



## UP Diliman Librarians' Familiarity, Roles, and Challenges in the Realization of the United Nations' Sustainable Development Goals and Their Implications for Improving Library Services

Reina R. Irinco

UP College of Engineering Library II, University of the Philippines Diliman

Author email address: [rririnco@up.edu.ph](mailto:rririnco@up.edu.ph)

### Abstract

Librarians and libraries can play a strategic role in the attainment of the United Nations Sustainable Development Goals (UN SDGs). This research discussed the librarians' familiarity level of the UN SDGs, the familiarity level according to demographics, and the information service programs, roles, and challenges which librarians face in attaining the UN SDGs. It used a modified online survey questionnaire to gather data from 93 UP Diliman supervisory and non-supervisory librarians. Results showed that UP librarian respondents were "somewhat familiar" with the UN SDGs, with the supervisory librarians more familiar, while the majority of the non-supervisory librarians were less familiar. Librarians' familiarity showed no difference between age, work experience, library type, and sex assigned at birth. The differences in their familiarity depended on their educational attainment and current position. The information literacy program was perceived as the most effective medium to understand UN goals fully, and their perceived most critical role is as information disseminators. Inadequate funding support was perceived as the most challenging factor. Librarians need to upgrade their knowledge of the UN SDGs. The study also proposes creating a library information program to understand the UN SDGs better.

### ARTICLE INFO

Date Received: 10-15-2022

Date Last Revised: 12-05-2023

Date Accepted: 12-18-2023

### KEYWORDS

United Nations Sustainable Development Goals (UN SDGs)  
UP Diliman librarians  
Sustainable Development Libraries and Sustainable Development Goals  
Library Information Literacy

### Introduction

The International Federation of Library Associations and Institutions (IFLA) declared that unrestricted access to knowledge is crucial in any personal and national development process. IFLA holds that enhancing societal access to information and expertise promotes sustainable development and improves people's lives. Librarians and libraries, therefore, being vital and in a strategic position, can play a significant role in achieving the UN SDG. Librarians' knowledge of the UN goals

is necessary to provide the needed information quickly. The command must be disseminated and taught (Chris & Burritt, 2019).

The Philippine Statistics Authority (PSA) discussed the SDGs 2030 Agenda based on the UN Summit in New York held on 25-27 September 2015. The agenda foresees "a world of universal respect for human rights and human dignity, the role of law, justice, equality, and non-discrimination," which consists of 17 goals (Council of Europe, 2023). PSA is the nation's

official depository of UN SDG indicators based on their board Resolution No. 04 series of 2016. The exact resolution also urges other government organizations to support the SDGs through their published data and help track the nation's progress using the National Economic Development Authority (NEDA), PSA, and other government agencies indicator framework (NEDA, 2023). As part of its mandate, the University of the Philippines (UP), the country's national university, also commits to attaining the 2030 Agenda. Six out of the 17 UN goals are considered priority namely: 1) health and well-being, 2) quality education, 3) gender equality, 4) sustainable cities and communities, 5) climate action, and 6) partnership for the goals (UP, 2023).

Other relevant studies like that of Chris and Burritt (2019) have reported that business academics can assist with developing organizational culture, gathering data and analysis, and identifying actions that contribute towards addressing the UN SDGs. Okoye et al. (2019) also discussed UN SDGs as an essential condition for the improved services of the public library in Nigeria. Onwubiko (2021) discovered while investigating the role of libraries and librarians in attaining UN SDGs that selective dissemination of information (SDI) and providing proper information provision would contribute immensely to achieving SDGs. Moreover, Fresnido and Esposo-Betan (2018) studied the current state of libraries in the Philippines as far as greening is concerned in terms of sustainability practices. Ombay (2023) concluded recently that only four out of the 17 UN SDGs showed progress since 2000. They are SDG 1 (end poverty), SDG 3 (guarantee healthy lives), SDG 4 (provide inclusive and equitable quality education), and SDG 14 (conserve and sustainably utilize the oceans, seas, and marine resources), based on the Current Status Index. The COVID-19 pandemic in 2020 that struck the nation caused the slowdown of the other 13 UN goals.

This study, in general, aims to provide information to students, faculty, alumni, librarians, library managers/administrators, and institutions who are planning to create library programs consistent with UN SDGs. The study results and their implications are crucial and necessary for the stakeholders needing information regarding UN SDGs. Specifically, this study sought to scrutinize the following: 1) the familiarity level of librarians

relative to UN SDGs; 2) the difference between the familiarity level of librarians according to their demographics; 3) the various information services, programs, and initiatives to attain UN goals; 4) the librarians' perceived roles in attaining the goals; and 5) the challenges that hinder librarians from performing their functions towards attaining the UN SDGs.

