FORMAT			
1. Name of resource	**Cultural Heritage for Inclusive Growth**		
2. Location	https://www.britishcouncil.org/arts/culture-development/cultural-heritage		
3. Alternative location			
4. Author[s]	Rosanna Lewis, Kate Arthurs, Melike Berker, Alex Bishop, Thom Louis, Jo Slack, Stephen Stenning, Helen Thomas and Ian Thomas		
5. Publisher/producer/host	British Council		
6. Year	2018		
7. Suggested citation	Lewis, R. and others (2018). Cultural Heritage for Inclusive Growth. British Council, available at https://www.britishcouncil.org/arts/culture-development/cultural-heritage.		
8. Languages in which available	English		
9. Geographic area resource relates to	Global		
10. Does the resource relate to a specific time frame?	No		
11. Type	Report		Yes
	Toolkit/Framework/Roadmap		Yes
	Sign-post to other resource (database)		No
	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	**Arts, humanities and social sciences: philosophy, psychology, religion, social**	**X**	

disciplines?	sciences, law, politics, language, arts and 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	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	X
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	X
Make decisions around collections that contribute to sustainable development more effectively	
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	X
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	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	X
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)	

AIMS AND CONTENT	
20. What issues does the resource aim to address?	**"This report explores the notion of inclusive growth, and the role that heritage can play in contributing to social inclusion and economic growth for sustainable development. It is intended to explore and develop a theory behind the notion that cultural heritage can help build inclusive growth, and to share this approach with the UK sector and countries overseas, as a way of putting UK cultural relations into practice." (p.6)**
21. Intended audience of resource	[Those working in the cultural heritage and local development fields.]
22. Process of development	"The research that informs this report was originally conducted for a British Council bid into the UK Government's Empowerment Fund under the Emerging Economies 3 strand. In partnership with the Department for Digital, Culture, Media and Sport (DCMS), the initial concept examined the link between heritage and tourism to contribute to international development goals and UK soft power. Following a UK sector consultation, it was clear that there was a need to widen the scope, and focus on social inclusion and local economic development through heritage. One of the immediate outcomes that the Empowerment Fund aimed to achieve was 'inclusive and sustainable growth'. The concept therefore shifted to a new topic: Cultural Heritage for Inclusive Growth. During this initial research and bid preparation process, the Empowerment Fund was suspended. However, having

	already undertaken extensive consultation and research overseas, there was the desire to collate the feedback and findings and share the results." (p.6)
23. Organisation/structure/contents	• Foreword • Executive summary • Introduction • Cultural heritage for inclusive growth • UK heritage sector and UK soft power • Role of the British Council • International research • UK sector research • Theory of change • International case studies • UK case studies • Conclusion • Annex I- International research questions • Annex II- UK research questions • Annex III- UK stakeholders • Annex IV- British Council track record
FRAMEWORKS|	
24. Framework structure	The Theory of Change presented on p.21-22 can be regarded as a framework: **Overall context** People are not wholly benefiting from social and economic development. The UK and its heritage sector has a role to play **Context** • People are not engaging with or valuing cultural heritage for social and economic purposes • Cultural heritage is either not included in social and economic development or is not reaching its full potential • The heritage sector is not included in social and economic development or is not reaching their full potential **Interventions** **Valuing** Community engagement, social action, outreach **Learning** Training, skills, education, networking **Protecting** Preservation, archiving, conservation, digitisation, placemaking **Sharing** Access, spaces, platforms, dialogue, exchange, outreach

	Beneficiaries • Women and girls, indigenous peoples, young people, urban and rural communities • Practitioners, professionals, artisans, arts managers, heritage professionals • Institutions and leaders from built heritage, intangible heritage, natural heritage, museums • Policy and decisionmakers at a national, regional, local level (national government, local government, funders)
25. Relevant policy considerations	Yes
26. Resources for implementation identified	Yes
27. Specific assessment points/indicators/milestones/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	X
North and South perspectives	X

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?	Yes
31. SDGs specifically mentioned?	Yes
32. SDG targets specifically mentioned?	No
33. SDG indicators specifically mentioned?	No

