

FORMAT		
1. Name of resource	Libraries, Literacy and Poverty Reduction: A Key to African Development	
2. Location	https://core.ac.uk/download/pdf/11882369.pdf	
3. Alternative location		
4. Author[s]	Mchombu, K. and N. Cadbury	
5. Publisher/producer/host	Bookaid International, sponsored by the Commonwealth Foundation	
6. Year	2007	
7. Suggested citation	Mchombu, K. and N. Cadbury (2006). Libraries, Literacy and Poverty Reduction: A Key to African Development. Bookaid International and Commonwealth Foundation.	
8. Languages in which available	English	
9. Geographic area resource relates to	Africa	
10. Does the resource relate to a specific time frame?		
11. Type	Report	X
	Toolkit/Framework/Roadmap	X
	Sign-post to other resource (database)	
	Case studies	X
	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	
	Archives	
	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	
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		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		
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)		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		
vii. security, disaster preparedness and risk reduction		
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	
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?	<p>“The role that libraries in Africa could play in reducing poverty has not been sufficiently recognised and hence the necessary policy developments and investment in the library network have not yet been made. Policy makers and donors, recognising the link between poverty reduction and literacy, have given centre stage to textbooks in policies to increase literacy and student achievement levels. Yet textbooks are the beginning of the solution, not the complete answer. Libraries sustain literacy and do so on a reuse basis providing a cost effective means of support for a whole community of readers who seek information for tackling their own problems. This paper, written by a respected and experienced African educator and librarian, points the way ahead for Africa with affordable and achievable library strategies to enable the poorest communities to participate in their own development.”</p> <p>The resource highlights the link between literacy and access to information with a range of challenges, for example survival information (related to health, housing, income, legal protection, economic opportunity, political rights, etc.) and citizen action information (for effective participation as individuals or members of a group in the social, political, legal and economic process). (p.6)</p>
21. Intended audience of resource	[Librarians and decision makers related to libraries]
22. Process of development	“We acknowledge the support of everyone who helped with this paper, including the library services of Kenya,

	<p>Malawi, Somaliland, Tanzania and Uganda. In addition we acknowledge assistance from the following individuals: Chiku Mchombu, Carmelle Denning, Alice Newton and Nick Moore.”</p>
<p>23. Organisation/structure/contents</p>	<ul style="list-style-type: none"> • Foreword: the context • Introducing Book Aid International • Knowledge and development • The knowledge divide • Literacy context • Knowledge and information for development • The challenges faced by libraries and information centres in Africa • Is there sufficient access to libraries? • Are the materials in libraries relevant to their communities? • Are information agencies working together effectively in partnerships? • Is there real government support for libraries and information? • Towards a model library: selected case studies • Chiwamba information resource centre, Malawi • Bibliotecas Rurales and Acku Quinde, Cajamarca, Peru • Illubabor Community Library and Information Centres, Ethiopia • Libraries combat poverty • Recommendations • Recommendations for library networks • Recommendations for governments and aid donors • References
<p>FRAMEWORKS</p>	
<p>24. Framework structure</p>	<p>The recommendations (pp. 18-19) can be regarded as a framework.</p> <p>“Recommendations for library networks Capacity building for librarians</p> <p>It is important to create a critical mass of library and information workers in each country who have the skills and commitment to offer innovative services which can target poor and marginalized communities and create strong literate environments...</p> <p>Partnerships for knowledge</p> <p>Libraries need to position themselves centrally with regard to education, information and culture in the countries where they work by strengthening their links</p>

