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| 1. Name of resource | Museums for Health and Wellbeing: a preliminary report from the National Alliance for Museums, Health and Wellbeing | |
| 2. Location | https://museumsandwellbeingalliance.files.wordpress.com/2015/07/museums-for-health-and-wellbeing.pdf | |
| 3. Alternative location | http://www.artshealthresources.org.uk/docs/museums-for-health-and-wellbeing-a-preliminary-report-national-alliance-for-museums-health-and-wellbeing/ | |
| 4. Author[s] | | |
| 5. Publisher/producer/host | International Chamber of Commerce | |
| 6. Year | 2016 | |
| 7. Suggested citation | Lackoi, K., Patsou, M., and Chatterjee, H.J. (eds.) (2016). Museums for Health and Wellbeing: A Preliminary Report from the National Alliance for Museums, Health and Wellbeing. National Alliance for Museums, Health and Wellbeing | |
| 8. Languages in which available | English | |
| 9. Geographic area resource relates to | UK | |
| 10. Does the resource relate to a specific time frame? | No | |
| 11. Type | Report | Yes |
| | Toolkit/Framework/Roadmap | Yes |
| | Sign-post to other resource (database) | Yes |
| | Case studies | Yes |
| | Other | |
| 12. If this is part of an initiative, what is the initiative? | | |
| COLLECTIONS AND COLLECTIONS-BASED INSTITUTIONS | | |
| 13. Explicit links to collections | Yes | |
| 14. Explicit links to museums/libraries/archives | Yes | |
| 15. Types of institutions the resource covers | Museums | X |
| | Archives | |
| | Libraries | |
| | Other | |
| 16. Does the resource relate to specific | Arts, humanities and social sciences: philosophy, psychology, religion, social | X |

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| disciplines? | sciences, law, politics, language, arts and recreation, architecture, literature, history, geography and ethnology, anthropology, archaeology | |
| | Science, natural history, technology, medicine, engineering, manufacturing | X |
| 17. If no explicit links to collections, justification for inclusion | | |
| HOW IT CONTRIBUTES TO SUSTAINABLE DEVELOPMENT | | |
| 18. Collections-related activities the resource relates to (mark all that apply) | | |
| Develop collections to protect and safeguard wider cultural and natural heritage more effectively , for example by targeting collecting to threatened forms of heritage in strategic ways | | |
| 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 | | |

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| vii. security, disaster preparedness and risk reduction | |
| Direct external leadership, partnerships and collaborations 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 | |
| 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>“In recent years there has been a considerable increase in programmes not only to improve health and wellbeing, but also to provide accessible education, boost vocational skills, support people with special educational needs (SEN) and work with some of the most marginalised people in society such as offenders, people living in poverty and refugees... In tandem there is a growing field of research which seeks to understand and evaluate the benefits of museum activities for individual and societal health and wellbeing... This report describes the wealth of activity around health, wellbeing and social care that museums and galleries are already offering across the UK...” (p.7)</p> <p>[The aim of the National Alliance for Museums, Health and Wellbeing is to:]</p> <ul style="list-style-type: none"> • provide leadership and advocacy for the sector’s contribution to health and wellbeing • identify areas of best practice, and gaps in knowledge and training; • identify areas of best practice, and gaps in knowledge and training • provide support, guidance and recommendations on best practice, getting started, partnership work and health commissioning • establish a common language for this interdisciplinary field and highlight what works |

