FORMAT		
1. Name of resource	IFLA Guidelines on Public Internet Access in Libraries	
2. Location	https://repository.ifla.org/handle/123456789/1105	
3. Alternative location		
4. Author[s]	Cooke, L. (ed.) and IFLA Freedom of Access to Information and Freedom of Expression (FAIFE) Expert Advisory Group.	
5. Publisher/producer/host	International Federation of Library Associations and Institutions	
6. Year	2019	
7. Suggested citation	Cooke, L. (ed.) and IFLA Freedom of Access to Information and Freedom of Expression (FAIFE) Expert Advisory Group (2019). Guidelines on Public Internet Access in Libraries. International Federation of Library Associations and Institutions (IFLA), available at https://repository.ifla.org/handle/123456789/1105	
8. Languages in which available	English	
9. Geographic area resource relates to	Global	
10. Does the resource relate to a specific time frame?		
11. Type	Report	Yes
	Toolkit/Framework/Roadmap	Yes
	Sign-post to other resource (database)	
	Case studies	Yes
	Other	
12. If this is part of an initiative, what is the initiative?	IFLA Standards.	
COLLECTIONS AND COLLECTIONS-BASED INSTITUTIONS		
13. Explicit links to collections	No	
14. Explicit links to museums/libraries/archives	Yes	
15. Types of institutions the resource covers	Museums	X
	Archives	X
	Libraries	X
	Other	X
16. Does the resource relate to specific disciplines?	Arts, humanities and social sciences: philosophy, psychology, religion, social sciences, law, politics, language, arts and	X

	recreation, architecture, literature, history, geography and ethnology, anthropology, archaeology	
	Science, natural history, technology, medicine, engineering, manufacturing	X
17. If no explicit links to collections, justification for inclusion	Internet access is a key consideration in libraries and archives; the resource can help these, and other, institutions plan effective services, that support people's right to information but that also help mitigate issues around copyright and appropriate content.	

HOW IT CONTRIBUTES TO SUSTAINABLE DEVELOPMENT	
18. Collections-related activities the resource relates to (mark all that apply)	
Develop collections to protect and safeguard wider cultural and natural heritage more effectively, for example by targeting collecting to threatened forms of heritage in strategic ways	
Use collections to promote learning and educational opportunities that contribute to sustainable development more effectively, for example education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development and/or skills development relating to collections	X
Use collections to promote cultural participation/social inclusion more effectively, for example by reducing barriers to participation, to ensure no-one is 'left behind'	X
Use collections to promote sustainable tourism more effectively, for example by developing new products based on local cultural heritage, and/or considering the rights of stakeholder groups in relation to collections	
Use collections to support research that contributes to sustainable development (including all forms of personal and self-directed research at all levels that make use of stored collections) more effectively, for example by providing effective facilities, collections and information to meet researchers' needs	
Make decisions around collections that contribute to sustainable development more effectively	
i.　employment (recruiting, staff training, staff safety)	X
ii.　energy consumption, greenhouse gas emissions, reduction, monitoring and reporting	
iii.　waste management and reduction of waste	
iv.　transport (forms of transport, energy use)	
v.　commercial activities including copyright and IP	X
vi.　governance and management	

vii. security, disaster preparedness and risk reduction	
Direct external leadership, partnerships and collaborations towards sustainable development more effectively, for example by developing impactful partnerships	
19. Does the resource relate clearly to any international conventions (mark all that apply)?	
Culture conventions:	
1952, 71 Protection of Copyright and Neighbouring Rights	X
1954 Protection of Cultural Property in the Event of Armed Conflict	
1970 Fighting Against the Illicit Trafficking of Cultural Property	
1972 Protection of the World Cultural and Natural Heritage	
2001 Protection of the Underwater Cultural Heritage	
2003 Safeguarding of the Intangible Cultural Heritage	
2005 Protection and Promotion of the Diversity of Cultural Expressions	X
Rio Conventions:	
Convention on Biological Diversity (CBD), Convention to Combat Desertification (UNCCD), Framework Convention on Climate Change (UNFCCC)	
AIMS AND CONTENT	
20. What issues does the resource aim to address?	"These Guidelines are presented by the IFLA Freedom of Access to Information and Freedom of Expression (FAIFE) Advisory Committee. The overall objective of IFLA FAIFE is "to raise awareness of the essential correlation between the library concept and the values of intellectual freedom" (IFLA FAIFE 2018). As an organisation deeply committed to the values of intellectual freedom, IFLA opposes censorship of any form, including the use of filtering software. However, it is recognised that librarians and other information professionals need to operate within the limits of local and national legal frameworks, whilst simultaneously taking an informed ethical stance against any constraints on access to information. Librarians and other information professionals are uniquely placed and qualified to advise their host organisations, and to take the lead role in decision-making, concerning any legal requirements for constraints on access and for eliminating any unnecessary constraints on access. The Guidelines, therefore, are intended to act as a framework of fundamental principles to support all those responsible for decision-making with regard to the provision of public Internet access, and to provide them with a tool for advocacy, such that they are supported in the difficult task of prioritising consideration for intellectual freedom while maintaining appropriate