	<p>and partnerships with a range of other organisations...</p> <p>Knowledge sharing and local content creation The role of libraries and information centres must also include clear strategies to deliver information in appropriate formats, languages and subject matter....</p> <p>Assessing and mixing technology options ICTs currently enable the exchange of information with anyone in the world at any time. New technologies are developing all the time and internet access, international telephone services and wireless communications are progressively becoming better and cheaper in sub Saharan Africa...</p> <p>Answering community information needs Librarians need to refocus from monitoring service delivery to more active engagement with communities, to learn how best they can support them and to promote services that are appropriate to communities with a diverse range of information and literacy needs. The role of information specialists becomes that of “infomediaries” managing the process of turning information into knowledge for action...</p> <p>[recommendations are also made for governments and aid donors]</p>
25. Relevant policy considerations	Yes
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)	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 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 aims to support basic educational needs, supporting SDGs 4.4 (training), SDG 4.5 (education for groups with particular needs), literacy and numeracy (SDG 4.6) and education for sustainable development (SDGs 4.7 and 12.8). Effective, inclusive learning environments, support SDGs 4.A, 5.1, 5.C, 9.1, 9.A and 10.2, 11.7, 11.A, 11.B and 16.B. Providing access to information, including to support fundamental rights and freedoms, supports SDG 16.10. Supporting ICT in libraries supports SDGs 5.B, 9.1 and 9.C. Implementing this framework helps support SDG targets around addressing poverty (notably SDGs 1.1, 1.2, 1.4, 1.B, 10.1) and empowering people to take part in decision-making (SDG 11.3 and 16.7). Implementing the resource aims to empower people to be resilient to disasters (SDGs 1.5, 11.5, 13.3), and participate in local water management (SDG 6.B). Supporting education around farming practices that support food security supports SDGs 2.3 and 2.4. Basic education and literacy has widespread benefits addressing other SDGs, promoting good health and wellbeing (e.g SDG 3.3, 3.5, 3.D). Effective institutions supports SDG 16.6. Policies and partnerships for sustainable development supports SDG 17.14, 17.16 and 17.17.
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	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

<p>people living on less than \$1.25 a day</p>	<p>towards people living in extreme poverty.</p> <p>Proactive steps taken to ensure that all people, including those living in extreme poverty, can access services.</p> <p>Promotion of poverty-reducing programmes, locally and worldwide, focussed on those in extreme poverty.</p> <p>Proactive support for economically disadvantaged and marginalized people in supply chains.</p> <p>Pro-poor decisions incorporated into all forms of operations, including financial decisions.</p> <p>Transparency in reporting on the supply chain, incorporating actions to address extreme poverty locally and worldwide.</p>
<p>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</p>	<p>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.</p> <p>Number of educational programmes that are targeted towards people living in poverty.</p> <p>Proactive steps taken to ensure that all people, including those living in poverty, can access services.</p> <p>Collections development to support such programmes.</p> <p>Promotion of poverty-reducing programmes, locally and worldwide.</p> <p>Proactive support for economically disadvantaged and marginalized people in supply chains.</p> <p>Pro-poor decisions incorporated into all forms of operations, including financial decisions.</p> <p>Transparency in reporting on the supply chain, incorporating actions to address poverty locally and worldwide.</p>
<p>SDG 1: End poverty in all its forms everywhere</p>	<p>Numbers and proportions of people from particular groups</p>

<p>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</p>	<p>using collections in comparison with demographics in broader society.</p> <p>Numbers of people accessing collections.</p> <p>Number of targeted programmes that aim to enhance access to collections by disadvantaged groups.</p> <p>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.</p> <p>Involvement of people from disadvantaged groups in decision-making activities and processes relating to collections and collections-based institutions.</p>
<p>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.</p>	<p>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.</p> <p>Number of educational programmes drawing on collections that incorporate resilience perspectives.</p> <p>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.</p> <p>Number of research programmes drawing on collections that are aimed at building resilience to climate-related and other shocks and disasters.</p> <p><i>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</i></p>
<p>SDG 1: End poverty in all its forms everywhere 1.B Create sound policy frameworks at the national, regional and international</p>	<p>Number of policies and policy frameworks that support targeted, accelerated investment to eradicate poverty.</p>

<p>levels, based on pro-poor and gender-sensitive development strategies, to support accelerated investment in poverty eradication actions</p>	
<p>SDG 2: End hunger, achieve food security and improved nutrition and promote sustainable agriculture 2.3 By 2030, double the agricultural productivity and incomes of small-scale food producers, in particular women, indigenous peoples, family farmers, pastoralists and fishers, including through secure and equal access to land, other productive resources and inputs, knowledge, financial services, markets and opportunities for value addition and non-farm employment</p>	<p>Collections development that can support programmes related to small-scale food producers, for example by ensuring that traditional knowledge is preserved and maintained.</p> <p>Number of educational, awareness-raising, research and partnership programmes based on collections that support small-scale food producers, both in terms of supporting the producers themselves, and that support others to support them.</p> <p>Policies and plans in place to ensure that tourism activities support (and do not infringe upon) people’s rights of access to land for agricultural purposes.</p> <p>Provide markets for small-scale food producers’ products.</p>
<p>SDG 2: End hunger, achieve food security and improved nutrition and promote sustainable agriculture 2.4 By 2030, ensure sustainable food production systems to implement resilient agricultural practices that increase productivity and production, that help maintain ecosystems, that strengthen capacity for adaptation to climate change, extreme weather, drought, flooding and other disasters and that progressively improve land and soil quality.</p>	<p>Collections development related to sustainable food production where appropriate.</p> <p>Number of educational and awareness-raising programmes incorporating sustainable food production perspectives, and that aim to reduce the impact of disasters on communities.</p> <p>Number of targeted programmes that support those most exposed and vulnerable to disasters, whether locally or farther afield.</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>Policies and plans in place to eliminate unsustainable food production from supply chains and in any food provision in collections-based institutions.</p>

