

VERBALE N. 9

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### 1. Quesiti

- a. Il Processo di acquisizione e di sviluppo delle collezioni su supporto cartaceo nelle biblioteche dell'Ateneo
- b. Pubblicazioni ad accesso aperto e ruolo degli archivi istituzionali
- c. Scuole di Ateneo ai sensi dello Statuto e dei Regolamenti dell'Università di Padova

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*Calligro*

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Colloquio

ALLEGATO n. 1  
VERBALE n. 10

# Libraries and the Sustainable Development Goals a storytelling manual



[librarymap.ifla.org](http://librarymap.ifla.org)



A handwritten signature in black ink, appearing to be 'M'.

Calliforo

“Storytelling in a library context means capturing the initial spark of inspiration, then allowing that spark to guide you. Together we surface new ideas, build relationships, and deliver sustained community engagement.”

Matt Finch

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The **Libraries and the Sustainable Development Goals (SDGs) – a storytelling manual** is a guide for librarians and library advocates to support you in your advocacy efforts. The Library Map of the World (LMW) team have compiled some tips and useful information to help you write compelling stories about your library activities, projects and programmes, and their impact on communities. Consequently, we would like to share your story about your library's contribution to the SDGs through the LMW website.



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**i** The Library Map of the World is an IFLA initiative to ensure the availability of quantitative (statistical) and qualitative (stories) data that show the powerful contribution of libraries in developing smarter and more inclusive societies, the key to achieving the SDGs.

## Why this Manual?

**Stories** They ignite our imagination; they let us build bridges across time and space. Stories affirm who we are and allow us to experience the similarities between ourselves and others, real or imagined. Stories help us find meaning in our lives.

A great story is not only genuine, fascinating and inspirational, but it should also be something that is heartfelt – something that your target audience can relate to.

Storytelling is all about engagement, using the power of words to create empathy, loyalty and aspiration. By telling stories, based on solid evidence, we can win over hearts and minds, and encourage people – and in particular politicians, funders and other decision-makers and influencers – to give us their support.

Throughout history, storytelling has been used to share knowledge, wisdom, and values. Stories have taken many different forms. They have been adapted to each successive medium that has emerged, from the circle of the campfire to the silver screen, and now the computer screen. Digital storytelling is the contemporary expression of this ancient art. It combines the best of two worlds: the 'old world' of telling stories, and the 'new world' of digital technologies, which allow us to combine text with videos, photography, art, music, narration and other multimedia components.

International Federation of Library Associations and Institutions's (IFLA) Library Map of the World (LMW) provides you with a unique digital space to share the story of your library's activities, projects, and programmes as well as their impact on your community, and how that contributes to the United Nations (UN) Sustainable Development Goals (SDGs). By sharing your story, you are engaging and empowering libraries all over the world.

The Library Map of the World team have worked with IFLA's International Advocacy Programme (IAP) and Associates of IFLA's International Leaders Programme (ILP), as part of their "Stories that Matter" project, to prepare this manual to help you tell your digital story.

What story to tell  
the SDS explained for librarians  
and library advocates



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## What story to tell the SDGs explained for librarians and library advocates

All good stories need a plot. If you are aiming to win someone's support, then you should focus on a subject that matters to them. The 17 SDGs, also known as the UN 2030 Agenda, provide a comprehensive list of the issues that world leaders care about.

**i** Did you ever wonder what the "sustainable" part of "sustainable development" mean? This is a "development that meets the needs of the present without compromising the ability of future generations to meet their own needs". It's about the environment, but also about social and economic development. As an example, there is no point in having thriving economic growth, if this is achieved at the expense of people and the planet. We need to consider the effects of our actions to guarantee lives of dignity for future generations. Learn more in the Report of the UN Secretary-General: A Life of Dignity for All.

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### What are the SDGs?

The UN 2030 Agenda is a universal call to action to end poverty, protect the planet and ensure that everyone, everywhere enjoys peace and prosperity. The SDGs are interconnected – often the key to success for one will involve tackling issues more commonly associated with another. The UN's 193 Member States adopted them in September 2015, and they came into force on 1 January 2016.

While the SDGs are not legally binding, governments are expected to take ownership and establish national frameworks for the achievement of all of the Goals. An ongoing monitoring process, built on quantitative data collection and national reporting, will maintain the momentum.

Clearly not all politicians or decision-makers will explicitly talk about the SDGs. However, they should care about the issues they cover, from fighting poverty and improving health to promoting justice and reducing corruption.

### How do libraries support the SDGs?

Libraries around the world offer a wide range of products and services that promote the achievement of each and every one of the SDGs.

From promoting literacy, to offering free access to information, libraries are safe, welcoming spaces, at the heart of communities. They come with the indispensable support of a dedicated staff with a deep understanding of local needs. They advance digital inclusion through access to Information and Communication Technology (ICT), internet connection and skills. They promote innovation, creativity and access to the world's knowledge for current and future generations.

As illustrated in IFLA's booklet and handout "Access and Opportunity for All: How Libraries contribute to the United Nations 2030 Agenda" and in the "Development and Access to Information (DA2I)" report published in partnership with TASCHA, most existing activities, projects and programmes delivered by libraries worldwide can be related to one or more of the SDGs.

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Take a look at the list of SDGs below, and examples of how libraries contribute. Hopefully these will inspire you and help you to identify the many activities, projects and programmes in your library that help deliver on the issues that decision-makers care about:



**SDG 1 - End poverty in all its forms everywhere:**

Libraries provide opportunities for people to improve their own lives and support informed decision-making. Mobile libraries make books, services, and internet access available in rural and remote communities, providing opportunities to people that would otherwise be isolated.

