



2018

# The 2030 Arab Librarians: online program towards the road to the SDGs



By: Heba Mohamed Ismail

Program Manager

Arab Federation for Libraries & Information

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## Foreword

The year of 2018 was a different year in training scope in libraries and information centers. For the second time, the training takes a global approach, yet Arabized on a free electronic platform to support the sustainable development goals. This is the "2030 Arab Librarians: Towards the Road to Sustainable Development Goals Program". This program, which the Arab Federation for Libraries and Information (AFLI) has taken over in the Arab world with a grant from the International Federation of Library Associations and Institutions (IFLA), the institution that has supported many programs worldwide to promote the United Nations sustainable development goals (the latest was the Arab world).

Many international and local institutions have witnessed the program success, notably IFLA and Arab Libraries Associations, as well as Arab public libraries. One of the most important outcomes of this success was the project proposals prepared by the trainees to support sustainable development through libraries.

The Arab Federation for Libraries and Information has pioneered the implementation of e-training concept in the field of libraries and information on the Arab world, through the program. It will also be the pioneer in providing the training modules' material free of charge on AFLI website for the benefit of libraries and information centers in an institutional manner. These materials are available in Arabic after AFLI has translated them and made them available to facilitate the training for trainees in their mother tongue.

The success was not coincidental, nor a short stage lasting days or weeks, but this success were driven by a dedicated team that loved the profession and gave it a lot of time and effort on the technical, and administrative level, which led to the praise of the donor institution for professionalism and accuracy. It is important to pay tribute to the financial contribution made by Jazan University, as it had a significant impact on the success of the project. This is in addition to the fruitful cooperation of the Egyptian Library Associations as well as the Egypt's Society for Culture and Development.

This report documents the program, its objectives and successes that may be a catalyst for other successes in the field of training in libraries and information in the Arab world.

**Dr. Khaled Al Halaby**  
President of AFLI



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## Introduction:

The Arab Federation for Libraries and Information (AFLI) is the largest professional body representing the interests of library and information services in the MENA region. It is an independent, non-governmental and not-for-profit organization that was founded in 1986 with over 14,000 members in over 20 Arab countries in the MENA region. AFLI headquarter located in Tunisia. AFLI focuses on the main issues as follows:

- Strengthen cooperation among societies and institution in the Arab World.
- Cooperation & partnership with Arab as well as International associations that have similar objectives to AFLI.
- Support founding National societies of libraries and information specialists in those Arab countries where such societies have not yet been established.
- Support all efforts to promote the profession and Librarianship through training and workshops in order to develop librarians' knowledge and capabilities.
- Conduct and encourage scientific research and studies in the field of libraries and Information science as well as hold specialized seminars, symposiums and conference.
- Endeavor to improve the standards of pre-service and in-service training institutes for librarians and specialists in the Information).
- Participate in the development of the profession by publishing specialized guides (AFLI publish a yearly conference proceedings and AFLI journal).

## Needs:

The program attempts to overcome:

### **1. Lack of Sustainable Development Goals (SDGs) awareness among public librarians on the regional levels in the Middle East & North Africa (MENA region).**

Since, IFLA delivered the regional workshops to raise the awareness of librarians towards the UN 2030 SDGs, the Arab Federation for Libraries & Information (AFLI) is supporting IFLA steps by providing this e-training on the regional level. AFLI believes that this online training will be a very good opportunity for librarians in the MENA region to network with each other through the online learning platform to create a numerous activities in their libraries. The e-training ensure the accessibility for e-learning materials 24/7, outreaching more librarians; enhancing collaboration and cost effectiveness for training across multiple locations.

### **2. Absence of practicing advocacy skills among librarians to develop their contribution plans of promoting Sustainable Development Goals (SDGs).**

There is an urgent need in the MENA region to build the Librarians' capacity on advocacy to respond to the needs of sustainable public access to information through library services and programs and to ensure the role of libraries as agent of change.

Public libraries are considered a key partner for government in contributing to progress towards the achievement of the 17 goals, advocacy skills will improve librarians' competencies to develop an action plans that support the National Development Plans.

Arab Federation for Libraries and Information, (AFLI) believes that Arab libraries must get its role in promoting the UN2030 Agenda within their communities.

### **3. Collaboration between professional library associations.**

Library associations always operate in isolation from each other, which leads to replicate the effort, the e-training will give the opportunity for those associations to work closely which will lead to reduce the effort & money exerted.

### **4. Connecting/ linking between the programs & services provided by libraries and the SDGs.**

A lesson learned from the previous provided workshops in the MENA region is that, although librarians are applying various programs in the daily work that serve the 17 goals of the SDGS, those programs/activities are not connected with SDGS, therefore, programs, services should be linked to the goals when introduced to the community.

