

<b>FORMAT</b>		
1. Name of resource	<b>Protocols for Native American Archival Materials</b>	
2. Location	<a href="http://www2.nau.edu/libnap-p/protocols.html">http://www2.nau.edu/libnap-p/protocols.html</a>	
3. Alternative location	<a href="https://www2.archivists.org/groups/native-american-archives-section/protocols-for-native-american-archival-materials-information-and-resources-page">https://www2.archivists.org/groups/native-american-archives-section/protocols-for-native-american-archival-materials-information-and-resources-page</a>	
4. Author[s]	First Archivists Circle	
5. Publisher/producer/host	First Archivists Circle	
6. Year	2008	
7. Suggested citation	First Archivists Circle (2008). Protocols for Native American Archival Materials, available at <a href="http://www2.nau.edu/libnap-p/protocols.html">http://www2.nau.edu/libnap-p/protocols.html</a> .	
8. Languages in which available	English	
9. Geographic area resource relates to	US and Canada, also other countries and institutions holding Native American collections materials.	
10. Does the resource relate to a specific time frame?		
<b>11. Type</b>	Report	Yes
	Toolkit/Framework/Roadmap	Yes
	Sign-post to other resource (database)	
	Case studies	
	Other	
12. If this is part of an initiative, what is the initiative?		
<b>COLLECTIONS AND COLLECTIONS-BASED INSTITUTIONS</b>		
13. Explicit links to collections	Yes	
14. Explicit links to museums/libraries/archives	Yes	
<b>15. Types of institutions relevant to</b>	Museums	X
	Archives	X
	Libraries	X
	Other	
<b>16. Does the resource relate to specific disciplines?</b>	<b>Arts, humanities and social sciences: philosophy, psychology, religion, social sciences, law, politics, language, arts and recreation, architecture, literature, history, geography and ethnology,</b>	X

	<b>anthropology, archaeology</b>	
	<b>Science, natural history, technology, medicine, engineering, manufacturing</b>	X
17. If no explicit links to collections, justification for inclusion		
<b>HOW IT CONTRIBUTES TO SUSTAINABLE DEVELOPMENT</b>		
<b>18. Collections-related activities the resource relates to (mark all that apply)</b>		
<b>Develop collections to protect and safeguard wider cultural and natural heritage more effectively</b> , for example by targeting collecting to threatened forms of heritage in strategic ways		X
<b>Use collections to promote learning and educational opportunities that contribute to sustainable development more effectively</b> , 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
<b>Use collections to promote cultural participation/social inclusion more effectively</b> , for example by reducing barriers to participation, to ensure no-one is 'left behind'		X
<b>Use collections to promote sustainable tourism more effectively</b> , for example by developing new products based on local cultural heritage, and/or considering the rights of stakeholder groups in relation to collections		X
<b>Use collections to support research that contributes to sustainable development</b> (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
<b>Make decisions around collections that contribute to sustainable development more effectively</b>		
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		X
vi. governance and management		X
vii. security, disaster preparedness and risk reduction		
<b>Direct external leadership, partnerships and collaborations towards sustainable development more effectively</b> , for example		X

by developing impactful partnerships	
<b>19. Does the resource relate clearly to any international conventions (mark all that apply)?</b>	
Culture conventions:	
1952, 71 Protection of Copyright and Neighbouring Rights	X
1954 Protection of Cultural Property in the Event of Armed Conflict	
1970 Fighting Against the Illicit Trafficking of Cultural Property	X
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)	
<b>AIMS AND CONTENT</b>	
<b>20. What issues does the resource aim to address?</b>	<p><b>“Native American communities are sovereign governments. Tribes had their own traditional governments prior to European invasion. These governments maintain their own territories, their own laws, and their own legal restrictions surrounding cultural issues. Most Native American communities have federal recognition, while others hold state recognition. In Canada, many Native American communities have a similar status through federal treaties or provincial acknowledgement. Native Hawaiians are accorded special status by both federal law and state law. A number of federal laws in the United States specifically address both cultural and human rights of Native Americans and their communities. While we share a common commitment to the preservation and dissemination of knowledge, archivists and librarians should understand and respect Native American rights and laws, which are recognized in the United States Constitution. These statuses and associated rights form the basis of the principles behind the Protocols for Native American Archival Materials...</b></p> <p><b>The contributors to these North American best practices hope that the lines of communication opened by this work will serve as the genesis for an ongoing national discussion around different approaches to the management, preservation, and transmission of Native American knowledge and information resources. These Protocols urge archivists and librarians to consider Native American perspectives on professional policy and practice</b></p>

