

FORMAT		
1. Name of resource	Decolonization Toolkit	
2. Location	http://videa.ca/wp-content/uploads/2020/04/Decolonization-Toolkit_VIDEA2020.pdf?mc_cid=c1faa87e88&mc_eid=ac6a82efc4	
3. Alternative location		
4. Author[s]	C. Brenton, L. Thornton and A. Perez-Pinan (eds.)	
5. Publisher/producer/host	VIDEA	
6. Year	2020	
7. Suggested citation	Brenton, C., Thornton, L. and A. Perez-Pinan (eds.) (2020). Decolonization Toolkit. Videa, available at http://videa.ca/wp-content/uploads/2020/04/Decolonization-Toolkit_VIDEA2020.pdf?mc_cid=c1faa87e88&mc_eid=ac6a82efc4	
8. Languages in which available	English	
9. Geographic area resource relates to	Canada, but with global relevance	
10. Does the resource relate to a specific time frame?		
11. Type	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?	The resource is accompanied by a facilitator's pack, available at http://videa.ca/wp-content/uploads/2020/04/VIDEA_Facilitators-Guide.pdf . Further resources on colonialism in Africa, Asia and the Americas are available at https://videa.ca/learning-resources/ .	
COLLECTIONS AND COLLECTIONS-BASED INSTITUTIONS		
13. Explicit links to collections	No	
14. Explicit links to museums/libraries/archives	No	
15. Types of institutions relevant to	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	
17. If no explicit links to collections, justification for inclusion	The resource can be used by collections-based institutions committed to decolonization, in the sense of building relationships with Indigenous peoples and others impacted by colonialism and its legacies.	
HOW IT CONTRIBUTES TO SUSTAINABLE DEVELOPMENT		
18. Collections-related activities the resource relates to (mark all that apply)		
Develop collections to protect and safeguard wider cultural and natural heritage more effectively, for example by targeting collecting to threatened forms of heritage in strategic ways		
Use collections to promote learning and educational opportunities that contribute to sustainable development more effectively, for example education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development and/or skills development relating to collections		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)	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	
Direct external leadership, partnerships and collaborations towards sustainable development more effectively , for example by developing impactful partnerships		X
19. Does the resource relate clearly to any international conventions (mark all that apply)?		
Culture conventions:		
1952, 71 Protection of Copyright and Neighbouring Rights		
1954 Protection of Cultural Property in the Event of Armed Conflict		
1970 Fighting Against the Illicit Trafficking of Cultural Property		
1972 Protection of the World Cultural and Natural Heritage		
2001 Protection of the Underwater Cultural Heritage		
2003 Safeguarding of the Intangible Cultural Heritage		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?	<ul style="list-style-type: none"> • “To inspire deep and substantial conversation about Indigenous people, histories, decolonization and reconciliation • To inspire deep and substantial conversation about Indigenous people, histories, decolonization and reconciliation • To inspire transformation in your organization or community • To inspire Indigenous youth leadership • To promote shared knowledge between Indigenous and Non-Indigenous People • To encourage building a strong and an honest relationship with local Nations • To promote further engagement with the Truth & Reconciliations Calls to Action, Reclaiming Power & Place Calls to Justice and the United Nations Declaration on the Rights of Indigenous People’s • To create decolonized Board spaces where Indigenous youth can co-lead organizations;” 	
21. Intended audience of resource	“This toolkit was designed to spark conversation and growth personally, professionally, organizationally, or community wide.”	
22. Process of	“This Toolkit would not be possible if not for the youth who	

