FORMAT			
1. **Name of resource**	**Accessible Libraries: the vision and print impaired people's promise**		
2. Location	https://www.librariesconnected.org.uk/universal-offers/vision-print-impaired-peoples-promise		
3. Alternative location			
4. Author[s]	Libraries Connected		
5. Publisher/producer/host	Libraries Connected		
6. Year	2021		
7. Suggested citation	Share the Vision, Six Steps Promise,		
8. Languages in which available	English		
9. Geographic area resource relates to	UK but with global relevance		
10. Does the resource relate to a specific time frame?			
11. Type	Report		
	Toolkit/Framework/Roadmap	Yes	
	Sign-post to other resource (database)		
	Case studies		
	Other		
12. If this is part of an initiative, what is the initiative?			
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		
16. Types of collections/disciplines the resource covers	Arts, humanities and social sciences: philosophy, psychology, religion, social sciences, law, politics, language, arts and recreation, architecture, literature, history,	X	

	geography and ethnology, anthropology, archaeology	
	Science, natural history, technology, medicine, engineering, manufacturing	
17. If no explicit links to collections, justification for inclusion		

HOW IT CONTRIBUTES TO SUSTAINABLE DEVELOPMENT	
18. Collections-related activities the resource relates to (mark all that apply)	
Develop collections to protect and safeguard wider cultural and natural heritage more effectively, for example by targeting collecting to threatened forms of heritage in strategic ways	X
Use collections to promote learning and educational opportunities that contribute to sustainable development more effectively, for example education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development and/or skills development relating to collections	X
Use collections to promote cultural participation/social inclusion more effectively, for example by reducing barriers to participation, to ensure no-one is 'left behind'	X
Use collections to promote sustainable tourism more effectively, for example by developing new products based on local cultural heritage, and/or considering the rights of stakeholder groups in relation to collections	
Use collections to support research that contributes to sustainable development (including all forms of personal and self-directed research at all levels that make use of stored collections) more effectively, for example by providing effective facilities, collections and information to meet researchers' needs	
Make decisions around collections that contribute to sustainable development more effectively	
i. employment (recruiting, staff training, staff safety)	
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	
vi. governance and management	X
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	
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	
Rio Conventions:	
Convention on Biological Diversity (CBD), Convention to Combat Desertification (UNCCD), Framework Convention on Climate Change (UNFCCC)	
AIMS AND CONTENT	
20. What issues does the resource aim to address?	"The Six Steps Promise sets out the experience that people with sight loss and other print disabilities should have through public library services."
21. Intended audience of resource	"The Promise is written primarily for library staff, but should also be made available to library users."
22. Process of development	[Libraries Connected] "developed the Vision and Print Impaired People's Promise with RNIB and Share the Vision to ensure libraries can support people with reduced vision." "In 2020, Share The Vision, a coalition of UK organisations that work together to improve the quality, availability and accessibility of library services for people with a vision or print impairment, revised the 'Six Steps' Promise, which sits alongside the Libraries Connected Universal Library Offers. Fundamentally, the core principles and practical steps within the promise didn't need to change. However, embedded detail had to be updated, and partners felt that the title of the promise needed to more direct and literally reflect the purpose and people at its heart."
23. Organisation/structure/contents	Six Steps Promise in Public Libraries Our Vision for this experience is: The Six Steps Our partners The Six Steps Promise and national policies and priorities Delivering on the Six Steps Promise

