

<b>FORMAT</b>		
<b>1. Name of resource</b>	<b>Newly Forming Ecomuseums: Development Framework</b>	
2. Location	<a href="https://heritagesask.ca/pub/documents/Resources/Ecomuseums/2016%2005%20Newly%20Forming%20Ecomuseums%20WEB.pdf">https://heritagesask.ca/pub/documents/Resources/Ecomuseums/2016%2005%20Newly%20Forming%20Ecomuseums%20WEB.pdf</a>	
3. Alternative location		
4. Author[s]	The Saskatchewan Ecomuseums Initiative (SEI) Steering Committee	
5. Publisher/producer/host	Heritage Saskatchewan and Museums Association of Saskatchewan	
6. Year	2016	
7. Suggested citation	The Saskatchewan Ecomuseums Initiative (SEI) Steering Committee (2016). Newly Forming Ecomuseums: Development Framework. Heritage Saskatchewan and Museums Association of Saskatchewan, available at <a href="https://heritagesask.ca/pub/documents/Resources/Ecomuseums/2016%2005%20Newly%20Forming%20Ecomuseums%20WEB.pdf">https://heritagesask.ca/pub/documents/Resources/Ecomuseums/2016%2005%20Newly%20Forming%20Ecomuseums%20WEB.pdf</a>	
8. Languages in which available	English	
9. Geographic area resource relates to	Saskatchewan, Canada, but with global relevance	
10. Does the resource relate to a specific time frame?		
<b>11. Type</b>	Report	
	Toolkit/Framework/Roadmap	X
	Sign-post to other resource (database)	
	Case studies	X
	Other	
12. If this is part of an initiative, what is the initiative?		
<b>COLLECTIONS AND COLLECTIONS-BASED INSTITUTIONS</b>		
13. Explicit links to collections	Yes	
14. Explicit links to museums/libraries/archives	Yes	
<b>15. Types of institutions the resource covers</b>	Museums	X
	Archives	
	Libraries	
	Other	
<b>16. Does the resource relate to specific disciplines?</b>	<b>Arts, humanities and social sciences: philosophy, psychology, religion, social sciences, law, politics, language,</b>	X

	<b>arts and recreation, architecture, literature, history, geography and ethnology, anthropology, archaeology</b>	
	<b>Science, natural history, technology, medicine, engineering, manufacturing</b>	
17. If no explicit links to collections, justification for inclusion		
<b>HOW IT CONTRIBUTES TO SUSTAINABLE DEVELOPMENT</b>		
<b>18. Collections-related activities the resource relates to</b>		
<b>Develop collections to protect and safeguard wider cultural and natural heritage more effectively</b> , for example by targeting collecting to threatened forms of heritage in strategic ways		X
<b>Use collections to promote learning and educational opportunities that contribute to sustainable development more effectively</b> , 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
<b>Use collections to promote cultural participation/social inclusion more effectively</b> , for example by reducing barriers to participation, to ensure no-one is 'left behind'		X
<b>Use collections to promote sustainable tourism more effectively</b> , for example by developing new products based on local cultural heritage, and/or considering the rights of stakeholder groups in relation to collections		X
<b>Use collections to support research that contributes to sustainable development</b> (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		
<b>Make decisions around collections that contribute to sustainable development more effectively</b>		
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		

<b>Direct external leadership, partnerships and collaborations towards sustainable development more effectively</b> , for example by developing impactful partnerships	
<b>19. Does the resource relate clearly to any international conventions (mark all that apply)?</b>	
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	X
2001 Protection of the Underwater Cultural Heritage	
2003 Safeguarding of the Intangible Cultural Heritage	X
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)	
<b>AIMS AND CONTENT</b>	
<b>20. What issues does the resource aim to address?</b>	<p><b>“It is intended to assist communities in developing an organizational structure to complement the work that they are doing as a part of their ecomuseum initiative.</b></p> <p><b>The Museums Association of Saskatchewan and Heritage Saskatchewan strongly support unique community driven ecomuseum models that demonstrate Living Heritage. In adopting more holistic approaches to planning, communities can address issues of revitalization and sustainability for the present and future.</b></p> <p><b>The toolkit complements our first co-publication, Ecomuseum Concept: A Saskatchewan Perspective on “Museums Without Walls.” It has been designed to provide those interested in establishing an ecomuseum with the information you need to begin the process. Recognizing that each ecomuseum is different, the material provided is meant to serve as a guide that can be adapted to address the community’s specific situation – and we encourage you to consider and adapt the recommendations to suit your needs.</b></p> <p><b>In addition, the toolkit also contains other helpful resources/references as you work through the organizational structure needed to support and sustain your ecomuseum” (p.3).</b></p>
<b>21. Intended audience of resource</b>	[community members interested in establishing an ecomuseum]