	<p>issues.</p> <p><b>The proposed standards and goals articulated in Protocols for Native American Archival Materials are meant to inspire and to foster mutual respect and reciprocity. Institutions and communities are encouraged to adopt and adapt the culturally responsive recommendations to suit local needs. New issues for consideration will undoubtedly arise as the best practices are debated and implemented. The contributors intend this document to be a work in progress—subject to revision and enhancement.</b></p> <p><b>North American libraries, archives, and American Indian communities will benefit from embracing the power of conversation, cooperation, education, negotiation, and compromise.” (p.1)</b></p>
<p>21. Intended audience of resource</p>	<p>“Libraries, archives, and American Indian communities”</p>
<p>22. Process of development</p>	<p>“Over the past decade, tribal leaders, archivists, and librarians in the United States and Canada have expressed an interest in improving existing relationships and developing new relationships with non-tribal institutions which hold American Indian archival material. Numerous professional groups support this goal, such as the Society of American Archivists, the Council for the Preservation of Anthropological Records, the American Indian Library Association, the International Indigenous Librarians Forum, and the American Association for State and Local History. These Protocols outline many opportunities for collecting organizations to cooperate with Native communities.</p> <p>In April 2006 a group of nineteen Native American and non-Native American archivists, librarians, museum curators, historians, and anthropologists gathered at Northern Arizona University Cline Library in Flagstaff, Arizona. The participants included representatives from fifteen Native American, First Nation, and Aboriginal communities. The group American Indian archival material held by non-tribal organizations.</p> <p>Human rights themes, such as understanding Native American values and perspectives and providing contexts for Native American archival materials, repeatedly emerged in the discussions. Related policy and legal topics included:</p> <ul style="list-style-type: none"> <li>• the importance of consultation with and concurrence of</li> </ul>

	<p>tribal communities in decisions and policies</p> <ul style="list-style-type: none"> <li>• the need to recognize and provide special treatment for culturally sensitive materials</li> <li>• rethinking public accessibility and use of some materials</li> <li>• the role of intellectual and cultural property rights</li> <li>• the need to consider copying, sharing, and/or repatriation of certain materials</li> <li>• the recognition of community-based research protocols and contracts</li> <li>• reciprocal education and training</li> <li>• raising awareness of these issues within the profession</li> </ul> <p>The Protocols build upon numerous professional ethical codes (Society of American Archivists, American Association for State and Local History, American Anthropological Association, and the Oral History Association); a number of significant international declarations recognizing Indigenous rights, including several now issued by the United Nations; and the groundbreaking Aboriginal and Torres Strait Islander Protocols for Libraries, Archives, and Information Services.” (pp.1-2)</p>
<p>23. Organisation/structure/contents</p>	<ul style="list-style-type: none"> <li>• Introduction</li> <li>• Acknowledgements</li> <li>• Building Relationships of Mutual Respect</li> <li>• Striving for Balance in Content and Perspectives</li> <li>• Accessibility and Use</li> <li>• Culturally Sensitive Materials</li> <li>• Providing Context</li> <li>• Native American Intellectual Property Issues</li> <li>• Copying and Repatriation of Records to Native American Communities</li> <li>• Native American Research Protocols</li> <li>• Reciprocal Education and Training</li> <li>• Awareness of Native American Communities and Issues</li> </ul>
<p>FRAMEWORKS</p>	
<p>24. Framework structure</p>	<p>The set of protocols, with their recommendations, can be considered as a framework. Each protocol gives a paragraph of context, and a paragraph setting a broad objective. These are followed by a set of guidelines for action for archives and libraries, and a set of guidelines for Native American communities.</p> <p>The set of protocols are:</p> <ul style="list-style-type: none"> <li>• Building Relationships of Mutual Respect</li> <li>• Striving for Balance in Content and Perspectives</li> <li>• Accessibility and Use</li> </ul>

