

FORMAT		
1. Name of resource	The Role Of Libraries In The End Of Poverty In All Its Forms in Uganda	
2. Location	https://www.researchgate.net/publication/312295038_THE_ROLE_OF_THE_LIBRARY_IN_THE_FIGHT_AGAINST_POVERTY	
3. Alternative location		
4. Author[s]	Marx, M.	
5. Publisher/producer/host	An Extended Essay Submitted to The University of Pretoria In Partial Fulfillment of the Requirements for the Continuing Professionals Development Program.	
6. Year	2016	
7. Suggested citation	Marx, M. (2016). The Role of Libraries in the End of Poverty in all its forms in Uganda. Unpublished essay, University of Pretoria, Continuing Professionals Development Programme, available at https://www.researchgate.net/publication/312295038_THE_ROLE_OF_THE_LIBRARY_IN_THE_FIGHT_AGAINST_POVERTY	
8. Languages in which available	English	
9. Geographic area resource relates to	Uganda (case studies from southern Africa and Bangladesh)	
10. Does the resource relate to a specific time frame?		
11. Type	Report	X
	Toolkit/Framework/Roadmap	
	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, anthropology, archaeology	X
	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		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 towards sustainable development more effectively , for example by developing impactful partnerships	X
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	
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>““Literacy and Information are fundamental prerequisites for both academic, social and economic prosperity and achievement. All over the world , the poor, marginalized and vulnerable people are subject to several discriminations and this is more common in developing countries”(Hoq, 2015)</p> <p>The tendency and practice of disregarding and marginalizing the people of lower standards of living and their information requirements is the major hindrance to development and cause of poverty in all its formats, 'fortunately there has been a paradigm shift in the thinking and the perception</p> <p>About the role of information and information services as well as Libraries, information centers for development and prosperity i.e, the fight against poverty, Now it is believed that information and knowledge are essential ingredients for development,(Singh, 2012) The role of Libraries are changing with the new inventions of techniques and technologies, it is against such a back ground that this essay will help to envision a deeper understanding of the role of libraries in the fight against poverty and goal to end poverty in all its formats everywhere.” (p.3)</p>
21. Intended audience	[library workers, people working in sustainable

of resource	development]
22. Process of development	<p>“The methodology used in this essay was based on the thematic analysis of the relevant literature about the topic. Qualitative methods were employed to gather perspectives from the literature. The literature analysis was carried out by means of search and triangulation, mostly with e-resources or on line based resources I.e. Journals and databases as listed below;</p> <ul style="list-style-type: none"> • JSTOR • Cambridge Journals • Oxford Journals • Oxford University Press • Emerald. <p>The above databases were proffered for their unlimited access to over 1500 prestigious and authoritative journals published in collaboration with some of the worlds most Influential and scholarly professional societies, they are rich in social science research, information and data, they are user friendly, navigable and offer full text access to articles and relevant information.</p> <p>Below are the search strings that were utilized.</p> <ol style="list-style-type: none"> 1. Poverty alleviation And Libraries. 2. The role of Libraries in poverty eradication. 3. Public libraries in the fight against poverty 4. Libraries as tools to end poverty. 5. Changing roles of Libraries 6. The role of libraries in socio-economic development. <p>” (p.4)</p>
23. Organisation/structure/contents	<ul style="list-style-type: none"> • Introduction • Problem statement • Methodology • Libraries fight poverty • Poverty alleviation programs • Infrastructural support • Education and information literacy support • Development partners • Creation formulation and implementation of national information policies • Providing reading materials • Conclusion • References
FRAMEWORKS	
24. Framework structure	The following is extracted from the essay as a framework:

Libraries fight poverty:

Through empowerment of communities to identify their information needs, co-operation with other agencies, and incorporation of indigenous knowledge resources of communities, local information delivery and providing reading and practical resources, to reduce poverty and enhance good living.

Poverty alleviation programs: develop and initiate innovative library based programs aimed at addressing, informing and supporting poverty alleviation programs. This could be achieved through outreach programs, such as workshops, seminars or use of mobile library buses or vans, public displays and exhibitions, in both rural and urban communities. Develop collections for poverty alleviation. Assign librarians to specific urban/rural zones to provide community-relevant information and services, such as on modern farming practices. Develop entrepreneurship programs to educate and inform people, and act as centres for entrepreneurship training.

