

FORMAT		
1. Name of resource	The Sustainable Development Goals and LGBT Inclusion	
2. Location	https://www.stonewall.org.uk/resources/lgbt-inclusion-and-sustainable-development-goals	
3. Alternative location		
4. Author[s]	K. Dorey and J. O'Connor (ed.)	
5. Publisher/producer/host	Stonewall International	
6. Year	2016	
7. Suggested citation	Dorey, K. and J. O'Connor (xx). The Sustainable Development Goals and LGBT Inclusion	
8. Languages in which available	English	
9. Geographic area resource relates to	Global	
10. Does the resource relate to a specific time frame?	2015-30	
11. Type	Report	Yes
	Toolkit/Framework/Roadmap	Yes
	Sign-post to other resource (database)	
	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	No	
14. Explicit links to museums/libraries/archives	Yes	
15. Types of institutions the resource covers	Museums	X
	Archives	X
	Libraries	X
	Other	X
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	
17. If no explicit links to collections, justification for inclusion	Collections-based institutions can use the resource to consider how their programmes address and meet the needs of LGBT people, and incorporate LGBT issues.	
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	X	
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>“When the United Nations decided to create a set of global goals to end poverty and inequality by 2030, equality groups pushed for the rights and needs of lesbian, gay, bi and trans people to be taken into account. The result, The Sustainable Development Goals (SDGs), was agreed in 2015 and signed onto by 193 governments on the basis that they apply to everyone, everywhere and will ‘leave no one behind’ . Although at Stonewall we think the SDGs could have gone further by explicitly calling for LGBT equality, we recognise their exciting potential to advance equality for all.</p> <p>The ‘leave no one behind’ principle is especially relevant for LGBT people, who have been repeatedly left behind by national and international development initiatives. Discriminatory laws, projects that don’t acknowledge their specific needs and negative social attitudes have all combined to hold LGBT people back. The impacts of this are felt by LGBT communities in all parts of the world – lower income, worse health, less education, among others. As a result, poverty as a whole will never truly be eradicated until this problem is directly addressed.</p> <p>We believe this is unacceptable. We are calling for governments and development organisations worldwide to keep their promise and to make sure the challenges facing LGBT people are accounted for in their responses to the SDGs. By doing this, we can help achieve our mission for every person to be accepted without exception.</p> <p>This short guide demonstrates some of the ways LGBT equality can be achieved. It looks at seven of the 17 goals</p>

	<p>and highlights the challenges LGBT people face. It then showcases some of the brilliant work that is already being done worldwide to make sure LGBT people are fully included and have their needs met. It also suggests practical actions for organisations working on different development issues.</p> <p>Whether you work for a charity, a government or a private sector organisation, the goals are a shared responsibility. There are many ways you can take action to include and respond to the needs of LGBT people in international development. ”</p>
21. Intended audience of resource	[Charities, government and private sector organisations]
22. Process of development	
23. Organisation/structure/contents	<ul style="list-style-type: none"> • The Sustainable Development Goals and LGBT Inclusion • [See framework • Final recommendations • References
FRAMEWORKS	
24. Framework structure	<p>The resource explores SDGs 1, 3, 4, 5, 10, 11, 16 and 17. For each goal, it highlights the relevant SDG targets; explores how LGBT people have been left behind, and gives an example; identifies a set of actions; and presents a case study. The sets of actions can be regarded as a framework. Collections-based institutions can adopt and/or modify this framework as appropriate to implement into their own work.</p> <p>Goal 1: End poverty in <u>all its forms</u> everywhere</p> <ul style="list-style-type: none"> • Conduct research for a better understanding of how LGBT people are discriminated against economically. • Make sure private sector development projects are designed to address the economic needs of LGBT people. • Make sure social assistance programmes (such as cash-transfers) recognise the need of LGBT people and provide assistance for the poorest, in particular by strengthening community feedback mechanisms. • Support LGBT people to set up their own businesses. <p>Goal 3: Ensure healthy lives <u>for all</u> and promote well-being</p> <p>Make sure all healthcare services, whether general, mental or sexual and reproductive, include LGBT people by:</p> <ul style="list-style-type: none"> • Putting LGBT-inclusive anti-discrimination policies in

place.

- Training healthcare providers to understand the needs of LGBT people and respond effectively.
- Create outreach health services for LGBT people who are unable to leave their homes, due to discrimination or exclusion.