---

## Methodology

---

As of January 26, 2022, the Office of the University Librarian UPD had 93 librarians, 35 (37.6%) are stationed at the University's Main Library, while 58 or 62.4% are in various unit libraries. The librarians are either holding supervisory or non-supervisory positions. Considering their number, this study follows the complete enumeration of the population under Roscoe's (1975) rule of thumb for determining a sample size, where "sample sizes larger than 30 and less than 500 are appropriate for most research". In the online survey conducted in July 2022, 61 librarians responded to the survey questionnaire. Others were unavailable during the data collection period.

The study used a survey questionnaire based on Onwubiko (2021), with some items modified or edited to fit the Philippine setting. To determine the level of familiarity, the instrument tool consists of a five-point Likert scale and verbal interpretation: 5 = extremely familiar, 4 = moderately familiar, 3 = somewhat familiar, 2 = slightly familiar, 1 = not at all familiar.

Data collected was analyzed using the Jamovi output format. The frequency distribution, mean, and standard deviation were used to come up with an interpretation/decision whether the respondents have high or low familiarity. In testing the hypothesis, the Kruskal-Wallis test for three or more categorical independent groups was used to show the difference between age, work experience, and educational qualification (BS, MS, and Ph.D. degrees) vis-à-vis librarians' familiarity with UN SDGs. Moreover, the Mann-Whitney U test for only two categorical and independent groups was used to show the difference between library type, sex assigned at birth, and position type vis-à-vis librarians' familiarity with UN SDGs.



This research used convenience sampling only in UP Diliman due to the limited time to gather data. Therefore, the result may only be conclusive in UP Diliman but not in general.

## Results and Discussion

### Librarian's Familiarity Level with UN SDGs

Table 1 shows the librarian's familiarity level with UN SDGs as described in nine descriptive variables. First, on the familiarity of the roles of librarians and libraries in UN SDGs, their roles are to increase and disseminate SDG components to its stakeholders. From the survey response of the respondents, it has a mean of 3.54. Based on the Likert scale, the verbal interpretation falls under moderately familiar. Second is their familiarity with the principles and importance of UN SDGs. The five principles of SDGs are people, prosperity, planet, peace, and partnership and their importance – a universal call to action to end poverty, protect the earth, and ensure that by 2030, all people will enjoy peace and prosperity and advocacy campaigns. The resulting computed

mean is 3.38, which is described as somewhat familiar. Third, on their familiarity with the roles of professional library organizations in UN SDGs. The roles of these organizations in SDGs are to support the librarians and libraries in attaining SDG's various components. The resulting mean is 3.36, which is described as somewhat familiar. Fourth is where could libraries significantly impact or contribute to UN SDGs. Libraries could have a significant impact by providing access to information that underpins the UN 2030 Agenda: supporting poverty eradication, sustainable and productive agriculture, quality education, health, and all other goals. The resulting mean is 3.34, which is described as somewhat familiar. Fifth, in terms of opportunities and challenges in implementing UN SDGs related to library activities, the opportunities to implement SDGs related to library activities are through seminars and workshops. Budget constraints, limited staff, and government/institutional support were the challenges faced. The resulting mean is 3.34, which is described as somewhat familiar. Sixth, on their familiarity with the key players promoting UN SDGs in libraries, universities, and colleges, librarians, information specialists, and researchers significantly promoted UN SDGs at various

**Table 1**

*Librarian's Familiarity Level of UN SDGs (N=61)*

Descriptive	Mean	SD	Verbal interpretation
Roles of librarians and libraries in UN SDGs	3.54	1.10	Moderately familiar
Principles and importance of UN SDGs	3.38	1.16	Somewhat familiar
Roles of professional library organizations in UN SDGs	3.36	1.20	Somewhat familiar
UN SDGs where libraries could have a significant impact or contributions.	3.34	1.26	Somewhat familiar
Opportunities and challenges in implementing UN SDGs related to library activities.	3.34	1.18	Somewhat familiar
Key players in promoting UN SDGs in libraries, universities, and colleges.	3.33	1.12	Somewhat familiar
Critical contributions of libraries, universities, and communities in UN SDGs	3.28	1.19	Somewhat familiar
Citizens' roles in UN SDGs	3.26	1.12	Somewhat familiar
UN SDG initiatives of libraries in other countries (i.e., IFLA, AUNILO)	3.23	1.26	Somewhat familiar
<b>Overall Mean Rating</b>	<b>3.34</b>		<b>Somewhat familiar</b>