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**SDG 2 - End hunger, achieve food security and improved nutrition and promote sustainable agriculture:**

Agricultural libraries provide access to research and data on crops, market information, and farming methods that help develop resilient, sustainable produce. Public and community libraries also promote literacy, provide ICT training, access to information in local languages, and a gateway to government services and funding for rural communities, as well as fostering partnerships to support local development.



**SDG 3 - Ensure healthy lives and promote well-being for all at all ages:**

Medical libraries and hospital libraries provide access to medical research that supports improved clinical and public health outcomes. Public access to health information in all libraries help people to make better lifestyle choices and to stay healthy. Public libraries have a key role in providing health information to vulnerable groups such as new immigrants and people experiencing homelessness. Services include: accessing reliable health information, developing health literacy skills, providing help in researching and acquiring appropriate health insurance, and organising and participating in first aid training.



**SDG 4 - Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all:**

Libraries are at the heart of schools, universities and colleges in every country around the world. All libraries support literacy programmes, provide a safe space for learning, and support researchers to access, apply and reuse research and data to create new knowledge. Hands-on computer classes, after-school support, and programmes addressing subject areas with high failure rates are just a few examples of how libraries respond to local needs and take action to improve education. Libraries also act as facilitators in their communities, setting up local learning centres to support learning.



**SDG 5 - Achieve gender equality and empower all women and girls:**

Libraries offer programmes for women and girls to access information about their rights and health. They also provide ICT and literacy programmes, as well as coding-clubs and entrepreneurship training. Libraries provide a safe environment for women to read or pursue learning, access computers and the internet, undertake technology training, or talk with other women.



**SDG 6 - Ensure availability and sustainable management of water and sanitation for all:**

Libraries provide public access to information on water, energy usage and sanitation. They offer access to research and evidence for policy makers and development organisations, to support the effective allocation of resources to sustainable water infrastructure and sanitation projects.

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**SDG 7 - Ensure access to affordable, reliable, sustainable and modern energy for all:**

Many public and community libraries

around the world represent the only place where people can get reliable access to light and electricity to read, study and apply for a job. Libraries, and library-like rural information centres can provide public-access computers, sometimes powered by solar panels or generators, allowing people to hold meetings, charge devices and access the Internet at night.



**SDG 8 - Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all:**

Public access to ICTs and training at libraries enable people to apply for jobs. People lacking access to a computer or the Internet at home come to the library to find these, as well as skilled library staff who can help them write their CV, send online applications, scan certificates and diplomas, and find the right job. Some libraries offer employment clubs to share tips and resources with other job-seekers in the same area.

*Information and Communication Technology*

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**SDG 9 - Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation:**

Libraries are at the heart of research, technology, innovation and academic life. They provide access to research infrastructure, data and quality information to foster innovation and competitiveness. Some libraries operate business centres that offer entrepreneurship training as well as legal and financial advice to help entrepreneurs start-up their businesses.



**SDG 10 - Reduce inequality within and among countries:**

Equitable access to information, freedom of expression, freedom of association and assembly, and privacy are central to individuals' independence. Libraries help to reduce inequality by providing safe, civic spaces open to all, in both urban and rural areas across the world. They foster community engagement and citizen participation through local programmes and partnerships with other civil society organisations and local governments. They are a lifeline to marginalised groups, who may struggle to access information, skills or support elsewhere.



**SDG 11 - Make cities and human settlements inclusive, safe, resilient and sustainable:**

Libraries have an essential role in safeguarding and preserving invaluable documentary heritage, in all forms, for future generations. Culture strengthens local communities and supports the inclusive and sustainable development of cities - libraries are at the heart of initiatives to promote this. With targeted services to reach the most vulnerable groups, libraries provide a safe space for older people, offering opportunities to socialise and take part in cultural activities. They are also a welcoming space for immigrants, people experiencing homelessness, and refugees, who sometimes face many of the same challenges.

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**SDG 12 - Ensure sustainable consumption and production patterns:**

Libraries are sustainable institutions; they share resources within communities and across borders, to ensure that everyone has access to information. Libraries are the precursors of the new sharing economy, offering all kinds of materials for loan (not only books, music, movies, and all kinds of information resources, but also tools, musical instruments, appliances, and more), thus reducing the carbon footprint and the impact on the environment. Libraries offering access to 3D printers and digital manufacturing skills allow people to develop their own creativity using recycled materials. This helps to raise awareness to sustainable consumption and production.

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**SDG 13 - Take urgent action to combat climate change and its impacts:**

Libraries play a key role in providing access to reliable data, research and knowledge that supports informed research and public access to information about climate change. They ensure long-term access to environmental data and information for future generations through thorough preservation strategies that outlast the policies of individual governments. School and public libraries help raise awareness among younger generations about the critical and urgent need to protect our environment and to work together to mitigate and adapt to the effects of climate change.



**SDG 14 - Conserve and sustainably use the oceans, seas and marine resources for sustainable development:**

Libraries support decision-making by preserving and giving access to data and information related to the sustainable use of oceans, seas and other water bodies, appropriate fishing practices, and effective water management.



**SDG 15 - Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests,**

**combat desertification, and halt and reverse land degradation and halt biodiversity loss:**

Libraries foster research and help protect the earth's ecosystems by offering open access to biodiversity data and literature. Botanical and forest libraries help raise awareness among younger generations about the need to respect and protect nature.



