

FORMAT		
1. Name of resource	SDG Stories from Asia and Oceania	
2. Location	https://repository.ifla.org/handle/123456789/1761	
3. Alternative location		
4. Author[s]	Premila Gamage, Jayshree Mamtora, Vicki McDonald, Winston Roberts IFLA Asia and Oceania Section Standing Committee IFLA Regional Section for Asia and Oceania	
5. Publisher/producer/host	International Federation of Library Associations and Institutions (IFLA)	
6. Year	2021	
7. Suggested citation	IFLA Regional Section for Asia and Oceania (2021). SDG Stories from Asia and Oceania. Retrieved at https://repository.ifla.org/handle/123456789/1761 .	
8. Languages in which available	English	
9. Geographic area resource relates to	Asia and Oceania	
10. Does the resource relate to a specific time frame?		
11. Type	Report	
	Toolkit/Framework/Roadmap	
	Sign-post to other resource (database)	
	Case studies	X
	Other	
12. If this is part of an initiative, what is the initiative?		
COLLECTIONS AND COLLECTIONS-BASED INSTITUTIONS		
13. Explicit links to collections	X	
14. Explicit links to museums/libraries/archives	X	
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,	X

	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 , for example by targeting collecting to threatened forms of heritage in strategic ways		X
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		X
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		X
iii. waste management and reduction of waste		X
iv. transport (forms of transport, energy use)		
v. commercial activities including copyright and IP		X
vi. governance and management		X
vii. security, disaster preparedness and risk reduction		
Direct external leadership, partnerships and collaborations		X

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	X
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 booklet aims to showcase how libraries of the Asia and Oceania region are supporting the UN SDGs. To clarify, an SDG story is a narrative about an activity, project or programme implemented by libraries and their partners, which is addressing community needs, and making a significant impact on community life at local, national or regional level.” (P.2)
21. Intended audience of resource	Library staff, personnel and practitioners who are involved with library-related projects. Professionals from Asia and Oceania may find the resource relevant but others around the world may find inspiration from the resource as well.
22. Process of development	“The Asia and Oceania Section, one of the largest Sections in IFLA (to 2021), has collated this collection of SDG Stories from libraries in the Asia-Oceania region. The collection is the result of a call made to members, to share SDG stories from their respective countries for inclusion in the booklet.” (P.2)
23. Organisation/structure/contents	“The stories in this booklet are organised according to the six subregions of Asia and Oceania: West Asia, Central Asia, South Asia, South East Asia, North East Asia and Oceania. We are pleased to share at least one story from each of the subregions for inclusion in this first stage of the project.” (P.2)
FRAMEWORKS	
24. Framework structure	
25. Relevant policy considerations	

26. Resources for implementation identified	
27. Specific assessment points/indicators/milestones/action plan for monitoring	
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	X
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, various. SDGs are stated according to each story and example.
32. SDG targets specifically mentioned?	
33. SDG indicators specifically mentioned?	
SDGs AND SDG TARGETS AND LINKAGES	
34. Comments on SDG linkages	This open-access booklet allows library staff members to draw inspiration from good examples of incorporating SDGs into library programmes and activities run by libraries in Asia and Oceania. As identified by the resource's creators, 'SDG Stories' appeared in the booklet cover the following SDGs: 1, 2, 3, 4, 5 7 8 9 10 11 12 13 15 16 17. On the whole, the resource is related to the following key SDG targets: 4.7 (libraries as promoters of the SDGs), 4.A (upgraded and well-equipped library spaces for use), 8.3 (libraries' actions that support opportunities and job creation and examples of libraries gaining external funding), 8.6 (education programmes organized and jobs

	for young people), 9.C (make information and communications technology more available and accessible), 10.2 (people of different backgrounds are empowered by library collections and their related events), 11.7 (universal access to safe and inclusive spaces), 12.8 (people’s increased awareness of different aspects of sustainable development), 16.7 (participatory and inclusive approaches to programmes), 16.10 (public access to information), 17.16 (partnerships among stakeholders).
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35. SDGs and SDG targets the resource helps advance

**Note: Stories from different libraries in the region cover a range of SDG goals and targets. Provided below are key and overarching SDG targets and their relevant indicators*