	use of their services as required by their core organisation and community norms." (p.4)
21. Intended audience of resource	Library and information professionals
22. Process of development	"The Guidelines are based on evidence gathered from extensive research involving workshops and interviews with key stakeholders, such as librarians, policy makers, professional bodies, Internet safety and Internet freedom NGOs, IT professionals and end users, as well as desk research into practice across the globe." (p.4)
23. Organisation/structure/contents	Introduction... 4 The Guidelines... 8 2.0 Principles of Access to Information... 8 2.1 Internet Use Policies... 8 2.2 Charges for Use... 9 2.3 Transparency... 9 2.4 Unblocking of Content... 10 2.5 Privacy of Use... 11 2.6 Use by Persons with Disabilities... 12 2.7 Internet Safety and Use by Minors... 12 2.8 User Educaiton and Computer Skills Training... 13 2.9 Staff Training... 14 2.10 Social Media... 15 2.11 Wi-Fi... 15 2.12 Decision-Making... 16 2.13 Review and Stakeholder Engagement... 16 References and Further Resources… 18 Appendix... 21 4.1 Examples from the Czech Republic... 21
FRAMEWORKS	
24. Framework structure	The resource is structured as a set of principles that can be considered as a framework.

25. Relevant policy considerations	Yes
26. Resources for implementation identified	Yes
27. Specific assessment points/indicators/milestones/action plan for monitoring	Yes

28. ASPECTS OF SUSTAINABILITY COVERED BY RESOURCE (mark all that apply)	
People (social sustainability)	X
Planet (environmental sustainability)	
Prosperity (economic sustainability)	X
Peace	X
Partnerships	

29. CROSS-CUTTING CONSIDERATIONS COVERED BY RESOURCE (mark all that apply)	
Gender perspectives	X
North and South perspectives	X

HOW THE RESOURCE CONTRIBUTES TO AGENDA 2030 AND THE SDGs	
HOW AGENDA 2030 AND THE SDGs FEATURE IN THE RESOURCE	
30. SDGs and Agenda 2030 specifically mentioned?	Yes
31. SDGs specifically mentioned?	Yes
32. SDG targets specifically mentioned?	No
33. SDG indicators specifically mentioned?	No

SDGs AND SDG TARGETS AND LINKAGES	
34. Comments on SDG linkages	The resource supports a range of SDGs and targets, including 4.4 (staff skills), 1.4 (ensuring everyone can access services), 4.5 (removing barriers in education faced by particular social groups), 4.A (effective learning environment), 5.B (promoting women and girls' use of information and communications technology), 9.1 (sustainable and inclusive infrastructure for economic development and wellbeing), 10.2 (promote universal social, economic and political inclusion), 11.7 (safe, welcoming and inclusive public spaces), 16.6 (effective, accountable and transparent institutions), and 16.10 (which

	covers both people's rights of access to information, and protecting rights and freedoms such as freedom of expression and copyright), and 16.B (upholding and adopting laws and policies for sustainable development). Access to information also supports SDG 17.16 (sharing knowledge and information as part of a renewed global partnership for sustainable development).
35. SDGs and SDG targets the resource helps advance	
SDG 1: End poverty in all its forms everywhere 1.4 By 2030, ensure that all men and women, in particular the poor and the vulnerable, have equal rights to economic resources, as well as access to basic services, ownership and control over land and other forms of property, inheritance, natural resources, appropriate new technology and financial services, including microfinance	Numbers and proportions of people from particular groups using collections in comparison with demographics in broader society. Numbers of people accessing collections. Number of targeted programmes that aim to enhance access to collections by disadvantaged groups. Sustainable tourism that enhances local communities' access to basic services, ownership and control over land and other forms of property (including cultural and natural heritage), as well as to technology and markets. Involvement of people from disadvantaged groups in decision-making activities and processes relating to collections and collections-based institutions.
SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all 4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship	Number of young people and adults in skills-development activities and programmes drawing on collections, for employment, decent jobs and entrepreneurship Increase in number of young people and adults in such programmes Number and proportion of staff who have received training in the last year, to better support their contribution to the SDGs. Programs and processes in place to ensure the availability of a skilled workforce.
SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	Number of educational and/or training programmes drawing on collections directed to meet the particular needs of persons with disabilities.