#### **Goals:**

- 1) Raising awareness for Arab librarians in the MENA region on the UN2030 Agenda & SDGs.
- 2) Increasing the capacity of 50 Arab librarians from various countries across the MENA region, (18 countries), who are working in public & national libraries. The training will cover participants from the following countries: Egypt, Sudan, Libya, Algeria, Tunisia, Saudi Arabia, Oman, Iraq, Lebanon, Palestine, Jordan, Qatar, Bahrain and United Arab Emirates. Special focusing will be given to countries that weren't represented in IFLA-IAP regional workshops such as (Morocco, Mauritania, Syria, Kuwait, and Sudan).
- 3) Building an online platform to provide the e-training program in Arabic language which will cover main components:
  - a. The UN2030 Agenda & SDGs.
  - b. Advocacy.
  - c. Group projects (teams will be performed from the participants to apply a service/ activity that supports SDGs in their libraries).
- 4) Improving Arab librarians' skills in advocacy to encourage their participation with the policymakers on Sustainable Development Goals (SDGs) issues.
- 5) Networking between Arab librarians from the MENA region to generate and exchange ideas, creative thoughts and activities for enhancing their plans to promote the UN2030 Agenda & SDGs in the future of their libraries.
- 6) Planning activities that support the SDGs.

## Program Structure:

### A. Partners & Stakeholders:

AFLI supported the program by donating \$4000. It has also identified partners who are known to have a strong interest in library development. They have indicated their willingness to provide significant in-kind support such as marketing, promotion, finance and administration. Three organizations agree to participate as follows:

- **Jazan University** is a public research university based in the city of Jazan. Founded in 2006, it is the province's only university and one of the largest public, nonprofit institutions of higher education in the Kingdom of Saudi, Jazan donated \$5000 to support the program.
- **Egyptian Library Association (ELA):** is a nonprofit organization established in 1944 and re-notarization in 1985. The organization seeks to achieve several objectives: strengthening cultural and professional ties between workers in librarianship, archives and information fields; setting work standards in libraries to enhance the work performance nationally; publishing research, specialized studies & scientific journal in the field; held annual conference; cooperation with Arab Library associations; conduct training courses to develop librarians; promote library and Information services. ELA provided support for the project through nominating the consultant who supervised the participants' plans & projects in the training program as well as reaching candidates to join the program.
- **Egypt's Society for Culture & Development (ESCD):** founded as a non-governmental organization in 1978, license #2511 and was re-launched in 1984, license #131. It is governed by the Egyptian NGOs, law #84, 2002 and operates under the supervision of the Ministry of Social Solidarity. ESCD began its activities through the development of a primary public school library in 1977 in the Boulak District in Cairo and expanded its activities in different areas of the capital. ESCD has branched out in 14 different locations in the Arab Republic of Egypt providing a varied scope of activities and community services. ESCD supported the program through nominating the program coordinators who played a prominent role in monitoring and advising participants throughout the program.

### B. Teamwork:

Under the patronage of AFLI president Dr. [Khaled El Halaby](#), teamwork was formed consisting of:

- **Program Manager** (Dr. [Heba Mohamed Ismail](#); ESCD Libraries Technical Manager): responsible for supervising the program; writing the grant proposal;

managing the program; liaising with the teamwork, participants; partners, consultants; writing the final reports with the help of the teamwork.

- **Local Expert** (Professor [Hassan Alserehiy](#), King Abdulaziz University): communicate with the stakeholders to obtain funds for the program; help in mentoring the participants' final plans & projects.
- **Learning Coordinator** (Professor [Emad Saleh](#), Helwan University): responsible for building and managing the online learning site and platform, technical support for Moodle day-to-day; monitor learning site to ensure the network availability to all participants; perform necessary maintenance; monitor and test website performance to ensure websites operate correctly and without interruption, designing the program logo.
- **Program Coordinators** ([Lamyaa Mohamed](#), Faisal Cultural Centre; [Mona Ayoub](#), Head of Cataloging Department at ESCD; [Rasha Essmat](#), Program Sector Manager at ESCD): manage the network and facilitate the learning of the participants day-to-day; monitor and provide advice to participants and evaluate the participants' assignments and plans.
- **Financial Consultant** ([Mohamed Fayez](#), Accountant Manager at ESCD Financial Department): coordinates the accounting functions; prepare the program budget & the final financial report; in charge of preparation, review, and coordination of Audit work.
- **Administrative Consultant** ([Dalia el Gohary](#), AFLI External Relations Coordinator): responsible for all administrative works (booking flights & hotels for the participants) during the convening.
- **Evaluator** (Professor [Usama El-Sayed](#), Cairo University): responsible for evaluating the participants; obtains feedback from the participants to determine the effectiveness of the program through an online pre & post-questionnaire to measure their knowledge about the UN 2030 SDGs & national plans before and after the training & monitoring and evaluating all the activities and every process concerning the participants.

### C. Selection process:

After signing the approval between IFLA & AFLI, a call was announced on Jan. 2018, through AFLI's official website; AFLI Facebook group, it was also sent by email to national & public libraries across the MENA region.

The call was extended twice as AFLI was not only targeting librarians, but also the ones involved in the advocating processes which are Directors & CEO's.