*Likert Scale (Mean, Range, and Interpretation)*

5 = Extremely Familiar, 4 = Moderately Familiar, 3 = Somewhat Familiar, 2 = Slightly Familiar, 1 - Not at all Familiar



educational institutions. The resulting mean is 3.33, which is described as somewhat familiar. Seventh is their familiarity with the critical conditions of libraries, universities, and communities in UN SDGs. Libraries should promote universal literacy, including digital media and information, with dedicated staff support, closing gaps in access to information and helping government, civil society, and businesses understand local information needs (IFLA Library, 2017). The resulting mean is 3.28, which is described as somewhat familiar. Eight is their familiarity with the citizen's roles in UN SDGs, which is that anyone can contribute to sustainable development goals by doing basic things, such as saving electricity using energy-efficient products – recycling plastic, glass, paper, etc. The resulting mean is 3.26, which is described as somewhat familiar. Finally, the respondents were somewhat familiar with the UN SDG initiatives of libraries in other countries, with a resulting mean of 3.23. IFLA advocates for libraries to be recognized as essential partners for inclusive, sustainable development through their work to provide meaningful access to information for all (Government of Ireland, 2022).

Considering the nine variables mentioned, the overall computed mean is 3.34, falling under the category of somewhat familiar. The first variable is within the verbal interpretation of moderately familiar. It can be due to the librarian's job description, which includes informing and disseminating significant information. The second to ninth variables have a verbal interpretation of somewhat familiar. It can be due to a need to be familiar with and have in-depth knowledge regarding SDGs. The result agrees with studies previously conducted. Onwubiko (2021) reveals low awareness or understanding of UN SDGs among librarians and libraries. Okoye et al. (2019) report that 63 or 90% of the staff had heard of UN SDGs before, but only 7 or 10% had achieved it in their libraries.

### **Difference Between SDG Familiarity Levels According to Their Demographics**

Interpretation of the hypothesis depends on the computed Probability (P) values. This statistical variable measures how likely any observed difference between groups is due to chance (Parajuli, 2018). The Kruskal Wallis test is a statistical tool that uses three or more categorical, independent groups, hence, applicable to this case. Its P values range from 0 to 0.1 and are used as indicators to accept or reject a hypothesis. P values of 0.05 and less than are rejected, and those with more than 0.05 are accepted.

In Table 2, the first null hypothesis that "No difference between familiarity level and age" was accepted for having a P value of 0.866. The second hypothesis, "No difference between familiarity level and work experience," has a P value of 0.659 and was also accepted. The lack of difference between familiarity level as against age and work experience can be attributed to the fact that age and work experience are not limiting factors in one's quest to acquire knowledge of SDGs. However, the third hypothesis, "No difference between familiarity level and educational qualification," is rejected for having a P value of 0.012. Librarians who hold higher education have wider opportunities and more exposure to SDGs.

The Mann-Whitney U test is a statistical tool that uses only two categorical and independent groups. Hence, applicable to this case. The probability (P) values that range from 0 to 0.1 were used to determine whether to accept or reject a hypothesis. P values with less than 0.05 were rejected, while those with more than 0.05 were accepted.

In Table 3, the first null hypothesis that there is "No difference between familiarity level and

**Table 2**

*Difference Between Familiarity Level And Age, Work Experience, and Educational Qualification Using Kruskal Wallis Test*

<b>Hypothesis</b>	<b>x<sup>2</sup></b>	<b>df</b>	<b>p</b>	<b>Decision</b>
No difference between familiarity level and age	1.27	4	0.866	Accept
No difference between familiarity level and work experience	3.27	5	0.659	Accept
No difference between familiarity level and educational qualification	9.23	2	0.012	Reject



library type" was accepted for having a P value of 0.206. The second hypothesis was also accepted for having a P value of 0.993. However, the third hypothesis, "No difference between familiarity level and position type," was rejected for having a P value of 0.024.

There are two types of libraries at the University of the Philippines Diliman. The University/Main Library and small unit libraries that are found in colleges and other institutes. The difference between the two type of libraries lies in the number of collections, staff, stakeholders served, and strategic location. Unit libraries outside the main library have less collection, staff, and stakeholders but still cater to the more specific to the needs of a particular college, i.e., science, engineering, education, business management, arts, music, etc. The main and unit libraries are categorized as independent groups. The reason why library type is considered a variable in this study. The same applies to the position held by the librarians – supervisory and non-supervisory—the higher their position, the more exposure and training they attended and the newer knowledge they gained from SDGs. Hence, directly or indirectly, positions had a bearing on librarians' familiarity with SDGs.

