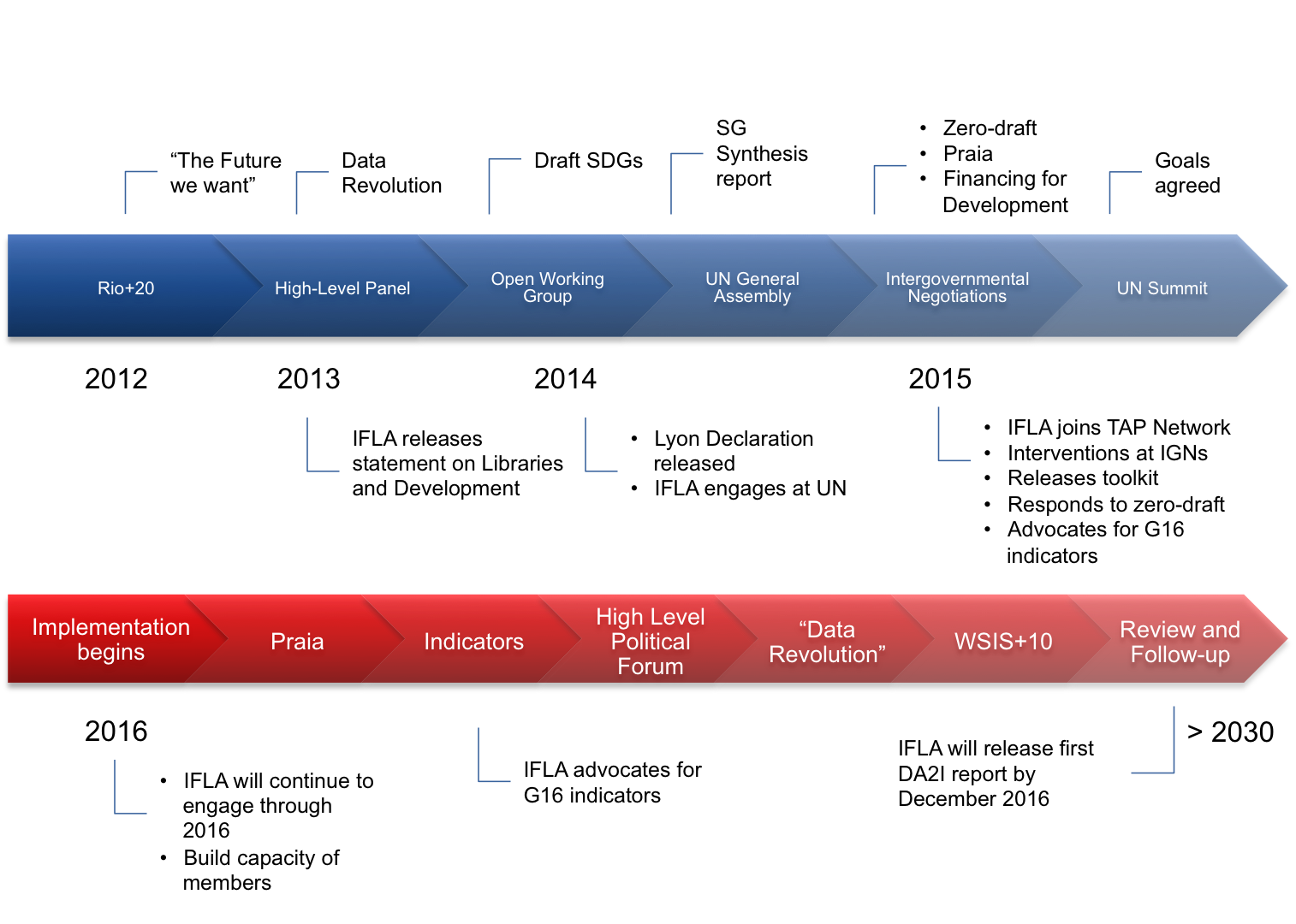
## IFLA’s advocacy

Increasing access to information and knowledge across society, assisted by the availability of information and communications technologies (ICTs), supports sustainable development and improves people’s lives. IFLA has been advocating since 2012 to ensure that access to information, literacy, ICTs and culture are included as part of the UN 2030 Agenda[[5]](#footnote-5).

**These are issues IFLA has always advocated** – the SDGs are an important way to advance access to information and libraries as all governments have agreed to meeting the SDGs, but IFLA will also continue to advocate and build capacity through a number of other forums.

## Timeline to 2030

The timeline (Figure 1) shows the major activities and outcome documents that led to adoption of the UN 2030 Agenda in September 2015 (in blue), and the timeline after implementation begins on 1 January 2016 (in red). IFLA’s advocacy and planned activities over the next year are indicated below the timeline.



**High-Level Political Forum**

Progress towards meeting the SDGs will be monitored every four years by the UN High-Level Political Forum, beginning in 2016. IFLA will participate in this process and consultations on progress towards meeting targets on access to information, ICT, culture and literacy.

## The UN 2030 Agenda: Follow up and review

How will countries know whether they have made progress towards meeting the UN 2030 Agenda? How will data on each Goal and Target be reported to the UN, and to citizens living in the country? These questions are part of the follow up and review of the Agenda.

It’s important to monitor progress in your country to find out when your country plans to implement Goals, the process for implementation, and when your country is due to submit their progress for review by the UN.

**High-level political forum**

Starting in 2016, the UN will review progress towards meeting the UN 2030 Agenda on a regular basis at the High-Level Political Forum, held in July. For the first review, the UN has invited a number of countries to participate in a voluntary review. This will be an opportunity to learn more about how these countries are progressing, and to identify opportunities for advocacy and input into the process.

## Other related processes

Other development and regional processes are related to the SDGs or will help meet the SDGs. The SDGs do not stand alone – they will be integrated with other development priorities in many countries. For member countries in these processes, there may be regional or thematic approaches to the SDGs that will impact how your country approaches implementation. These include, but are not limited to:

**Cape Town Declaration**

Ministers and country representatives from Angola, Burkina Faso, Cape Verde, Cote D’Ivoire, Lesotho, Guinea, Madagascar, Malawi, Mozambique, Nigeria, South Africa, South Sudan and Swaziland signed a declaration in support of libraries in the SDGs at the IFLA Congress in August 2015[[6]](#footnote-6).

**Africa Union Agenda 2063: The Africa We Want**

The Africa Union[[7]](#footnote-7) has identified a number of areas for ‘convergence’ between the SDGs and 2063 Agenda: The Africa We Want[[8]](#footnote-8), through the work of the Common Africa Position on the post-2015 development agenda[[9]](#footnote-9).