**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:**

Libraries are a key source of information for the public. They are also equipped to teach and enable citizens to benefit from this open access. Libraries are a trusted information source, with skilled staff that help individuals, institutions and governments to communicate, organise, structure and use information in a meaningful way to promote development.

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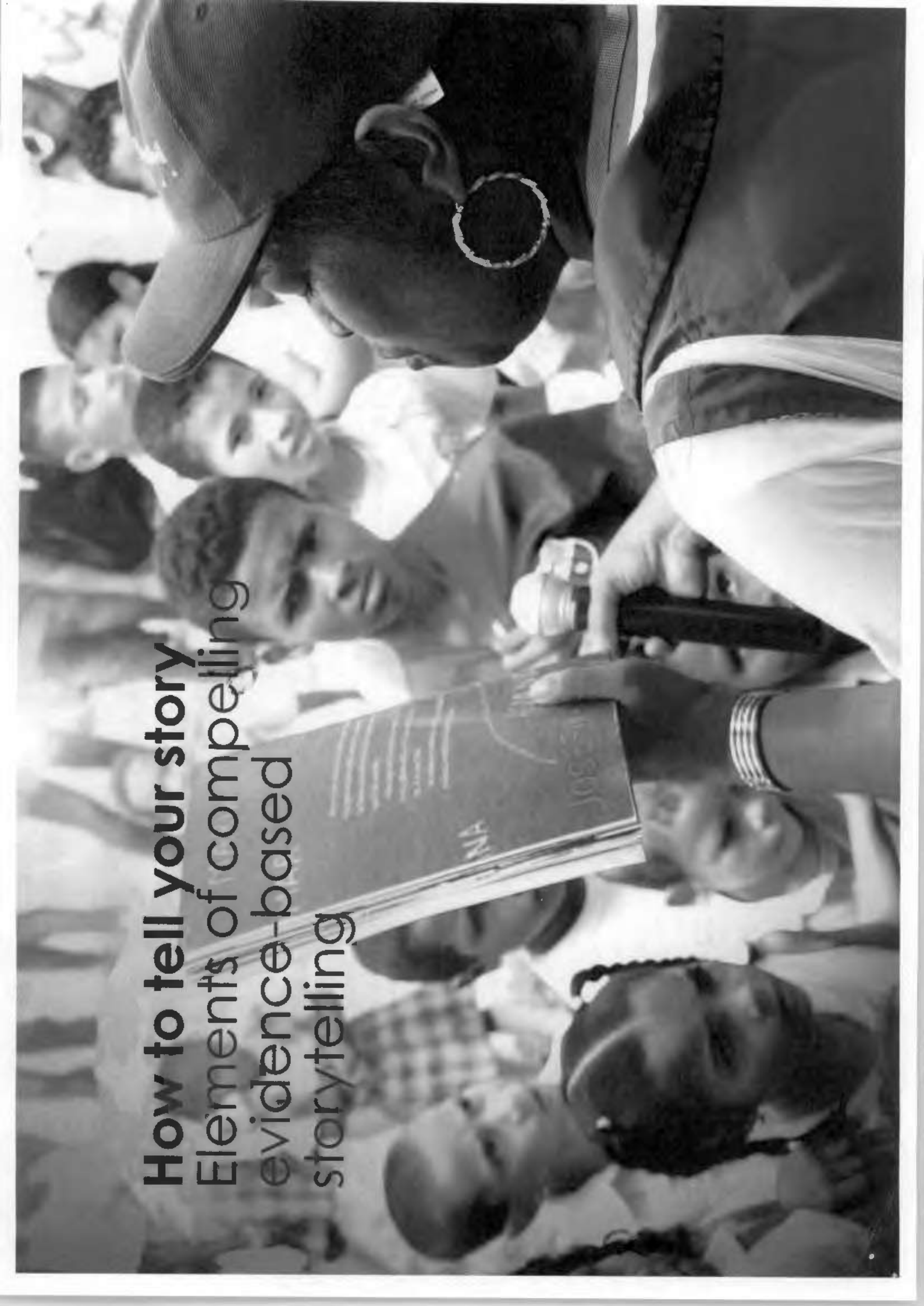
**SDG 17 - Strengthen the means of implementation and revitalize the global partnership for sustainable development:**

Libraries partner at all levels with local, regional and national civil society institutions, governments and organisations from private sectors to offer community-based programmes and services that engage and empower citizens, in turn, strengthening societies.

So, feeling inspired?  
Found your story?

Let's see now how you can share it!

everfew

A black and white photograph showing a woman in the foreground wearing a dark cap and large hoop earrings. She is holding a book titled 'WHA' and pointing at it with her right hand. The book cover has some text and a graphic. In the background, a diverse group of people, including children and adults, are looking towards the woman and the book. The scene appears to be an educational or community gathering.

**How to tell your story**  
Elements of compelling  
evidence-based  
storytelling

# How to tell your story

## Elements of compelling evidence-based storytelling

**A catchy title:** that grabs the attention of the reader

**A strong opening:** your first paragraph should draw the reader in

**Effective scene-setting:** make the reader understand why action from the library was necessary

**A clear narrative:** a description of what the library did

**A meaningful ending:** how did the action from the library make a real, provable difference?

# Coding for Kids in Libraries

Since January 2017, Progress Foundation, Etic Association and 29 rural librarians, with the funding support and partnership of the Romanian American Foundation are developing the coding skills of over 450 kids from Romania. Coding for Kids in Libraries or shorter said CODE Kids has managed to bring together a large array of stakeholders and is due to continue after this pilot year.