39 applications were received from different Arab countries, all the applications have been undergone through the evaluation process by 5 persons (Program Manager, Learning Coordinator and 3 Program Coordinators) depending on the criteria that have been developed and announced earlier through the call.

The winners were announced by mid-April and 31 participants were selected from 11 countries as follows: Egypt (5); Sudan (4); Libya (1); Tunisia (2); Algeria (4);



Morocco (4); Palestine (4); Lebanon (1); Yemen (4); United Arab Emirates (1); Qatar (1).

AFLI applied the e-training program to achieve its goals through:

## D. Online activities:

### 1. Learning website:

The work on the Moodle learning website started on Jan. 6, 2018 by dedicating the work domain, installing the system and testing the training platform to provide the participants with the learning modules that became available 24/7 before the beginning of the e-training course, it's worth mentioning that this process was in parallel with announcing the call and participants selection process. The learning modules are available at <http://sdg.arab-aflī.org/>



The training website

The training was extensive for 12 weeks and the website offered the following modules in Arabic language:

#### 1.1 Getting started and Tech check (1 -3 May 2018)

- May 1: Tech Check
- May 1: Learn to Use Moodle Tools
- May 2: Update Your Personal Profile
- June 3: Feedback: Tell Us What You Think about this Module

#### 1.2 Advocacy (4 May 2018 – 21 Jun. 2018).

The module was adapted from the International Network of Emerging Library Innovators – Middle East & North Africa materials (Creative Common License).

- May 4-6, 2018: What Is Advocacy - And Why Does It Matter?
- May 7-9, 2018: The Value of the Public Library

- May 10-15, 2018: Creating an Advocacy Action Plan
- Complete Your Advocacy Action Plan
  - May 16-22, 2018: 1. Identify Your Advocacy Goals and Objectives
  - May 23-June 1, 2018: 2. Identify Your Target Audiences and Develop Your Advocacy Messages
  - June 2-7, 2018: 3. Plan to Deliver Your Messages Effectively
  - June 8-15, 2018: 4. Identify Potential Partners, Build Your Teams and Complete Your Advocacy Plan
- June 18-21, 2018: My Thoughts on Advocacy
- Additional Advocacy Resources and Examples (English language)

### **1.3 The UN2030 Agenda & SDGs (16 Apr 2018 – 30 June 2018).**

- June 28- July 4, 2018: Sustainable Development: Goals and Objectives
- July 5-12, 2018: Country contributions to sustainable development
- July 13-19, 2018: The Role of the Library and Knowledge Sector in Supporting Sustainable Development Plans
  - Participants' plans (The participants worked with the program consultants - from Saudi Arabia; Egypt and Morocco- to develop a plan for their libraries to support SDGs to be implemented during or after the training program).
- July 22-27, 2018: The role of national, regional and international library associations and federations in achieving the SDGs.
- July 28-29, 2018: My Thoughts on libraries &SDGs.

Due to the following issues in some countries (low internet connectivity; power cut, etc..), participants were given two more weeks after the completion of the modules to finish their assignments.

## **2. Forums:**

Dedicated workspaces on each module were given to the participants to demonstrate their understanding of the training materials & to communicate with each other.

- Getting started and tech check (1 forum): Learn to post & reply in a Moodle forum.
- Advocacy (4 forums): Advocacy in your library; the value of the public library; advocacy purpose, rational and team; share your completed advocacy action plan workbook.
- The UN2030 Agenda & SDGs (4 forums): Sustainable Development Goals; sustainable development plans in your country; plan your library to achieve sustainable development goals; library and sustainable development association in your country.

## **3. Webinars:**

Two webinars were conducted to facilitate the e-learning process and help librarians understand and achieve more interaction with libraries & SDGs module.

3.1 "The role of professional associations and federations specialized in libraries and information in sustainable development" by Dr. Khaled el Halaby (President of the Arab Federation for Libraries & Information) on Thursday, July 19, 2018. The webinar discussed the following subjects:

- Definition of professional library associations; definitions of sustainable development; sustainable information; library contributions; knowledge as resources; ISO standard 16439; library associations tasks; goals of library associations; how library associations contribute in SD; IFLA statement on libraries and development (AUG 2018); Lyon Declaration on access to information and developments (2014); ALA SustainRT; Arab Federation for Libraries & Information and its role in professional development activities.

3.2 "The role of libraries in supporting sustainable development: proposed practical ideas" by Prof. Hassan Alserehiy (past President of AFLI) on Friday, July 20, 2018. The webinar discussed the following subjects:

- The concept of service as our starting point; identifying our target audiences and the needs of the library community; outreaching; identify the entities and individuals who can provide support to libraries to build partnerships; our role from the attendees' point of view in SDGs; and Five possible models or ideas.

## **E. In-person activities**

A Workshop was conducted in July 28-29, 2018 to 11 participants in Egypt, the librarians were selected according to their effective participation in the modules, their performance was evaluated by the program coordinators.