**Open Government Partnership Declaration on SDG Goal 16**

The Open Government Partnership (OGP)[[10]](#footnote-10) is an international organisation that works with the governments of member countries to make strong commitments to transparency, civic participation, fighting corruption, and open, accountable government. The Partnership has released a declaration calling on OGP member countries to use National Action Plans to adopt commitments that serve as effective tools for implementation of the Sustainable Development Goals (SDGs)[[11]](#footnote-11). OGP have committed to integrating Goal 16 in OGP National Action Plans. Countries such as Moldova, Georgia and Ukraine already have access to information and library commitments as part of their OGP Action Plans.

**Related development processes on climate change and financing**

The Third UN World Conference on Disaster Risk Reduction held in Sendai, Japan in March 2015 has developed a global agenda for that topic[[12]](#footnote-12). This is important for the development and safeguarding of cultural heritage.

The Addis Ababa Action Agenda framework[[13]](#footnote-13) for financing for development was agreed in Ethiopia in July 2015. This framework called for the creation of an open access knowledge-sharing platform, which IFLA supports[[14]](#footnote-14).

To encourage participants to begin to think about the relevancy of the SDGs to their own country and region, they work on a couple of activities:

**Activity 1.1** Which topics of the individual SDGs are relevant to their country and/or region?

**Activity 1.2** Looking in more detail at a single SDG, which are the most relevant targets in that country or region?

Participants should write a single idea on a single sticky note: the different ideas can then be grouped during the discussions.

Topic 2: The role of libraries in the context of the   
 UN 2030 Agenda

documentIFLA Statement on Libraries and Development

Ensure all participants have a copy of the **IFLA Statement on Libraries and Development** (2013)as they work on Topic 2.  
<http://www.ifla.org/publications/ifla-statement-on-libraries-and-development>

documentThe Lyon Declaration on Access to Information and Development

Ensure all participants also have a copy of the **The Lyon Declaration on Access to Information and Development** (2014)as they work through the topic.  
<http://www.lyondeclaration.org/content/pages/lyon-declaration.pdf>

documentIFLA booklet: Access and Opportunity for All

Ensure all participants also have a copy of the **IFLA Booklet: Access and Opportunity for all: How libraries contribute to the United Nations 2030 Agenda** as they work through the topic.  
<http://www.ifla.org/files/assets/hq/topics/libraries-development/documents/access-and-opportunity-for-all.pdf>

documentIFLA handout: Libraries can drive progress across the entire   
UN 2030 Agenda

Ensure all participants also have a copy of the **IFLA handout: Libraries can drive progress across the entire UN 2030 Agenda** as they work through this topic.  
<http://www.ifla.org/files/assets/hq/topics/libraries-development/documents/sdgs-insert.pdf>

document

Activity 2.4 How your library already contributes to the SDGs

Ensure all participants have a copy of the handout for **Activity 2.4 How your library already contributes to the SDGs.**

In **Topic 2: The role of libraries in the UN 2030 Agenda**, participants will learn about the significant role IFLA has played in ensuring that the concept of “access to information” was included in the SDGs, following the development of advocacy through:

The IFLA Statement on Libraries and Development (2013)

The Lyon Declaration on Access to Information and Development (2014)

Access and Opportunity for All: How Libraries Contribute to the UN 2030 Agenda (2105).

Participants consider the strategies that some individual countries are taking to implement the SDGs. They are introduced to a case study of one country, Jamaica, to learn about how it has developed a National Development Plan.

Activities in this topic encourage participants to better understand implementation of the SDGs in their own country. This leads into developing a clearer understanding of the role that libraries might play within the development agenda. If libraries are well positioned to make a significant contribution, then it is essential that the message is carried to other stakeholders and decision makers connected with the national development planning.

## Understand how the UN 2030 Agenda will be implemented at the national level

National development plans will shape many government spending and programme priorities. These plans can include a single national development plan, or broadband, digital inclusion, and social development plans, amongst others. By demonstrating the contribution libraries make across the Goals, libraries will be in the best position to partner with government and others to implement national strategies and programmes that benefit library users. Access to information and libraries support poverty eradication, agriculture, quality education, health, public access to ICT and universal service provision, culture, economic growth and all other Goals.

Access to information is a cross-cutting issue that supports all areas of development.

**If access to information and libraries are not included in National Development Plans, it's more than a missed opportunity.**

Governments may overlook libraries and fund other organisations to provide public access, information and skills, or they may not recognise the need for public access at all. Through this toolkit, you will be able to demonstrate the value of libraries in meeting health, educational, economic and cultural goals, and to advocate to government about the need for adequate resources to provide high-quality library programmes and services.

## Implementation process and government priorities

Each country will take a different approach to implementing the SDGs[[15]](#footnote-15). They will also **adapt** and **localise** the SDGs for local context. National governments will emphasise or deemphasise various goals depending on the local situation, and will create and set local targets*.* They will also create national, localised indicators to measure progress towards national priorities. It is important to research the process in your country, who is responsible, and your government’s priorities.

Countries will be supported by the United Nations Development Group (UNDG), the United Nations Development Programme (UNDP) and others to mainstream the UN 2030 Agenda at the local level and to target priority areas within the UN 2030 Agenda[[16]](#footnote-16).

|  |  |  |  |
| --- | --- | --- | --- |
| **Summary of approaches to implementing the SDGs** | | | |
| **Process** | **Suggested strategy** | **Example countries** | **Policymaker to target for meetings** |
| **1. New national development plan** | Country will formulate a new national development plan using the SDGs and regional plans as the basis.   Get involved in the consultation process Emphasise the contribution access to information makes across the SDGs; Use other declarations to support your advocacy including the Cape Town Declaration and the Lyon Declaration on Access to Information and Development. | Tanzania[[17]](#footnote-17) Uganda[[18]](#footnote-18) | Minister or senior staff member responsible for SDGs. May be located in Ministry of Foreign Affairs, National Development, or another Ministry or Department. |
| **2. Existing national development process** | SDGs will be incorporated into existing national development process. | Zimbabwe Colombia Gabon Indonesia | Minister or senior staff member in national development Ministry or Department |
| **3. Variety of plans and processes** | SDGs will be integrated across different portfolios and policies as these countries do not have a single national development plan. Policies may or may not be updated to specifically reference the SDGs. | United States United Kingdom Australia  Germany[[19]](#footnote-19) | Minister or senior staff member in targeted Ministries or Departments, eg Health, Education, Culture, Social Inclusion |
| **4. Not yet known** | It is not yet known what the process will be. |  | Visit the website of the UN Permanent Mission in your country where announcements may be published.  Contact your UN Country Team[[20]](#footnote-20) |