development	took part in its development, participated in survey's, and who shared their personal experience and their knowledge to make this resource the best it could be. Some of the youth shared as individuals, others came to this process through organizations, programs, and post-secondary institutions such as the International Youth Internship Programme (IAYI), Katimavik, the Canadian Roots Exchange, Canada World Youth, VIDEA, Camosun College, University of Victoria, leaders of their communities and families. Let us hold these youth, their families and their Nations up for their leadership, courage and dedication to making spaces more inclusive and diverse."
23. Organisation/structure/contents	<p>Introduction 1</p> <p>Self-Location & Overview 2</p> <p>Reconciliation & Decolonization 3</p> <p>Reflection Questions & Elevating Indigenous Voices 4</p> <p>Truth and Reconciliation & Reclaiming Power and Place 5</p> <p>United Nations Declaration on the Rights of Indigenous People & Indigenous Youth in Leadership 6</p> <p>Barriers, Solutions and Action Plans 7</p> <p>Resources & References 8</p>
FRAMEWORKS	
24. Framework structure	<p>The main sections of the toolkit can be considered as a framework, they are:</p> <p>"Self-Location & Overview</p> <p>Reconciliation & Decolonization</p> <p>Reflection Questions & Elevating Indigenous Voices</p> <p>Truth and Reconciliation & Reclaiming Power and Place</p> <p>United Nations Declaration on the Rights of Indigenous People & Indigenous Youth in Leadership</p> <p>Barriers, Solutions and Action Plans"</p> <p>A short introduction/context, set of actions and activities are provided for each of these headings.</p>
25. Relevant policy considerations	Y
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	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?	No
31. SDGs specifically mentioned?	No
32. SDG targets specifically mentioned?	No
33. SDG indicators specifically mentioned?	No
SDGs AND SDG TARGETS AND LINKAGES	
34. Comments on SDG linkages	The resource supports a number of SDG targets, notably around empowering and promoting the social, economic and political inclusion of all (SDG 10.2), and 10.3 (Ensure equal opportunity and reduce inequalities of outcome). The resource supports Education for Sustainable Development (SDG 4.7), and ensuring staff are sensitive to Indigenous issues (contributing to SDG 4.4 on staff skills). Eliminating barriers to access to education supports SDGs 4.5 and 5.1; empowering young people to participate in leadership supports SDGs 10.2, 10.3, 10.4 and 5.5. Promoting peace and justice for Indigenous peoples supports SDG 16.3 (Promote the rule of law at the national and international levels and ensure equal access to justice for all). Effective relationships with communities supports SDG 11.7 (inclusive green and public spaces), SDG 16.6 (Develop

	<p>effective, accountable and transparent institutions at all levels), 16.7 (Ensure responsive, inclusive, participatory and representative decision-making at all levels) and 16.B (Promote and enforce non-discriminatory laws and policies for sustainable development), and SDG 17.17 (multistakeholder partnerships).</p>
35. SDGs and SDG targets the resource helps advance	
<p>SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</p> <p>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</p>	<p>Number of young people and adults in skills-development activities and programmes drawing on collections, for employment, decent jobs and entrepreneurship</p> <p>Increase in number of young people and adults in such programmes</p> <p>Number and proportion of staff who have received training in the last year, to better support their contribution to the SDGs.</p> <p>Programs and processes in place to ensure the availability of a skilled workforce.</p>
<p>SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</p> <p>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</p>	<p>Number of educational and/or training programmes drawing on collections directed to meet the particular needs of persons with disabilities.</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>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</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>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>Evidence that learners have acquired knowledge and skills to promote sustainable development.</p>
<p>SDG 5. Achieve gender equality and empower all women and girls 5.1 End all forms of discrimination against all women and girls everywhere</p>	<p>Number and proportion of programmes taking proactive steps to identify, reduce and remove discriminatory practices and processes relating to collections and collection-based institutions.</p>
<p>SDG 5. Achieve gender equality and empower all women and girls 5.5 Ensure women's full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic and public life</p>	<p>Number and proportion of women included in programmes, partnerships and processes relating to collections and collection-based institutions at</p> <ul style="list-style-type: none"> i. foundation/entry levels ii. intermediate levels iii. senior levels, including management, leadership and decision-making.
<p>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</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</p>

	<p>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>SDG 10. Reduce inequality within and between countries 10.3 Ensure equal opportunity and reduce inequalities of outcome, including by eliminating discriminatory laws, policies and practices and promoting appropriate legislation, policies and action in this regard</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>SDG 10. Reduce inequality within and between countries 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>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</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>Measures taken to remove barriers to access green and public spaces.</p> <p>Extent of green space provided by collections institutions.</p>
<p>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. 16.3 Promote the rule of law at the national and</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>

international levels and ensure equal access to justice for all	
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	<p><i>16.6.2 Proportion of the population [audience/users/non-users] satisfied with their last experience of public services</i> 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>
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	<p><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> <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></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>
SDG 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective,	<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</i>

accountable and inclusive institutions at all levels. 16.B Promote and enforce non-discriminatory laws and policies for sustainable development		<i>international human rights law</i> Number and proportion of policies that incorporate sustainable development considerations, in the full sense of recognizing all three of social, economic and environmental considerations.			
SDG 17. Partnerships for the goals 17.17 Encourage and promote effective public, public-private and civil society partnerships, building on the experience and resourcing strategies of partnerships		<i>17.17.1 Amount of United States dollars committed to public-private and civil society partnerships</i> 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	