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| 21. Intended audience of resource | [Museum professionals and their partners, those working with health and wellbeing in other cultural institutions] |
| 22. Process of development | <p>“In order to understand this emerging field of practice, a scoping exercise was undertaken by the Alliance to map health and wellbeing activity across the UK museum sector. Research took place between September 2015 – February 2016... Due to the magnitude of current work and the speed of growth, the results presented in this report represent the tip of the iceberg of work in this field (See Appendix 1, page 51). The results of this research are available on the Alliance website which contains over 200 resources and a searchable database.</p> <p>The mapping process included:</p> <ul style="list-style-type: none"> • A literature review of published peer-reviewed and grey literature. • An extensive online search identifying grey literature. <p>Reports, toolkits and other relevant support documents and guides were recorded and relevant results added to the Alliance website. The toolkits were gathered to serve as a guide for museums looking to build projects, partnerships, obtain funding and conduct high quality evaluation for their projects and programmes.</p> <p>A survey of existing health and wellbeing projects in museums. The survey was widely circulated between July and November 2015 and gathered information on projects, target audiences, partnerships, evaluation results and publications (See Appendix 2, page 52).</p> <ul style="list-style-type: none"> • A series of in-depth telephone interviews with museum professionals as well as informal meetings at a number of sector-specific training events and conferences. This included running a pop-up information stand at the Museums Association Conference 2015 in Birmingham, where the Alliance team met over 200 museum professionals over the course of two days. |
| 23. Organisation/structure/contents | <p>INTRODUCTION</p> <p>Museums, health and wellbeing in context</p> <p>National alliance for museums, health & wellbeing</p> <p>HEALTH AND WELLBEING ACTIVITIES IN UK MUSEUMS</p> <p>Our approach</p> <p>What is health and wellbeing</p> <p>RESULTS – Audiences</p> <p>RESULTS – Activities</p> <p>KEY FINDINGS</p> <p>Activities by region</p> |

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| | <p>Tip of the iceberg What's missing: gaps Sustainability: moving from project-based work to core business</p> <p>RECOMMENDATIONS</p> <p>REFERENCES</p> <p>APPENDIX I Research context</p> <p>APPENDIX II Survey questionnaire</p> |
| FRAMEWORKS | |
| 24. Framework structure | <p>The set of Recommendations (p.46) can be considered as a framework:</p> <ol style="list-style-type: none"> 1. Look at the bigger picture Find out about your region's health infrastructure, commissioning landscape and local health needs... 2. Map assets in your community Use asset-based community mapping tools to make the most of your spaces, especially outdoor areas, gardens, parks... 3. Adopt a strategic approach Before developing a new project ask why you want to undertake the work: how will it benefit the health and wellbeing of your community? Is there a good fit with your organisation's strategic aims? Evaluate project plans in relation to the current health priorities of local Health & Wellbeing boards and local CCGs [Care Commissioning Groups]. 4. Build relationships over time Identify key stakeholders in your area and start building links with commissioners and others by inviting them to your events... 5. Develop your wellbeing offer Prevention, supported self-management, keeping carers well and giving children the best start in life are key longterm public health priorities across the UK... 6. Reframe your existing offer Quite often this is not a question of money or extra |

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| | <p>resources but involves a change of mind-set...</p> <p>7. Be proactive and ask for help Approach others first and persevere...</p> <p>8. Invest in your staff Offer training and professional development opportunities – many charities offer free training in their area of expertise...</p> <p>9. Shout about your work Remember to add things on your website and blog...</p> <p>10. Adopt an integrated approach Embed and mainstream health and wellbeing across your organisation...</p> |
| 25. Relevant policy considerations | Yes |
| 26. Resources for implementation identified | Yes |
| 27. Specific assessment points/indicators/milestones/action plan for monitoring | Yes |
| 28. ASPECTS OF SUSTAINABILITY COVERED BY RESOURCE (mark all that apply) | |
| People (social sustainability) | X |
| Planet (environmental sustainability) | |
| Prosperity (economic sustainability) | |
| Peace | |
| Partnerships | X |
| 29. CROSS-CUTTING CONSIDERATIONS COVERED BY RESOURCE (mark all that apply) | |
| Gender perspectives | |
| North and South perspectives | |
| 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 |

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| 32. SDG targets specifically mentioned? | No |
| 33. SDG indicators specifically mentioned? | No |
| SDGs AND SDG TARGETS AND LINKAGES | |
| 34. Comments on SDG linkages | <p>The resource is most closely linked to targets relating to health and well-being (notably SDGs 3.4 and 3.5).</p> <p>Ensuring collections facilities are welcoming and accessible to all supports SDG 1.4, 4.1, 4.A, 9.1, 10.2 and 11.7.</p> <p>The resource may support work to ensure equal opportunity and reduce inequalities of outcome (SDG 10.3), and non-discriminatory policies (SDG 10.4 and 16.B)</p> <p>Combating exclusion from education supports SDG 4.1.</p> <p>Supporting training and job creation supports SDG 4.4, 8.5, 8.6.</p> <p>Education for sustainable development supports SDG 4.7.</p> <p>Participation in local and regional planning and partnerships supports SDGs 11.A, 17.14, 17.16 and 17.17.</p> <p>Work that addresses assessment and evaluation of well-being contributes to SDG 17.19.</p> |
| 35. SDGs and SDG targets the resource helps advance | |
| <p>SDG 1: End poverty in all its forms everywhere</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>Numbers and proportions of people from particular groups 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</p> |