It all started with an understanding and an acknowledgement: Romania has one of the fastest growing IT sectors in Central and Eastern Europe, however its education system and human resources development policies are far behind of what the economy needs. In 2014 for example, according to the Commission's Directorate General for Communications Networks, Content & Technology (DG CONNECT), 23% of the EU population had no digital skills, while Romania's number is 50% (the highest in Europe), and 85% of the Romanians had low digital skills. Also, by 2020, Europe may experience a shortage of more than 800,000 professionals skilled in computing/informatics. Coding skills will be a key



To mitigate this situation is a task beyond the capacity of two organizations or one funder, but one needs to start somewhere. Project partners decided to focus on secondary school kids from 10 to 14 years old and piloted an intervention

educational purposes, librarians are more confident in working with youth and, due to better communication, services they offer to kids are more diverse. At the same time, project partners have already witnessed some incipient community development

**Great illustrations:** use pictures and video to bring your story to life!

# So how can you turn your idea into a great story?

There are a few key elements:

- 1. A catchy title: that grabs the attention of the reader**
- 2. A great story**
  - A strong opening: your first paragraph should draw the reader in
  - Effective scene-setting: make the reader understand why action from the library was necessary
  - A clear narrative: a description of what the library did
  - A meaningful ending: how did action from the library make a real, provable difference?
- 3. Great illustrations: use pictures and video to bring your story to life!**

## Take Inspiration from examples:

### Mobile Libraries for Peace

This SDG story is about the programme in Colombia where the National Library and National Network of Public Libraries are aiming to help demobilised guerillas step back into civilian life after the end of the armed conflict. The title of the story includes the keyword of this activity: Peace, which corresponds with the SDG 16 goal to promote peaceful and inclusive societies.

### Public libraries in Romania facilitate access to agricultural subsidies

This SDG story is about the library programme helping farmers to fill in applications for subsidies. This story supports SDGs 2 (Zero Hunger) and 8 (Decent Work and Economic Growth). The title of the story in this case mentions important keywords like agriculture and subsidies.

## **Title**

**Recommended number of words: maximum 10**

It is good to have a catchy and meaningful title for your story. Try to avoid long descriptive titles, rather use a slogan if your story has one, or a short description that provides clear information on what the story is about.

As your story will be linked to the SDGs to which your activity, project or programme is contributing, we recommend that you use some relevant keywords. When deciding on the title of your story, it may be useful to recall the ultimate goal that your activity, project or programme was designed to achieve.

## **Narrative**

**Recommended number of words: 350 (maximum 500)**

Remember that most people will not read more than 250 words before they start to skip the lines, so you should give them all the information quickly. Bring out the human angle – make the reader empathise with the library and the people it is serving. The simpler your story, the more impact it can have on people.

You should start with an introductory paragraph of 25-30 words. This should be a 'hook' that draws the reader in by grabbing their attention for long enough to make them want to read or listen to the rest of the story. You can ask a question, surprise the reader with a fact, or make people wonder.

## Looking for writing tips?

Even if you're not planning to write a book but just a very short story, it can be useful to learn and gain inspiration from writers.

What is and what is not the hook? Learn more from Writers to Authors in their blog post "[Seven Point Story Structure: The Hook](#)"

[5 Secret Tips to Writing A Successful Short Story](#) from Writer's Relief staff.

## Overall, your story must provide answers to the following questions:

### Why?

Description of a problem or challenge in the community that this activity, project or programme was designed to address.

### Who did what, how and when?

Brief description of an activity, project or programme.

### So what?

Description of impact on the community and evidence of its contribution to local, regional or national development needs.

**i** **Community needs assessment** is a combination of information-gathering, engagement and focused action with the goal of community improvement. It is aimed at identifying community issues and priorities as well as creating and discussing solutions (e.g. new or improved library services targeted at under-served community groups). The goal of community needs assessment is **to make sure that the service, activity, project or programme you are developing and delivering fits the needs of the community you serve.**

Librarians do a lot to measure the needs of their community whether they know it or not. Some of the existing data sources may be:

- Library use statistics
- Suggestion box/comment cards
- Public records and statistics
- Information gathered from reports, newsletters, and newspapers
- Casual conversations with community members and library users
- Surveys, interviews, discussions, key opinion-formers in the community
- Observations in the community and library

### Why?

Spend more time to describe the “why” than the “who did what, how and when”. Your readers may know nothing about your community and what’s important for you. To feel part of your story, it is important that the reader can picture themselves in the situation you are describing, and that they understand the problem or challenge in your community that your library activity, project or programme aimed to address.

This does not need to be difficult. You will have had a reason for organising your activity, project or programme, based on your knowledge and understanding of what your community needs.

To do this, you can talk about community demographics (older/younger, male/female), social and/or economic characteristics (rich/poor, well-educated or not, rural/urban), problems and/or issues that your community experiences and how your library contributes to solving these. Knowing the conditions in your community and an issue, problem or challenge that your activity, project or programme was designed to address and contribute, you can talk about the changes that you expected to see.

Remember that the community problem or challenge that your library service was designed to address can be closely related to existing local, regional or national development needs and priorities that may be described in policy documents or development plans. If these exist, try to put things into context to demonstrate how your activity, project or programme is contributing to the goals mentioned in these documents and link to the SDGs, thus helping to meet local, regional or national development needs.