### **Library Information Services, Programs, and Activities to Attain UN SDGs**

Table 4 shows various information services, programs, and activities that can help the success of UN SDGs. Among 14 types of information services considered in this study, 57 or 93.4% of the respondents agreed that information literacy programs could best aid in attaining SDGs. This program is about developing information and technology competencies that foster lifelong learning. Information literate students can find, evaluate, and use information effectively to

discover new knowledge, solve problems, make decisions, and become more informed members of society. Second is the digital literacy programs, which obtained 54 or 88.5%. Digital literacy means having the skills to live, learn, and work in a society where communication and information are increasingly available through digital technologies like internet platforms, social media, and mobile devices, developing critical thinking skills (Dig-IT, 2021; Kristina, 2019). Third is the awareness campaign, with 52 or 85.2%. An awareness campaign is a strategic approach to raising visibility and attention for a cause or brand (Quantcast, 2023). It can reach people who share the organization's beliefs and values and educate potential customers. Fourth is current awareness services, with 49 or 80.3%. This information service allows users to know about materials that have been newly received in the resource center. The services include recent awareness bulletins, selective dissemination of information, and circulating documents. Fifth is open access, with 44 or 72.1%. This service means free access to information and unrestricted use of electronic resources for everyone. Any digital content can be OA (open access), from texts and data to software, audio, video, and multimedia (Australian Catholic University, 2023). Sixth is the reference services, with 40 or 66.7%. They are personalized services directed towards the users. It helps the readers locate the sources of information relevant to their needs. Reference service also saves the reader precious time. It also contributes to enhancing the use of libraries' resources and services. Seventh is capacity building, with 39 or 63.9%. This type of service has something to do with developing and strengthening the skills, instincts, abilities, processes, and resources organizations and communities need to survive, adapt, and thrive in a fast-changing world (Iova & Watashiba, 2023; Arts Connect Houston, 2023). Eighth is the provision of information services,

**Table 3**

*Difference Between Familiarity Level and Library Type, Sex Assigned at Birth, and Position Type Using Mann-Whitney U Test*

<b>Hypothesis</b>	<b>Statistic</b>	<b>P</b>	<b>Decision</b>
No difference between familiarity level and library type	318	0.206	Accept
No difference between familiarity levels and sex assigned at birth	344	0.993	Accept
No difference between familiarity levels and position type	286	0.024	Reject



with 38 or 62.3%. This information service goes beyond traditional book lending and includes reference assistance, interlibrary loans, digital library management, cataloging and metadata services, specialized support for research, outreach programs, and more. Ninth is the repository, with 37 or 60.7%. A repository is a place, building, or receptacle accessed online for record safekeeping where information is stored (Maril, 2021). Tenth is the provision of technological infrastructure, with 36 or 59%. Technological infrastructure generally encompasses laboratory facilities, system platforms, office facilities, or generic equipment. The eleventh is the selective dissemination of information and information provision, with 32 and 52.5%. Selective dissemination of information (SDI) service allows users to request information to be informed of any new information entries on specific subjects that concern them. In contrast, information provision means actions directed at obtaining information by a specific group or transferring data to a particular group of persons. Twelfth is publishing with 27 or 44.3%. Publishing is the occupation, business, or activity of preparing and issuing books, journals, and other material for sale (Bellsiebooks, 2014). Lastly, research with only one respondent or 1.6%. Research systematically investigates materials and sources to establish facts and reach new conclusions.

Based on the result, the information literacy programs, digital literacy programs, awareness campaigns, and current awareness services got a high percentage from 80 to 90. This is primarily due to librarian's familiarity with these services being their primary work, as indicated in their job description. However, research got only 1.6% because most librarians consider it their lesser priority due to the nature of work. Lozano (2010) asserts that the general role of librarians/libraries is to provide information about their community and acquire knowledge that will help dispel ignorance.

### **Librarians' Perceived Roles in the UN SDGs Achievement**

Table 5 shows 12 possible roles of librarians in the achievement of UN SDGs. Among them, information disseminator is the top choice of 56 or 91.8% of librarian respondents as the most appropriate role for them to achieve the UN SDGs. An information disseminator spreads something, especially news, information, or ideas, to many

