

FORMAT		
1. Name of resource	Best Practice in Health Education in Museums	
2. Location	https://www.museumnext.com/article/health-education-in-the-museum/	
3. Alternative location		
4. Author[s]	Charlotte Coates	
5. Publisher/producer/host	Museums Next	
6. Year	2019	
7. Suggested citation	Charlotte Coates (2019). Best Practice in Health Education in Museums. Available at https://www.museumnext.com/article/health-education-in-the-museum/	
8. Languages in which available	English	
9. Geographic area resource relates to	Worldwide	
10. Does the resource relate to a specific time frame?		
11. Type	Report	
	Toolkit/Framework/Roadmap	
	Sign-post to other resource (database)	
	Case studies	Yes
	Other	Yes (blog post)
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	
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,	X

	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, and that support sustainable development 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)		
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		
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?	<p>“Educating the population about health issues is an important part of keeping people healthy and well. Health education encompasses physical, mental, social and emotional health. When people have key information available to them, they are able to make informed decisions. A healthy and happy population has a whole host of socio-economic benefits.</p> <p>Museums provide trusted information to the public. There is a lot of scope for museums to contribute to public health education. For example, they can hold exhibitions on physical health and look in depth at the human body. They can also help people to understand more about mental health. This can include a variety of formats including displays, workshops and group projects.”</p>
21. Intended audience of resource	[museum workers]
22. Process of development	
23. Organisation/structure/contents	<ul style="list-style-type: none"> • Putting health and medicine in context • Examining mental health in the museum • Museums and the human experience • Exploring our anatomy • Museums encouraging healthier choices • Workshops for young people • Museums helping people to be healthier and happier

FRAMEWORKS	
24. Framework structure	
25. Relevant policy considerations	No
26. Resources for implementation identified	Yes
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)	
Peace	
Partnerships	
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 focus of the resource is 4.7 (Education for Sustainable Development and Global Citizenship), notably in relation to health topics. These can contribute to a number of SDG targets in SDG 3 (Good health and well-being) including SDGs 3.3 (Fight communicable diseases), 3.4 (Reduce

	<p>mortality from non-communicable diseases and promote mental health), 3.5 (Prevent and treat substance abuse), 3.7 (Universal access to sexual and reproductive care, family planning and education), 3.A (Implement the WHO Framework Convention on tobacco control), and 3.D (Improve early warning systems for global health risks), and also in SDG 2, including SDGs 2.1 and 2.2 (relating to food and nutrition). Addressing the stigma associated with mental health, drug use and other issues helps contribute to SDG 10.2 (Promote universal social, economic and political inclusion).</p>
<p>35. SDGs and SDG targets the resource helps advance</p>	
<p>SDG 2: End hunger, achieve food security and improved nutrition and promote sustainable agriculture 2.1 By 2030, end hunger and ensure access by all people, in particular the poor and people in vulnerable situations, including infants, to safe, nutritious and sufficient food all year round</p>	<p>Number of educational programmes incorporating food security, nutrition and seasonal diet perspectives.</p> <p>Collections development related to food security, nutrition and seasonal diets, as appropriate</p> <p>Number of targeted educational, awareness-raising and partnership programmes relating to food and nutrition, drawing on collections, aimed at vulnerable and marginalized groups.</p> <p>Number of research activities drawing on collections that relate to resilient agricultural practices, helping mitigate and adapt to climate change, flooding and other disasters.</p>
<p>SDG 2: End hunger, achieve food security and improved nutrition and promote sustainable agriculture 2.2 By 2030, end all forms of malnutrition, including achieving, by 2025, the internationally agreed targets on stunting and wasting in children under 5 years of age, and address the nutritional needs of adolescent girls, pregnant and lactating women and older persons</p>	<p>Number of educational programmes incorporating health and food perspectives.</p> <p>Collections development related to malnutrition and nutrition, where appropriate.</p> <p>Number of targeted educational, awareness-raising and partnership programmes relating to food and nutrition, drawing on collections, aimed at vulnerable and marginalized groups.</p> <p>Number of research activities drawing on collections that relate to nutrition and addressing malnutrition.</p> <p>Number of partnership programmes that directly support ending of malnutrition through provisioning of food and other dietary needs.</p>