Infrastructural support: support ICT skills, and as an access point for information on job advertisements. Provision of ICT libraries also acts to support research initiatives, helping create jobs.

Educational and information literacy support: support education, and support the right to information.

Development partners: co-ordinate with others working in sustainable development, and disseminate information on development programs. Work in partnership with government, NGOs, grant-providers.

Creation, formulation and implementation of national information policies: libraries could engage government and academic institutions to develop more integrated information policies.

Provide reading and informational materials: libraries could capitalize on their standard practices supporting reading and access to informational materials, to help fight poverty and create and develop locally produced information about agriculture, health, literacy and prosperity practices. Librarians could distribute the

	available material to churches, markets, health centres, mosques and other public spaces. "This is one of the cheapest and most plausible way to promote literacy and provide necessary information to curb poverty in all its formats."
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	
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?	Yes
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	Implementing this framework helps support: SDG targets around addressing poverty (notably SDGs 1.1, 1.2, 1.4). The resource seeks to empower people to be resilient to disasters (SDG 1.5). Supporting education around farming practices that support food security supports agricultural

	<p>productivity (SDG 2.3) and SDG 2.4. The resource aims to support basic educational needs, supporting SDGs 4.4 (training), SDG 4.5 (education for groups with particular needs), and literacy and numeracy (SDG 4.6) and education for sustainable development (SDG 4.7), and effective, inclusive learning environments, supporting 4.A, 5.1, 5.C, 10.2 and 11.7. Supporting ICT in libraries supports SDGs 5.B and 9.C. Supporting job creation and skills development supports SDG 8.3, 8.5 and 8.6. Providing access to information supports SDG 16.10. Effective institutions supports SDG 16.6. Policies and partnerships for sustainable development supports SDG 17.14, 17.16 and 17.17. Supporting economic and social development of rural areas supports SDG 11.A.</p>
<p>35. SDGs and SDG targets the resource helps advance</p>	
<p>SDG 1: End poverty in all its forms everywhere 1.1 By 2030, eradicate extreme poverty for all people everywhere, currently measured as people living on less than \$1.25 a day</p>	<p>Number of educational programmes that explore poverty as a multidimensional and complex issue, and that empower people to act to address extreme poverty.</p> <p>Number of educational programmes that are targeted 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</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</p>

<p>definitions</p>	<p>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 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>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</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</p>

<p>other economic, social and environmental shocks and disasters.</p>	<p>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 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</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</p>

<p>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>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 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 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>SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</p> <p>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</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 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</p> <p>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>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 8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all 8.1 Sustain per capita economic growth in accordance with national circumstances and, in particular, at least 7 per cent gross domestic product growth per annum in the least developed countries</p>	<p>Economic value added to the local economy.</p> <p>Number of jobs created, notably for marginalized and under-represented groups.</p>
<p>SDG 8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all 8.3 Promote development-</p>	<p>Development-oriented policies in place for the range of activities, or development-oriented considerations are included in other policies.</p> <p>Number of micro-, small- and medium-sized enterprises</p>

<p>oriented policies that support productive activities, decent job creation, entrepreneurship, creativity and innovation, and encourage the formalization and growth of micro-, small- and medium-sized enterprises, including through access to financial services</p>	<p>supported.</p> <p>Number and proportion of formalised arrangements with micro-, small- and medium-sized enterprises.</p> <p>Total value of financial services or financial support provided to micro-, small and medium-sized enterprises.</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>Policies and plans in place to ensure that all suppliers and others in the supply chain are in decent and productive work.</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</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 collections facilities that use digital programmes to connect people with heritage and sustainable development agendas.</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 11.7 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 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 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 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.</p>	<p><i>16.6.2 Proportion of the population [audience/users/non-users] satisfied with their last experience of public services</i> Access to information, and accountability policies and mechanisms, in place.</p> <p>Effective institutional arrangements, both for own working</p>

<p>16.6 Develop effective, accountable and transparent institutions at all levels</p>	<p>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.</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>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.</p> <p>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</p>	<p>Proportion of policies that incorporate sustainable</p>

<p>17.14 Enhance policy coherence for sustainable development</p>	<p>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</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>				
1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	