## The following table presents more examples how of the SDGs are being implemented in countries around the world.

|  |  |  |
| --- | --- | --- |
| **Country** | **Plan for SDG implementation** | **Further information** |
| Panama | 6 October 2015 Decree to adopt SDGs announced | <https://twitter.com/helenclarkundp/status/651131235004092416> |
| Tanzania | Will include SDGs in next 5 year National Development Plan | <http://tz.one.un.org/media-centre/press-releases/157-joint-press-release-seventeen-sustainable-development-goals-launched-in-tanzania-a-peoples-agenda-for-development> |
| Ghana | Incorporation into overall development plan, National Development Planning Commission Ghana Shared Growth and Development Agenda (GSGDA II - 2014-2017) | <http://www.ghananewsagency.org/social/ghana-factors-sdgs-into-development-framework-95095> |
| Colombia | Has integrated the SDGs into their national planning process – is considered the leading country in the region as a model for implementation. | <http://cepei.org/portfolio/getting-ready-for-sdg-implementation-in-latin-america/> |
| Indonesia | 120 non-governmental organisations met in Jakarta on Tuesday to identify challenges and strategic positions of SDGs nationally and globally and discuss new opportunities and initiatives in implementing SDGs 2015-2020.  RPJMN (National Mid-Term Development Plan) 2014-2019 targets | <http://en.tempo.co/read/news/2015/10/08/055707760/SDGs-Implementation-Faces-Obstacles> |
| Uganda | Fully integrate  Uganda’s National Planning Authority (NPA) made a ground-breaking announcement: to fully integrate the SDGs into the Second National Development Plan. This announcement followed a workshop held by the United Nations Country Team on localising the SDGs. | <http://www.silofighters.org/tag/uganda/> |
| Zimbabwe | Integrate with Zim-Asset |  |
| Chile, Colombia, Mexico, Uruguay | "Some cases, such as Chile, Colombia, Mexico and Uruguay, as well as large cities in Argentina and Brazil, for instance, have taken a global lead in establishing strategic plans and functioning budgets for the implementation of the 2030 Agenda and monitoring of SDGs, open government strategies, and statistic modernisation initiatives to address the "data revolution," including a better use of digital technology and data openness." | <http://www.huffingtonpost.com/alicia-barcena/latin-america-and-the-caribbean_b_8394656.html?1445951064> |
| United Kingdom | Global Goals referenced in Department for International Development strategy: Push for new global goals to eradicate extreme poverty by 2030 and promote human development, gender equality and good governance. | <https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/478834/ODA_strategy_final_web_0905.pdf> |

Library services contribute to improved outcomes across the Sustainable Development Goals (SDGs) in many ways through the work that libraries do every day in providing services and programmes for all. Some examples:

* Promoting universal literacy, including media and information literacy, and digital literacy skills;
* Closing gaps in access to information and helping government, civil society and business to better understand local information needs;
* Providing a network of delivery sites for government programmes and services
* Advancing digital inclusion through access to ICT, and dedicated staff to help people develop new digital skills
* Serving as the heart of the research and academic community
* Preserving and providing access to the world’s culture and heritage

## Definition of Goals and Targets

The SDGs include 17 goals and 169 targets. Goals and targets are defined as[[21]](#footnote-21):

**Goal:** expresses an ambitious, specific and actionable commitment. Limited in number. Global in nature and universally applicable to all.

**Target:** Specific, measurable objective whose attainment will contribute in major way to achieving one or more goals.

## Target on access to information

As a result of advocacy by IFLA, our members, Lyon Declaration signatories, coalition partners in civil society and UN Member States, access to information has been recognised in the SDGs as a target under Goal 16 “Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.”:

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

Culture (target 11.4) and ICT (targets 5b, 9c, 17.8) have also been included in the SDGs. And, universal literacy, which IFLA campaigned for, is recognised in the vision for the UN 2030 Agenda

## Defining access to information in the context of the SDGs

**Increased access to information and knowledge, underpinned by universal literacy, is an essential pillar of sustainable development**

Public access to information supports the creation of knowledge societies, and includes the infrastructure, ICT and media and information literacy capabilities that people need to effectively use information, and preservation to ensure on-going access for future generations. In this definition, the type of information that should be provided goes beyond information made available by government or required under Right to Information legislation, but while acknowledging the public's right to access information and data, it is essential to respect the right to individual privacy.

**Why is Access to Information so important?**

Access to information supports development by empowering people, especially marginalised people and those living in poverty, to:

* Exercise their civil, political, economic, social and cultural rights;
* Be economically active, productive and innovative;
* Learn and apply new skills;
* Enrich cultural identity and expression;
* Take part in decision-making and participate in an active and engaged civil society;
* Create community-based solutions to development challenges;
* Ensure accountability, transparency, good governance, participation and empowerment;
* Measure progress on public and private commitments on sustainable development.

Providing access to information is at the heart of what we do in libraries.

documentIFLA briefings on issues linked to the SDGs

Access to information is one of several areas that IFLA advocated for in the SDGs. As a bonus activity or set of materials if participants are providing library services in these areas, or want to know more about IFLA’s work, provide participants with copies of the **briefings** on cultural heritage, public access to the Internet.

Briefing 1: Cultural heritage is a core function of IFLA (supports SDG target 11.4)  
  
Briefing 2: Access to the Internet and ICT (supports SDG target 9.c)

## Libraries contributing to the SDGs

This topic seeks to broaden and deepen the participants’ understanding of the role libraries can play in the implementation of National Development Plans to drive progress towards the goals which have been prioritised in their country and/or region.

Examples of library programmes which clearly support two specific SDGs are presented:

* Boekstart – an early childhood literacy programme in the Netherlands
* A programme to help farmers access agricultural subsidy funds in Romania.

In the activities, participants are invited to think laterally about how these programmes might have wider impact.

**Activity 2.4 How your library already contributes to the SDGs**

Participants are encouraged to refer the IFLA booklet *Access and Opportunity for All*, the IFLA handout *Libraries can drive progress across the entire UN 2030 Agenda*, to think about the ways in which libraries or library associations already contribute to the UN 2030 Agenda, and to think about the activities that could be undertaken to promote this at the local or national level.

The handout is designed for helping people understand how libraries contribute at the national or local level and can be used during conferences, workshops or meetings to help raise the profile of SDGs with librarians. In short, the activity is designed to help participants describe library activities in a new and different way. It supports the association’s advocacy work by helping to identify priorities and stories about the programmes and services that libraries are already delivering.

# Topic 3: The seven steps of the advocacy campaign cycle

Now that the participants have gained an understanding of the UN 2030 Agenda, the SDGs and some examples of how libraries can country contribute, the next step is to develop a proposal and action plan for how you are going to advocate to policy makers and the library community. In **Topic 3: The seven steps of the advocacy cycle**, the participants are introduced to a framework for developing advocacy activities, developed by the Open Society Foundations[[22]](#footnote-22):

Step 1: Identify and analyse the issue

Step 2: Set the goal and the objectives

Step 3: Identify the decision makers

Step 4: Define the message and the ‘ask’

Step 5: Set your timeline

Step 6: Assess resources, choose tactics and implement

Step 7: Monitor, evaluate, and share.

