FORMAT			
1.	Name of resource	**Public libraries' contribution to Sustainable Development Goals: gathering evidences and evaluating practices**	
2.	Location	http://library.ifla.org/1946/1/190-pinto-en.pdf	
3.	Alternative location		
4.	Author[s]	L. G. Pinto and P. Ochôa	
5.	Publisher/producer/host	International Federation of Library Associations and Institutions (IFLA)	
6.	Year	2017	
7.	Suggested citation	Pinto, L. G. and P. Ochôa (2017). Public libraries' contribution to Sustainable Development Goals: gathering evidences and evaluating practices, available at http://library.ifla.org/1946/1/190-pinto-en.pdf	
8.	Languages in which available	English	
9.	Geographic area resource relates to	Worldwide	
10.	Does the resource relate to a specific time frame?	2015-30	
11.	**Type**	Report	Yes
		Toolkit/Framework/Roadmap	Yes
		Sign-post to other resource (database)	
		Case studies	
		Other	
12.	If this is part of an initiative, what is the initiative?	"In this context, in November 2016, a team of researchers of the Faculty of Social Sciences and Humanities of Universidade Nova de Lisboa (Portugal), willing to "think globally, but act locally" and looking for an answer to the question How can public libraries gather evidences and evaluate their contribution to Sustainable Development Goals?, initiated a research project entitled Public Libraries and Sustainability: Gathering Evidences of Contribution to SDGs (Project PLS)". (p.1)	

COLLECTIONS AND COLLECTIONS-BASED INSTITUTIONS			
13.	Explicit links to collections	Yes	
14.	Explicit links to museums/libraries/archives	Yes	
15.	**Types of institutions the resource covers**	**Museums**	X
		Archives	X
		Libraries	X
		Other	X
16.	**Does the resource relate to specific disciplines?**	**Arts, humanities and social sciences: philosophy, psychology, religion, social sciences, law, politics, language, arts and recreation,**	X

	architecture, literature, history, geography and ethnology, anthropology, archaeology	
	Science, natural history, technology, medicine, engineering, manufacturing	X
17. If no explicit links to collections, justification for inclusion		

HOW IT CONTRIBUTES TO SUSTAINABLE DEVELOPMENT

18. Collections-related activities the resource relates to (mark all that apply)

Develop collections to protect and safeguard wider cultural and natural heritage more effectively, and that support sustainable development for example by targeting collecting to threatened forms of heritage in strategic ways	
Use collections to promote learning and educational opportunities that contribute to sustainable development more effectively, for example education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development and/or skills development relating to collections	
Use collections to promote cultural participation/social inclusion more effectively, for example by reducing barriers to participation, to ensure no-one is 'left behind'	
Use collections to promote sustainable tourism more effectively, for example by developing new products based on local cultural heritage, and/or considering the rights of stakeholder groups in relation to collections	
Use collections to support research that contributes to sustainable development (including all forms of personal and self-directed research at all levels that make use of stored collections) more effectively, for example by providing effective facilities, collections and information to meet researchers' needs	
Make decisions around collections that contribute to sustainable development more effectively	
i. employment (recruiting, staff training, staff safety)	
ii. energy consumption, greenhouse gas emissions, reduction, monitoring and reporting	
iii. waste management and reduction of waste	
iv. transport (forms of transport, energy use)	
v. commercial activities including copyright and IP	
vi. governance and management	X
vii. security, disaster preparedness and risk reduction	
Direct external leadership, partnerships and collaborations towards sustainable development more effectively, for example by developing impactful partnerships	

19. Does the resource relate clearly to any international conventions (mark all that apply)?

Culture conventions:

1952, 71 Protection of Copyright and Neighbouring Rights	
1954 Protection of Cultural Property in the Event of Armed Conflict	
1970 Fighting Against the Illicit Trafficking of Cultural Property	
1972 Protection of the World Cultural and Natural Heritage	
2001 Protection of the Underwater Cultural Heritage	
2003 Safeguarding of the Intangible Cultural Heritage	
2005 Protection and Promotion of the Diversity of Cultural Expressions	
Rio Conventions:	
Convention on Biological Diversity (CBD), Convention to Combat Desertification (UNCCD), Framework Convention on Climate Change (UNFCCC)	

AIMS AND CONTENT	
20. **What issues does the resource aim to address?**	**"The Project PLS aims to develop a Framework for Evaluating Public Libraries Contribution to SDGs and tailor it to Portuguese public libraries. As recommended by the report Worth their weight: an assessment of the evolving field of library valuation (Imholz & Arns, 2007), the project strategy intends to strengthen library advocacy efforts through evidence-based results and a comprehensive research agenda that promotes systematic valuation of libraries' contributions, conceptual models and analytical tools to make a unified and full case for public libraries (Koufogiannakis & Brettle, 2016).** **This paper aims to respond to these needs and, where possible, translate them into productive suggestions for future research and to ongoing strategies of evaluation alignment processes."**
21. Intended audience of resource	[libraries and library workers]
22. Process of development	[authored article]
23. Organisation/structure/contents	- Introduction 1. Background and general methodological frame 2. Libraries and sustainability: approaches and methods of evaluation 3. Model and tools for evaluating public libraries' contribution to SDGs 4. Final remarks: relevant aspects that might become learned lessons
FRAMEWORKS	
24. Framework structure	The model for evaluating public libraries' contribution to the SDGs (fig. 1) and the SDG# Mapping Tool (fig. 3) can both be considered as frameworks. The SDG# Mapping Tool is based on a table with the following headings: **SDG Target** **Indicators** **Methods for gathering evidences of public libraries' contribution** Change dimensions [what was changed] Type [or evaluation]