The workshop program:

### **1. Day one (Saturday, 28 July 2018):**

#### **1.1 Welcoming remarks by Dr. Heba Mohamed Ismail**

Heba welcomed the participants and talk about the logistics during the convening.



Heba during her welcoming remarks

## 1.2 AFLI President' speech:

Dr. Khaled welcome the participants and talk about the criteria for selecting the convening' attendee which is their performance and grades through the learning modules, he urged the participants to disseminate what they learned during the online training course among their colleagues in their countries as they are now considered the ambassadors for the profession.



Dr. Khaled El Halaby during his speech

## 1.3 Libraries as a key partners in community development: role of Libraries in achieving the SDGs by Dina Youssef (Director, IFLA-CASL, Library of Alexandria)

Dina discussed the UN development agenda; the 8 millennium Developments Goals; the origins of the UN 2030 Agenda; the 2030 Sustainable Development Goals; IFLA & Goal 16; IFLA journey towards SDGs; IFLA statement on Libraries and Development (2013); the Lyon Declaration on Access to Information and Development (2014); IFLA booklet available online; IFLA-IAP program; Library Map of the World with focus on SDGs stories and how to tell the stories; SDGs available resources (LMW SDG stories manual); and she showed the participants how to contribute their stories. Dina concluded her session by involving the attendee in an activity entitled "Broken telephone" in order to acquaint the participants on how to tell a concise story.



Dina talking about LMW

## 1.4 Misr Public Library & the SDGs by Mr. Ahmed Aman (Deputy Director of Misr Public Library)

Ahmed provides the participants with info. about Misr Public libraries' system (MPL); performance measurements of MPL during 2017-2018; Activities of Misr Public Libraries that support SDGs.



Ahmed During his session



### Available videos for Day one:

<https://www.facebook.com/mmahdy2/videos/1970733946311232/?t=3>

<https://www.facebook.com/mmahdy2/videos/1970734919644468/?t=6>

<https://www.facebook.com/mmahdy2/videos/1970735606311066/?t=3>

## 1.5 Library plans and programs to support SDGs (participants' presentations "part-one"):

The participants were able to demonstrate their presentations of library plans and programs to support SDGs through a template prepared by Prof. Emad Saleh & Mrs. Mona Ayoub, the template include: title of the plan; statement needs; goals; SDGs related to their plans; target audience; activities & events; participants & stockholders; advocacy methods supporting their plans; success indicators; challenges and lesson learned.

1.5.1 **Mostafa Bentalib & Abdellah Doukkane (Morocco):** Advocating for libraries for inclusion in the sustainable development national strategy.

1.5.2 **Nozha Chakik (Morocco):** Create space with modern specifications for children; it's worth mentioning that Nozha was able to obtain funds to support her plan after the completion of the advocacy module.

1.5.3 **Fatima khlil (Sudan):** the role of the national library of Sudan in ensuring inclusive and equitable quality education and promote lifelong learning opportunities for all.



An open discussion was conducted to provide them with more ideas to refine their plans to support SDGs.

## 1.6 Role-playing (conducted by Mona Ayoub):

A technique that allows the participants to explore realistic situations by interacting with other people in a managed way in order to develop experience and trying different strategies in a supported environment. The participants were divided in 4 groups as follows:

**Group A:** Minister; Prime Minister & Mayor

**Group B, C and D:** each group formed from the Manager of the professional Association; Manager of the National Library & Program Manager.

Group B, C and D were asked to submit a program to group A and group A has to choose between the best programs submitted to support SDGs. The groups (B, C & D) evaluated each other and fill the missing gaps in each program submitted to group A.



## **2. Day Two (Sunday, 29 July 2018):**

### **2.1 Library plans and programs to support SDGs (participants' presentations "part-two"):**

- 2.1.1 **Salma Ahmed (Sudan):** implement the mobile library service to reach the community marginalized places.
- 2.1.2 **Raga Eldaw (Sudan):** increase the library budget for high-speed Internet connection to support goal 4 & 5.
- 2.1.3 **Violette Attieh (Lebanon):** constructing a new building for the library equipped with modern requirements to support goal 4, 5, 8 & 16.
- 2.1.4 **Salim Bedjekina (Algeria):** increase the library budget for high-speed Internet connection to support goal 1, 4 & 5.
- 2.1.5 **Youcef Ouled Hacini (Algeria):** Integrating the modern technologies in the educational process, design & implement an ecology and environment preservation, local program for trees and animals in the state of Tamanrasset.
- 2.1.6 **Heba Zahra (Egypt):** to decrease the unemployment rate for young university graduates by offering courses in economics and management of small enterprises.
- 2.1.7 **Mohamed Saad (Egypt):** obtaining funds to build branches for Misr Public Library Zagzig branch.



An open discussion was conducted to provide the presenters with more ideas to refine their plans to support SDGs.

## 2.2 How activity by Professor Emad Saleh:

The activity aims to identify the problems of activating & energizing the role of Arab libraries in supporting & achieving the SDGs from the trainees' point of view, and to exchange experiences on mechanisms and solutions to overcome these problems.