**Table 4**

*Type of Information Services That Could Aid In Attaining UN SDGs*

<b>Information services, programs, and activities</b>	<b>Frequency</b>	<b>Percentage</b>
Information literacy programs	57	93.4%
Digital literacy programs	54	88.5%
Awareness campaign	52	85.2%
Current awareness services	49	80.3%
Open access	44	72.1%
Reference services	40	66.7%
Capacity building	39	63.9%
Provision of information services	38	62.3%
Repository	37	60.7%
Provision of technological infrastructures	36	59.0%
Selective dissemination of information (SDI)	32	52.5%
Information provision	32	52.5%
Publishing	27	44.3%
Research	1	1.6%

people. Second, the digital information service provider has 54 or 88.5%. This librarian role helps individuals or organizations by providing online search engines, online marketplace, or cloud computing services. Third is the SDG program advocate, with 47 or 77%. SDG program advocates are 17 inspiring, influential persons raising global awareness of the SDGs and the need for accelerated action. They use their unique global platforms to grow SDG ambitions and reach the first and most vulnerable. Librarians can also become SDG program advocates themselves (United News of Bangladesh, 2022). Fourth is the trainer of library users and researchers, with 45 and 73.8%, respectively. Librarians train students every start of the academic year, participating in a library orientation about the use of the library and digital



**Table 5***Roles of Librarians in the Achievement of UN SDGs*

<b>Information services, programs, and activities</b>	<b>Frequency</b>	<b>Percentage</b>
Information disseminator	56	91.8%
Digital information service providers	54	88.5%
SDG program advocate	47	77.0%
Trainer of library users	45	73.8%
Researcher	45	73.8%
Organizer in SDG talks, forums, seminars, training	43	70.5%
Library program developer	43	70.5%
Custodian of cultural heritage and indigenous knowledge	43	70.5%
An advocate of health culture in libraries	40	65.6%
The organizer of community engagement activities	39	63.9%
Fosters reading culture.	38	62.3%
Content curator	36	59.0%

sources. A researcher is a person who carries out academic or scientific research.

Fifth is the organizer in SDG (talks, forums, seminars, training), library program developer, and custodian of cultural heritage and indigenous knowledge. All three roles get 43 or 70.5%. SDG talks, forums, seminars, and training could aid in achieving SDGs. Advocacy training focuses on accomplishing gender mainstreaming and women's empowerment to ensure coherence in the SDG goals. It introduces the UN SDGs and political processes, as well as a gender perspective on implementation at the national level. A programming library is a collection of prewritten

code that programmers can use to optimize tasks. This collection of reusable code is usually targeted for specific common problems. A library usually includes a few different pre-coded components (Careerfoundry, 2023). Indigenous knowledge refers to understandings, skills, and philosophies developed by local communities with long histories and experiences interacting with their natural surroundings (Prohelvetia, 2023).

Sixth is advocating health culture and libraries, with 40 or 65.6%. Libraries have always supported the traditional concept of mental health literacy as another variation of a librarian's core mission. Many library professionals are woefully under-trained nor equipped to handle mental health, and there needs to be an active investment of resources to ensure success (ACRLog, 2023). Seventh is organizing community engagement activities, with 39 or 63.9%. Community organizers advocate for a particular cause by organizing people who share common goals. These professionals often focus on social and political topics and use communication skills to gather support for their positions (True-telecom, 2023). Eighth is Fosters' reading culture, with 38 or 62.3%. A reading culture is an environment where reading is championed, valued, respected, and encouraged. Reading lies at the heart of the curriculum, and it is of the utmost importance to a child's personal, social, and academic success and general well-being (Meridian High School, 2023). Lastly, the ninth is a content curator, with 36 or 59%. A content curator creates original content, curates content already in the domain, organizes it, shoots it through their unique perspective, and then publishes it to build an audience.

The results show that information disseminators and digital information service providers get more than 80% because these are two of the primary tasks of a librarian. On the other hand, content curators get only 59% because not all librarians can create original content and publish it for an audience. The result is consistent with those outlined by IFLA (2017), which claims that libraries and librarians should support the sustainable development agenda by giving people access to the current and pertinent information they need to be aware of and taking advantage of opportunities for employment, gender equality, high-quality education, improved health, and community development. According to Igbino et al. (2018), information literacy



services also play a role in reaching the UN SDGs, being crucial for the UN SDG development agenda. Onwubiko (2021) asserted in one of their studies that libraries and librarians, in general, are indispensable drivers of knowledge access, promoting personal development.