Develop services that meet the specific needs of LGBT people, including:

- HIV and other STI prevention, treatment, care and support services for all LGBT people.
- Safe-spaces and services that address the wider health needs of LGBT people.
- Services for trans people to transition safely.

Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

- Provide guidance and training for teachers and counsellors on how to deal sensitively with LGBT students and students who are questioning their sexual orientation and/or gender identity.
- Adopt a zero-tolerance policy towards homophobic, biphobic and transphobic bullying.
- Make sure that all teaching curricula are LGBT-inclusive and profile positive LGBT role models.
- Make sure that all sexual and reproductive education covers the specific needs of LGBT students and those who are questioning their sexual orientation and/or gender identity.
- Promote a culture of non-discrimination and acceptance (in schools, universities and wider society), emphasising that LGBT rights are human rights.

Goal 5: Achieve gender equality and empower all women and girls

- Make sure that all programmes working on gender equality and violence against women and girls address the particular issues faced by lesbian, bi and trans women.
- Make sure that funding grants prioritise organisations led by LBT women.
- Expand the definition of 'gender' used in policies and programmes to become fully trans-inclusive.
- Create programmes that challenge harmful gender norms more widely, through addressing the impact of such norms on male and non-binary people, as well as the wider population.

Goal 10: Reduce inequality within and among countries

- Fund LGBT groups working for an end to discriminatory laws, policies and practices.
- Support campaigns, led by LGBT groups, that call for an end to discriminatory laws and policies.
- Make sure everyone in your organisation understands that the phrase 'other status' in Target 10.2 includes LGBT people and puts it into practice.
- Make sure that your development partners (whether public, private or third sector) do not discriminate, in line with Target 10.2.

Goal 11: Make cities and human settlements inclusive, safe, resilient and sustainable

- Support and train local government and housing associations to take account of the specific needs of LGBT young people.
- Provide specialist services, such as safe houses, for LGBT groups at risk of homelessness, particularly young people and the elderly.
- Provide affordable and non-discriminatory housing options for LGBT people.
- Take account of the needs of LGBT communities for safe housing.

Goal 16: Promote peaceful and inclusive societies for sustainable development...

- Make sure that all programmes working on policing, the criminal justice system and/or civil society actively address LGBT hate crime.
- Provide training on sensitivity and effective response to LGBT discrimination and hate crime for police, security services and the criminal justice system, or support those groups already providing such training.
- Build the capacity of police and/or LGBT groups to document instances of hate crime against LGBT people.

Final recommendations

There are many ways to make sure LGBT people are not 'left behind' in international development

- Fund local LGBT groups and support them to address the needs of their communities.
- Inform staff and delivery partners about the Sustainable Development Goals and the principle of 'leave no one behind', along with training and support to make sure they take appropriate action.
- Use LGBT-specific indicators and gather data to

	<p>monitor properly the impact of your programme on LGBT people.</p> <ul style="list-style-type: none"> • Put in place clear LGBT-inclusive policies for staff and beneficiaries. Make sure that your partners (whether public, private or third sector) have also adopted such policies. • Highlight success stories where LGBT individuals and groups have been included, and share good practice. • Always consult with local LGBT groups in both the design and implementation of any support programmes, to make sure their needs are met and no harm is done. • Empower LGBT people to hold their governments and other service providers to account.
25. Relevant policy considerations	Y
26. Resources for implementation identified	Y
27. Specific assessment points/indicators/milestones/action plan for monitoring	Y
28. ASPECTS OF SUSTAINABILITY COVERED BY RESOURCE (mark all that apply)	
People (social sustainability)	X
Planet (environmental sustainability)	
Prosperity (economic sustainability)	X
Peace	X
Partnerships	X
29. CROSS-CUTTING CONSIDERATIONS COVERED BY RESOURCE (mark all that apply)	
Gender perspectives	X
North and South perspectives	
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?	Yes
32. SDG targets specifically	Yes

