

| FORMAT | | |
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| 1. Name of resource | Global Landscapes Forum Learning Initiatives | |
| 2. Location | https://www.globallandscapesforum.org/learning/Our-Learning-initiatives/ | |
| 3. Alternative location | | |
| 4. Author[s] | | |
| 5. Publisher/producer/host | Global Landscapes Forum, Wageningen University, UN Environment Programme | |
| 6. Year | | |
| 7. Suggested citation | Global Landscapes Forum Learning Initiatives, available at https://academy.globallandscapesforum.org/ . | |
| 8. Languages in which available | English | |
| 9. Geographic area resource relates to | Worldwide | |
| 10. Does the resource relate to a specific time frame? | No | |
| 11. Type | Report | |
| | Toolkit/Framework/Roadmap | |
| | Sign-post to other resource (database) | Yes |
| | Case studies | |
| | Other | Yes (online courses) |
| 12. If this is part of an initiative, what is the initiative? | | |
| COLLECTIONS AND COLLECTIONS-BASED INSTITUTIONS | | |
| 13. Explicit links to collections | No | |
| 14. Explicit links to museums/libraries/archives | No | |
| 15. Types of institutions the resource covers | Museums | X |
| | Archives | X |
| | Libraries | X |
| | Other | X |
| 16. Types of collections/disciplines the resource covers | Arts, humanities and social sciences: philosophy, psychology, religion, social sciences, law, politics, language, arts and recreation, architecture, literature, history, geography and ethnology, | X |

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| | anthropology, archaeology | |
| | Science, natural history, technology, medicine, engineering, manufacturing | X |
| 17. If no explicit links to collections, justification for inclusion | The resource can be used by collections-based institutions for staff training and to recommend to the public, on landscape restoration and lifestyles in harmony with nature. | |
| 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' | | |
| 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 | | |

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| 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? | “At the GLF [Global Landscapes Forum], we believe that learning is the foundation of long-lasting change. Through collaborative learning among diverse stakeholders, conflicts can be mediated and solved, and innovative solutions to global challenges can be created. This is at our core, and is why we are committed to building a vibrant global community of practitioners engaged in experimental and shared learning experiences. This is key for accelerating the integration of landscape approaches in national policy, civil society, corporations and international organizations.” |
| 21. Intended audience of resource | Professionals working with landscape issues, and |
| 22. Process of development | |
| 23. Organisation/structure/contents | <p>“So far, we have developed three types of activities. For professionals currently working in landscapes, we help them understand landscape approaches and how to operationalize them within their own contexts. For this, the Landscape Academy brings together relevant online and offline training opportunities that you can then choose from to create a customized program. Moreover, a specially designed set of online Certificate Programmes offers you the opportunity to cement your knowledge and skills to become a recognized landscape professional.</p> <p>We support young people, especially students, to develop their own integrated landscape visions and prepare for their futures [as] practitioners, policymakers and various other professionals within landscapes. We work with</p> |

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| | <p>universities and colleges across the globe to develop integrated landscape curricula that cut across different knowledge areas, combined with trainings on the requisite skillsets for their careers. Learning events, Summer Schools and form the basis of this youth program, aiming at nurturing a new generation equipped to change landscapes in interdisciplinary, integrated new ways.</p> <p>We reach out to landscape programs and projects currently developing cutting-edge learning experiences, and support them in sharing them with a wider audience. To facilitate global connection, our ‘learning hubs’ are vibrant places where dynamic people can come together to exchange knowledge and discuss their experiences. GLF offers a wide range of platforms and means of support to ensure each program and project reaches its desired learners.”</p> |
| FRAMEWORKS | |
| 24. Framework structure | |
| 25. Relevant policy considerations | |
| 26. Resources for implementation identified | |
| 27. Specific assessment points/indicators/milestones/action plan for monitoring | |
| 28. ASPECTS OF SUSTAINABILITY COVERED BY RESOURCE (mark all that apply) | |
| People (social sustainability) | X |
| Planet (environmental sustainability) | X |
| 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 | No |

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| mentioned? | |
| 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 SDGs 4.4 on staff training, SDG 4.7 (Education for Sustainable Development), 12.8 (information on lifestyles in harmony with nature) and 13.3. (climate change education and awareness. Through these targets, the resource helps supports SDGs 14 (life below water) and 15 (life on land), promoting the sustainable use of marine and coastal areas (14.2), freshwater landscapes (15.1), forests (15.2), land and soil (15.3), mountains (15.4), and halting the degradation of landscapes and protecting biodiversity (15.5). |
| 35. SDGs and SDG targets the resource helps advance | |
| SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all 4.4 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>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> |
| 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, | <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</p> |

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| <p>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>to promote sustainable development.</p> |
| <p>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</p> | <p><i>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</i></p> <p>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.</p> |
| <p>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</p> | <p>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.</p> <p>Plans in place for effective education and awareness raising on climate change mitigation, adaptation, impact reduction and early warning.</p> <p>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.</p> |
| <p>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</p> | <p>Proportion of marine and coastal areas in a good ecological condition</p> <p>Numbers of educational and awareness-raising programmes, research activities, and partnerships drawing on collections aiming to support protection of marine and coastal areas.</p> |

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| <p>avoid significant adverse impacts, including by strengthening their resilience, and take action for their restoration in order to achieve healthy and productive oceans</p> | |
| <p>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 15.1 By 2020, ensure the conservation, restoration and sustainable use of terrestrial and inland freshwater ecosystems and their services, in particular forests, wetlands, mountains and drylands, in line with obligations under international agreements</p> | <p>Proportion of terrestrial and inland freshwater systems in a good ecological condition</p> <p>Information on, programmes relating to, collections development, and partnerships relating to terrestrial and freshwater systems drawing on collections in place, to support their protection and effective functioning.</p> |
| <p>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 15.2 By 2020, promote the implementation of sustainable management of all types of forests, halt deforestation, restore degraded forests and substantially increase afforestation and reforestation globally</p> | <p>Proportion of forests in a good ecological condition.</p> <p>Information on, programmes relating to, collections development, and partnerships relating to forests drawing on collections in place, to support their protection and effective functioning.</p> |
| <p>SDG 15 Protect, restore and promote sustainable use of terrestrial</p> | <p>Proportion of soils and land area in a good ecological condition, with reference to desertification, drought and</p> |

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| <p>ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss</p> <p>15.3 By 2030, combat desertification, restore degraded land and soil, including land affected by desertification, drought and floods, and strive to achieve a land degradation-neutral world</p> | <p>floods.</p> <p>Information on, programmes relating to, collections development, and partnerships relating to soils and land use (with reference to desertification, drought and floods) drawing on collections in place, to support their protection and effective functioning.</p> |
| <p>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</p> <p>15.4 By 2030, ensure the conservation of mountain ecosystems, including their biodiversity, in order to enhance their capacity to provide benefits that are essential for sustainable development</p> | <p>Proportion of mountain ecosystems, including their biodiversity, in a good ecological condition.</p> <p>Information on, programmes relating to, collections development, and partnerships relating to mountain ecosystems and their biodiversity drawing on collections in place, to support their protection and effective functioning.</p> |
| <p>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</p> <p>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</p> | <p>Number and proportion of habitats, notably endangered habitats, and species with favourable conservation status, with special reference to locally, nationally and globally endangered species.</p> <p>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.</p> <p>Measures taken to enhance biodiversity value of green space associated with collections institutions.</p> |

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| species | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | |