

<b>FORMAT</b>		
1. Name of resource	<b>UMAC Guidance for Restitution and Return of Items from University Museums and Collections</b>	
2. Location	<a href="http://umac.icom.museum/wp-content/uploads/2022/03/UMAC-Guidance-Restitution-2022.pdf">http://umac.icom.museum/wp-content/uploads/2022/03/UMAC-Guidance-Restitution-2022.pdf</a>	
3. Alternative location		
4. Author[s]	International ICOM Committee for University Museums and Collections (UMAC)	
5. Publisher/producer/host	International ICOM Committee for University Museums and Collections (UMAC)	
6. Year	2022	
7. Suggested citation	International ICOM Committee for University Museums and Collections (UMAC) (2022). UMAC Guidance for Restitution and Return of Items from University Museums and Collections. UMAC, available at <a href="http://umac.icom.museum/wp-content/uploads/2022/03/UMAC-Guidance-Restitution-2022.pdf">http://umac.icom.museum/wp-content/uploads/2022/03/UMAC-Guidance-Restitution-2022.pdf</a>	
8. Languages in which available	English	
9. Geographic area resource relates to	Global	
10. Does the resource relate to a specific time frame?		
<b>11. Type</b>	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?		
<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	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 recreation, architecture, literature, history, geography and ethnology, anthropology, archaeology	X
	Science, natural history, technology, medicine, engineering, manufacturing	X
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 (mark all that apply)</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		
<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		
<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)		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	
vi.	governance and management	X
vii.	security, disaster preparedness and risk reduction	
<b>Direct external leadership, partnerships and collaborations towards sustainable development more effectively, for example by developing impactful partnerships</b>		X
<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	X
1954	Protection of Cultural Property in the Event of Armed Conflict	X
1970	Fighting Against the Illicit Trafficking of Cultural Property	X
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>“The following guidance elaborates upon the principles expressed in the ICOM Code of Ethics for Museums concerning the return and restitution of items from museum collections and in the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP). It specifically focusses on the return and restitution of items from universities and their museums and collections.</b></p> <p><b>Items can be originating from home countries and elsewhere in the world. The term “item” refers to objects, specimen and samples, but also to ancestral (human) remains and sacred items: the use of the term ‘item’ in this guidance does not diminish their importance.</b></p> <p><b>It is recognised that many originating communities, peoples and countries also wish to have other historical and modern-day rights and resources restored to them. This guidance deals only with the return and restitution of items from museum collections.” (p.1)</b></p>	

21. Intended audience of resource	[University museums]
22. Process of development	<p>“In 2020 – 2021 the ICOM Committees UMAC, ICME and ICOM Australia, supported by ETHCOM and UNIVERSEUM1 , collaborated on the subject of “Ethics of Repatriation and Restitution” of museum and collections’ objects in universities. Meeting with the goal of ICOM to research and address issues of decolonization, the aim of the project was to raise levels of awareness, expertise and sensitivity in universities and their museums and collections and to contribute to the body of knowledge around these issues in the wider museum community, by drafting guidelines that can complement the Code of Ethics. The project was initiated by ICOM UMAC and received financial support from ICOM (Special Projects). Steph Scholten, vice-chair of ICOM UMAC and member of ETHCOM led the project.</p> <p>Many experts from the museum field and from originating communities from across the world, have contributed to the development of this guidance. In a reiterative process, evolving versions have been discussed and scrutinised by these experts, taking into account the state-of-art in policies, procedures, processes for restitution and repatriation emerging in the world. In a number of public events, the work was presented and critically discussed. All those who have contributed deserve our gratitude.” (p.2)</p>
23. Organisation/structure/contents	<p>Introduction  Acknowledgements  Ethical principle VI: ICOM Code of Ethics  The United Nations Declaration on the Rights of Indigenous Peoples  Guidance  Addendum [Elements for a procedure for restitution and repatriation for university museums]</p>
<b>FRAMEWORKS</b>	
24. Framework structure	The Addendum, ‘Elements for a procedure for restitution and repatriation for university museums’ consists of suggested draft elements [principles] to contribute to the design of a procedure for the return of material in museums to the rightful owners, and can be considered as a framework. See the resource for further details.
25. Relevant policy considerations	Yes
26. Resources for implementation identified	No

27. Specific assessment points/indicators/milestones/action plan for monitoring	No
<b>28. ASPECTS OF SUSTAINABILITY COVERED BY RESOURCE (mark all that apply)</b>	
People (social sustainability)	X
Planet (environmental sustainability)	
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	X
<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>Implementing the resource supports a number of SDG targets relating to the rule of law and ownership of cultural property, including 1.4 (access, ownership and control over land and other forms of property, including inheritance), 10.2 (promoting universal social, economic and political inclusion of all), 10.3 (eliminating discriminatory policies and practices), 10.4 (adopting policies and practices that support inclusion and sustainable development) and 11.4 (strengthening efforts to protect and safeguard cultural and natural heritage).</p> <p>Ensuring collections are returned to their rightful owners supports SDG 16.3 (support the rule of law), and returning stolen or illegally held property supports SDG 16.4 (combat illicit flows, strengthen recovery of stolen assets). Effective institutions and relationships support 16.6 (effective,</p>