	<ul style="list-style-type: none"> <li>• Culturally Sensitive Materials</li> <li>• Providing Context</li> <li>• Native American Intellectual Property Issues</li> <li>• Copying and Repatriation of Records to Native American Communities</li> <li>• Native American Research Protocols</li> <li>• Reciprocal Education and Training</li> <li>• Awareness of Native American Communities and Issues</li> </ul>
25. Relevant policy considerations	Yes
26. Resources for implementation identified	Yes
27. Specific assessment points/indicators/milestones/action plan for monitoring	Yes
<b>28. ASPECTS OF SUSTAINABILITY COVERED BY RESOURCE (mark all that apply)</b>	
People (social sustainability)	X
Planet (environmental sustainability)	
Prosperity (economic sustainability)	X
Peace	X
Partnerships	X
<b>29. CROSS-CUTTING CONSIDERATIONS COVERED BY RESOURCE (mark all that apply)</b>	
Gender perspectives	
North and South perspectives	X
<b>HOW THE RESOURCE CONTRIBUTES TO AGENDA 2030 AND THE SDGs</b>	
<b>HOW AGENDA 2030 AND THE SDGs FEATURE IN THE RESOURCE</b>	
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
<b>SDGs AND SDG TARGETS AND LINKAGES</b>	
34. Comments on SDG	The resource supports a number of SDGs and targets.

linkages	<p>‘Building Relationships of Mutual Respect’ supports SDGs 10.2 (Universal social, economic and political inclusion), and SDGs 17.16 (partnerships between nations) and 17.17 (Effective partnerships). Striving for balance in content helps support SDGs 4.7 (Education for Sustainable Development and Global Citizenship). Accessibility and use relates to SDGs 1.4, 11.7 and 16.10. Supporting the effective preservation and access to cultural materials supports SDGs 1.4, 4.A, 9.1 and SDG 11.4. IP issues relate to SDG 1.4. Reciprocal education and training supports SDGs 4.3, 4.4, 4.5. Providing support for scholarships supports SDG 4.B. Ensuring products related to cultural property do not infringe on Native American Intellectual Property Rights supports SDGs 1.4, 2.5, 15.6 and 8.9. Empowering Native Americans to access their cultural heritage, and participate in its care, management and use supports SDGs 1.4, 10.2, 10.3, 10.4, 11.4, 16.7, 16.B and 17.14. Ensuring Native American nations’ legal rights are respected supports SDG 16.3 (promoting the rule of law). Repatriation and restitution of collections supports SDGs 1.4 and 16.4. Developing effective, transparent institutions supports 16.6, and inclusive decision-making supports SDG 16.7.</p>
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**35. SDGs and SDG targets the resource helps advance**

<p><b>SDG 1: End poverty in all its forms everywhere</b>  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 decision-making activities and processes relating to collections and collections-based institutions.</p>
<p><b>SDG 2: End hunger, achieve food security and improved</b></p>	<p>Collections development related to genetic diversity of</p>

<p><b>nutrition and promote sustainable agriculture</b>  2.5 By 2020, maintain the genetic diversity of seeds, cultivated plants and farmed and domesticated animals and their related wild species, including through soundly managed and diversified seed and plant banks at the national, regional and international levels, and promote access to and fair and equitable sharing of benefits arising from the utilization of genetic resources and associated traditional knowledge, as internationally agreed</p>	<p>seeds, cultivated plants, farmed and domesticated animals (notably of local or at-risk varieties) and related wild species, for example in herbaria, museums, seed and gene banks, and seed libraries.</p> <p>Number of educational programmes related to genetic diversity of domesticated plants, animals and wild relatives.</p> <p>Number of educational programmes related to fair and equitable benefits of use of genetic resources and associated traditional knowledge, following international agreements (e.g. Nagoya Protocol).</p> <p>Number of educational and awareness programmes for people to ensure that they are aware of their rights and protections in terms of traditional knowledge, and exploitation of genetic resources.</p> <p>Number of research activities that help understand traditional knowledge, and genetic diversity of crop plants and animals.</p> <p>Ensure that producers of crop plants and animals are fairly compensated.</p> <p>Policies and procedures in place to ensure legal compliance with fair and equitable benefits of use of genetic resources and associated traditional knowledge, following international agreements (e.g. Nagoya Protocol).</p> <p>Number of partnerships at national, regional and international levels, as appropriate, to soundly manage seed and plant banks.</p>
<p><b>SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</b>  4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university</p>	<p>Number of learning programmes in schools, colleges and universities that make use of collections.</p> <p>Proportion of learning programmes in schools and colleges making use of collections that prioritise disadvantaged areas.</p> <p>Gender balance of students in learning programmes.</p> <p>Number of programmes using collections that aim to encourage people to participate in education in schools, colleges and universities.</p>