22. Process of development	
23. Organisation/structure/contents	<p><b>Introduction</b></p> <p><b>Executive Summary</b></p> <p><b>Guiding Principles</b></p> <p><b>Governance Overview</b></p> <p><b>Foundation, Development, and Management</b></p> <p>Foundation</p> <p>Crafting a Vision</p> <p>Building Support</p> <p>Defining Purpose</p> <p><b>Development</b></p> <p>Developing Projects</p> <p>Incorporation</p> <p>Resourcing/Funding</p> <p><b>Management</b></p> <p>Measuring Success</p> <p><b>Case Studies</b></p> <p>Écomusée du Fier Monde, Montreal</p> <p>Flodden 1513 Ecomuseum, England</p> <p>Prairie Wind and Silver Sage, Val Marie</p> <p>Ecomuseo dei Terrazzamenti e della Vite, Italy</p> <p><b>Features of a Successful Ecomuseum</b></p> <p><b>Useful Links</b></p> <p><b>References and Further Reading</b></p> <p><b>Appendix 1: Additional Success Measures</b></p>
<b>FRAMEWORKS</b>	
24. Framework structure	<p>The document outlines as the three “tiers of activity” the following:</p> <p>“Foundation: In the foundational stages, the primary focus of activity will be on crafting a preferred vision of the community or region, building support for the initiative and defining and refining the purpose of your particular enterprise.</p> <p>Development: In the developmental stages, early support and purpose will be solidified through formalizing structures and creating programming to create progress towards your ends.</p> <p>Management: After developing early structure and programming, those structures and activities must be assessed for effectiveness and then refined or changed.”</p> <p>(p.8)</p>
25. Relevant policy considerations	Yes
26. Resources for implementation identified	Yes

27. Specific assessment points/indicators/milestones/action plan for monitoring	Yes
<b>28. ASPECTS OF SUSTAINABILITY COVERED BY RESOURCE (mark all that apply)</b>	
People (social sustainability)	X
Planet (environmental sustainability)	X
Prosperity (economic sustainability)	X
Peace	X
Partnerships	X
<b>29. CROSS-CUTTING CONSIDERATIONS COVERED BY RESOURCE (mark all that apply)</b>	
Gender perspectives	
North and South perspectives	
<b>HOW THE RESOURCE CONTRIBUTES TO AGENDA 2030 AND THE SDGs</b>	
<b>HOW AGENDA 2030 AND THE SDGs FEATURE IN THE RESOURCE</b>	
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
<b>SDGs AND SDG TARGETS AND LINKAGES</b>	
34. Comments on SDG linkages	<p>This resource particularly supports to creation of sustainable institutions, and is linked most strongly to SDG targets around community-based institutions such as 16.6 (effective, accountable and transparent institutions), 16.7 (responsive, inclusive and participatory decision making) and 17.17 (which includes public, public-private and civil society partnerships).</p> <p>Ecomuseums can support sustainable communities, linking to 1.4 (access to heritage), 8.9 (sustainable tourism), 10.2 (social inclusion), 11.3 (inclusive settlement planning and management), and 11.7 and 11.A (inclusive and welcoming green and public places).</p> <p>Supporting education on community heritage and practices can support 4.7 (education for sustainable development) and 12.8 (lifestyles in harmony with nature).</p>
<b>35. SDGs and SDG targets the resource helps advance</b>	

<p><b>SDG 1: End poverty in all its forms everywhere</b></p> <p>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</p>	<p>Numbers and proportions of people from particular groups using collections in comparison with demographics in broader society.</p> <p>Numbers of people accessing collections.</p> <p>Number of targeted programmes that aim to enhance access to collections by disadvantaged groups.</p> <p>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.</p> <p>Involvement of people from disadvantaged groups in decision-making activities and processes relating to collections and collections-based institutions.</p>
<p><b>SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</b></p> <p>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 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</p>	<p>Numbers of people in each type of programme drawing on collections from different demographic groups.</p> <p>Increases in numbers of people in each type of programme from different demographic groups.</p> <p>Proportion of people involved in such programmes in relation to overall audience size.</p> <p>Evidence that learners have acquired knowledge and skills to promote sustainable development.</p>