SDGs AND SDG TARGETS AND LINKAGES	
34. Comments on SDG linkages	Implementing the resource supports a number of SDG targets. Inclusive growth relates to both social and economic aspects of sustainable development (note that environmental aspects of sustainability are not covered in the resource). The focus can be said to be 10.2 (social, economic and cultural inclusion of all).
	'Valuing' and 'Sharing' interventions relate to SDGs 1.4 (access to property and services, including heritage), 5.1 (gender equality), 10.2, 10.3 (removing discriminatory policies), 10.4 (introducing inclusive policies), 11.3 (participatory decision-making), 11.A (links between rural and urban areas), 16.6 (effective, transparent and accountable institutions), 16.7 (inclusive, participatory and representative decision-making), 16.10 (protecting fundamental freedoms, which would include the Right to Development), 16.B (non-discriminatory laws and policies for sustainable development), 17.16 (international partnerships for sustainable development) and 17.17 (multistakeholder partnerships for sustainable development.
	'Learning' interventions support SDGs 4.3 (vocational education), 4.4 (skills for work), 4.5 (access to education for all), 4.6 (literacy and numeracy), 4.7 (Education for Sustainable Development), 4.A (effective learning environments), 12.8 (information for lifestyles in harmony with nature) and 13.3 (climate education).
	'Protecting' interventions support SDG 9.1 (develop sustainable infrastructure), SDG 11.4 (protecting and safeguarding cultural and natural heritage) and 11.7 (accessible green and public spaces).
	Outcomes of interventions would support, for example, poverty reduction (SDGs 1.1 and 1.2, 10.1), building resilience of impoverished people (SDG 1.5), SDGs 8.1 (sustain per capita economic growth), 8.2 (productivity), 8.3 (support for productive activities), 8.5 (employment and decent work), 8.6 (youth in training, education or employment) and 8.9 (sustainable tourism) and 14.7 (sustainable tourism in island states), and 9.2 (sustainable industrialization).
	Policy interventions that support poverty reduction support SDG 1.B, and 17.9 (international support for capacity-

	building in developing countries).
35. SDGs and SDG targets the resource helps advance	
SDG 1: End poverty in all its forms everywhere 1.1 By 2030, eradicate extreme poverty for all people everywhere, currently measured as people living on less than $1.25 a day	Number of educational programmes that explore poverty as a multidimensional and complex issue, and that empower people to act to address extreme poverty. Number of educational programmes that are targeted towards people living in extreme poverty. Proactive steps taken to ensure that all people, including those living in extreme poverty, can access services. Promotion of poverty-reducing programmes, locally and worldwide, focussed on those in extreme poverty. Proactive support for economically disadvantaged and marginalized people in supply chains. Pro-poor decisions incorporated into all forms of operations, including financial decisions. Transparency in reporting on the supply chain, incorporating actions to address extreme poverty locally and worldwide.
SDG 1: End poverty in all its forms everywhere 1.2 By 2030, reduce at least by half the proportion of men, women and children of all ages living in poverty in all its dimensions according to national definitions	Number of programmes drawing on collections (educational, awareness-raising, research, partnerships) that explore poverty as a multidimensional and complex issue, and that empower people to act to address poverty in all its forms. Number of educational programmes that are targeted towards people living in poverty. Proactive steps taken to ensure that all people, including those living in poverty, can access services. Collections development to support such programmes. Promotion of poverty-reducing programmes, locally and worldwide. Proactive support for economically disadvantaged and marginalized people in supply chains. Pro-poor decisions incorporated into all forms of

	operations, including financial decisions. Transparency in reporting on the supply chain, incorporating actions to address poverty locally and worldwide.
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 1: End poverty in all its forms everywhere 1.5 By 2030, build resilience of the poor and those in vulnerable situations and reduce their exposure and vulnerability to climate-related extreme events and other economic, social and environmental shocks and disasters.	Number of collecting programmes that aim to build resilience to climate-related events and other shocks and disasters, for example by forming collections that can contribute to related educational and research programmes. Number of educational programmes drawing on collections that incorporate resilience perspectives. Number of targeted programmes drawing on collections that are aimed at vulnerable groups, to build their resilience to climate-related and other shocks and disasters. Number of research programmes drawing on collections that are aimed at building resilience to climate-related and other shocks and disasters. ***Strengthen the resilience of employees, communities and suppliers by paying at a minimum the living wage and offering insurance to employees and their families, such***

	as accident insurance; and by paying fair prices to all suppliers
SDG 1: End poverty in all its forms everywhere 1.B Create sound policy frameworks at the national, regional and international levels, based on pro-poor and gender-sensitive development strategies, to support accelerated investment in poverty eradication actions	Number of policies and policy frameworks that support targeted, accelerated investment to eradicate poverty.
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	Number of educational and/or training programmes drawing on collections directed to meet the particular

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	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 4.6 By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy	Number of programmes drawing on collections to support literacy and numeracy among youth. Number of programmes drawing on collections to support literacy and numeracy among adults. Number of programmes drawing on collections to support literacy and numeracy among marginalized groups.
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 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	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.

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 effective learning environments for all	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. Support given to other education facilities to make them more inclusive and effective.
SDG 5. Achieve gender equality and empower all women and girls 5.1 End all forms of discrimination against all women and girls everywhere	Number and proportion of programmes taking proactive steps to identify, reduce and remove discriminatory practices and processes relating to collections and collection-based institutions.
SDG 8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all 8.1 Sustain per capita economic growth in accordance with national circumstances and, in particular, at least 7 per cent gross domestic product growth per annum in the least developed countries	Economic value added to the local economy. Number of jobs created, notably for marginalized and under-represented groups.
SDG 8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all 8.2 Achieve higher levels of economic productivity through diversification, technological upgrading and innovation, including through a focus on high-value added and labour-	Number of innovation-driven projects that aim to enhance or add to the range of activities drawing on collections. Staff training initiatives aimed at innovation, skills for enterprise. Number of public-facing activities that make use of new or emerging technologies, involving collections.