<p><b>SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</b></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><b>SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</b></p> <p>4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations</p>	<p>Number of educational and/or training programmes drawing on collections directed to meet the particular needs of persons with disabilities.</p> <p>Number of educational and/or training programmes drawing on collections directed to meet the particular needs of Indigenous peoples' groups.</p> <p>Number of educational and/or training programmes drawing on collections directed to meet the particular needs of children in vulnerable situations.</p>
<p><b>SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</b></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</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>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><b>SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</b> 4.A Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all</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>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><b>SDG 8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all</b> 8.9 By 2030, devise and implement policies to promote sustainable tourism that creates jobs and promotes local culture and products</p>	<p>Numbers of jobs created or supported that relate to sustainable tourism drawing on local products (e.g. craft producers).</p> <p>Develop and implement plans to reduce and remove negative impacts of tourism.</p> <p>Numbers of activities and/or products drawing on local culture.</p> <p>Value to artisans and source communities of activities and products drawing on local culture.</p>
<p><b>SDG 9. Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation</b> 9.1 Develop quality, reliable, sustainable and resilient infrastructure, including regional and transborder infrastructure, to support economic</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>development and human well-being, with a focus on 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><b>SDG 10. Reduce inequality within and between countries</b> 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><b>SDG 10. Reduce inequality within and between countries</b> 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><b>SDG 10. Reduce inequality within and between countries</b> 10.4 Adopt policies,</p>	<p>Number and proportion of policies that proactively address equality issues relating to fiscal, wage and social protection considerations.</p>

<p>especially fiscal, wage and social protection policies, and progressively achieve greater equality</p>	
<p><b>SDG 11. Make cities and human settlements inclusive, safe, resilient and sustainable</b> 11.4 Strengthen efforts to protect and safeguard the world’s cultural and natural heritage</p>	<p><b><i>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</i></b></p> <p>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.</p> <p>Plans, policies and procedures in place for the identification, safeguarding and protection of cultural and natural heritage at risk.</p> <p>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.</p> <p>Number and diversity of educational, awareness-raising, research programmes, and partnerships that aim to strengthen protection of cultural and natural heritage.</p>
<p><b>SDG 11. Make cities and human settlements inclusive, safe, resilient and sustainable</b> 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><b>SDG 15 Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land</b></p>	<p>Policies, plans and agreements in place for access and benefit sharing relating to use of collections, in line with the Nagoya Protocol (notably relating to natural history collections, gene banks, tissue banks, seed banks).</p> <p>Effective communication and dissemination methods in</p>

<p><b>degradation and halt biodiversity loss</b> 15.6 Promote fair and equitable sharing of the benefits arising from the utilization of genetic resources and promote appropriate access to such resources, as internationally agreed</p>	<p>place to promote access to resources, and access to relevant policies, plans and agreements, in place.</p>
<p><b>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.</b> 16.3 Promote the rule of law at the national and international levels and ensure equal access to justice for all</p>	<p>Collections development that relates to the rule of law, equality before the law, and justice for all.</p> <p>Number of activities drawing on collections, for example educational, research and partnership activities, that promote the rule of law at national and international levels, and that promote a culture of lawfulness, and the right of all to justice.</p>
<p><b>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.</b> 16.4 By 2030, significantly reduce illicit financial and arms flows, strengthen the recovery and return of stolen assets and combat all forms of organized crime</p>	<p>Identification of stolen assets, return of stolen assets.</p> <p>Collections development, education, awareness-raising and partnership activities relating to organized crime, with a view to combatting organized crime everywhere.</p>
<p><b>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.</b> 16.6 Develop effective, accountable and transparent institutions at all levels</p>	<p><b>16.6.2 Proportion of the population [audience/users/non-users] satisfied with their last experience of public services</b> 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><b>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.</b></p> <p>16.7 Ensure responsive, inclusive, participatory and representative decision-making at all levels</p>	<p><b><i>16.7.1 Proportions of positions (by sex, age, persons with disabilities and population groups) in public institutions (national and local legislatures, public service, and judiciary) compared to national distributions</i></b></p> <p><b><i>16.7.2 Proportion of population [audience/users/non-users] who believe decision-making is inclusive and responsive, by sex, age, disability and population group</i></b></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><b>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.</b></p> <p>16.10 Ensure public access to information and protect fundamental freedoms, in accordance with national legislation and international agreements</p>	<p>Adopt and implement constitutional, statutory and/or 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><b>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.</b> 16.B Promote and enforce non-discriminatory laws and policies for sustainable development</p>	<p><b><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></b></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><b>SDG 17. Partnerships for the goals</b> 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><b>SDG 17. Partnerships for the goals</b> 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><b>SDG 17. Partnerships for the goals</b> 17.17 Encourage and promote effective public, public-private and civil society partnerships, building on the experience and resourcing strategies of partnerships</p>	<p><b><i>17.17.1 Amount of United States dollars committed to public-private and civil society partnerships</i></b></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>

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