

FORMAT		
1. Name of resource	IFLA Guidelines for Library Services to Babies and Toddlers	
2. Location	https://www.ifla.org/resources/?oPubId=1004	
3. Alternative location		
4. Author[s]	International Federation of Library Associations and Institutions (IFLA)	
5. Publisher/producer/host	International Federation of Library Associations and Institutions (IFLA)	
6. Year	2007	
7. Suggested citation	IFLA (2007). Guidelines for Library Services to Babies and Toddlers. IFLA Professional Reports 100. International Federation of Library Associations and Institutions (IFLA), available at https://www.ifla.org/resources/?oPubId=1004	
8. Languages in which available	English, Arabic, Catala, Dutch, French, German, Hungarian, Italian, Korean, Russian, Spanish, Japanese, Malay, Polish, Romanian, Turkish	
9. Geographic area resource relates to	Global	
10. Does the resource relate to a specific time frame?		
11. Type	Report	
	Toolkit/Framework/Roadmap	Yes
	Sign-post to other resource (database)	
	Case studies	Yes
	Other	
12. If this is part of an initiative, what is the initiative?	IFLA Standards.	
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	
	Archives	
	Libraries	X
	Other	
16. Does the resource relate to specific disciplines?	Arts, humanities and social sciences: philosophy, psychology, religion, social sciences, law, politics, language, arts and recreation, architecture, literature, history,	X

	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 , 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		X
Use collections to promote cultural participation/social inclusion more effectively , for example by reducing barriers to participation, to ensure no-one is 'left behind'		X
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)		X
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		
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 purpose of the guidelines is to help public libraries in various countries throughout the world to implement high quality children’s services. They are intended as a tool for both trained and inexperienced librarians who have the responsibility of serving families with babies and toddlers. In featuring guidelines for the youngest users, this document supports the African proverb, “It takes a whole village to raise a child.””
21. Intended audience of resource	“The audience for the guidelines is practicing librarians, library administrators and decision-makers, students and instructors in library and information science training Programs.”
22. Process of development	[Compiled by the IFLA Section on Literacy and Reading]
23. Organisation/structure/contents	SECTION ONE Introduction 3 Purpose of the Guidelines 3 Audience 3 SECTION TWO Mission of children's libraries 4 Meeting the needs of families with children under three 4 Target groups 5 Goals of library services to babies and toddlers 5 Services 6 Materials and selection criteria 7 Environment 7 Networking 8 Publicity 8

	<p>Human resources 8 Management and evaluation 9 Funding 9 SECTION THREE Checklist 10 SECTION FOUR Best practices 16</p>
FRAMEWORKS	
<p>24. Framework structure</p>	<p>The checklist that makes up section three can be considered as a framework. For each of the points listed below, the checklist asks where the library is on a continuum from “needs to consider” to “achieving and evaluating”:</p> <ol style="list-style-type: none"> 1. strive to provide high quality children's services, support early learning, family learning, and life-long learning, seeing those services as important, and treated equally with, services for adults. 2. include service to BABIES (birth - 12 months) and TODDLERS (12 months - 3 years) in their mission statement. 3. ensure ease in obtaining library cards and library privileges. 4. understand the need for prominent signage, in both words and pictographs, to allow patrons independence in navigating library locations. 5. provide a clearly defined space dedicated to resources for BABIES and TODDLERS in all service locations, including mobile services and through delivery services. 6. provide access to library buildings for prams, strollers, wheelchairs, walkers, etc. 7. select and purchase materials for this audience, which support the literacy goal of "raising readers." 8. provide a welcoming environment that is comfortable and safe and conducive to early stages of development and learning. 9. provide a generous number of age-appropriate resources, in a variety of formats, including: toys, print, multimedia, technology and adaptive devices. 10. provide accessible materials and services for all regardless of ability. 11. maintain adequate staffing to offer reference and readers' advisory services, as well as to present programs. 12. be responsible for up-to-date educational opportunities and training programs. 13. recognise and address the diverse language and cultural needs of library users when acquiring resources and planning services. 14. offer age-appropriate programs and activities at various times of the day and various days of the week, to

	<p>accommodate the variety of schedules kept by their clientele.</p> <p>15. provide information fliers about library services throughout the community to attract the attention of everyone in the community.</p> <p>16. develop partnerships with community groups and organizations to ensure the best facilities, services, and opportunities for the youngest members of the community.</p> <p>17. invite presenters and speakers to enhance and expand a variety of topics of interest like parenting skills, preparing for kindergarten, etc.</p> <p>18. stimulate families and carers to see the library as a frequent destination for learning and fun.</p> <p>19. publicise, through a website and a variety of other means, including oral media, and in the languages of the community, the values of the public library as a rich and welcoming community resource.</p> <p>20. encourage informal gatherings and discussions to nurture confidence-building and problem-solving skills for parents and carers.</p> <p>21. dedicate itself to having a competent, sensitive, and culturally diverse staff, reflecting the community's population groups, to serve the multicultural needs of all users.</p> <p>22. have in place evaluation tools and criteria to provide accountability of staff and offer required professional development opportunities in order to assure excellent service to all segments of society.</p> <p>23. strive for adequate core funding to provide a FREE public library.</p> <p>24. keep abreast of best practices from around the world and adapt and apply new ideas as they benefit the library in its quest for excellence.</p>
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)	