### **Challenges that Hinder Librarians in Performing Their Roles in the Achievement of the UN SDGs**

Table 6 shows the challenges that hinder librarians in their roles in achieving the UN SDGs. Poor funding is the biggest challenge that hinders achieving SDGs as indicated in the survey results with 49 or 80.3% of the librarian respondents mentioning it. Lack of funds hinders the conduct of widespread information, programs, and trainings that must be done for librarians to disseminate the needed information for the success of SDGs. The second most mentioned challenge is the lack of training on UN SDGs, with 47 or 77%. Inadequate training can be due to insufficient funding or lack of institutional/government support. The third challenge identified by respondents is the lack of knowledge about UN SDG activities that apply to academic libraries, with 42 or 68.9%. Lack of knowledge can be due to inadequate training and poor funding support. The fourth challenge is inadequately trained library personnel with 41 or 67.2% of respondents. Inadequately trained personnel directly affect efforts needed to disseminate the information, leading to the success of SDGs. The fifth challenge is the lack of access to best practices on UN SDGs as identified by 39 or 63.9% of respondents. The unavailability of needed information from the library can affect the dissemination of information related to SDGs. The sixth challenge is the insufficient UN SDG-related materials as indicated by 38 or 62.3% of the respondents. Unavailability of print or non-print material in case a user seeks SDG information. The seventh challenge is librarians' low familiarity/awareness about the UN SDGs as indicated by 36 or 59% of the respondents. Unawareness affects the type or kind of SDG information that must be disseminated to its stakeholders. The eighth challenge is the inadequate library facilities, with 34 or 55.7% affirming it. Understaffed, stretched for time, limited collections, ineffective systems, costly waste, and shrinking budgets significantly affect how SDG information should be disseminated. The ninth challenge is the lack of institutional

**Table 6**

*Challenges that Hinder UP Librarians in Performing Their Roles in the Achievement of UN SDGs*

<b>Challenges</b>	<b>Frequency</b>	<b>Percentage</b>
Poor funding	49	80.3%
Lack of training on UN SDGs	47	77.0%
Lack of knowledge about UN SDG activities that apply to academic libraries.	42	68.9%
Inadequately trained library personnel	41	67.2%
Lack of access to best practices on UN SDGs	39	63.9%
Insufficient UN SDG-related materials	38	62.3%
Low familiarity/awareness of librarians about UN SDGs	36	59.0%
Inadequate library facilities	34	55.7%
Lack of institutional support	33	54.1%
Absence of UN SDG initiatives in the library strategic plan	33	54.1%
No UN SDG initiatives or projects exist at the parent institution.	31	50.8%
Lack of willingness of other librarians to learn new ways to foster UN SDG	1	1.6%

support and absence of UN SDG initiatives in the library strategic plan, with a frequency count of 33 or 54.1% of respondents. Institutional support services mean all services, facilities, equipment, personnel, and expenditures associated with creating and maintaining approved research projects. The absence of initiatives in the library strategic plan affects how the information should be disseminated. The tenth is that no UN initiatives



or projects exist at the parent institution as indicated by 31 or 50.8% of the respondents. With support from the parent institution, librarians can create an SDG plan. Lastly, one respondent mentioned that one challenge that hinders librarians in performing their role for the attainment of UN SDGs is the lack of willingness of other librarians to learn new ways to foster the UN SDG. Apathy and lackadaisical attitude of the librarians significantly affect the information dissemination of SDGs. Studies in the past confirm the result. Onwubiko (2021) reported that inadequate funding, the inadequacy of library facilities, and the lax attitude of some librarians and libraries are the most significant challenges librarians face in Nigeria. Okoye et al. (2019) revealed that the reasons for the non-attainment of UN SDGs are lack of government support, lack of capacity building for staff, need for adequate internet connectivity, and lack of awareness of public library services.

---

### **Conclusions and Recommendations**

---

The conclusions derived from the results of this study are first, UP librarian respondents were "somewhat familiar" with the UN SDGs, the supervisory librarians were more familiar, while the majority of the non-supervisory librarians were less familiar. Librarians' familiarity showed no difference between age, work experience, library type, and sex assigned at birth. The differences lie in their familiarity, educational attainment, and current position. The information literacy program is the most effective medium to understand UN goals fully and the most critical role of librarians is being an information disseminator. Inadequate funding support was perceived as the most challenging factor, among others.

The supervisory librarians' familiarity is due to various factors, such as attendance in relevant training/seminars and conferences, and meetings with colleagues. Some non-supervisory librarians' initial familiarity with the UN goals can be through social media, research, place of visits, etc. Non-supervisory librarians must also be allowed to attend relevant training/seminars and conferences. The supervisory librarians are encouraged to conduct in-house echo seminars/

workshops to benefit the non-supervisory staff. Benchmarking is also suggested to gather relevant data/information through visits to other libraries with advocacy programs of the UN goals.

Librarians with high educational qualifications and occupying high positions are more exposed to and familiar with the UN goals compared to librarians who possess basic academic qualifications and hold low positions. While promotion to high or supervisory positions depends on the available vacant positions, librarians, on the other hand, can advance their educational qualifications by pursuing master's and doctoral degrees through available scholarships and grants or from personal resources.