<p>SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</p> <p>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 contribution to sustainable development</p>	<p>Numbers of people in each type of programme drawing on collections from different demographic groups.</p> <p>Increases in numbers of people in each type of programme from different demographic groups.</p> <p>Proportion of people involved in such programmes in relation to overall audience size.</p> <p>Evidence that learners have acquired knowledge and skills to promote sustainable development.</p>
<p>SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</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</p>	<p>Number and proportion of education facilities that are child, disability and gender sensitive.</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>

environments for all	Support given to other education facilities to make them more inclusive and effective
<p>SDG 8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all</p> <p>8.3 Promote development-oriented policies that support productive activities, decent job creation, entrepreneurship, creativity and innovation, and encourage the formalization and growth of micro-, small- and medium-sized enterprises, including through access to financial services</p>	<p>Development-oriented policies in place for the range of activities, or development-oriented considerations are included in other policies.</p> <p>Number of micro-, small- and medium-sized enterprises supported.</p> <p>Number and proportion of formalised arrangements with micro-, small- and medium-sized enterprises.</p> <p>Total value of financial services or financial support provided to micro-, small and medium-sized enterprises.</p>
<p>SDG 8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all</p> <p>8.6 By 2020, substantially reduce the proportion of youth not in employment, education or training</p>	<p>Number of young people in employment, education or training relating to collections.</p> <p>Number of people in dedicated programmes relating to collections, who would otherwise not be in employment, education or training.</p>
<p>SDG 9. Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation</p> <p>9.C Significantly increase access to information and communications technology and strive to provide universal and affordable access to the Internet in least developed countries by 2020</p>	<p>Number of collections facilities that provide access to ICT.</p> <p>Number of programmes that support access to the Internet in least developed countries.</p>
<p>SDG 10. Reduce inequality within and between countries</p> <p>10.2 By 2030, empower and</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</p>

<p>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>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 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>SDG 12 Ensure sustainable consumption and production patterns 12.8 By 2030, ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature</p>	<p><i>12.8.1 Extent to which (i) global citizenship education and (ii) education for sustainable development (including climate change education) are mainstreamed in (a) national education policies; (b) curricula; (c) teacher education; and (d) student assessment</i></p> <p>Extent to which global citizenship education and education for sustainable development (including climate change education) are mainstreamed in formal, informal and non-formal education programmes and activities drawing on and related to collections.</p>
<p>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. 16.7 Ensure responsive,</p>	<p><i>16.7.1 Proportions of positions (by sex, age, persons with disabilities and population groups) in public institutions (national and local legislatures, public service, and judiciary) compared to national distributions</i></p> <p><i>16.7.2 Proportion of population [audience/users/non-users] who believe decision-making is inclusive and responsive, by sex, age, disability and population group</i></p>

<p>inclusive, participatory and representative decision-making at all levels</p>	<p>Decision-making addresses societal, environmental and economic challenges related to the community, considering short-term and long-term risks and opportunities.</p> <p>Decision-making draws on diverse backgrounds, viewpoints and interests, reflecting a broad base of stakeholders, and working to promote inclusion and provide effective services for all of society.</p>				
<p>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. 16.10 Ensure public access to information and protect fundamental freedoms, in accordance with national legislation and international agreements</p>	<p>Adopt and implement constitutional, statutory and/or policy guarantees for public access to information.</p> <p>Plans in place, and plans implemented to enhance public access to information relating to collections.</p> <p>Plans in place, and plans implemented to support fundamental freedoms, in line with human rights, national and international agreements and legislation.</p>				
<p>SDG 17. Partnerships for the goals 17.16 Enhance the global partnership for sustainable development, complemented by multi-stakeholder partnerships that mobilize and share knowledge, expertise, technology and financial resources, to support the achievement of the sustainable development goals in all countries, in particular developing countries</p>	<p>Number and/or increase in number, and diversity of global and international multi-stakeholder partnerships that share collection-related knowledge, expertise, technology and financial resources to address the SDGs, or that otherwise involve collections-based organisations and institutions.</p> <p>Number and/or increase in number, and diversity of global and international multi-stakeholder partnerships involving developing countries that share collection-related knowledge, expertise, technology and financial resources to address the SDGs</p>				
1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	