	<p>Number of partnership activities drawing on collections that contribute to Disaster Risk Reduction plans, supporting resilient agricultural practices, and helping mitigate and adapt to climate change, flooding and other disasters.</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</p> <p>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>4.4 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</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</p>

<p>training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations</p>	<p>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 4.6 By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy</p>	<p>Number of programmes drawing on collections to support literacy and numeracy among youth.</p> <p>Number of programmes drawing on collections to support literacy and numeracy among adults.</p> <p>Number of programmes drawing on collections to support literacy and numeracy among marginalized groups.</p>
<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, 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 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</p>	<p>Number and proportion of education facilities that are child, disability and gender sensitive.</p> <p>Proportion of education facilities that provide safe, non-violent, inclusive and effective learning environments for all.</p>

<p>sensitive and provide safe, non-violent, inclusive and effective learning environments for all</p>	<p>Number and type of initiatives to improve effectiveness of learning environments.</p> <p>Support given to other education facilities to make them more inclusive and effective.</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.B Enhance the use of enabling technology, in particular information and communications technology, to promote the empowerment of women</p>	<p>Number of programmes that support ICT skills, notably for girls and women.</p>
<p>SDG 5. Achieve gender equality and empower all women and girls 5.C Adopt and strengthen sound policies and enforceable legislation for the promotion of gender equality and the empowerment of all women and girls at all levels</p>	<p>Number and proportion of policies relating to collections and collections-based institutions that incorporate gender perspectives to promote gender equality and empowerment of all women and girls at all levels.</p>
<p>SDG 6. Ensure availability and sustainable management of water and sanitation for all 6.B Support and strengthen the participation of local communities in improving water and sanitation management</p>	<p>Collections development to support sustainable water management and sanitation for all.</p> <p>Number of programmes for local communities directed towards water quality improvement and sanitation management.</p>
<p>SDG 9. Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation</p>	<p>Development of research-useful collections to support reliable, sustainable and resilient use by researchers and others.</p>

<p>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</p>	<p>Number and proportion of collections facilities and stores that support economic development and human well-being.</p> <p>Number and proportion of collections facilities and stores that provide affordable and equitable access for all.</p> <p>Investment in collections facilities.</p> <p>Inclusion of collections information in regional and transborder initiatives, notably via digital access for discoverability.</p>
<p>SDG 9. Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation 9.A Facilitate sustainable and resilient infrastructure development in developing countries through enhanced financial, technological and technical support to African countries, least developed countries, landlocked developing countries and small island developing States.</p>	<p>Plans in place to support development of sustainable and resilient infrastructure in developing countries through financial, technological and technical support, for example through:</p> <ul style="list-style-type: none"> i. joint projects, ii. funding bids, iii. sharing equipment, collections and collections information as appropriate, iv. in order to support development of high-quality infrastructures for sustainable development, research and innovation.
<p>SDG 9. Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation 9.C Significantly increase access to information and communications technology and strive to provide universal and affordable access to the Internet in least developed countries by 2020</p>	<p>Number of collections facilities that provide access to ICT.</p> <p>Number of programmes that support access to the Internet in least developed countries.</p>
<p>SDG 10. Reduce inequality within and between countries</p>	<p>Policies in place for fair pay in line with national recommendations.</p>