	<p>accountable and transparent institutions), and ensuring decisions are made in inclusive and participatory ways with relevant communities and their representatives supports SDG 16.7, as well as SDG 16.10 (support fundamental freedoms, in line with human rights) and 16.B (uphold and promote laws and policies for sustainable development).</p> <p>Ensuring policies and practices are compliant with broader sustainable development supports SDG 17.14 (policy coherence) Close partnership working with source communities supports SDGs 17.16 (global and international, and multistakeholder partnerships) and 17.17 (cross-sector partnerships for sustainable development).</p> <p>Ensuring source communities are able to access and make use of their cultural heritage relies on their access to infrastructure (including museums) for social inclusion and economic development, and also ensures they can draw on heritage as part of SDGs 4.5 (eliminate barriers in education) and 4.7 (Education for Sustainable Development).</p>
<b>35. SDGs and SDG targets the resource helps advance</b>	
<p><b>SDG 1: End poverty in all its forms everywhere</b>  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>  4.5 By 2030, eliminate gender disparities in</p>	<p>Number of educational and/or training programmes drawing on collections directed to meet the particular needs of persons with disabilities.</p>

<p>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</p>	<p>Number of educational and/or training programmes drawing on collections directed to meet the particular needs of Indigenous peoples' groups.</p> <p>Number of educational and/or training programmes drawing on collections directed to meet the particular needs of children in vulnerable situations.</p>
<p><b>SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</b> 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 10. Reduce inequality within and between countries</b> 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 10. Reduce inequality within and between countries</b> 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</p>	<p>Identification of discriminatory policies and practices, with clear plans to address these, to ensure equal opportunity for all and reduce inequalities of outcome.</p>
<p><b>SDG 10. Reduce inequality within and between countries</b> 10.4 Adopt policies, especially fiscal, wage and social protection policies, and progressively achieve greater equality</p>	<p>Number and proportion of policies that proactively address equality issues relating to fiscal, wage and social protection considerations.</p>
<p><b>SDG 11. Make cities and human settlements inclusive, safe, resilient and sustainable</b> 11.4 Strengthen efforts to protect and safeguard the world's cultural and natural heritage</p>	<p><b><i>11.4.1 Total expenditure (public and private) per capita spent on the preservation, protection and conservation of all cultural and natural heritage, by type of heritage</i></b></p> <p>Plans, policies and procedures in place for the safe use of collections for a variety of purposes, protecting and safeguarding both collections and those who use them.</p> <p>Plans, policies and procedures in place for the identification, safeguarding and protection of cultural and natural heritage at risk.</p> <p>Collecting programmes in place to protect, safeguard and make use of cultural and natural heritage, addressing the needs of communities and stakeholders, and ensuring that collections can be an effective resource for sustainable development.</p>



	<p>Number and diversity of educational, awareness-raising, research programmes, and partnerships that aim to strengthen protection of cultural and natural heritage.</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> 16.3 Promote the rule of law at the national and international levels and ensure equal access to justice for all</p>	<p>Collections development that relates to the rule of law, equality before the law, and justice for all.</p> <p>Number of activities drawing on collections, for example educational, research and partnership activities, that promote the rule of law at national and international levels, and that promote a culture of lawfulness, and the right of all to justice.</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> 16.4 By 2030, significantly reduce illicit financial and arms flows, strengthen the recovery and return of stolen assets and combat all forms of organized crime</p>	<p>Identification of stolen assets, return of stolen assets.</p> <p>Collections development, education, awareness-raising and partnership activities relating to organized crime, with a view to combatting organized crime everywhere.</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> 16.6 Develop effective, accountable and transparent institutions at all levels</p>	<p><b>16.6.2 Proportion of the population [audience/users/non-users] satisfied with their last experience of public services</b> Access to information, and accountability policies and mechanisms, in place.</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> 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> <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> <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.</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> 16.10 Ensure public access to information and protect fundamental freedoms, in accordance with national legislation and international agreements</p>	<p>Adopt and implement constitutional, statutory and/or policy guarantees for public access to information.</p> <p>Plans in place, and plans implemented to enhance public access to information relating to collections.</p> <p>Plans in place, and plans implemented to support fundamental freedoms, in line with human rights, national and international agreements and legislation.</p> <p>Plans and procedures in place for public access to information relating to the operation and management of collections-based institutions.</p> <p>Complaint mechanism in place for public to use where public access to information and fundamental freedoms not supported or fulfilled.</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><b><i>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</i></b></p>

16.B Promote and enforce non-discriminatory laws and policies for sustainable development	Number and proportion of policies that incorporate sustainable development considerations, in the full sense of recognizing all three of social, economic and environmental considerations.				
<b>SDG 17. Partnerships for the goals</b> 17.14 Enhance policy coherence for sustainable development	Proportion of policies that incorporate sustainable development considerations, linking to SDGs and targets.  Incorporation of policy considerations from outside the collections sector into policies of collections-based institutions, to facilitate partnerships and effectiveness.				
<b>SDG 17. Partnerships for the goals</b> 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.				
<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><i>17.17.1 Amount of United States dollars committed to public-private and civil society partnerships</i></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 organisations and institutions.				
1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	