Note: when preparing for the workshop, trainers are encouraged to become familiar with the Open Society Foundations’ framework: this can be downloaded from <https://www.opensocietyfoundations.org/sites/default/files/guide-to-successful-advocacy-20100101.pdf>.

Particular attention is paid to the importance of monitoring the advocacy activities, with the need to understand indicators which measure change: i.e. policy change, change in practice, and change in attitude and/or behaviour.

It’s important that advocacy planning is understood in context:

* What priorities does the association already have?
* What are people already doing to advocate on this issue?
* What resources will it require?
* Can the advocacy on this issue be sustained for the long term? You don’t have to plan for the next 15 years, but you do have to consider how you will stay engaged in the coming years
* Who will be the best persons to advocate on behalf of libraries?
* How will you gain the support of your members for this advocacy work?
* Who are you trying to reach?

In **Topic 4: Developing an advocacy plan to support the UN 2030 Agenda**, participants will work on developing their own action plan which uses the framework of the advocacy planning cycle, to take back to their own association.

Topic 4: Developing an advocacy plan to support the  
 UN 2030 Agenda

document

IFLA Toolkit: Libraries and implentation of the UN 2030 Agenda

Ensure all participants have a copy of the **IFLA** **toolkit: Libraries and implementation of the UN 2030 Agenda** as they work through this section.  
<http://www.ifla.org/files/assets/hq/topics/libraries-development/documents/libraries-un-2030-agenda-toolkit.pdf>

document

Activity 4.1 Developing an advocacy plan to support the UN 2030 Agenda: Worksheet

Ensure all participants have a copy of the worksheet for **Activity 4.1 Developing an advocacy plan to support the UN 2030 Agenda**.

documentActivity 4.2 Meeting with policy makers

Ensure all participants have a copy of the handout for the role play to be completed as **Activity 4.2 Meeting with policy makers**.

document

Activity 4.3 Making an elevator pitch

Ensure all participants have a copy of the handout for **Activity 4.3 Making an elevator pitch**.

In **Topic 4: Developing an advocacy plan to support the UN 2030 Agenda**, participants progressively work through the seven steps of the advocacy planning cycle to draft an advocacy plan which they can take back to their association.

There is a strong focus on the importance of effective planning as the foundation for successful advocacy. Topic 4 represents the core activities for the workshop, so trainers need to be well prepared with the scheduling of the activities: this will vary according to the needs of the immediate group.

The pattern of activities will cover:

* Working through the slides covering each individual planning step
* Allowing participants time to discuss their ideas in their country groups
* Adding details to the worksheet
* Having a whole of group discussion to share the ideas and receive feedback.

## Step 1: Identify and analyse the issue

The advocacy plans created by the participants will need to focus on the issues and opportunities which are relevant in their own country or region. Some countries, for example, may be already working at the level where they can launch an advocacy campaign to see the national association being a partner with the planning committee for the National Development Plan (NDP), whereas this may be too ambitious for other participants. In this case, it may be more valuable to focus on advocacy activities relating to the national association contributing to the achievement of one particular SDG.

**Step 1** is broken down into four questions:

Step 1a: What problem do you want to address? What do you want to see changed?

Step 1b: How does this problem relate to the UN 2030 Agenda, to the National   
 Development Plan or to one of the SDGs?

Step 1c: How is this problem aligned with your association’s strategic priorities?

This last question is designed to encourage participants to consider their association’s vision and mission, or the strategic plan, or the core values, which will support communication with the association members, as well as external stakeholders, about the motivation to work in the national development context.

## Step 2: Set the goals and objectives

The participants need to focus on realisitic objectives which represent some of the outcomes which, collectively, will contribute to the achievement of the overall goal. It is stressed that the objectives must be SMART:

* Specific
  + You have a clear statement about what you seek to achieve
* Measurable
  + Knowing how you will measure your progress towards the objective
* Achievable
  + The desired outcome is realistic, not overly ambitious
* Relevant
  + Knowing that it is worthwhile, at the right time, with the right people
* Time-bound
  + Grounding the activities within a given timeframe.

Allocating responsibility to each objective is also critical.

**Step 2** is broken down into a series of questions to guide the participants’ thinking:

Step 2a: What is your ultimate goal?

Step 2b? How will your goal contribute to the achievement of the National   
 Development Plan or one of the SDGs?

Step 2c: What specific objectives do you hope to achieve?

Step 2d: Who will have overarching responsibility for each objective?

This may be a challenging part of the workshop: trainers will need to work with the groups to help them scaffold the objectives to be aligned with the problem that they would like to see addressed.

## Step 3: Identify the decision makers

Participants are introduced to the idea that advocacy involves influencing people who have the power to effect change. This means that they need to know which organisations to target, how to make contact with them, and develop some strategies to be able to reach them and engage with them. The ability to craft the right message is critical. However, as trying to reach decision makers is not an easy task, they will also consider the challenges they will inevitably face.

**Step 3** encompasses a number of sub-questions:

Step 3a: Who are the key stakeholders you will need to influence in order to achieve   
 the change you wish to see, eg in:

* National government
* Local government
* NGOs
* Community organisations.

Step 3b: How will your programme help these stakeholders achieve their own goals   
 in the context of the National Development Plan or one of the SDGs?

Step 3c: Who else can you reach out to, collaborate and partner with, in order to achieve your objectives, eg:

* Board members
* Other library associations
* Consortia
* National library
* Libraries across the sector.

Step 3d: How will you engage your local community and the public?

**Organising a meeting with decision makers**

Participants will need to think about how they might be able to organise a meeting with policymakers. They will have identified their priorities, understood their country’s priorities, and now they need to work out how to meet with and how to organise a meeting with the right people.

The first step in organising a meeting is often to write a letter requesting an appointment.

**Tips for writing advocacy letters**

Writing and speaking effectively are imperative for getting your message across. Some tips for effective communication through letter writing follow. Many of these tips also apply to conversations you might have regarding your proposal.  
  
Letters are a good way to document your case and why the person/organisation you are targeting should support you. They not only inform but can also increase accountability.