### Who did what, how and when?

In a concise way, describe your activity, project or programme. Who was involved and how? What did they learn or gain from participating? What did you do that no-one else did, or could have done? Include the names of the organisations involved (and descriptions if necessary), describe partnerships, and provide some information about the timeline so readers know whether your activity, project or programme has just started, is ongoing or already ended.

Re-read what you have written – does the description contain only necessary information? Would it make sense to someone who knows nothing about your library or your community?

Ideally, you should include some statistics on the results of activities and services provided. These are numbers that will provide the reader with an idea of how many were served, were trained, were reached, have participated, etc.

### A Meaningful Ending

What makes a story different from just a simple narrative is that the story has a meaning. The most important part of your story is to tell what happened as a result of your activity, project or programme. The ending of your story can deliver the meaning and show value by demonstrating that the activity, project or programme led to a significant and worthwhile change in people's lives.

To tell a compelling story you should add to your story some quantitative and/ or qualitative evidence that could demonstrate the real impact of your library's contribution. While you may have won over the heart of your reader by describing your situation, their head will only follow if you provide hard evidence that you made a difference to individuals and the community.

There are various ways of doing this. You can use both the results of feedback or evaluation surveys that you may have carried out before and/or after your project or programme (Do participants feel more confident? Better informed? Have they changed their own behaviour? Has this helped them improve their health? Find a better job?). You can include testimonials or quotes from those who took part in an activity (with names, if they allow) to make your story more personal.

# Remember: The simpler your story, the more impact it can have on people.

**i** **Impact** is the effect your library activity, project or programme has on an individual or a group. It **is about change** to people's lives, to how groups and/or organisations behave, and to communities.

As the result of participating in your library's activity, project or programme depends on your activity, project or programme's objective, the following could change (outcomes):

- Knowledge and understanding (e.g. learning something new or improving)
- Competencies and abilities (e.g. doing things better/faster)
- Behaviour (e.g. doing things differently)
- Attitudes (e.g. confidence, feeling empowered/involved)
- Quality of life (e.g. in areas of employment, health, education, social life etc.)

It is easy to measure outcomes if you have a clear impact objective from the beginning – i.e. you know what you are trying to achieve with your activity, project or programme and why. Before starting any activity, project or programme, you should define the data and evidence you need to collect that will demonstrate if and to what extent the change happened. The way you collect data will depend on the type of data/evidence you need.

- For quantitative data: surveys based on questionnaires, tests, or measurement (use of resources, school results, etc)
- For qualitative evidence: interviews, user stories, testimonies, drawings and sequences of photos

Need help with outcome measurement? Free online resources and tools provided by [Project Outcome](#) can make it easy. Try it out!



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# How to tell your story visually

## Preparing pictures and videos for the Library Map of the World

## How to tell your story visually

### Preparing pictures and videos for the Library Map of the World

We live in a world where visual content is increasingly important, with much media information presented as a combination of text and pictures and/or videos. A thoughtful combination of text, pictures and videos will help you bring your story to life.

**i** According to [marketing statistics and trends](#), **visual content** has a profound impact on audience reach and engagement:

- Visual content is 40 times more likely to get shared on social media than other types of content.
- Articles with an image once every 75-100 words got double the number of social shares than articles with fewer images.
- Coloured visuals increase people's willingness to read a piece of content by 80%.
- When people hear information, they are likely to remember only 10% of that information three days later. However, if a relevant image is paired with that same information, people retained 65% of the information three days later.
- Nearly two-thirds of consumers prefer video under 60 seconds.
- Videos under five minutes in length account for 55% of total video consumption time on smartphones.

### Pictures

The main image must be highly relevant to the story that is being told. A striking, attractive and good quality image can make people more interested in your story.

While for stories on the Library Map of the World we recommend adding up to 5 pictures, your story must have at least one high quality main photo. An exception can be made only if you add a video as a visual element of your story.

Minimum requirements for photos:

- Image Format: JPG, JPEG, PNG
- Preferred image size is: 800 pixels wide and around 80KB file size
- Max image size: 1,280 pixels wide with around a 120KB file size

If the image has letters, numbers, or symbols within it, and if this is a detail that is relevant in relation to the story, those letters/numbers/symbols should be clearly legible.

The title of the picture should be short and clear.

#### **💡 Looking for free images or want to edit your own photos?**

[40 tips to take better photos](#) from professional photographer Lisa Clarke.

[Pixabay](#) offers thousands of high quality photos for you to choose from, majority of them completely free to use.

If you want to use your own photos, then you will most likely want to edit them. [PicMonkey](#) is the ideal for this. You can make as many different edits as you like for free.

[Canva](#) offers a number of different tools that you can use to create a professionally looking design, from invitations, business cards and posters to social media images and presentations. Free!

## Videos

Video can bring life to your story and can be the perfect way to reinforce your message. On the Library Map of the World, videos will feature first in the story. However, they are not compulsory. A picture is worth a thousand words – now imagine what moving images can do! If you add a video to your story, people can listen and see what your library is doing, and feel empathy. It gives you a way to invite them to know more about your story and the libraries in your country. A video can show a variety of points of view – from staff, users, or families.

On the Library Map of the World you will be able to add up to five links to videos related to your story, so be strategic when you choose your videos. They can make your story understood by more people and you can deliver a clear message to your audience.