intensive sectors	
SDG 8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all 8.3 Promote development-oriented policies that support productive activities, decent job creation, entrepreneurship, creativity and innovation, and encourage the formalization and growth of micro-, small- and medium-sized enterprises, including through access to financial services	Development-oriented policies in place for the range of activities, or development-oriented considerations are included in other policies. Number of micro-, small- and medium-sized enterprises supported. Number and proportion of formalised arrangements with micro-, small- and medium-sized enterprises. Total value of financial services or financial support provided to micro-, small and medium-sized enterprises.
SDG 8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all 8.5 By 2030, achieve full and productive employment and decent work for all women and men, including for young people and persons with disabilities, and equal pay for work of equal value	Increase in number of people in full and productive employment relating to collections, through job creation and recruitment. Increase in proportion of existing staff working with collections in productive employment. Increase in number of men, women, young people and persons with disabilities in development and training programmes drawing on collections that support them in employment. Removal of pay disparities by gender and/or other status for those working with collections. Policies and plans in place to ensure that all suppliers and others in the supply chain are in decent and productive work.
SDG 8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all 8.6 By 2020, substantially reduce the proportion of youth not in employment,	Number of young people in employment, education or training relating to collections. Number of people in dedicated programmes relating to collections, who would otherwise not be in employment, education or training.

education or training	
SDG 8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all 8.9 By 2030, devise and implement policies to promote sustainable tourism that creates jobs and promotes local culture and products	Numbers of jobs created or supported that relate to sustainable tourism drawing on local products (e.g. craft producers). Develop and implement plans to reduce and remove negative impacts of tourism. Numbers of activities and/or products drawing on local culture. Value to artisans and source communities of activities and products drawing on local culture.
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 9. Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation 9.2 Promote inclusive and sustainable industrialization and, by 2030, significantly raise industry's share of employment and gross domestic product, in line with national circumstances, and double its share in least developed	Number of products and services developed, either alone or in partnership, that contribute to the green economy in some way. Number of jobs created, and working hours spent, that contribute to the green economy. Number of partnerships that produce products and services that add value to the economy, and that have positive social and environmental impacts.

countries	
SDG 10. Reduce inequality within and between countries 10.1 By 2030, progressively achieve and sustain income growth of the bottom 40 per cent of the population at a rate higher than the national average	Policies in place for fair pay in line with national recommendations. Policies in place to ensure equal pay for equal value. Policies in place, and reporting mechanisms in place, to ensure transparent information on inequality within organisations, and to address inequality in income. Policies in place to actively support markets and market access for low-income groups and populations, at any point in the value chain. Targeted programmes to support those on lowest incomes, and zero income.
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 11.3 By 2030, enhance inclusive and sustainable urbanization and capacity for participatory, integrated and sustainable human settlement planning and management in all countries	***11.3.2 Proportion of cities with a direct participation structure of civil society in urban planning and management that operate regularly and democratically*** 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. 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.
SDG 11. Make cities and human settlements inclusive, safe, resilient and sustainable 11.4 Strengthen efforts to protect and safeguard the world's cultural and natural heritage	***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*** 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. Plans, policies and procedures in place for the identification, safeguarding and protection of cultural and natural heritage at risk. 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. Number and diversity of educational, awareness-raising, research programmes, and partnerships that aim to strengthen protection of cultural and natural heritage.

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.A Support positive economic, social and environmental links between urban, peri-urban and rural areas by strengthening national and regional development planning	Considerations of regional economic, social and environmental trends and risks incorporated into collecting institutions' planning. Participation in local and regional planning, to foster access to services, cultural participation, prevent exclusion, and support equitable urbanisation. Ensure data collection and metrics can be useful for planning in conjunction with other sectors and between urban and rural areas. 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.
SDG 12 Ensure sustainable consumption and production patterns 12.8 By 2030, ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature	*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* 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.
SDG 13. Take urgent action to combat climate change	Plans in place to enhance positive contributions to

and its impacts 13.3 Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning	addressing climate change through use of collections. Plans in place to ensure collections, collections institutions and broader society can adapt effectively to climate change. Plans in place for effective education and awareness raising on climate change mitigation, adaptation, impact reduction and early warning. Plans in place to reduce negative contributions of collections-related functions, e.g. measuring greenhouse emissions with plans and targets in place to reduce them.
SDG 14 Conserve and sustainably use the oceans, seas and marine resources for sustainable development 14.7 By 2030, increase the economic benefits to Small Island developing States and least developed countries from the sustainable use of marine resources, including through sustainable management of fisheries, aquaculture and tourism	Number of activities that support sustainable tourism relating to Small Island developing States.
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 17. Partnerships for the goals 17.9 Enhance international support for implementing effective and targeted capacity-building in developing countries to support national plans to implement all the Sustainable Development	Number and diversity of international capacity-building activities to aid implementation of each and all of the SDGs. Number and diversity of North-South, South-South, and/or triangular co-operations and partnerships to aid implementation of each and all of the SDGs.

Goals, including through North-South, South-South and triangular cooperation	
SDG 17. Partnerships for the goals 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.
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	