Information literacy programs, being the most effective medium to understand UN goals fully, must be further encouraged. Libraries must provide public access to UN SDG-related information through information literacy programs, digital literacy programs, and other means to fulfill their share of the responsibility for UN SDG actualization. A library program may involve the distribution of leaflets, flyers, radio jingles, television commercials, and social media. Librarians must also consider repackaging relevant data on health, heritage, culture, agriculture, education, and the economy. The data can be offered in several prints, online formats, and in local dialects to a greater extent.

Librarians, being gatekeepers of knowledge, information providers, and protectors of history, are in the best position to be information disseminators of the UN goals. However, as emphasized earlier, librarians should be knowledgeable and capable of improving library services. Libraries must continue to be the powerhouse of knowledge, an essential asset for understanding, and above all, a driving force of access to information throughout history. In general, libraries and librarians must also support an increasing number of digital natives who know that knowledge is power, and that information is essential.

Inadequate funding support is the most challenging factor that hinders librarians from performing their roles in achieving the UN goals. Regarding policy and resource allocation, libraries and librarians are not a priority. This affects the success of the UN goals and the quality of library



service being provided. Hence, libraries and librarians must be given priority in policy and adequate funding support. The need for more library materials, equipment, space, and attractive remunerations for competent librarians, among others, must be addressed.

---

## A c k n o w l e d g m e n t

---

The author would like to express her deepest gratitude to the following: Ms. Marian Ramos-Eclevia for her guidance and expertise in the conduct of this research; Dr. Cheryll C. Launio, MJSIR Editor-in-Chief, for her patience and understanding during the writing and revisions of the manuscript; and to the two reviewers for their comments and suggestions and for painstakingly checking and scrutinizing the paper drafts, and to the Benguet State University for considering this article.

---

## R e f e r e n c e s

---

- ACRLog (2023). Advocating for Mental Health Together: Why Library Professionals Should Be At The Forefront of Advocacy. [https://acrlog.org/2023/03/13/advocating-for-mental-health-together-why-library-professionals-should-be-at-the-forefront-of-advocacy/?utm\\_source=rss&utm\\_medium=rss&utm\\_campaign=advocating-for-mental-health-together-why-library-professionals-should-be-at-the-forefront-of-advocacy](https://acrlog.org/2023/03/13/advocating-for-mental-health-together-why-library-professionals-should-be-at-the-forefront-of-advocacy/?utm_source=rss&utm_medium=rss&utm_campaign=advocating-for-mental-health-together-why-library-professionals-should-be-at-the-forefront-of-advocacy)
- Arts Connect Houston. (2023). Capacity Building. <https://www.artconnecthouston.org/capacity-building>
- Australian Catholic University. (2023). International development and global studies. <https://libguides.acu.edu.au/international-development-global-studies>
- Bellsiebooks. (2014). Publishing: the occupation, business, or activity of preparing and issuing books, journals, and other material for sale. <https://bellsiebooks.wordpress.com/2014/07/30/publishing-the-occupation-business-or-activity-of-preparing-and-issuing-books-journals-and-other-material-for-sale/>
- Careerfoundry. (2023). What is a Programming Library? A Beginner's Guide (2023). <https://careerfoundry.com/en/blog/web-development/programming-library-guide/>
- Chris, K.L., & Buritt, R.L. (2019) Implementation of sustainable development goals: the role of business academics. *Australian Journal of Management*, 44(4): 571-593. <https://journals.sagepub.com/doi/epub/10.1177/0312896219870575>
- Council of Europe. (2023). UN Agenda 2030 – Directorate or Programme Co-ordination. <https://www.coe.int/web/programmes/un-2030-agenda>
- Dig-IT (2021). Donate – Seniors Dig-IT. <https://seniorsdig-it.ca/donate/>
- Fresnido, A.M.B., & Esposito-Betan, S.M.S. (2018) Going green: sustainable practices in Philippines Libraries. IFLA Library. <http://library.ifla.org/id/eprint/2173/1/187-fresnido-en.pdf>
- Government of Ireland. (2022). Ireland's second national implementation plan for the sustainable development goals 2022–2024: Draft for public consultation. <https://core.ac.uk/download/528177436.pdf>
- IFLA Library (2017). Information needs and information seeking behaviour of women refugees in Uganda; Public Libraries' Role. <https://library.ifla.org/id/eprint/1783/>
- International Federation of Library Associations and Institutions. (2017). Meaningful access to information to leave no one behind: launch of the 2017 DA21 report. <https://www.ifla.org/news/meaningful-access-to-information-to-leave-no-one-behind-launch-of-the-2017-da21-report/>
- Igbinovia, M.O., Ishola, C., & Alex-Nmecha, J.C. (2018). Library and information services for the attainment of sustainable development goals in Osun State: an empirical investigation. *Nigerian Libraries*, 51(2): 112-122. <https://www.ajol.info/index.php/jnla/article/view/185006>
- Iova, R., & Watashiba, T. (2023). NCSS: A Global Census of National Positions on Conflict, Neutrality and Cooperation. *Proceedings of the 22nd European Conference on Cyber Warfare and Security*, 22(1), 420-428. <https://doi.org/10.34190/eccws.22.1.1168>