* Only one issue should be addressed in a letter – focus is important. Stay on subject
* The letter should be short and simple – no more than two pages
* Prepare your letter on a computer, a typed letter looks more professional than a hand-written one
* State your issue and what you want the recipient to do early on in the letter. Be realistic about what you can expect
* Provide reasons for your case using persuasive facts, examples and evidence for your case
* Explain how they will benefit from taking the action you request – personalise the letter
* Thank them for taking the time to read your letter and indicate how they can be in touch with you to respond and/or for further information or evidence
* Be clear about when you need to hear from them – give a date
* Write to the person directly responsible for the action or support you want taken
* Include your address and contact details, and your role/title
* Ask for feedback on your letter from someone who is familiar with your initiative/proposal – is it clearly written and cover the key points.
* If you copy the letter to anyone else, add a ‘cc’ at the bottom of the letter so people know who else is receiving it. This is courteous and can be politically important.

Your letter could be structured as follows (please refer to the **IFLA Toolkit** for a UN 2030 Agenda-specific template).

**Use association letterhead**

Date

Name and position  
Association name  
Mailing address

Salutation eg Dear

**First section** - State the issue and what you are asking of the organisation/individual, with a summary of how it will benefit them to work with you .eg. to work in a partnership on an advocacy initiative.

**Second section** - State the most important facts, stories or other evidence that support your cause. What are the most compelling reasons for the person or organisation to support the initiative? Evidence is important and this is where you make your case.

**Third section** - This part of the letter should engage the reader in a personal way. Describe the benefits to them or their association/organisation.

**Fourth section** - Thank the person/organisation for considering your request, and provide information on how you may be reached.

Closing,

*Your Signature*

Your typed name  
Your role/title (if you have one)

cc (list here who you have sent copies of the letter)

**Activity 4.2 Meeting with policy makers**

An additional workshop activity supports the participants as they develop their understanding of and their skills in dealing with policy makers. They are asked to get involved in a series of role play exercises to get a feel for what might be involved in meeting influential people. This activity will need to be planned carefully, especially in terms of the time needed to prepare, conduct the role play, and review the activities.

The handout for Activity 4.2 Meeting with policy makers is available in the Appendix.

## Step 4: Define your message and the proposal

At this stage, the participants will need to think about the actual message that they wish to give about the advocacy initiative and the proposal they would like to present.

**Step 4** involves two key questions:

Step 4a: What are the messages you will take to the stakeholders? What will your   
 proposal be?

Step 4b: What evidence do you have to support your proposal?

A further workshop activity can be conducted with **Activity 4.3 Making an elevator pitch**. This involves the participants undertaking short role plays in the context of meeting an influential person in the lift and having only one minute to present a strong argument to them.

The handout for Activity 4.3 Making an elevator pitch is available in the Appendix.

## Step 5: Set your timelines

Participants will need to scope the timeframe for their advocacy plan. They need to consider the optimum timing for their campaign, and connect the timing of the activities back to the milestones they set when thinking about their objectives. Envisioning potential problems or roadblocks along the way may be helpful.

**Step 5** has two sub-questions to think about:

Step 5a: What do you have to consider in terms of the timelines for you advocacy   
 activities?

Step 5b: What challenges might you face in working with these milestones?

## Step 6: Assess resources, choose tactics and implement

The participants will begin to think about the reality of actioning the plan. What do they need to make it all happen? They will need time to identify the different components of the action plan itself.

**Step 6** has three rather complex sub-questions:

Step 6a: What resources will you need for your advocacy activities?

* Human resources: who will be in your team?
* Financial resources: what sort of funding will you need?
* Material resources: what additional resources will you need?   
  Is there any in-kind support you can draw on?
* Information resources: what research will you need to undertake?

Step 6b: This asks participants to break their ideas down still further:

* What will be your strategies?
* What tactics will you use to achieve your objectives?
* Who will be responsible?
* What are your timelines?

Step 6c: What is your communications plan? How will you communicate your activities to the diverse stakeholders?

The communications plan needs to cover six elements of the communications activities:

* The actions themselves
* The purpose
* The audience
* The date
* The medium to be used
* The responsibility.

The worksheet is there to guide the participants as they work through the planning process.

## Step 7: Monitor, evaluate and share

It is critical to review and evaluate the advocacy activities themselves, as well as the impact they are making. Importantly, the strategies to monitor and evaluate need to be developed during the planning stages, not left until the end of the project.

**Step 7** is broken down into four main planning actions:

Step 7a: How do you know whether you have been successful?

Step 7b: What data will you collect about your advocacy activities:

* Quantitative data?
* Qualitative data?

Step 7c: How will you disseminate information about your achievements?

Step 7d: How will you celebrate the successful outcomes?

These questions take the participants in another new direction: they need to envisage the end point of the project.

## Wrapping up Topic 4

The participants should be congratulated on the effort they have put in to the planning process. They will possibly have ventured into new areas of professional thinking in a rather piecemeal way. It is time to pull all their ideas together into a composite picture.

**Activity 4.4 The summary of your advocacy plan**

Participants are asked to spend a few minutes collating all the information on their draft plan, to prepare and present a five minute summary of their draft advocacy proposal. The audience is encouraged to provide constructive feedback on the draft plan to build the participants’ confidence, so that they will be prepared to report back to the national library association and to their professional colleagues when they return home.

This activity should generate a positive vibe about all the workshop as a whole, the ideas they have had, the challenges they have worked with, and the outcomes they have achieved.

Importantly, the summary of the plan provides the participants with a synopsis of their ideas, which they can feed into Topic 5: IFLA IAP funding proposal.

Topic 5: IFLA IAP funding proposals

Associations that participated in the 2016 International Advocacy Programme “Libraries, Development and the Implementation of the UN 2030 Agenda” regional workshops in Asia and Oceania, Latin America, Africa and Europe will be invited to submit a proposal for an activity commencing in 2017.

Activities could potentially include but are not limited to:

* Development of materials and events e.g. in conjunction with conferences and in-country meetings to support awareness-raising around the UN 2030 Agenda;
* Awareness raising and capacity building workshops focusing on implementing the UN 2030 Agenda at the regional level as well as specific country issues and positions;
* Workshops to assist librarians to develop the skills of collecting data and stories to show how libraries are contributing to the UN SDGs;
* Bringing together a smaller number of associations in the region to form alliances or partnerships in pursuit of SDG advocacy;
* Assistance workshops facilitated by experts on different issues in the SDGs who can provide advice or research relating to advocacy, or support meetings with policymakers.

Associations and institutions that participated in the IAP workshops in 2016 will be eligible to apply. Activities that work across countries or a region are welcomed. If planning to collaborate with another country or association, the association that attended the workshop should be the lead applicant.

When the invitation for activity proposals is issued, applicants will be required to complete an application form and provide information such as:

* The need, specific goals and expected outcomes of the activity
* Outline of the activity
* Capacity to carry out the activity. A letter from the proposed host institution or library association outlining how they will support the activity, description of facilities, and responsibility for financial payments and logistics
* Support for the activity from relevant associations or institutions
* Requirement for translation of materials
* Outline of how the library community will be invited to participate, and plans for further actions
* How the activity will be promoted
* A detailed budget
* How the impact of the project will be evaluated.