### You don't need to be a filmmaker to make a compelling video! Looking for tips?

[Ten tips on how to produce a short video](#) by Brian Hebb.

[10 quick tips for creating compelling videos for social media](#) by Sydney Parker.

[10 simple tips to make home videos look professional](#) by Sherwin Coelho.

[10 tips for editing video](#) by TED staff.

### Did you know that you can make a short video from pictures you have? These tools can help!

[Stop Motion Studio](#) combines everything that you could need to put pictures together into one video. It helps to create terrific stop action movies with a whole host of unique features.

[Shotcut](#) is a free, open-source, cross-platform video editor and encoder that can handle wide range of media formats.

Check out the full [list of free video editing software](#) compiled by Samuel Axon.

**Ever thought about aspect ratio?** Full frame or widescreen? 4:3 or a vertical video? Making informed decisions about your aspect ratio can improve the style of your story. Learn more:

[Choosing the best aspect ratio for your video](#) by Zach Ramelan.

[It's Hip to be Square: The Impact of Aspect Ratio on Social Media](#) by Chris Smith.

### Looking for free sounds and music for your video?

Many musicians choose to release their songs under [Creative Commons licenses](#), which gives you the legal right to do things like use their music in your videos. Creative Commons maintains the [list of sites](#) that offer music published under Creative Commons' flexible copyright licenses.

[Bensound Royalty Free Music](#) – on this site you will find music that you can use for free in your multimedia project (online videos, including YouTube and Facebook, websites, animations, etc.) as long as you credit the author.

[StockMusicSite](#) – this site contains over 497,000 music tracks from over 5,616 independent artists, bands and producers.

### Creating a video

When making a video, think of the narrative (the message you want to deliver). Take your audience to where things are happening, not the office! Let people use their own voice (include testimonies of people who participated in activities). Use high-quality video and images and animations, and bring the impact of the story to life for all viewers – not just librarians, but also stakeholders.


A dynamic soundtrack can give a special rhythm to the video. When using sounds and music for your video, be careful with copyright (the Section on “How to deal with copyright and permissions” will provide you with more information on this).

An important thing to consider is the length of the video. According to [video marketing benchmarks](#), 56% of all videos published in 2017 are less than 2 minutes long. Join the majority and keep your video short! It will pay back as videos up to 2 minutes long get the most engagement. According to [Video Marketing statistics](#) for 2017, 65% of people who watch the first three seconds of a video will watch for at least 10 seconds, and 45% will watch for 30 seconds. Make sure to include the “hook” of your story in the beginning of your video.

“How long should your video be?” will become especially important if you plan to better engage with your audience on video platforms. The ideal length for a video on Instagram is 30 seconds, on Twitter – 45 seconds, on Facebook – 1 minute, but on YouTube – 2 minutes. It’s also good to know that, for example on Facebook, 95% of Facebook videos are watched without sound. Ensure that the message in your video can be understood without hearing a single word and/or consider subtitling your video.

### Sharing a video

To be able to share your video with your SDG story, you will have to select the video hosting service that is compatible with the Library Map of the World. This currently can display embedded videos from [YouTube](#) and [Vimeo](#). Let us know if you cannot use these, and we will explore making Library Map of the World compatible with other hosting services.

 **Video hosting services** are websites or software which allow users to distribute their video clips. YouTube is the largest and most popular video sharing website in the world, however there are many other user generated sites that mostly offer free services for users to upload their videos and share them with the public. Take a look on the [full list of notable video hosting services](#).

# How to deal with copyright and permissions

## Preparing your story for use and re-use

**copyread** ● v. read and edit a magazine, or book.

– DERIVATIVES **copyreader** n.

**copyright** ● n. the exclusive right of the author, inventor, or originator or their assignee to publish, perform, film, or record a literary, musical, or dramatic work, and to authorize others to do so.

● v. secure copyright for

**copyright library** ● n.

of each book published

typist ● n.

## How to deal with copyright and permissions

### Preparing your story for use and re-use

IFLA advocates for broad accessibility to information and knowledge for all citizens of the world, regardless of their geographical location or financial or other circumstances. For this reason, the IFLA Governing Board has adopted a Creative Commons Attribution 4.0 International licence (CC BY 4.0) where possible to open up IFLA's content more fully. The aim is to foster the widest possible access and re-use of the information and materials.

To include your story into the Library Map of the World you will have to agree to attach a CC BY 4.0 licence to your SDG story, including to all media (pictures and videos) that you will submit.

**i** A Creative Commons (CC) licence is one of several public copyright licenses that enable the free distribution of an otherwise copyrighted work. **A CC licence is used when an author wants to give people the right to share, use, and build upon a work that they have created.** CC provides an author flexibility (for example, they might choose to allow only non-commercial uses of their own work) and protects the people who use or redistribute an author's work from concerns of copyright infringement as long as they abide by the conditions that are specified in the license by which the author distributes the work.

There are several types of CC licenses. The licenses differ by several combinations that condition the terms of distribution. They were initially released on December 16, 2002 by Creative Commons, a U.S. non-profit corporation founded in 2001. There have also been five versions of the suite of licenses, numbered 1.0 through 4.0. As of July 2017, the 4.0 license suite is the most current.

Work licensed under a Creative Commons license is governed by applicable copyright law. This allows Creative Commons licenses to be applied to all work falling under copyright, including: books, plays, movies, music, articles, photographs, blogs, and websites.