### Methods of conducting the session:

- The participants were divided into three groups.
- Each group was asked to write down 1-3 questions starting with the question mark "How"? So that the focus was on questions and problems that require actions to overcome them.
- Passing questions between groups, and then asked each group to try to answer the questions of the other groups.
- Present and discuss the proposed questions and answers.
- Examples of the questions raised & answers:
  - How can decision makers be effectively persuaded to include libraries in sustainable development plans? Each library prepares a comprehensive report on activities, events and services with the objectives it achieves in the framework of SDGs, supported by statistics and results achieved, the report should be sent to the Library Associations to consolidate the efforts of libraries and present them to decision makers.
  - How to develop the skills of librarians in persuasion? By conducting online training on marketing, persuasion skills.



### F. Outcomes:

The most tangible outcomes can be summarized as follows:

- Raise the awareness of Arab librarians from 11 countries in the MENA region about SDGs. It has been proved that the awareness raised from 20% to 25% of them has poor or no knowledge about SDGs and the rest has fair knowledge to more than 95% of them now has a very good awareness.
- The need and motivation of the trainees to share and play an active role in the SDGs in their communities was remarkable that was clear when presenting and discussing their final project plans & presentations during the regional convening.

- A permanent online platform in Arabic language is now available gathering ready training modules about SDGs and Advocacy methods and techniques to all Professional Library Association the MENA region, so they can conduct IAP training modules on the regional level in the future.
- A great amount of experience was shared between the trainees and an invisible college was done through the online forums of the project; personal contacts; via mails and during the regional convening.
- The ability of Arabic librarians to participate in the SDGs plans at the national levels was increased by studying methods and techniques of advocacy and conduct projects that will improve the quality of the information sector in their countries.

### **G. Evaluation:**

1. Evaluation methods were a continuing process by the program coordinators at the end of every training module:
  - A. After the Advocacy module by evaluating 5 assignments.
  - B. After Libraries & SDGs module by evaluating 1 assignment.
2. A pre-questionnaire was sent online to every trainee, they were asked to fill the survey based on their personal information and experience, not through online research or resources, it aims to:
  - Measure their knowledge about the UN 2030 SDGs.
  - Discuss the importance of SDGs from their point of view.
  - Their countries' plan to participate in SDGs.
  - Roles of associations and professional federations in achieving the SDGs.
  - SDGs that the Public Library can support through its programs and services.
3. A post-questionnaire was conducted at the end of SDGs' module to estimate the participants' knowledge after the training and preparing their libraries' plan to support the implementation of SDGs.
4. A discussion was conducted with the 11 trainees (3 from Sudan, 3 from Morocco, 2 from Egypt, 2 from Algeria and 1 from Lebanon) -that's almost one-third of the total groups- during the convening in Egypt, July 2018 to recognize the knowledge gained about UN2030 & SDGs and how can the public libraries promote it in their activities.
5. Evaluating the final assignments "your library's plan to support the implementation of SDGs" of the thirty-one trainees online and eleven on-site live during the convening in Egypt.

### **Results of the evaluation:**

1. A remarkable improvements in skills and knowledge about Advocacy and the participation of the trainees libraries in the SDG (achieve goal 1 in the proposals) which is raising the awareness of Arab librarians in the region on the UN 2030 Agenda and SDGs referring to the differences between the pre and post-questionnaire. Only less than 20% of the trainees had a good awareness of the UN 2030 SDGs plan

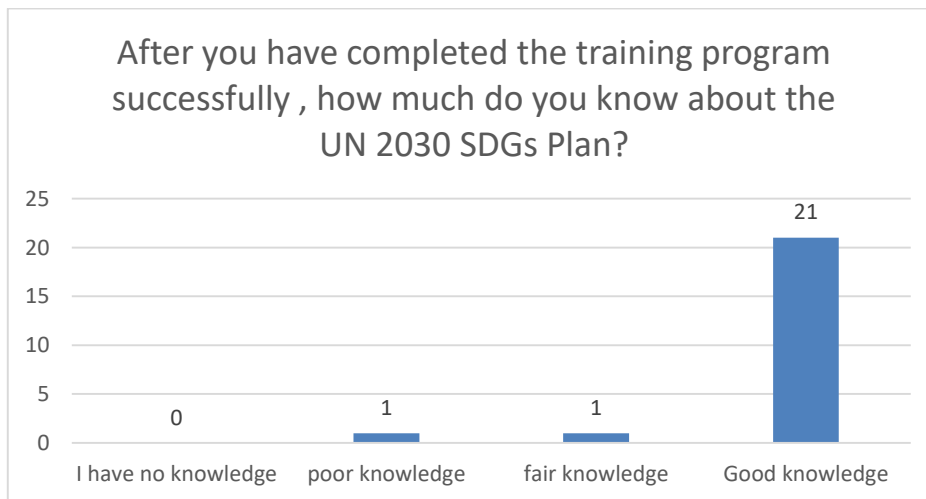


and about 25% of them has no or very poor knowledge, regarding the participation of the trainees libraries in SDGs the survey indicate that about two-third of the trainees has very low knowledge about the role of the libraries in SDGs or plans.