When requesting funding it is important to note that IFLA does not support activities to purchase equipment, pay for scholarships or in-service training. Reasonable trainer and participant expenses (flights and accommodation) are permitted in the budget.

**Draft Timeframe (October 2016):**

End January 2017 – Invitation to submit proposals issued

3 March 2017 – Deadline for receipt of proposals and applications

1 April 2017 – Recommendation by ALP committee to IFLA Governing Board

17 April 2017 – Successful applicants notified

May 2017 to September 2018 – Activities conducted

March 2018 – Mid-point evaluation convening

October 2018 – Evaluation and complete narrative and financial report to IFLA

More information will be provided when the invitation is issued. Ideas for activities should be discussed in advance of the invitations being issued in January in readiness for being able to write the proposal.

Associations and institutions are also encouraged to think of no cost/low cost activities that will help to raise awareness of the SDGs. Advocacy efforts to gain a voice in national development plans may not require funding.

Topic 6: Understanding the resources available to   
 support advocacy in the UN 2030 Agenda

It is important that everyone involved in the IFLA IAP activities becomes familiar with the range of resources relating to the UN 2030 Agenda. The UN Sustainable Development Goals are of interest to a wide variety of organisations, many of which are creating and collating different resources to guide and support their stakeholder groups:

* United Nations resources
* NGO resources
* Corporate resources
* Academic resources.

IFLA has also distributed a number of documents which are of significance to the UN 2030 Agenda in the library and information sector. The key webpage to bookmark is:

* IFLA, Libraries and Development  
  <http://www.ifla.org/libraries-development>

The presentation file for Topic 7 provides a good selection of the type of resources that are available [as at October 2016]. In today’s world of online information, the resources relating to the SDGs is very fluid and dynamic, so it is critical that there is a ‘watching brief’ to monitor some of the principal websites and toolkits, and to become aware of new resources as they are released. A selection of key resources is listed below, but you are encouraged to use the PowerPoint file for Topic 7 as a starting point.

## United Nations resources

UN Sustainable Development Goals   
<http://www.un.org/sustainabledevelopment/sustainable-development-goals/>

Sustainable Development Knowledge Platform  
<https://sustainabledevelopment.un.org/>

United Nations Development Programme (UNDP) Sustainable Development Goals  
<http://www.undp.org/content/undp/en/home/sustainable-development-goals.html>

United Nations Development Group (UNDG)  
<https://undg.org/>

United Nations Social Policy and Development (DESA/DSDP)  
<https://www.un.org/development/desa/dspd/>

## Partnerships and collaborations

Sustainable Development 2015  
<http://www.sustainabledevelopment2015.org/>

Beyond 2015  
<http://www.beyond2015.org/>

Partnerships for SDGs  
<https://sustainabledevelopment.un.org/partnerships/>

United Nations Global Compact  
<https://www.unglobalcompact.org/>

Project Everyone  
<https://www.project-everyone.org/>

These websites are just a few places to monitor. There is a growing number of national and regional resources to be aware of, as well as specific areas of interest such as sustainable cities, sustainable agriculture, sustainable oceans etc.

It is recommended that you develop your own listing of organisations and toolkit resources that are particularly relevant to your own country or region.

Topic 7: The IFLA learning context

Trainers will need to be aware of the socio-cultural differences that may have an impact on adult learning; people in diverse cultures may have had quite distinctive learning experiences. Features of adult learning are as follows.

* Adults are autonomous and need to be self-directed.
* Adults learn in different ways:
  + Visual – learning by reading, seeing etc
  + Aural – learning by listening
  + Kinesthetic – learning by doing
* Some adult learners need to have a global (big picture) overview up front
* Other adult learners need information to be built up in a linear (step-by-step) view
* Adults have professional and life experiences to bring to the learning situation - it is important to identify ways of connecting this to the learning activities
* Adults are generally practical and will focus on what in the workshop relates to the outcomes they are looking for. Relevance is important
* Adults need to be shown respect - for their professional experience and to acknowledge their cultural differences.

## Surface and deep learning

Various theories of learning often refer to the work of Benjamin Bloom (1956) who developed a taxonomy of cognitive domains which ranged from ‘surface learning’ to ‘deep learning’. Surface learning is associated with memorising and general technical competence, i.e. the cognitive domains of remembering, understanding and applying the skills and knowledge, while the process of achieving deep learning involves the cognitive domains of analysing and evaluating information acquired to then be able to synthesise or create new forms of knowledge (Figure 3.1).



Deep learning

Surface learning

Bloom’s taxonomy of cognitive domains   
(revised by Anderson & Krathwohl, 2001)

Participants will need to achieve ‘deep’ learning outcomes so that they:

* Understand the meaning of the material
* Can integrate it into their existing ideas and understandings
* Are able to reconsider and alter those existing ideas and understandings if necessary
* ‘Interfile’ new knowledge for future access.

## Motivating adult learners

Trainers need to take into account the general principles of adult learning as well as the need to accommodate different learning styles. This means that there needs to be:

* Variety in structure and activity
* Learning to achieve personal development is important, as well as learning for its own sake
* Learning which is related directly to the outcomes that the participants are seeking
* Appropriate levels of difficulty and cultural contexts
* Open feedback on contributions from the participants
* Understanding on the part of the learners about how they will use their learning when they return home
* Opportunities for the development of collegial networks as an outcome of the training.

## Learning activity overview

The convening programme includes group learning activities and presentations. Activities such as training and facilitation are regarded as common approaches to group learning and in this programme a training approach is required for presentation sessions and facilitation skills required for group processes.

Please note: trainers will need to employ a combination of facilitation and training skills and apply them as appropriate.

**Training**

[Organised](http://www.businessdictionary.com/definition/organized.html) [activity](http://www.businessdictionary.com/definition/activity.html) aimed at imparting [information](http://www.businessdictionary.com/definition/information.html) and/or [instructions](http://www.businessdictionary.com/definition/instructions.html) to [improve](http://www.businessdictionary.com/definition/improve.html) the [recipient's](http://www.businessdictionary.com/definition/recipient.html) [performance](http://www.businessdictionary.com/definition/performance.html) or to help him or her attain a [required](http://www.businessdictionary.com/definition/required.html) [level](http://www.investorwords.com/10180/level.html) of [knowledge](http://www.businessdictionary.com/definition/knowledge.html) or [skill](http://www.businessdictionary.com/definition/skill.html). Presentations and overviews fall in to this category.

**Facilitation**

Activity whereby a person structures and manages the group process to help the group meet its goals.

