FORMAT		
1. Name of resource	**IUCN Red List of Threatened Species**	
2. Location	https://www.iucnredlist.org/	
3. Alternative location		
4. Author[s]		
5. Publisher/producer/ host	International Union for the Conservation of Nature (IUCN)	
6. Year		
7. Suggested citation	IUCN Red List of Threatened Species, available at https://www.iucnredlist.org/	
8. Languages in which available	English	
9. Geographic area resource relates to	Global	
10. Does the resource relate to a specific time frame?		
11. Type	Report	Yes
	Toolkit/Framework/Roadmap	Yes
	Sign-post to other resource (database)	Yes
	Case studies	Yes
	Other	Yes online training course, videos
12. Part of an initiative?		
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,	X

	technology, medicine, engineering, manufacturing
17. If no explicit links to collections, justification for inclusion	Red List is the leading resource on the conservation status of species of plants and animals. It can be used by collections-based institutions to understand the conservation status of species from which specimens and materials are derived, and to shape their collecting, educational, research and partnership activities, and understand which specimens/materials may be at risk of theft or other illegal activity.

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'	
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	X
Make decisions around collections that contribute to sustainable development more effectively	X
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	X
Direct external leadership, partnerships and collaborations	X

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	X
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)	X
AIMS AND CONTENT	
20. What issues does the resource aim to address?	**"Established in 1964, the International Union for Conservation of Nature's Red List of Threatened Species has evolved to become the world's most comprehensive information source on the global extinction risk status of animal, fungus and plant species…** **The IUCN Red List is a critical indicator of the health of the world's biodiversity. Far more than a list of species and their status, it is a powerful tool to inform and catalyse action for biodiversity conservation and policy change, critical to protecting the natural resources we need to survive. It provides information about range, population size, habitat and ecology, use and/or trade, threats, and conservation actions that will help inform necessary conservation decisions…** **The IUCN Red List is crucial not only for helping to identify those species needing targeted recovery efforts, but also for focusing the conservation agenda by identifying the key sites and habitats that need to be protected. Ultimately, The IUCN Red List helps to guide and inform future conservation and funding priorities." (Background and History)**
21. Intended audience of resource	"The IUCN Red List is used by government agencies, wildlife departments, conservation-related non-governmental organisations (NGOs), natural resource planners, educational organisations, students, and the business community." (Background and History)
22. Process of	"The Red List process has become a massive enterprise

development	involving the IUCN Global Species Program staff, partner organisations and experts in the IUCN Species Survival Commission and partner networks who compile the species information to make The IUCN Red List the indispensable product it is today." (Background and History)	
23. Organisation/structure/contents	• **Search [species assessments] (by species, scientific name, region, etc.)** • **About** • Background and history • Barometer of life • How the Red List is used • Red List Partnership • Red List Committee • Sponsors • IUCN-Toyota Partnership • Regional Assessments • Citing the IUCN Red List • IUCN Green Status of Species • Searching the IUCN Red List • FAQs • **Assessment Process** • **Resources and Publications** • Amazing species • Scientific papers • Guidelines and brochures • Photos and videos • Books • Related publications • Tools • Red List training • Summary statistics • Spatial data and mapping resources	
FRAMEWORKS		
24. Framework structure		
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)	
Planet (environmental sustainability)	X
Prosperity (economic sustainability)	
Peace	
Partnerships	X
29. CROSS-CUTTING CONSIDERATIONS COVERED BY RESOURCE (mark all that apply)	
Gender perspectives	N
North and South perspectives	Y

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 is most closely linked with SDG 11.4 (strengthen efforts to protect the world's cultural and natural heritage) and targets in SDGs 14 and 15, for example 14.2 (sustainable use and conservation of marine areas), 14.A (supporting marine scientific research) and 15.5 (protecting and preventing extinction of threatened species). As an important information resource, the Red List supports SDG targets on education on biodiversity (SDGS 4.7, 12.8 and 13.3) and 16.10 (access to information).
35. SDGs and SDG targets the resource helps advance	
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,	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.

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	Evidence that learners have acquired knowledge and skills to promote sustainable development.
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 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 and its impacts 13.3 Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning	Plans in place to enhance positive contributions to 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 14.2 By 2020, sustainably manage and protect marine and coastal ecosystems to avoid significant adverse impacts, including by strengthening their resilience, and take action for their restoration in order to achieve healthy and productive oceans	Proportion of marine and coastal areas in a good ecological condition Numbers of educational and awareness-raising programmes, research activities, and partnerships drawing on collections aiming to support protection of marine and coastal areas.
SDG 14 Conserve and sustainably use the oceans, seas and marine resources for sustainable development 14.A Increase scientific knowledge, develop research capacity and transfer marine technology, taking into account the Intergovernmental Oceanographic Commission Criteria and Guidelines on the Transfer of Marine Technology, in order to improve ocean health and to enhance the contribution	Number of collections-related activities that aim to increase scientific knowledge, and develop research capacity for the conservation and management of marine biodiversity, and to support its sustainable use.

of marine biodiversity to the development of developing countries, in particular small island developing States and least developed countries	
SDG 15 Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss 15.5 Take urgent and significant action to reduce the degradation of natural habitats, halt the loss of biodiversity and, by 2020, protect and prevent the extinction of threatened species	Number and proportion of habitats, notably endangered habitats, and species with favourable conservation status, with special reference to locally, nationally and globally endangered species. Information on, programmes relating to, collections development, and partnerships relating to habitats and species drawing on collections in place, to support their protection and continued existence. Measures taken to enhance biodiversity value of green space associated with collections institutions.
SDG 15 Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss 15.7 Take urgent action to end poaching and trafficking of protected species of flora and fauna and address both demand and supply of illegal wildlife products	Policies and plans in place to ensure objects and specimens of protected species (for example ivory, rhino horn) in collections are protected against theft and do not enter supply chains. Policies and plans in place to ensure that objects and specimens are only acquired in line with national and international legislation, or with legal dispensation. Information on, programmes relating to, collections development, and partnerships relating to poached and trafficked species, notably protected and endangered species, to end poaching and trafficking.
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	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.

accordance with national legislation and international agreements		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.			
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7	8	9	10	11	12
13	14	15	16	17	