### Creative Commons Attribution 4.0 International (CC BY 4.0) – what does it mean?

By using one of Creative Commons (CC) licences, a licensor (an author or a creator) grants the public permission to use the licenced material under specified terms and conditions. The CC-BY 4.0 International license lets others distribute, remix, tweak, and build upon your work, even commercially, as long as they credit you for the original creation. This licence is recommended for maximum dissemination and use of licensed materials.

In line with IFLA's overall policy, your SDG Story will be published on the Library Map of the World under a CC BY 4.0 licence. This means that you give permission to other people to use your story (text and images) in these two ways:

- To share – copy and redistribute the material in any medium or format;
- To adapt – remix, transform, and build upon the material for any purpose, even commercially.

Nonetheless, you do retain some moral rights – if changes are made to your story, then they cannot be attributed to you for example.

### What if I use material from other people in your stories? – Copyright and other issues

When preparing your SDG story, you will have to think about who owns the copyright of any original works (photos or videos) that you want to include as part of your story, as well as whether people shown in these photos or videos are happy to be featured.

**i** **Copyright** is a form of protection given to the authors or creators of an original work (e.g. literary, musical, visual, audio visual and other intellectual works). It means that it is the author or creator of the work who have the right to do any of the following or to let other people to do any of the following – make copies of a work, distribute copies of work, perform work publicly, display work publicly, make adaptations, modifications or other new uses of a work. In general, it is illegal for anyone to do any of things listed above with a work, unless the author or creator gives a permission, or the use is allowed according with exceptions and limitations of copyright.

## Pictures

We recommend that you take your own photos to visualise your activity, project or programme. However, in many cases it will not be possible. If it is so, you will have to ask the photographer's permission to use the selected photos and explain that these will be published online under the CC BY 4.0 licence (in line with the conditions described above). Such a use will not remove the photographer's own rights. In turn, you should indicate which elements are not yours to license.

In the case of the Library Map of the World we will credit the author/creator by displaying the name of the author/creator, the title of photo, and copyright information (if relevant).

## Permission from people in photos

In most countries, it's not illegal to take pictures of people in public places, however you must consider asking people's permission especially if individuals on the photo are identifiable and particularly if you plan to publish these photos including posting online. This is especially sensitive if you take pictures of children; in that case you must consider asking parents' or guardians' permission.

We recommend that you try to find out what are the legal regulations in your country and act accordingly.

### Tips on how to ask for permission to take a picture

[How to ask strangers for permission to photograph them](#)

[10 tips on how to ask permission to take photos of people](#)

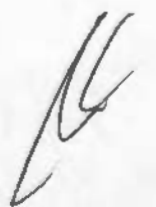
## Videos

The same applies for videos that you will select to add to your story. Consider adding videos licensed under the licence which allows the maximum dissemination.

In case of existing videos which are licensed other than CC BY 4.0 we recommend you negotiate with authors/creators of the video regarding the possibility to open it up. If that is not possible, the [Creative Commons guidelines for including third party content](#) should be followed.

In case you are creating the video especially for the SDG story on the Library Map of the World, make sure that it complies with conditions allowing licensing under CC BY 4.0 (e.g. musical work that you may want to use as a soundtrack to your video could have its own copyright and you must ask the permission of its author/creator before it can be published online).

The Library Map of the World will credit the author/creator of the video by listing the name of the author/creator, the title of video, and copyright information (if relevant).



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# How to get your story into the Library Map of the World

[librarymap.ifla.org](http://librarymap.ifla.org)

# How to get your story into the Library Map of the World

IFLA Library Map of the World is the unifying platform providing access to SDG stories that demonstrate how libraries in different countries contribute to the SDGs and serve as partners in meeting local development needs.

This section will guide you through the practical steps of the submission of your story.

## Submission

The submission of SDG stories takes place through an online [submission form](#). It will not take long to fill this in if you have your content, including the narrative, pictures, videos and further information links, ready in advance.

Referring to the section “How to tell your story” and using the Checklist (in Annex) will help you to prepare.

**?** Do you have questions or need an assistance during the submission?  
Contact the Library Map of the World team for support at [librarymap@ifla.org](mailto:librarymap@ifla.org)

## Filling in the submission form

The submission language is English.

The SDG story submission form consists of five parts:

### 1. Contributor identification

You will be asked to identify the contributing organisation. The name of your organisation will later be listed as the contributor on the [Library Map of the World Contributors' page](#).

Also, you will be asked to identify the main contact person and her/his email address. The Library Map of the World team is looking for the person with whom they can communicate to curate your story before publishing online.

### 2. Narrative

This part consists of the title and descriptive part of your story as well as a list of the SDGs. You will be asked to select up to three related SDGs.

Your title should be maximum 10 words and the description maximum 500 words.

### 3. Pictures

This is the place to upload pictures representing your story.

Prepare the file names of your photos by identifying your country, the title of the story (include first three words from the title), and the number of the picture (e.g. Country\_TitleOfStory\_NumberOfThePicture.jpg, Colombia\_MobileLibrariesFor\_1.jpg).

The submission form is set up to allow upload of JPG, JPEG, and PNG file formats.

Additionally, the form is set up to allow upload photos of maximum 120KB per picture. If your pictures are larger, you will need to optimise your pictures for the web ([this practical guide](#) will help you).

When you are uploading pictures, you will be asked to add metadata for each of them. This includes the file name, title of photo, author of photo, and the licence.