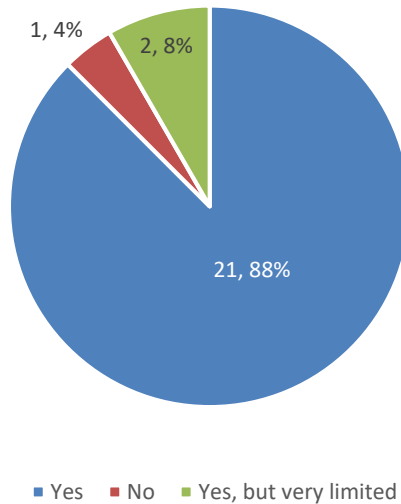
2. The post-questionnaire indicates that:

- A. 85.2% of the trainees obtain good knowledge about SDGs or plans, two third of them has already some plans to participate in their national SD plans.
- B. Only 1.1% of the trainees has a fair knowledge about SDGs or plans.
- C. Only 3.7% have a poor knowledge.

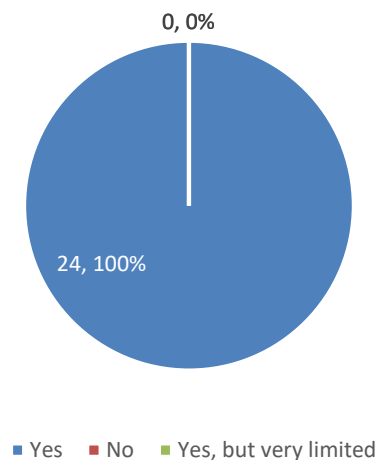


- D. All the trainees after the training modules has a strong belief in the role of national, regional and international professional association in participating and achieving the SDGs or plans.

Do you think that associations and professional Federations have a role in achieving the SDGs?  
Pre-questionnaire



Do you think that associations and professional Federations have a role in achieving the SDGs?  
Post-questionnaire



E. The post-questionnaire shows a strong belief in the trainees about the critical role of libraries, librarians and professional associations in achieving goal 4 (Ensure inclusive and equitable quality education and promotes lifelong learning opportunities for all); goal 5 (Achieve gender equality and empower all women and girls); goal 8 (Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all); goal 16 (Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels); goal 17 (Strengthen the means of implementation and revitalize the global partnership for sustainable development).

3. The program was able to gather 31 librarians from eleven different Arab countries to join and contribute which increase the collaboration between them (Goals 2 & 4 in the proposal).
4. The most sustainable indicators are that trainees plans in the final assignments to support SDGs in their national levels (Goal 6 in the proposal) such as follows:
  - A. Preparing a series of seminars to raise the health and environmental safety by a library in South Egypt in collaboration with the Health Department in the town (Goal 3 in the UN 2030 agenda).
  - B. Offering training courses in information technology, Internet and social media to senior citizens in South Egypt. (Goal 4 in the UN 2030 agenda).
  - C. Collaboration between schools and Departments of Women's Affairs and Department of Social Affairs to raise the awareness of the role and importance of libraries in achieving the UN 2030 plans and the national plan. (Goal 17 in the UN 2030 agenda).
  - D. Preparing sports and healthy fitness at Centres de Lecture et d'Animation Culturelle Assia-Batroun in Lebanon for improving health conditions (Goal 3 in the UN 2030 agenda) and organizing a marketing program for local products (crafts, clay....etc...) to support and enhance the economic conditions
  - E. Design & implement an ecology and environment preservation, local program for trees and animals in the state of Tamanrasset, Algeria by radio providing lectures and programs and establish what they call the "green clubs" in the library to increase the awareness of young citizens (Goal 15 in the UN 2030 agenda)
  - F. To decrease the unemployment rate at Maadi Public Library in Egypt, offering courses in economics and management of small enterprises to new university graduates.

### **Objectives reached:**

For sure the time of the project was less than expected; at least 9 months should be devoted to a similar project. In addition, there were shortages of budget, which directly affected the limited time of the course and affected the traveling expenses to gather all the trainees at the final meeting so only 11 trainees were invited whom had the best performance and grades during the course.

It was also planned to have 8 to 10 groups final projects to reflect the skills which obtained during the course and to strengthening the relations and collaboration between trainees, especially with some logistic concerning the region like time differences between East & West and poor internet connectivity in some other countries, all that also affected the project and due to the shortage of time it was changed to personal and individual plans presented from eleven best trainees at the final meeting and the rest of trainees sent their plans online.

Without any reservation the success of the project was undoubtable and very effective as mentioned.