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| | <p>decision-making activities and processes relating to collections and collections-based institutions.</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 3.5 Strengthen the prevention and treatment of substance abuse, including narcotic drug abuse and harmful use of alcohol</p> | <p>Number and proportion of educational programmes relating to collections that address narcotic drug use and harmful alcohol use.</p> <p>Number of targeted programmes drawing on collections that address issues relating to narcotic drug use and harmful alcohol use, supporting prevention and treatment.</p> <p>Effective relationships and partnerships in place with agencies involved in supporting prevention and treatment of substance abuse.</p> <p>Steady flow of reliable information relating to prevention and treatment of substance abuse.</p> |
| <p>SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all 4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective</p> | <p>Number of programmes drawing on collections that support children at risk of exclusion or otherwise not completing primary and secondary education.</p> |

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| learning outcomes | |
| <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>4.7 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 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</p> <p>4.A Build and upgrade education facilities that are</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> |

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| <p>child, disability and gender 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 8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all 8.5 By 2030, achieve full and productive employment and decent work for all women and men, including for young people and persons with disabilities, and equal pay for work of equal value</p> | <p>Increase in number of people in full and productive employment relating to collections, through job creation and recruitment.</p> <p>Increase in proportion of existing staff working with collections in productive employment.</p> <p>Increase in number of men, women, young people and persons with disabilities in development and training programmes drawing on collections that support them in employment.</p> <p>Removal of pay disparities by gender and/or other status for those working with collections.</p> |
| <p>SDG 8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all 8.6 By 2020, substantially reduce the proportion of youth not in employment, education or training</p> | <p>Number of young people in employment, education or training relating to collections.</p> <p>Number of people in dedicated programmes relating to collections, who would otherwise not be in employment, education or training.</p> |
| <p>SDG 9. Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation 9.1 Develop quality, reliable, sustainable and resilient infrastructure, including regional and transborder infrastructure, to support economic development and human well-being, with a focus on affordable and equitable</p> | <p>Development of research-useful collections to support reliable, sustainable and resilient use by researchers and others.</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> |

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| <p>access for all</p> | <p>Inclusion of collections information in regional and transborder initiatives, notably via digital access for discoverability.</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 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> |

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| <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>SDG 11. Make cities and human settlements inclusive, safe, resilient and sustainable 11.A Support positive economic, social and environmental links between urban, peri-urban and rural areas by strengthening national and regional development planning</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 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 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</p> |

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| | collections sector into policies of collections-based institutions, to facilitate partnerships and effectiveness. | | | | |
| <p>SDG 17. Partnerships for the goals</p> <p>17.16 Enhance the global partnership for sustainable development, complemented by multi-stakeholder partnerships that mobilize and share knowledge, expertise, technology and financial resources, to support the achievement of the sustainable development goals in all countries, in particular developing countries</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 knowledge, expertise, technology and financial resources to address the SDGs</p> | | | | |
| <p>SDG 17. Partnerships for the goals</p> <p>17.17 Encourage and promote effective public, public-private and civil society partnerships, building on the experience and resourcing strategies of partnerships</p> | <p><i>17.17.1 Amount of United States dollars committed to public-private and civil society partnerships</i></p> <p>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.</p> | | | | |
| <p>SDG 17. Partnerships for the goals</p> <p>17.19 By 2030, build on existing initiatives to develop measurements of progress on sustainable development that complement gross domestic product, and support statistical capacity-building in developing countries</p> | <p>Identification and implementation of measures for sustainable development incorporating social and environmental considerations.</p> <p>Identification and implementation of both quantitative and qualitative measures of sustainable development.</p> | | | | |
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