It is likely that most participants will have had the experience of training, while facilitation may be a fresher concept. The presenter should summarise the positive experiences that the participants share through the discussion, stressing the powerful aspects of group learning activities, such as:

* The collaborative efforts of groups usually produce better results than individual efforts
* Group participation and involvement can increase productivity
* Everyone has a chance to be influential, and people sense that they are part of a team effort
* Innovation, problem-solving and implementation skills are developed
* Passive attitudes, such as ‘Just tell me what to do’, are less likely.

It is important to stress the value of collaboration and involvement in the context of the BSLA programme.

## Presentation skills and tips

A presentation is an activity conducted by a resource specialist to convey information, theories or principles. Forms of presentations can range from straight lecture, however long or short, to some involvement of the learner through questions and discussion. Presentations depend more on the trainer for content than does any other training technique.

**Things to be aware of with presentations**

* Emphasises one-way communication
* Learner’s role is passive
* Learner retention is not great unless it is followed by practical activities

**Process**

* Introduce the topic—tell the learners what you’re going to tell them
* Tell them what you want to tell them—present the material using visual aids
* Summarise the key points you’ve made—tell the learners what you’ve told them
* Invite the learners to ask questions

**The presentation itself**

* Speak slowly – a little less slowly than you think you need to
* Make the presentation a dialogue with participants – a collegial approach is appropriate, dispelling any notions of the presenter as ‘authority’
* Display your enthusiasm and passion for the topic
* Check participants for engagement with your presentation: pause and ask if people appear not to understand, or ask for ideas or examples on a topic to check understanding
* Be sure to provide an overview so participants know what will be covered and after presenting the content, review what has been covered. This reinforces learning
* Use examples to illustrate points – especially from your own association
* Three or four main points should be the focus for a 20 minute presentation
* Encourage questions and tell participants whether you prefer them during the presentation or at the end

**Facilitating Discussions**

The key to facilitating effectively is to remember that your role is to lead the discussion, not direct it.

* K**eep your own contributions during group discussions brief.**Let participants respond to questions and to one another first. If they answer a question completely, you, the trainer, need not add additional information.
* **Encourage the participation of people who have been quiet.**One way to do this is to state the participant’s name first and ask the participant an opinion question with no correct answer. You can avoid putting the participant on the spot by asking a question you know she or he can easily respond to.

**Asking Questions**

* **Use open-ended questions that encourage answers beyond yes or no.** Closed question: Did you like the training? Open-ended question: What did you like about the training?
* **Use “think back” questions.**When trying to engage participants in a discussion about their experiences, ask them to remember their past instead of imagining a hypothetical situation.
* **Ask clear and concise questions.**Make sure your questions only cover one issue at a time.
* **Avoid asking “why.”**Instead of asking someone why they believe something, try asking them what experiences led them to that conclusion, to give examples, or other strategies that will help draw out more information.

**Answering Questions**

One of the most common questions you will ask is, “Does anyone have any questions?” If, in response, you are asked questions you think the group can answer, redirect them to the group to encourage active learning. If you are the only person who can answer the question, use the following tips:

* **You’re asked a question that you can’t answer.**Just say you don’t know or ask to get back to the person later.
* **You’re asked an extensive question.**Break the question down into smaller parts and keep your answer as concise as possible without omitting key details.
* **You’re asked a controversial question.**This is good, it means people are thinking critically. Take your time in answering, don’t be pressured into saying anything you don’t mean.

**Sensitive Topics**

Introducing sensitive topics is one of the most challenging aspects of facilitation. The following tips can help you prepare the participants and maximise their sense of safety discussing the issue.

* **Address the issue from the beginning.**Do not surprise participants with a sensitive topic and acknowledge that it may be harder to talk about the topic than ignore it. Letting people know that the training will delve into sensitive areas can help participants prepare.
* **Pick an ice breaker that really encourages trust.**Low physical activity ice breakers, like sharing the origin of one’s name, can help keep the energy at a calm and thoughtful level once the sensitive topic is broached.
* **Gradually build up to sensitive discussions.**Do not attempt to engage the participants in a sensitive discussion with the first question. Groups need time to get to know each other and form trust.
* **Be prepared to change plans.**If participants are very upset or are simply not responding, you may have to change your plans. When participants are not responding try rephrasing the question or asking a slightly different question.

## Group learning activities

Convening activities are designed to enhance learning and collaboration across associations and borders. Participants will work in groups of approximately 6 people. Encourage them to learn from each other.

Please note: Where it is important for the outcome, activities in the convening programme indicate how participants should be grouped. At times, **cross country** or **cross regional** groups are suggested for group work. For other activities, groups are to be allocated according to **issues of common interest**; these can be identified from their convening application forms and groups could be pre-assigned from this information. When asked to work on their own association development proposals, **association pairs** should work together.

There are a number of positive aspects of group work:

* Participants are encouraged to become ‘active’ rather than ‘passive’ learners
* Critical thinking is encouraged
* Collaboration, teamwork and team skills are encouraged
* Participants learn from each other – learning becomes collegial
* Learning becomes participant-focused
* Alternative ideas/approaches can be explored
* Learning outcomes are more likely to be achieved.

## Tips for group learning activities

**Group discussions**

* Different people will have different opinions on a topic
* Ensure that people don’t interrupt others
* Encourage as many people as possible to have their say
* You may need to encourage some people to contribute
* You may need to end the discussion if one person starts to dominate, or if the discussion becomes heated
* Use lots of follow-up questions:
  + ‘Can you tell us more about why you think that?’
  + ‘Can you give an example of that?’
  + ‘Who else has an opinion on that?’
  + ‘Why do you think that this is such an important issue?’
  + ‘Who can think of another way of tackling the problem?’
  + What would happen if we didn’t do anything about this issue?’

## Goals for collaboration

The trainer should continue to focus on the positive dimensions of collaborative work in group learning situations. Ideally, collaboration should result in group members who are:

* Actively involved
* Feel useful
* Feel their ideas are valued
* Building trust and cohesiveness

These goals for collaboration can be seen to also relate to the goals for effective facilitation:

* To make the work of the group easier
* To help the group members discuss issues
* To encourage the group members to share ideas and experiences
* To guide the group to set and achieve identifiable results
* To help the group members feel involved and useful – that it was not a waste of their time!

## Understanding facilitation

Facilitation is about something that gets done, rather than what you do; it is about the process, as well as the task. When we work with people, we need to be aware of the ‘iceberg’.

Above the surface we encounter the conscious and visible aspects of a person’s actions and behaviours. Below the surface, however, there are all the unconscious aspects of a person – their feelings, relationships, beliefs, fears, prejudices etc. These are not visible, but they are a vital part of the way a person thinks and interacts with the world around them. The subconscious dimensions are especially important in cross-cultural training situations.