Prosperity (economic sustainability)	
Peace	
Partnerships	X
29. CROSS-CUTTING CONSIDERATIONS COVERED BY RESOURCE (mark all that apply)	
Gender perspectives	X
North and South perspectives	X
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?	No
31. SDGs specifically mentioned?	No
32. SDG targets specifically mentioned?	No
33. SDG indicators specifically mentioned?	No
SDGs AND SDG TARGETS AND LINKAGES	
34. Comments on SDG linkages	The resource can help support SDG targets relating 4.4 (staff skills), and, especially, 4.2 (By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education), as well as 4.5 (removing barriers to education), 4.6 (supporting numeracy and literacy), 4.A (inclusive learning environments), 9.1 (sustainable and inclusive infrastructure), 10.2 (empower and promote universal social, economic and political inclusion) and 11.7 (safe, welcoming and inclusive public spaces). The focus on partnerships supports SDG 17.17.
35. SDGs and SDG targets the resource helps advance	
SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all 4.2 By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education	Number of programmes drawing on collections that support early childhood development. Number of programmes drawing on collections that aim to prepare children for primary education.

<p>SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</p> <p>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</p>	<p>Number of young people and adults in skills-development activities and programmes drawing on collections, for employment, decent jobs and entrepreneurship</p> <p>Increase in number of young people and adults in such programmes</p> <p>Number and proportion of staff who have received training in the last year, to better support their contribution to the SDGs.</p> <p>Programs and processes in place to ensure the availability of a skilled workforce.</p>
<p>SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</p> <p>4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations</p>	<p>Number of educational and/or training programmes drawing on collections directed to meet the particular needs of persons with disabilities.</p> <p>Number of educational and/or training programmes drawing on collections directed to meet the particular needs of Indigenous peoples' groups.</p> <p>Number of educational and/or training programmes drawing on collections directed to meet the particular needs of children in vulnerable situations.</p>
<p>SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</p> <p>4.6 By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy</p>	<p>Number of programmes drawing on collections to support literacy and numeracy among youth.</p> <p>Number of programmes drawing on collections to support literacy and numeracy among adults.</p> <p>Number of programmes drawing on collections to support literacy and numeracy among marginalized groups.</p>
<p>SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</p>	<p>Number and proportion of education facilities that are child, disability and gender sensitive.</p>

<p>4.A Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all</p>	<p>Proportion of education facilities that provide safe, non-violent, inclusive and effective learning environments for all.</p> <p>Number and type of initiatives to improve effectiveness of learning environments.</p> <p>Support given to other education facilities to make them more inclusive and effective.</p>
<p>SDG 9. Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation</p> <p>9.1 Develop quality, reliable, sustainable and resilient infrastructure, including regional and transborder infrastructure, to support economic development and human well-being, with a focus on affordable and equitable access for all</p>	<p>Development of research-useful collections to support reliable, sustainable and resilient use by researchers and others.</p> <p>Number and proportion of collections facilities and stores that support economic development and human well-being.</p> <p>Number and proportion of collections facilities and stores that provide affordable and equitable access for all.</p> <p>Investment in collections facilities.</p> <p>Inclusion of collections information in regional and transborder initiatives, notably via digital access for discoverability.</p>
<p>SDG 10. Reduce inequality within and between countries</p> <p>10.2 By 2030, empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status</p>	<p>Collections development to ensure that collections effectively meet the needs of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status.</p> <p>Numbers and proportions of people making use of collections in relation to the demographic of the local population.</p> <p>Numbers and proportions of people involved in focused programmes aimed at promoting social, economic and political inclusion.</p> <p>Numbers and proportions of people from different demographic groups involved in decision-making processes relating to collections and collections-based institutions.</p> <p>Number and types of partnerships that build relationships with marginalized groups, individuals and communities.</p>

<p>SDG 11. Make cities and human settlements inclusive, safe, resilient and sustainable</p> <p>11.7 By 2030, provide universal access to safe, inclusive and accessible, green and public spaces, in particular for women and children, older persons and persons with disabilities</p>	<p>Numbers of people accessing collecting institutions from different demographic groups, notably women, children, older people and persons with disabilities.</p> <p>Increases in numbers of people accessing collecting institutions from different demographic groups.</p> <p>Measures taken to remove barriers to access green and public spaces.</p> <p>Extent of green space provided by collections institutions.</p>				
<p>SDG 17. Partnerships for the goals</p> <p>17.17 Encourage and promote effective public, public-private and civil society partnerships, building on the experience and resourcing strategies of partnerships</p>	<p><i>17.17.1 Amount of United States dollars committed to public-private and civil society partnerships</i></p> <p>Number and/or increase in number, and diversity of local, national and regional multi-stakeholder (public, public-private and civil society) partnerships that address the SDGs drawing on collections, or that otherwise involve collections-based organisations and institutions.</p>				
1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	