FRAMEWORKS	
24. Framework structure	Both the experience and the Six Steps can be considered as frameworks (tailored to local contexts). **"The experience** We think that everyone visiting a public library should be: · Inspired by an exciting accessible environment which makes reading and seeking information a pleasure. · Have the opportunity to engage with libraries and reading through imaginative digital opportunities with support to build their skills, knowledge and creativity. · Have access to a range of inclusive and diverse books and other information resources in accessible formats that allow them to engage with reading both for pleasure and for daily living. · Able to take part in a wide range of reading and cultural experiences, including book-based and digital activities, which are accessible to all. · Actively involved in decisions about service developments. · Supported through library services and activities taking place both in library buildings and in the community to improve their independence, health and wellbeing Six Steps to delivering the Promise: Here are six practical steps that you can do to deliver the Promise: 1. Ensure that all blind, partially sighted and print impaired people are connected to the most appropriate service for their reading needs, and that they are able to make full use of an accessible public library service 2. Use Reading Sight (www.readingsight.org.uk), the free website supporting blind and partially sighted people to access reading and reading services 3. Provide local collections of accessible reading materials and information in physical or digital formats, and be able to signpost customers to wider range of resources 4. Plan your digital and physical service access strategies in consultation with blind and partially sighted people 5. Designate a champion for the reading needs of blind and partially sighted people, who has familiarised themselves with the specialist resources and services available 6. Support and promote Hi VIS (formerly known as Make A Noise In Libraries) fortnight, run annually by Share The Vision."
25. Relevant policy considerations	Yes

26. Resources for implementation identified	No
27. Specific assessment points/indicators/milestones/action plan for monitoring	No

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	X

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

HOW THE RESOURCE CONTRIBUTES TO AGENDA 2030 AND THE SDGs	
HOW AGENDA 2030 AND THE SDGs FEATURE IN THE RESOURCE	
30. SDGs and Agenda 2030 specifically mentioned?	No
31. SDGs specifically mentioned?	No
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 number of SDG targets related to social inclusion, education and cultural heritage, including 1.4 (equal access to all forms of property and basic services), 4.5 (removing barriers in education), 4.A (build effective learning environments), 9.1 (develop sustainable infrastructure for inclusion and wellbeing), 10.2 (universal social, economic and political inclusion), 10.3 (remove discriminatory policies and practices), 10.4 (adopt policies and practices for equality of outcome), 11.7 (safe and welcoming green and public places), 16.6 (effective, accountable and transparent institutions), 16.7 (inclusive decision-making), 16.10 (promote access to information and

	fundamental freedoms), 16.B (promote laws and policies for sustainable development) and 17.17 on partnerships.
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 4.5 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 persons with disabilities. 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	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.

effective learning environments for all	Support given to other education facilities to make them more inclusive and effective.
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 well-being, with a focus on affordable and equitable access for all	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. 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 10. Reduce inequality within and between countries 10.3 Ensure equal opportunity and reduce inequalities of outcome, including by eliminating discriminatory laws, policies	Identification of discriminatory policies and practices, with clear plans to address these, to ensure equal opportunity for all and reduce inequalities of outcome.

and practices and promoting appropriate legislation, policies and action in this regard	
SDG 10. Reduce inequality within and between countries 10.4 Adopt policies, especially fiscal, wage and social protection policies, and progressively achieve greater equality	Number and proportion of policies that proactively address equality issues relating to fiscal, wage and social protection considerations.
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 for all and build effective, accountable and inclusive institutions at all levels. 16.6 Develop effective, accountable and transparent institutions at all levels	*16.6.2 Proportion of the population [audience/users/non-users] satisfied with their last experience of public services* 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. 16.7 Ensure responsive, inclusive, participatory and representative decision-making at all levels	*16.7.1 Proportions of positions (by sex, age, persons with disabilities and population groups) in public institutions (national and local legislatures, public service, and judiciary) compared to national distributions* *16.7.2 Proportion of population [audience/users/non-users] who believe decision-making is inclusive and responsive, by sex, age, disability and population group* Decision-making addresses societal, environmental and economic challenges related to the community, considering short-term and long-term risks and opportunities. Decision-making draws on diverse backgrounds, viewpoints and interests, reflecting a broad base of stakeholders, and working to promote inclusion and provide effective services for all of society.
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 and policies for sustainable development	*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 recognizing all three of social, economic and environmental considerations.

SDG 17. Partnerships for the goals 17.17 Encourage and promote effective public, public-private and civil society partnerships, building on the experience and resourcing strategies of partnerships		17.17.1 Amount of United States dollars committed to public-private and civil society partnerships Number and/or increase in number, and diversity of local, national and regional multi-stakeholder (public, public-private and civil society) partnerships that address the SDGs drawing on collections, or that otherwise involve collections-based organizations and institutions.			
1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	