## Responsibilities of facilitators

Some of the responsibilities of facilitators include:

* To ensure balanced participation
* To encourage dialogue amongst participants
* To provide structure and process for group work
* To listen actively – and to ask others to do the same
* To encourage different points of view
* To record, organise and summarise input from group members
* To move the group through stages of group decision making and consensus
* To help the group resolve conflict in a positive and productive way
* To guide the group to identify cross-cultural or geographical differences that might have an impact, and to help them discover ways to deal effectively with these challenges
* To capitalise on differences among group members – for the common good
* To protect group members and their ideas from attack or from being ignored
* To emphasise that the group is a reservoir of knowledge, experience and creativity – and to tap this resource
* To encourage the group to evaluate its own progress and development

In the IFLA IAP activities, the goal is to facilitate the group to achieve specific learning outcomes, so that the individual members of the group:

* Become familiar with the content
* Feel competent and empowered apply it to the development of their proposal

The role of the facilitator is therefore not to teach, but to:

* Listen
* Support
* Summarise
* Challenge
* Lead the process
* Create a safe environment
* Trust the group (ie let go!)

Ideally the group will want to own the content – the ‘what’ – while the facilitator owns the process – the ‘how’.

## Symptoms of a training session in trouble

It may be helpful to note the symptoms of training sessions that are not conducted as well as they could be, to make sure that these conditions are avoided (Cowan, 2006[[23]](#footnote-23)).

* The session doesn’t start on time
* The trainer/facilitator doesn’t review the workshop/seminar objectives with the participants (therefore they are not certain of the training session’s purpose/benefit)
* The participants sit for long periods of time, listening to information, without any involvement in learning activities (e.g. discussion, group exercises)
* The trainer/facilitator reads from the manual and rarely looks up to make eye contact
* The trainer/facilitator doesn’t know how to use the equipment
* The trainer/facilitator doesn’t appear to know the material well
* The discussions during the training consistently get off track, but the trainer/facilitator doesn’t refocus the group
* The trainer/facilitator doesn’t give effective directions for the activities   
  (i.e. clear, complete and timely directions)
* During discussions or activities, the trainer/facilitator doesn’t provide participants with any feedback to let them know they are on track
* The trainer/facilitator interrupts participants when they are speaking
* The participants *look* confused, but the trainer/facilitator does not notice or respond
* The participants state that they *are* confused, but the trainer/facilitator doesn’t respond adequately

Appendices

Workshop handouts

Topic 2: The role of libraries in the UN 2030 Agenda

Activity 2.4 How your library already contributes to the SDGs

Topic 2: The role of libraries in the UN 2030 Agenda

Activity 2.5 Your awareness campaign

Topic 4: Developing an advocacy plan to support the UN 2030 Agenda

Activity 4.1 Developing the advocacy plan – worksheet

Topic 4: Developing an advocacy plan to support the UN 2030 Agenda

Activity 4.2: Meeting with policy makers (role play)

Topic 4: Developing an advocacy plan to support the UN 2030 Agenda

Activity 4.3 Making an elevator pitch

1. <http://www.un.org/millenniumgoals/> [↑](#footnote-ref-1)
2. <http://www.ifla.org/bsla/training-package> [↑](#footnote-ref-2)
3. <http://www.un.org/millenniumgoals/> [↑](#footnote-ref-3)
4. <https://sustainabledevelopment.un.org/post2015/transformingourworld> [↑](#footnote-ref-4)
5. Lyon Declaration on Access to Information and Development, <http://www.lyondeclaration.org/> [↑](#footnote-ref-5)
6. <http://www.ifla.org/files/assets/wlic/2015/documents/cape-town-declaration-of-ministers.pdf> [↑](#footnote-ref-6)
7. [http://agenda2063.au.int/](http://agenda2063.au.int/en/sites/default/files/03_Agenda2063_popular_version_ENG%2021SEP15-3.pdf) [↑](#footnote-ref-7)
8. <http://agenda2063.au.int/en/sites/default/files/03_Agenda2063_popular_version_ENG%2021SEP15-3.pdf> [↑](#footnote-ref-8)
9. <http://www.uneca.org/sites/default/files/uploaded-documents/Macroeconomy/post2015/cap-post2015_en.pdf> [↑](#footnote-ref-9)
10. [http://www.opengovpartnership.org/](http://www.opengovpartnership.org/sites/default/files/attachments/OGP_declaration.pdf) [↑](#footnote-ref-10)
11. <http://www.opengovpartnership.org/sites/default/files/attachments/OGP_declaration.pdf> [↑](#footnote-ref-11)
12. <http://www.unisdr.org/we/coordinate/hfa> [↑](#footnote-ref-12)
13. <http://www.un.org/esa/ffd/wp-content/uploads/2015/08/AAAA_Outcome.pdf> [↑](#footnote-ref-13)
14. <http://www.ifla.org/node/9702> [↑](#footnote-ref-14)
15. <https://sustainabledevelopment.un.org/post2015/transformingourworld> [↑](#footnote-ref-15)
16. IFLA has created a Google Doc with updates on country processes as they become known. Add details for your country: <https://docs.google.com/spreadsheets/d/1-A6iWAS5V6jLm8UsReNLeMPp_wxjqt_aNRva8YEE-3M/edit#gid=0> [↑](#footnote-ref-16)
17. Will include SDGs in next 5 year National Development Plan: <http://tz.one.un.org/media-centre/press-releases/157-joint-press-release-seventeen-sustainable-development-goals-launched-in-tanzania-a-peoples-agenda-for-development> [↑](#footnote-ref-17)
18. Will fully integrate the SDGs into the Second National Development Plan: <http://www.silofighters.org/hitting-the-ground-running-the-sdgs-in-uganda/> [↑](#footnote-ref-18)
19. Already completed comprehensive mapping of SDG targets to national priorities [↑](#footnote-ref-19)
20. UN Country Teams, particularly the United Nations Development Programme (UNDP) will have an important role in supporting governments to implement the SDGs. Identify and meet with your UN Country Team Contacts: <https://undg.org/home/country-teams/unct-home/> [↑](#footnote-ref-20)
21. Open Working Group on SDGs (2014), A definitional note on goals and targets.

    <http://sustainabledevelopment.un.org/content/documents/7417presentation.pdf> [↑](#footnote-ref-21)
22. Open Society Foundations (2010). *An introductory guide to successful advocacy.* <https://www.opensocietyfoundations.org/sites/default/files/guide-to-successful-advocacy-20100101.pdf> [↑](#footnote-ref-22)
23. Cowan, S. (2006). Be a star facilitator or presenter of training: A performance support handbook. Amherst, MA: HRD Press. [↑](#footnote-ref-23)