- Kristina, D. (2019). Maximizing Multimodal Literacies for Listening and Pronunciation Purposes Using YouTube Resources. *Lingua, Jurnal Bahasa & Sastra*, 19(2): 97-101. <https://core.ac.uk/download/304913151.pdf>
- Lozano, R. (2010). La informacio local a les biblioteques publiques; una eina per al desenvolupament de la comunitat. *Metodos de Informacion*, 9(51). [https://www.researchgate.net/publication/39163231\\_La\\_Informacio\\_local\\_a\\_les\\_biblioteques\\_publicues\\_una\\_eina\\_per\\_al\\_desenvolupament\\_de\\_la\\_comunitat](https://www.researchgate.net/publication/39163231_La_Informacio_local_a_les_biblioteques_publicues_una_eina_per_al_desenvolupament_de_la_comunitat)
- Maril, M. (2021). The Difference between a Library, a Repository and an Archive. *Family Tree Magazine*. <https://familytreemagazine.com/libraries-archives/library-repository-archives/#:~:text=A%20library%20is%20a%20repository,and%20mortar%20world%2C%20though>.
- Meridian High School. (2023). Reading at Meridian. <https://www.meridianhigh.london/2124/reading-at-meridian>
- National Economic Development Authority. (2023). About Sustainable Development Goals. The Global Goals for Sustainable Development. <https://sdg.neda.gov.ph/about-sustainable-development-goals/>
- Okoye, I., Mbagwu, F., & Umunnakwe, G. (2019). Sustainable Development Goals (SDG) a sine qua non for improved services in public library in Nigeria: challenges and prospects. *Information Technologist*, 16, 11-14.
- Ombay, G. (2023). PSA: only 4 out of 17 SDGs progressed since 2000. *GMA Integrated News*. [https://www.gmanetwork.com/news/money/economy/874765/psa-only-4-out-17-sdgs-progressed-since-2000/story/#:~:text=The%20progress%20towards%20the%20attainment,Statistics%20Authority%20\(PSA\)%20showed](https://www.gmanetwork.com/news/money/economy/874765/psa-only-4-out-17-sdgs-progressed-since-2000/story/#:~:text=The%20progress%20towards%20the%20attainment,Statistics%20Authority%20(PSA)%20showed).
- Onwubiko, E.C. (2021). Role of librarians in the realization of the United Nations Sustainable Development Goals: an empirical study. *Library Philosophy and Practice*, 6497. <https://digitalcommons.unl.edu/libphilprac/6497>
- Parajuli, S. (2018). Noise Mapping of an Educational Environment: A Case Study of South Dakota State University. <https://core.ac.uk/download/215605944.pdf>.
- Philippine Statistics Authority. (2016). PSA Resolution 04 Series of 2016. Enjoining government agencies to provide data support to the sustainable development goals. [psa.gov.ph/sites/default/files/2016%20board%20res%204.pdf](https://psa.gov.ph/sites/default/files/2016%20board%20res%204.pdf)
- Philippine Statistics Authority. (2023). Sustainable Development Goals: 17 Goals to transform our world. <https://psa.gov.ph/sdg>
- Prohelvetia. (2023). Golden Autumn. Thematic Images of Swiss Images. [https://prohelvetia.ch/en/our-offices-abroad/pro-helvetia-shanghai/?redirect\\_from=prohelvetia.cn](https://prohelvetia.ch/en/our-offices-abroad/pro-helvetia-shanghai/?redirect_from=prohelvetia.cn)
- Quantcast. (2023). What is an Awareness Campaign? *Adtech Wiki*. <https://www.quantcast.com/wiki/term/awareness-campaign/>
- True-telecom. (2023). What is the community organizing process? <https://www.true-telecom.com/what-is-the-community-organizing-process/>
- United News of Bangladesh. (2022). SDG advocate Queen Mathilde to visit Bangladesh February 6-8. <https://www.unb.com.bd/category/Bangladesh/sdg-advocate-queen-mathilde-to-visit-bangladesh-february-6-8/109452>
- University of the Philippines. (2023). UP and the Sustainable Development Goals. <https://up.edu.ph/up-and-the-sdgs/>