4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations	Number of educational and/or training programmes drawing on collections directed to meet the particular needs of Indigenous peoples' groups. Number of educational and/or training programmes drawing on collections directed to meet the particular needs of children in vulnerable situations.
SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all 4.A Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all	Number and proportion of education facilities that are child, disability and gender sensitive. Proportion of education facilities that provide safe, non-violent, inclusive and effective learning environments for all. Number and type of initiatives to improve effectiveness of learning environments. Support given to other education facilities to make them more inclusive and effective.
SDG 5. Achieve gender equality and empower all women and girls 5.B Enhance the use of enabling technology, in particular information and communications technology, to promote the empowerment of women	Number of programmes drawing on collections that support ICT skills, notably for girls and women.
SDG 9. Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation 9.1 Develop quality, reliable, sustainable and resilient infrastructure, including regional and transborder infrastructure, to support economic development and human	Development of research-useful collections to support reliable, sustainable and resilient use by researchers and others. Number and proportion of collections facilities and stores that support economic development and human well-being. Number and proportion of collections facilities and stores that provide affordable and equitable access for all. Investment in collections facilities.

well-being, with a focus on affordable and equitable access for all	Inclusion of collections information in regional and transborder initiatives, notably via digital access for discoverability.
SDG 10. Reduce inequality within and between countries 10.2 By 2030, empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status	Collections development to ensure that collections effectively meet the needs of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status. Numbers and proportions of people making use of collections in relation to the demographic of the local population. Numbers and proportions of people involved in focused programmes aimed at promoting social, economic and political inclusion. Numbers and proportions of people from different demographic groups involved in decision-making processes relating to collections and collections-based institutions. Number and types of partnerships that build relationships with marginalized groups, individuals and communities.
SDG 11. Make cities and human settlements inclusive, safe, resilient and sustainable 11.7 By 2030, provide universal access to safe, inclusive and accessible, green and public spaces, in particular for women and children, older persons and persons with disabilities	Numbers of people accessing collecting institutions from different demographic groups, notably women, children, older people and persons with disabilities. Increases in numbers of people accessing collecting institutions from different demographic groups. Measures taken to remove barriers to access green and public spaces. Extent of green space provided by collections institutions.
SDG 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice	*16.6.2 Proportion of the population [audience/users/non-users] satisfied with their last experience of public services*

for all and build effective, accountable and inclusive institutions at all levels. 16.6 Develop effective, accountable and transparent institutions at all levels	Access to information, and accountability policies and mechanisms, in place.

Effective institutional arrangements, both for own working and for working in partnership with other sectors, in place.

Plans and arrangements in place for extraordinary circumstances such as natural and human-caused disasters.

Effective arrangements in place to fulfil legal and social obligations and responsibilities.

Effective arrangements in place for transparent communication and reporting of institutional performance.

Effective arrangements in place for transparent decision-making and accountability. |
| **SDG 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.** 16.10 Ensure public access to information and protect fundamental freedoms, in accordance with national legislation and international agreements | Adopt and implement constitutional, statutory and/or policy guarantees for public access to information.

Plans in place, and plans implemented to enhance public access to information relating to collections.

Plans in place, and plans implemented to support fundamental freedoms, in line with human rights, national and international agreements and legislation.

Plans and procedures in place for public access to information relating to the operation and management of collections-based institutions.

Complaint mechanism in place for public to use where public access to information and fundamental freedoms not supported or fulfilled. |
| **SDG 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.** 16.B Promote and enforce non-discriminatory laws | *16.B.1 Proportion of population [audience/users/non-users] reporting having personally felt discriminated against or harassed in the previous 12 months on the basis of a ground of discrimination prohibited under international human rights law*

Number and proportion of policies that incorporate sustainable development considerations, in the full sense of |

and policies for sustainable development	recognizing all three of social, economic and environmental considerations.				
SDG 17. Partnerships for the goals 17.16 Enhance the global partnership for sustainable development, complemented by multi-stakeholder partnerships that mobilize and share knowledge, expertise, technology and financial resources, to support the achievement of the sustainable development goals in all countries, in particular developing countries	Number and/or increase in number, and diversity of global and international multi-stakeholder partnerships that share collection-related knowledge, expertise, technology and financial resources to address the SDGs, or that otherwise involve collections-based organisations and institutions. Number and/or increase in number, and diversity of global and international multi-stakeholder partnerships involving developing countries that share collection-related knowledge, expertise, technology and financial resources to address the SDGs.				
1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	