## What will it look like?

A good story can be used in many different contexts. Those featured on the Library Map of the World will be presented in the following format:

The screenshot shows a web browser window displaying a page from the 'LIBRARY MAP OF THE WORLD'. The page features a navigation menu with 'HOME', 'SDG STORIES', 'CONTRIBUTORS', and 'ABOUT'. The main content area is titled 'Romania' and 'Relevant SDGs', showing icons for SDGs 6, 10, and 12. The story title is 'CODING FOR KIDS IN LIBRARIES' with a 'Romanian' tag. The text describes a project by Progress Foundation and Etic Association, aimed at teaching coding to over 450 kids in Romania. It highlights the digital skills gap in Romania compared to the EU average and the need for coding education. The page also includes a video player showing a group of children coding, a photo gallery with two images of children at computers, and a footer with 'Further information' and 'More Videos' sections.

**Country, Relevant SDGs**

**Title**

**Story**

**Video**

**Photo(s)**

**Further information**

**Further information**

- CODE Kids project by Progress Foundation
- Net Children Go Mobile, Report

**More Videos**

- CODE Kids - Coding for Kids in Libraries by Progress Foundation

#### 4. Videos

This is the place to provide the links and metadata of videos representing your story. These can be links to YouTube or Vimeo videos.

Have the URL (copy the link from your hosting site) of your video and the metadata ready. This includes the title and author of the video, as well as licence.

#### 5. Further information

This is the place to provide links to further information related to your story. Further information should contain 3-5 links to sources and information about the described activity, such as a link to the website, social media, news coverage, etc.

In addition, if you need a space for more detailed description of your activities, please use this section to link additional information that is published elsewhere to your story on the Library Map of the World.

Be ready to copy/paste the URL from the Internet browser as well as to give a name to each further information link.

#### Language of your story

A story in your own language is a powerful tool for communication with decision-makers on a local or national level. The same story in English can be used by other library advocates from around the world to make a stronger case in working towards advocacy goals.

The Library Map of the World can support stories in English and one other language (your choice). All stories must be submitted in English by default. You can decide if you also want to have your story published in another language, for example the language that is most commonly used in your country. In that case, once the curation of an English version is complete, you will need to prepare the narrative and metadata information in your native language.

#### Curation

When received, all stories will be curated by the Library Map of the World team, who will review if the narrative and visual elements of the story, including crucial elements of a compelling digital story, meet the minimum requirements set for each part of the story.

A curator will contact you within a week after the submission.

Curation of your story may take a shorter or longer time depending on the conformity of your story to the guidelines described in the section "How to tell your story? – Elements of compelling evidence-based story" as well as on your flexibility and responsiveness during the curation process.

You may be asked to add additional information to your story and/or to change the narrative and/or visual material.

When the final English language text and visual materials are agreed, and in case you want to add a translation of the story in your native language, you will be asked to submit the translation through a separate form.

If you don't want to add the translation, curation is considered complete when the translation is received or when the final English version is agreed.

#### Publishing

Before publishing your story on the Library Map of the World, you will be asked to fill in the Contributor's Permission Form by which you will indicate:

- your agreement for IFLA to publish your SDG story on the Library Map of the World website, and
- your permission to acknowledge your organisation's contribution on the Library Map of the World Contributors' page.

When the completed Contributor's Permission Form is received, your story will be scheduled for upload onto the Library Map of the World.

We will add stories on an ongoing basis. The time taken to curate your story may vary. Allow a minimum of one month to get your story published on the Library Map of the World website.

# How to use your story Stories – your community engagement and advocacy tool



advocacy = Support

## How to use your story

### Stories – your community engagement and advocacy tool

Stories can motivate, persuade and inspire others to act. As creative researcher [Matt Finch](#) says – “Storytelling in a library context means capturing the initial spark of inspiration, then allowing that spark to guide you. Together we surface new ideas, build relationships, and deliver sustained community engagement.”

💡 When using social media to share SDG stories uploaded on the Library Map of the World, add hashtags #SDGs #WorldLibraryMap #StoriesThatMatter #Lib4Dev

Stories can make change happen. We use stories in advocacy because they help raise awareness, change attitudes, and mobilise. They bring us closer to our goals – educating communities and decision-makers, promoting the work of libraries, and delivering the funds and laws that allow our institutions to do the best by our users.

When sharing your story to support an “ask” (e.g. applying for project funding to introduce a new library service or programme), you give a voice to the community. Challenges and needs in your community become something real and tangible rather than something abstract. When you share your story with your decision makers, it not only helps them understand how their decisions affect people’s lives but also lets them understand your library’s contribution to solving problems and making change happen in your community.

While this manual was primarily prepared to support storytelling about library activities that contribute to outcomes across the UN 2030 Agenda, the ideas and principles of how to tell a great, compelling story can be applied to any library advocacy. Take inspiration from the section on “How to tell your story” (pages 8-12).

## What are you waiting for? Tell your story!

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Cathryn



## Resources

This list includes all sources that are referenced in the **Libraries and the SDGs – a storytelling manual**. You will find many sources of additional information on topics covered in the Manual as well as websites and platforms providing access to free resources or tools that you could consider in your digital storytelling.

The resources are listed in the order of its mention in the Manual.

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### Elements of compelling evidence-based storytelling

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### Preparing your story for use and re-use

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## How to get your story into the Library Map of the World

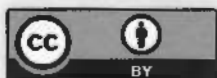
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## How to use your story

### Stories – your community engagement and advocacy tool

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*Callisto*