<p>SDG 3: Ensure healthy lives and promote well-being for all at all ages 3.3 By 2030, end the epidemics of AIDS, tuberculosis, malaria and neglected tropical diseases and combat hepatitis, water-borne diseases and other communicable diseases</p>	<p>Collection development that can contribute to programmes addressing AIDS, tuberculosis, malaria and/or neglected tropical diseases, combat hepatitis, water-borne diseases and other communicable diseases.</p> <p>Number of educational programmes addressing these subjects.</p> <p>Number of targeted educational and participatory programmes for marginalized and at-risk groups relating to communicable diseases.</p> <p>Number of research activities that help understand the causes and manage impacts of tuberculosis, malaria and other communicable diseases.</p> <p>Partnerships in place to help ensure effective governance of communicable diseases, public health information and education relating to communicable diseases.</p> <p>Steady flow of reliable information relating to communicable diseases.</p>
<p>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</p>	<p>Plans, policies and procedures in place for the safe use of collections, notably in relation to chemical, physical, biological and other forms of hazard.</p> <p>Proportion of users of collections facilities reporting positive well-being during and as a result of activities relating to collections.</p> <p>Number and proportion of programmes relating to collections that incorporate wellbeing considerations and perspectives.</p> <p>Number of targeted programmes drawing on collections that address issues relating to non-communicable diseases, supporting prevention and treatment.</p>
<p>SDG 3: Ensure healthy lives and promote well-being for all at all ages 3.5 Strengthen the prevention and treatment of substance abuse,</p>	<p>Number and proportion of educational programmes relating to collections that address narcotic drug use and harmful alcohol use.</p> <p>Number of targeted programmes drawing on collections</p>

<p>including narcotic drug abuse and harmful use of alcohol</p>	<p>that address issues relating to narcotic drug use and harmful alcohol use, supporting prevention and treatment.</p> <p>Effective relationships and partnerships in place with agencies involved in supporting prevention and treatment of substance abuse.</p> <p>Steady flow of reliable information relating to prevention and treatment of substance abuse.</p>
<p>SDG 3: Ensure healthy lives and promote well-being for all at all ages 3.7 By 2030, ensure universal access to sexual and reproductive health-care services, including for family planning, information and education, and the integration of reproductive health into national strategies and programmes</p>	<p>Number and proportion of educational programmes relating to collections that address sexual and reproductive health, and family planning.</p> <p>Number of targeted programmes drawing on collections that address issues relating to sexual and reproductive health, and family planning.</p> <p>Effective relationships and partnerships in place with related agencies to ensure steady flow of information on relevant strategies and programmes.</p>
<p>SDG 3: Ensure healthy lives and promote well-being for all at all ages 3.A Strengthen the implementation of the WHO Framework Convention on Tobacco Control in all countries, as appropriate</p>	<p>Collections development related to tobacco use and its harmful impacts on the body, as appropriate.</p> <p>Number of educational and awareness programmes relating to the health impacts of tobacco and smoking, drawing on collections.</p> <p>Number of educational and awareness programmes relating to the health impacts of tobacco and smoking, that target marginalized and vulnerable groups most exposed to health risks.</p>
<p>SDG 3: Ensure healthy lives and promote well-being for all at all ages 3.D Strengthen the capacity of all countries, in particular developing countries, for early warning, risk reduction and management of national and global health risks.</p>	<p>Number of collecting initiatives that aim to build capacity for risk reduction to national and global health risks, for example by storing and preserving collections that may be of use in post-disaster scenarios, or that can be used in early warning and risk communication activities.</p> <p>Number of educational programmes incorporating perspectives on early warning, risk reduction and management of national and global health risks.</p>

	<p>Number of awareness raising programmes that target marginalized and vulnerable groups most exposed to health risks.</p> <p>Plans in place for early warning, risk reduction and management to national and global health risks.</p> <p>Relationships and partnerships in place for risk reduction and management in light of national and global health risks.</p>
<p>SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</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>SDG 10. Reduce inequality within and between countries</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>			
1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	