<p><b>SDG 8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all</b></p> <p>8.9 By 2030, devise and implement policies to promote sustainable tourism that creates jobs and promotes local culture and products</p>	<p>Numbers of jobs created or supported that relate to sustainable tourism drawing on local products (e.g. craft producers).</p> <p>Develop and implement plans to reduce and remove negative impacts of tourism.</p> <p>Numbers of activities and/or products drawing on local culture.</p> <p>Value to artisans and source communities of activities and products drawing on local culture.</p>
<p><b>SDG 10. Reduce inequality within and between countries</b></p> <p>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</p>	<p>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.</p> <p>Numbers and proportions of people making use of collections in relation to the demographic of the local population</p> <p>Numbers and proportions of people involved in focused programmes aimed at promoting social, economic and political inclusion</p> <p>Numbers and proportions of people from different demographic groups involved in decision-making processes relating to collections and collections-based institutions</p> <p>Number and types of partnerships that build relationships with marginalized groups, individuals and communities.</p>
<p><b>SDG 11. Make cities and human settlements inclusive, safe, resilient and sustainable</b></p>	<p><b><i>11.3.2 Proportion of cities with a direct participation structure of civil society in urban planning and management that operate regularly and democratically</i></b></p>

<p>11.3 By 2030, enhance inclusive and sustainable urbanization and capacity for participatory, integrated and sustainable human settlement planning and management in all countries</p>	<p>Plans in place for collections-based institutions to facilitate the incorporation of communities' views into local planning and town management processes in a regular way.</p> <p>Plans in place for collections-based institutions to facilitate the incorporation of minorities' views into local planning and town management processes in a regular way.</p>
<p><b>SDG 11. Make cities and human settlements inclusive, safe, resilient and sustainable</b></p> <p>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</p>	<p>Numbers of people accessing collecting institutions from different demographic groups, notably women, children, older people and persons with disabilities.</p> <p>Increases in numbers of people accessing collecting institutions from different demographic groups.</p>
<p><b>SDG 11. Make cities and human settlements inclusive, safe, resilient and sustainable</b></p> <p>11.A Support positive economic, social and environmental links between urban, peri-urban and rural areas by strengthening national and regional development planning</p>	<p>Considerations of regional economic, social and environmental trends and risks incorporated into collecting institutions' planning.</p> <p>Participation in local and regional planning, to foster access to services, cultural participation, prevent exclusion, and support equitable urbanisation.</p> <p>Ensure data collection and metrics can be useful for planning in conjunction with other sectors and between urban and rural areas.</p> <p>Number of outreach and other activities that promote awareness and accessibility of collecting institutions in urban and rural areas, and that promote awareness of regional development plans and risks, with opportunities for people and communities to input into such plans.</p>
<p><b>SDG 12 Ensure sustainable consumption and production patterns</b></p> <p>12.8 By 2030, ensure that people everywhere have the relevant information</p>	<p><b><i>12.8.1 Extent to which (i) global citizenship education and (ii) education for sustainable development (including climate change education) are mainstreamed in (a) national education policies; (b) curricula; (c) teacher education; and (d) student assessment</i></b></p>

<p>and awareness for sustainable development and lifestyles in harmony with nature</p>	<p>Extent to which global citizenship education and education for sustainable development (including climate change education) are mainstreamed in formal, informal and non-formal education programmes and activities drawing on and related to collections.</p>
<p><b>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.</b></p> <p>16.6 Develop effective, accountable and transparent institutions at all levels</p>	<p><b><i>16.6.2 Proportion of the population [audience/users/non-users] satisfied with their last experience of public services</i></b></p> <p><b><i>Access to information, and accountability policies and mechanisms, in place.</i></b></p> <p>Effective institutional arrangements, both for own working and for working in partnership with other sectors, in place.</p> <p>Plans and arrangements in place for extraordinary circumstances such as natural and human-caused disasters.</p> <p>Effective arrangements in place to fulfil legal and social obligations and responsibilities.</p> <p>Effective arrangements in place for transparent communication and reporting of institutional performance.</p> <p>Effective arrangements in place for transparent decision-making and accountability.</p>
<p><b>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.</b></p> <p>16.7 Ensure responsive, inclusive, participatory and representative decision-making at all levels</p>	<p><b><i>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</i></b></p> <p><b><i>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</i></b></p> <p>Decision-making addresses societal, environmental and economic challenges related to the community, considering short-term and long-term risks and opportunities.</p>

		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.			
<b>SDG 17. Partnerships for the goals</b>  17.17 Encourage and promote effective public, public-private and civil society partnerships, building on the experience and resourcing strategies of partnerships		<b>17.17.1 Amount of United States dollars committed to public-private and civil society partnerships</b>  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	