	Indicators/other [measures of change] Sources and notes [references]
25. Relevant policy considerations	Yes
26. Resources for implementation identified	Yes
27. Specific assessment points/indicators/milestones/action plan for monitoring	Yes

28. ASPECTS OF SUSTAINABILITY COVERED BY RESOURCE (mark all that apply)	
People (social sustainability)	X
Planet (environmental sustainability)	X
Prosperity (economic sustainability)	X
Peace	X
Partnerships	X

29. CROSS-CUTTING CONSIDERATIONS COVERED BY RESOURCE (mark all that apply)	
Gender perspectives	
North and South perspectives	

HOW THE RESOURCE CONTRIBUTES TO AGENDA 2030 AND THE SDGs	
HOW AGENDA 2030 AND THE SDGs FEATURE IN THE RESOURCE	
30. SDGs and Agenda 2030 specifically mentioned?	Yes
31. SDGs specifically mentioned?	Yes
32. SDG targets specifically mentioned?	Yes
33. SDG indicators specifically mentioned?	Yes

SDGs AND SDG TARGETS AND LINKAGES	
34. Comments on SDG linkages	The focus of the resource is 12.6 (adopt sustainable practices and reporting), 17.19 (evaluation of sustainable development activity), as well as supporting effective, accountable and transparent institutions (SDG 16.6) and adopting policies for sustainable development (SDG 16.B). The approach is illustrated with reference to SDGs 4.1 (primary and secondary education), 4.3 (equal access to vocational and tertiary education), 4.4 (skills for work) and 4.7 (Education for Sustainable Development).

35. SDGs and SDG targets the resource helps advance	
SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all 4.1 By 2030, ensure that all	Number of programmes drawing on collections that support children at risk of exclusion or otherwise not completing primary and secondary education.

girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes	
SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all 4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university	Number of learning programmes in schools, colleges and universities that make use of collections. Proportion of learning programmes in schools and colleges making use of collections that prioritise disadvantaged areas. Gender balance of students in learning programmes. Number of programmes using collections that aim to encourage people to participate in education in schools, colleges and universities.
SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all 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	Number of young people and adults in skills-development activities and programmes drawing on collections, for employment, decent jobs and entrepreneurship Increase in number of young people and adults in such programmes Number and proportion of staff who have received training in the last year, to better support their contribution to the SDGs. Programs and processes in place to ensure the availability of a skilled workforce.
SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all 4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's	Numbers of people in each type of programme drawing on collections from different demographic groups. Increases in numbers of people in each type of programme from different demographic groups. Proportion of people involved in such programmes in relation to overall audience size. Evidence that learners have acquired knowledge and skills to promote sustainable development.

contribution to sustainable development	
SDG 12 Ensure sustainable consumption and production patterns 12.6 Encourage companies, especially large and transnational companies, to adopt sustainable practices and to integrate sustainability information into their reporting cycle	Clear visions, strategies and plans in place for all aspects of sustainability – environmental, social and economic (people, planet, prosperity)- across all areas of activity. Visions, strategies and plans relating to sustainability to be publicly available and incorporated into planning documents. Commitments to be in line with local, regional, national and/or international targets and ambitions. Incorporation of sustainability into reporting for funders and other stakeholders, including the public. Reporting to include commitments and progress towards targets.
SDG 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. 16.6 Develop effective, accountable and transparent institutions at all levels	*16.6.2 Proportion of the population [audience/users/non-users] satisfied with their last experience of public services* Access to information, and accountability policies and mechanisms, in place. Effective institutional arrangements, both for own working and for working in partnership with other sectors, in place. Plans and arrangements in place for extraordinary circumstances such as natural and human-caused disasters. Effective arrangements in place to fulfil legal and social obligations and responsibilities. Effective arrangements in place for transparent communication and reporting of institutional performance. Effective arrangements in place for transparent decision-making and accountability.
SDG 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. 16.B Promote and enforce non-discriminatory laws and policies for sustainable development	*16.B.1 Proportion of population [audience/users/non-users] reporting having personally felt discriminated against or harassed in the previous 12 months on the basis of a ground of discrimination prohibited under international human rights law* Number and proportion of policies that incorporate sustainable development considerations, in the full sense of recognizing all three of social, economic and environmental considerations.

SDG 17. Partnerships for the goals 17.19 By 2030, build on existing initiatives to develop measurements of progress on sustainable development that complement gross domestic product, and support statistical capacity-building in developing countries		Identification and implementation of measures for sustainable development incorporating social and environmental considerations. Identification and implementation of both quantitative and qualitative measures of sustainable development.			
1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	