mentioned?	
33. SDG indicators specifically mentioned?	No
SDGs AND SDG TARGETS AND LINKAGES	
34. Comments on SDG linkages	The resource addresses particular SDG targets, namely 1.3, 1.4, [also 3.4,] 3.7, 3.8, [also 4.4. although not specified,] 4.5, 4.7, [also 4.A,] 5.1, 5.2, [also 5.5 and 5.C although not specified] 10.2, 10.3, [also 10.4,] 11.1, [also 11.4,] 16.1, 16.3 [also 16.6, 16.7, 16.10, 16.B, 17.14, 17.17, 17.19].
35. SDGs and SDG targets the resource helps advance	
SDG 1: End poverty in all its forms everywhere 1.3 Implement nationally appropriate social protection systems and measures for all, including floors, and by 2030 achieve substantial coverage of the poor and the vulnerable	Number of programmes drawing on collections (educational, awareness-raising, research, partnerships) that aim to empower people to make use of social protection systems, and that raise awareness of issues faced by people requiring social protection. Number of educational programmes that are targeted towards people requiring social protection systems. Proactive steps taken to ensure that all people, including those requiring various forms of social protection, can access services. Collections development to support such programmes. Promotion of social protection programmes, locally and worldwide. Proactive support for people in social protection systems in supply chains. Pro-poor decisions incorporated into all forms of operations, including financial decisions. Transparency in reporting on the supply chain, incorporating actions to address poverty locally and worldwide.
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	Numbers and proportions of people from particular groups using collections in comparison with demographics in broader society. Numbers of people accessing collections.

<p>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>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 3: Ensure healthy lives and promote well-being for all at all ages 3.3 By 2030, end the epidemics of AIDS, tuberculosis, malaria and neglected tropical diseases and combat hepatitis, water-borne diseases and other communicable diseases</p>	<p>Collection development that can contribute to programmes addressing AIDS, tuberculosis, malaria and/or neglected tropical diseases, combat hepatitis, water-borne diseases and other communicable diseases.</p> <p>Number of educational programmes addressing these subjects.</p> <p>Number of targeted educational and participatory programmes for marginalized and at-risk groups relating to communicable diseases.</p> <p>Number of research activities that help understand the causes and manage impacts of tuberculosis, malaria and other communicable diseases.</p> <p>Partnerships in place to help ensure effective governance of communicable diseases, public health information and education relating to communicable diseases.</p> <p>Steady flow of reliable information relating to communicable diseases.</p>
<p>SDG 3: Ensure healthy lives and promote well-being for all at all ages 3.4 By 2030, reduce by one third premature mortality from non-communicable diseases through prevention and treatment and promote mental health and well-being</p>	<p>Plans, policies and procedures in place for the safe use of collections, notably in relation to chemical, physical, biological and other forms of hazard.</p> <p>Proportion of users of collections facilities reporting positive well-being during and as a result of activities relating to collections.</p> <p>Number and proportion of programmes relating to</p>

	<p>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 3.7 By 2030, ensure universal access to sexual and reproductive health-care services, including for family planning, information and education, and the integration of reproductive health into national strategies and programmes</p>	<p>Number and proportion of educational programmes relating to collections that address sexual and reproductive health, and family planning.</p> <p>Number of targeted programmes drawing on collections that address issues relating to sexual and reproductive health, and family planning.</p> <p>Effective relationships and partnerships in place with related agencies to ensure steady flow of information on relevant strategies and programmes.</p>
<p>SDG 3: Ensure healthy lives and promote well-being for all at all ages 3.8 Achieve universal health coverage, including financial risk protection, access to quality essential health-care services and access to safe, effective, quality and affordable essential medicines and vaccines for all</p>	<p>Number of programmes drawing on collections (educational, awareness-raising, research, partnerships) that promote access to healthcare.</p> <p>Number of educational programmes that are targeted towards people without access to healthcare.</p> <p>Proactive steps taken to ensure that all people, including those in vulnerable situations, can access healthcare services, overcoming cultural and language barriers.</p> <p>Collections development to support such programmes.</p> <p>Promotion of health coverage programmes, locally and worldwide.</p>
<p>SDG 3: Ensure healthy lives and promote well-being for all at all ages 3.D Strengthen the capacity of all countries, in particular developing countries, for early warning, risk reduction and management of national and global health risks.</p>	<p>Number of collecting initiatives that aim to build capacity for risk reduction to national and global health risks, for example by storing and preserving collections that may be of use in post-disaster scenarios, or that can be used in early warning and risk communication activities.</p> <p>Number of educational programmes incorporating perspectives on early warning, risk reduction and management of national and global health risks.</p>

	<p>Number of awareness raising programmes that target marginalized and vulnerable groups most exposed to health risks.</p> <p>Plans in place for early warning, risk reduction and management to national and global health risks.</p> <p>Relationships and partnerships in place for risk reduction and management in light of national and global health risks.</p>
<p>SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all 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>SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all 4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship</p>	<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 4.5 By 2030, eliminate</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</p>