<p>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</p>	<p>Policies in place to ensure equal pay for equal value.</p> <p>Policies in place, and reporting mechanisms in place, to ensure transparent information on inequality within organisations, and to address inequality in income.</p> <p>Policies in place to actively support markets and market access for low-income groups and populations, at any point in the value chain.</p> <p>Targeted programmes to support those on lowest incomes, and zero income.</p>
<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 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 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</p>	<p><i>11.3.2 Proportion of cities with a direct participation structure of civil society in urban planning and management that operate regularly and democratically</i></p> <p>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.</p> <p>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.</p>

<p>SDG 11. Make cities and human settlements inclusive, safe, resilient and sustainable</p> <p>11.5 By 2030, significantly reduce the number of deaths and the number of people affected and substantially decrease the direct economic losses relative to global gross domestic product caused by disasters, including water-related disasters, with a focus on protecting the poor and people in vulnerable situations</p>	<p>Collections-based research that supports the understanding and management of disasters of all kinds.</p> <p>Plans in place for public education and awareness drawing on collections and collections-based institutions to reduce exposure and vulnerability to disasters of all kinds.</p> <p>Plans in place to ensure collections-based institutions steadily work to reduce their contributions to disaster risk, for example by reducing pollution and waste of all kinds.</p> <p>Plans in place to ensure collections-based institutions, and people related to them (including workers) are protected from economic losses as a result of disasters.</p> <p>Plans in place to provide special support/protection to poor and vulnerable people and groups in and following disasters.</p>
<p>SDG 11. Make cities and human settlements inclusive, safe, resilient and sustainable</p> <p>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 11. Make cities and human settlements inclusive, safe, resilient and sustainable</p> <p>11.A Support positive economic, social and environmental links between urban, peri-urban and rural areas by strengthening national and regional development planning</p>	<p>Considerations of regional economic, social and environmental trends and risks incorporated into collecting institutions' planning.</p> <p>Participation in local and regional planning, to foster access to services, cultural participation, prevent exclusion, and support equitable urbanisation.</p> <p>Ensure data collection and metrics can be useful for planning in conjunction with other sectors and between urban and rural areas.</p> <p>Number of outreach and other activities that promote</p>

	<p>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.</p>
<p>SDG 11. Make cities and human settlements inclusive, safe, resilient and sustainable 11.B By 2020, substantially increase the number of cities and human settlements adopting and implementing integrated policies and plans towards inclusion, resource efficiency, mitigation and adaptation to climate change, resilience to disasters, and develop and implement, in line with the Sendai Framework for Disaster Risk Reduction 2015-2030, holistic disaster risk management at all levels</p>	<p><i>11.B.1 Proportion of local governments that adopt and implement local disaster risk reduction strategies in line with the Sendai Framework for Disaster Risk Reduction 2015-2030a</i></p> <p>Disaster Risk Reduction strategies and plans in place, in line with the Sendai Framework for Disaster Risk Reduction, to ensure collecting institutions and collections are factored into planning, and contribute effectively to Disaster Risk Reduction.</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,</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</p>

<p>impact reduction and early warning</p>	<p>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 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>	<p>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.</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>
<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>	<p>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</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>
<p>SDG 16. Promote peaceful and inclusive societies for</p>	<p>Adopt and implement constitutional, statutory and/or</p>

<p>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</p>	<p>policy guarantees for public access to information.</p> <p>Plans in place, and plans implemented to enhance public access to information relating to collections.</p> <p>Plans in place, and plans implemented to support fundamental freedoms, in line with human rights, national and international agreements and legislation.</p> <p>Plans and procedures in place for public access to information relating to the operation and management of collections-based institutions.</p> <p>Complaint mechanism in place for public to use where public access to information and fundamental freedoms not supported or fulfilled.</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.B Promote and enforce non-discriminatory laws and policies for sustainable development</p>	<p><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 international human rights law</i></p> <p>Number and proportion of policies that incorporate sustainable development considerations, in the full sense of recognizing all three of social, economic and environmental considerations.</p>
<p>SDG 17. Partnerships for the goals 17.14 Enhance policy coherence for sustainable development</p>	<p>Proportion of policies that incorporate sustainable development considerations, linking to SDGs and targets.</p> <p>Incorporation of policy considerations from outside the collections sector into policies of collections-based institutions, to facilitate partnerships and effectiveness.</p>
<p>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</p>	<p>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.</p> <p>Number and/or increase in number, and diversity of global and international multi-stakeholder partnerships involving developing countries that share collection-related</p>

resources, to support the achievement of the sustainable development goals in all countries, in particular developing countries		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.			
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