## Success Story

The best success story that happened during the project

1. Trainees are aware of where they can start putting their libraries on the road of sustainable development, they have a good awareness for any next performance.
2. The plans provided by the trainee to support SDGs in their libraries to be implemented during and after the completion of the training program.
3. It was a remarkable achievement to see some of the participant success stories like:

### A. Nozha Chakik (Morocco):

Mrs. Nozha Chakik who could obtain a financial support from the "Conseil Prefectoral des Arrondissements Ben M'Sick, Sebata" for the project "Creating a modern space for children at 'Bibliothèque de Proximité- Ben M'Sick", she mentions:

"I was one of the trainees who benefited from the program **"The 2030 Arab Librarians: online road towards the Sustainable Development Goals"**. Advocacy training helped me to create a framework to any project, activity, or any program I want to implement. I learned how to organize huge amounts of data before starting the advocacy process. In addition, how to draw the target audiences attention to supporting my project. With the assistance of my library Director, I was able to obtain an approval from the official authorities to monitor the financial budget for the construction of a library building for children.



The need of creating a space for children with modern specifications is not a coincidence or a sudden idea; it is a result of the social and economic conditions of the community that surrounds my library, where most of the families have a large number of children, so there is a large portion of children who do not have the recreational or cultural facilities to receive them. Only way available for fun is the street which negatively affects the child's personality, his educational path, and his behaviors too, and this negative impact extends to the whole society. *Chakik* believes that the reading and other cultural, educational, artistic, and recreational activities can help building a positive and effective person for himself and his community. When children have conditions that guide them, their ideas, their abilities are developed. There is no doubt that this will change their behaviors, attitudes and change their lives for the better. I have found that my role in the library **"Bibliothèque de Proximité- Ben M'Sick"** obligates me trying to provide this space, it's a very important need to my library community. During the training Libraries and Sustainable Development, I considered my library must be a key and effective partner in achieving the UN 2030

SDGs. Implementing my project will support [**Goal 4: Ensure equitable and inclusive education for all and enhance lifelong learning opportunities for all**].

In addition, the adult library "**Bibliothèque de Proximité- Ben M'Sick**" will support [**Goal 8: Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all**] by attracting unemployed young graduates of institutes & colleges. Providing them with a package of training courses to develop their skills and help them in the search for vacant jobs. As part of the time-frame, we will move forward to reach these goals, honestly, I hope to reach achieving these goals and the dreams will become true.

### **B. Mostafa Bentalib & Abdellah Doukane (Morocco):**

The general population census in Morocco for 2014 produced the following data:

<b>The total number of inhabitants in HAY Hassani district</b>	<b>Male</b>	<b>Female</b>	<b>Less than 15 years (%)</b>	<b>15 to 59 years (%)</b>	<b>More than 59 years (%)</b>
467880	232122	235758	25.12	66.12	8.76

<b>Scholars from 7 to 12 years old</b>	<b>Illiteracy among 10 years old and above</b>	<b>Percentage of families having computers (%)</b>	<b>Percentage of families having the Internet (%)</b>
98.34	16.50	45.19	36.30

According to the Arab Knowledge Index, launched by Mohammed bin Rashid Al Maktoum Knowledge Foundation, in cooperation with UNDP, within the Arab Knowledge Project, Morocco did not exceed 43 points out of 100, ranking 77<sup>th</sup>.

Based on this data and on the knowledge gained in the training course on libraries' advocacy and its role in achieving the **objectives of the United Nations Plan for Sustainable Development 2030**, We have tried to adapt our services to contribute to achieving some of the 17 objectives of the plan and its 169 goals, we focused on supporting education and to ensure equal access to information, and to reduce the digital gap and to provide the opportunity for all to adapt and use modern information and communication technologies.



### **Our efforts in advocacy for our two libraries have led to:**

- Providing our two libraries with a high debit fiber-optic internet line and providing Wi-Fi service.
- Updating our information resources, especially school support collections, in partnership with some publishing houses.
- Organizing courses to support student's beneficiaries of the libraries.

- Organizing practical courses in the school guidance and vocational training given by specialists.
- Providing lessons in informatics to all age groups, especially children and girls.

#### **The outcomes of these efforts:**

- The success rate reached more than 90% among the students –beneficiaries from the library services- whose number exceeds 1000 students.
- A student from our library received the highest national rate in the baccalaureate examination, which is 19.46 out of 20 and we have received for this excellent student a free grant to study medicine at the University of Mohammed VI of Health Sciences.
- A large percentage of students have a high level of admission to higher institutes such as the University of “akhawain”.
- Honoring excellent students and some of the teachers who organized the school support courses in our libraries in the excellence ceremony organized by the district of Hay Hassani.
- The number of beneficiaries of informatics lessons during this year achieved about 300 beneficiaries.

#### **C. Youcef Ouled Hacini (Algeria):**

I had the opportunity to be one of the trainees in the program of "The 2030 Arab Librarians: online road towards the Sustainable Development Goals": in order to support the SDGs in libraries. In the e-training course I have honed my academic and professional skills. I received theoretical and practical training at the same time about the skills of advocacy process and supporting projects, and how to organize them to reach the beneficiaries, supporters and funders of the project. With the help of the project leader and our accompanying trainers, I obtained a license for acquiring what's up to of 500 Million Algerian Dinar (about \$41,861.8) of electronic library equipment out of the library budget. It's worth mentioning that the amount has been frozen for almost three years and by using what I learned from the course in corresponding, communicating, persuading and coordinating with the responsible, the freeze has been released.