<p>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>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 4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development</p>	<p>Numbers of people in each type of programme drawing on collections from different demographic groups.</p> <p>Increases in numbers of people in each type of programme from different demographic groups.</p> <p>Proportion of people involved in such programmes in relation to overall audience size.</p> <p>Evidence that learners have acquired knowledge and skills to promote sustainable development.</p>
<p>SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all 4.A Build and upgrade education facilities that are child, disability and gender 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 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all 4.B By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries</p>	<p>Number of scholarships available to developing countries, for enrolment in programmes that make use of collections and collections-based institutions, in both developing and developed countries.</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 5.2 Eliminate all forms of violence against all women and girls in the public and private spheres, including trafficking and sexual and other types of exploitation</p>	<p>Collections development, to ensure collections can be used as a basis for programmes that aim to raise awareness of, and reduce, all forms of violence against women and girls.</p> <p>Number of educational, awareness-raising and partnership programmes drawing on collections that aim to reduce, prevent and eliminate all forms of violence against women and girls, including trafficking and sexual and other types of exploitation.</p>
<p>SDG 5. Achieve gender equality and empower all women and girls 5.5 Ensure women’s full and effective participation and</p>	<p>Number and proportion of women included in programmes, partnerships and processes relating to collections and collection-based institutions at i. foundation/entry levels</p>

<p>equal opportunities for leadership at all levels of decision-making in political, economic and public life</p>	<p>ii. intermediate levels iii. senior levels, including management, leadership and decision-making.</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 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</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>

action in this regard	
<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>
<p>SDG 11. Make cities and human settlements inclusive, safe, resilient and sustainable 11.1 By 2030, ensure access for all to adequate, safe and affordable housing and basic services and upgrade slums</p>	<p>Number of programmes drawing on collections (educational, awareness-raising, research, partnerships) that promote access to adequate, safe and affordable housing and basic services.</p> <p>Proactive steps taken to ensure that all people, including those in vulnerable situations, can access information on housing and basic services, overcoming cultural and language barriers.</p> <p>Collections development to support such programmes.</p> <p>Promotion of adequate housing programmes, and programmes to provide basic services, both locally and worldwide.</p>
<p>SDG 11. Make cities and human settlements inclusive, safe, resilient and sustainable 11.4 Strengthen efforts to protect and safeguard the world's cultural and natural heritage</p>	<p><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></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</p>

	strengthen protection of cultural and natural heritage.
<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. 16.3 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>SDG 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels. 16.6 Develop effective, accountable and transparent institutions at all levels</p>	<p>16.6.2 Proportion of the population [audience/users/non-users] satisfied with their last experience of public services Access to information, and accountability policies and mechanisms, in place.</p> <p>Effective institutional arrangements, both for own working and for working in partnership with other sectors, in place.</p> <p>Plans and arrangements in place for extraordinary circumstances such as natural and human-caused disasters.</p> <p>Effective arrangements in place to fulfil legal and social obligations and responsibilities.</p> <p>Effective arrangements in place for transparent communication and reporting of institutional performance.</p> <p>Effective arrangements in place for transparent decision-making and accountability.</p>
<p>SDG 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels. 16.7 Ensure responsive, inclusive, participatory and representative decision-making at all levels</p>	<p>16.7.1 Proportions of positions (by sex, age, persons with disabilities and population groups) in public institutions (national and local legislatures, public service, and judiciary) compared to national distributions 16.7.2 Proportion of population [audience/users/non-users] who believe decision-making is inclusive and responsive, by sex, age, disability and population group</p> <p>Decision-making addresses societal, environmental and economic challenges related to the community, considering short-term and long-term risks and opportunities.</p>

	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>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>17.14 Enhance policy coherence for sustainable development</p>	<p>Proportion of policies that incorporate sustainable development considerations, linking to SDGs and targets.</p> <p>Incorporation of policy considerations from outside the collections sector into policies of collections-based institutions, to facilitate partnerships and effectiveness.</p>
<p>SDG 17. Partnerships for the goals</p>	<p><i>17.17.1 Amount of United States dollars committed to</i></p>

17.17 Encourage and promote effective public, public-private and civil society partnerships, building on the experience and resourcing strategies of partnerships		<i>public-private and civil society partnerships</i>			
		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.			
SDG 17. Partnerships for the goals					
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		Identification and implementation of measures for sustainable development incorporating social and environmental considerations.			
		Identification and implementation of both quantitative and qualitative measures of sustainable development.			
1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	