FORMAT			
1. Name of resource	**Developing a Model Policy for Public Libraries to Address Homelessness & Mental Illness**		
2. Location	https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8396680/		
3. Alternative location			
4. Author[s]	M. Barone and others		
5. Publisher/producer/host	Delaware Journal of Public Health		
6. Year	2020		
7. Suggested citation	Barone, M. and others (2020). Developing a Model Policy for Public Libraries to Address Homelessness and Mental Illness. Delaware Journal of Public Health 6(4): 46-51, available at https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8396680/		
8. Languages in which available	English		
9. Geographic area resource relates to	USA with wider relevance		
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?			
COLLECTIONS AND COLLECTIONS-BASED INSTITUTIONS			
13. Explicit links to collections	Yes		
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		

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	
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	X
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?	**"In early 2020, a Grand Valley State University (GVSU) Graduate School of Social Work class, Introduction to Social Policy, committed to spend an entire semester researching and examining the issue of Michigan public libraries' response to patrons who were homeless and/or mentally ill. The goal was to develop a comprehensive draft model policy for libraries to consider in order to enhance community collaborations, especially with local homeless and public community mental health organizations. The project was intended to be a non-traditional, interactive, educational experience for first year graduate policy students. To that end the Michigan Library Association and the Community Mental Health Association of Michigan committed resources to the project and proactively scheduled workshop presentations at their annual spring conferences that would feature student presenters from the class project."**
21. Intended audience of resource	Libraries
22. Process of development	Authored article based on a student exercise to develop a model policy
23. Organisation/structure/contents	Introduction Methodology COVID-19 [context]

	National Survey of Library Policies and Services Regarding Patrons Who Are Homeless [case studies] Community Mental Health Centers and Libraries Collaborations [case studies] Recommended Essential Elements of a Model Policy Conclusion
FRAMEWORKS	
24. Framework structure	The Recommended Essential Elements of a Model Policy is set out as a framework.
25. Relevant policy considerations	Yes
26. Resources for implementation identified	Yes
27. Specific assessment points/indicators/mile stones/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	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 is most closely related to SDGs around effective, inclusive library services, including 1.4 (access to basic services), 3.4 (promote mental health and wellbeing), 4.3 (quality education), 4.4 (staff skills), 4.7 (Education for Sustainable Development), 9.1 (sustainable infrastructure), 10.2 (universal inclusion), 10.3 (equal opportunities) and 10.4 (social protection policies), 11.7 (access to safe and welcoming green and public spaces), 11.B (integrated policies for inclusion), 16.6 (effective, accountable, transparent institutions), 16.10 (protect the right to information), 16.B (policies for sustainable development) and 17.17 (cross-sector partnerships respectively). Individual case studies relate to additional SDG targets. As the resource was developed as a result of a student assignment, it supports SDGs 4.3, 4.4 and 4.7.
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 3: Ensure healthy lives and promote well-being for all at all ages 3.4 By 2030, reduce by one third premature mortality from non-communicable diseases through prevention and treatment and promote mental health and well-being	Plans, policies and procedures in place for the safe use of collections, notably in relation to chemical, physical, biological and other forms of hazard. Proportion of users of collections facilities reporting positive well-being during and as a result of activities relating to collections.

	Number and proportion of programmes relating to collections that incorporate wellbeing considerations and perspectives.
	Number of targeted programmes drawing on collections that address issues relating to non-communicable diseases, supporting prevention and treatment.
SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all 4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university	Number of learning programmes in schools, colleges and universities that make use of collections. Proportion of learning programmes in schools and colleges making use of collections that prioritise disadvantaged areas. Gender balance of students in learning programmes. Number of programmes using collections that aim to encourage people to participate in education in schools, colleges and universities.
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 4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable	Numbers of people in each type of programme drawing on collections from different demographic groups. Increases in numbers of people in each type of programme from different demographic groups. Proportion of people involved in such programmes in relation to overall audience size. Evidence that learners have acquired knowledge and skills to promote sustainable development.

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	
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. Number and proportion of educational and participatory programmes that promote participation irrespective of social 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 and practices and promoting appropriate legislation, policies and action in this regard	Identification of discriminatory policies and practices, with clear plans to address these, to ensure equal opportunity for all and reduce inequalities of outcome. Collections development to uphold and promote legislation and anti-discriminatory perspectives, with the aim of reducing inequality within and between countries. Education and participatory programmes that promote anti-discriminatory legislation, policies and action, with the aim of reducing inequality within and between countries. Research that supports anti-discriminatory legislation, policies and action, with the aim of reducing inequality within and between countries. Participation in partnerships that promote anti-discriminatory legislation, policies and action, with the aim of reducing inequality within and between countries.
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 11. Make cities and human settlements inclusive, safe, resilient and sustainable 11.B By 2020, substantially increase the number of cities and human settlements adopting and implementing integrated policies and plans towards inclusion, resource efficiency, mitigation and adaptation to climate change, resilience to disasters, and develop and implement, in line with the Sendai Framework for Disaster Risk Reduction 2015-2030, holistic disaster risk management at all levels	***11.B.1 Proportion of local governments that adopt and implement local disaster risk reduction strategies in line with the Sendai Framework for Disaster Risk Reduction 2015-2030a*** Disaster Risk Reduction strategies and plans in place, in line with the Sendai Framework for Disaster Risk Reduction, to ensure collecting institutions and collections are factored into planning, and contribute effectively to Disaster Risk Reduction.
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.	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.

16.10 Ensure public access to information and protect fundamental freedoms, in accordance with national legislation and international agreements	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 organisations and institutions.

1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	