The project of building and developing electronic information services for the library stems from the timing of the daily work of the library, which is not in line with the requirements of the audience as compared to the available human resources, and in view of the increasing demand for all forms of information resources available in the library and making them online with the developments of the digital environment in a community dealing with computers and electronic boards over the Internet. The

provision of these electronic services in the form of personal information service, electronic reservation service, magnetic card services, enables the community to access the library, regardless of the element of time and place and access to the information in a timely manner, in addition to building a strong community of library users.

I believe that the role of the main public library of Tamanrasset is being a key partner in building and developing the society towards social, educational and economic justice. The training of libraries and sustainable development of the United Nations 2030 module has made me deliver this information to the beneficiaries easily through the library services provided.

Building and developing electronic information services in the library supports the objective **SDG 9 “Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation”**.

#### **D. Violette Attieh (Lebanon):**

I am from Lebanon, works at the at Centres de Lecture et d’Animation Culturelle Assia-Batroun in Lebanon; it’s a highland Region in North Lebanon. I was honored to participate in the grant to learn about library advocacy methods, as well as identifying the 17 Sustainable Development Goals of the United Nations. I have benefited greatly from the ways to mobilize support for projects, how to organize data before starting a project and how to attract the target audience to any activity and to strengthen the library’s role in guiding its activities towards Sustainable Development Goals 2030.



We were suffering from the small place dedicated to the library, especially with the increasing numbers of users and also the bad condition of the sports club, I employ all what I learned in communicating with the municipality and transferring all the requests of the library beneficiaries to the responsible. Therefore, we succeeded in convincing the municipality to build a new building for the public library with three floors and to improve the sports club and expanding it. By enlarging the size of the library, it will help promote one or more of the Sustainable Development Goals 2030 during next year’s activities, as I do believe that libraries are a pulse to connect with their communities in order to achieve human progress.

#### **Follow up activities:**

The project team has in mind some follow-up activities due to the success of the project

1. Gathering trainees’ representatives in the coming professional meeting of IFLA-AFLI and AFLI annual meeting.

2. Sustain the platform which contains modules and making it available to all professional library associations to conduct similar trainings to librarians in the region.
3. Supporting the efforts of the professional national associations in LIS to organize seminars and meeting conducted by the trainees on Advocacy & SDGs in every country in the region.
4. Supporting and encouraging all the trainees to implement their final plans in their libraries by establishing Facebook group, especially between trainees and project team to trace and enhance their activities.
5. Supporting and encouraging all trainees to link between their programs; activities, events with the suitable SDGs.
6. Encouraging the trainees to share their SDGs stories on the IFLA Library Map of the world to show their impact on communities and people's lives.

### **Challenges:**

1. Lack of SDGs national plans in some Arab countries up till now.
2. Implementing the trainees' plans is being the biggest challenge as the time scale of those plans is very broad and the lack of sufficient funds in the majorities of Arab libraries could be a major constraint.
3. The decrease of trainee's interest by time.
4. The decrease of personal communications between the trainees and the project team after the completion of the training program.
5. In the MENA- region, the tempo of change and the uprest movements has occurred very rapidly in the last few years, which, if it happened again, will surely affect the role of libraries and information center not in SDGs plans only but in all Arab societies.
6. An illegal, fiscal and administrative regulation that usually affects also the implementation of libraries and information center plans.
7. There is no guarantee that the trainees will continue to work in the field because of the high turnover rate of the work force in the region libraries.

### **Lessons learned:**

1. Online training courses should be at least 9 months as choosing and selecting participants takes time.
2. Adjusting the course timing to suit librarians and avoid summer time as it consider as rush months for public librarians.
3. A sufficient funds should be dedicated to similar projects at least triple the amount to cover, especially travel expenses, accommodations.
4. Motivation, ambitions, enthusiasm, and experiences gained after the final regional convening which emphasis on the importance of engaging all the trainees in the final meeting of the program.
5. Organize some field visits to the major libraries such as Bibliotheca Alexandrina in the final meeting should be considered to see the implementation of the activities that support SDGs.



6. All the geopolitics condition and the location of the training should be considered from the beginning of the preparation of the proposal.
7. A flexible skim of expenses should be exists in the proposals to face any unexpected situation.

#### **Changes to the project plan:**

- Decreasing in the participants' selected from 50 to 31 due to the numbers of applications received from the MENA countries.
- Numbers of the attendees of the final convening increased from 10 to 11 trainees.
- Due to the lack of budget funded the project, the program staff considers working on such a program as a voluntary work to provide the Arab Librarians with the necessary information that support SDGs.
- Personal and individual plans were implemented instead of final group projects due to the logistic issues such as time differences between East & West; poor internet connectivity in some other countries and the shortage of course time.