

FORMAT		
1. Name of resource	Transforming Futures: An anti-poverty resource pack to support arts, cultural and heritage organisations as they create pathways to cultural participation for children and young people in Wales	
2. Location	https://museum.wales/media/31207/Transforming-Futures_Resource-Pack.pdf	
3. Alternative location		
4. Author[s]	Amgueddfa Cymru/National Museum Wales	
5. Publisher/producer/host	Amgueddfa Cymru/National Museum Wales	
6. Year	2014	
7. Suggested citation	Amgueddfa Cymru/National Museum Wales (2014). Transforming Futures: An anti-poverty resource pack to support arts, cultural and heritage organisations as they create pathways to cultural participation for children and young people in Wales. Amgueddfa Cymru/National Museum Wales	
8. Languages in which available	English	
9. Geographic area resource relates to	Wales, case studies from Scotland, but relevant more widely	
10. Does the resource relate to a specific time frame?	No	
11. Type	Report	Yes
	Toolkit/Framework/Roadmap	Yes
	Sign-post to other resource (database)	
	Case studies	Yes
	Other	
12. If this is part of an initiative, what is the initiative?		
COLLECTIONS AND COLLECTIONS-BASED INSTITUTIONS		
13. Explicit links to collections	Yes	
14. Explicit links to museums/libraries/archives	Yes	
15. Types of institutions the resource covers	Museums	X
	Archives	X
	Libraries	X
	Other	X
16. Does the resource	Arts, humanities and social sciences: philosophy,	X

relate to specific disciplines?	psychology, religion, social sciences, law, politics, language, arts and recreation, architecture, literature, history, geography and ethnology, anthropology, archaeology	
	Science, natural history, technology, medicine, engineering, manufacturing	
17. If no explicit links to collections, justification for inclusion		
HOW IT CONTRIBUTES TO SUSTAINABLE DEVELOPMENT		
18. Collections-related activities the resource relates to (mark all that apply)		
Develop collections to protect and safeguard wider cultural and natural heritage more effectively, and that support sustainable development for example by targeting collecting to threatened forms of heritage in strategic ways		
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)		
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>The resource seeks to address poverty in terms of income poverty, participation poverty (children being or feeling left out, especially acute for children from marginalized groups), and service poverty (access to public services and equality of opportunity).</p> <p>“Recognising the positive impact that cultural engagement and participation can have on children and young people living in poverty, and the fundamental importance of working in partnership and collaboration to deliver that impact, Amgueddfa Cymru – National Museum Wales, supported by the Welsh Government, hosted a one-day conference on the subject on July 17th 2012... This event was followed by a seminar on Cultural Participation for Children and Young People Experiencing Poverty on 4th October 2013.</p> <p>The overarching themes discussed in this seminar were:</p> <ul style="list-style-type: none"> • What are the cultural lives and motivations of children and young people? • What are the benefits and impacts of participation in public cultural provision, in terms of children’s engagement? • What does research tell us needs to be done to change children’s and young people’s cultural lives, sustainably 	

	<p>and for the better?</p> <p>This resource pack follows on from the conference and seminar, and has been designed to signpost anyone who has an interest in this area towards further information, links and potential partners.” (p.5)</p>
21. Intended audience of resource	[people working with cultural heritage, young people and poverty]
22. Process of development	<p>Over 130 delegates came together at the Transforming Children’s Lives event to explore how they and their organisations could take action and enable more children and young people to engage in cultural participation. Attendees included representatives from:</p> <ul style="list-style-type: none"> • the museum, heritage and cultural sectors in Wales • children’s charities • Local Authority Family Learning services, together with Children and Young People Coordinators • Welsh Government • Schools, Further Education and Higher Education <p>This event was followed by a seminar on Cultural Participation for Children and Young People Experiencing Poverty on 4th October 2013.</p> <p>/transforming_futures/research_seminar_report</p>
23. Organisation/structure/contents	<p>1. Background</p> <p>2. The Child Poverty Context</p> <p>What does Child Poverty Mean?</p> <p>Welsh Government Action on Tackling Poverty</p> <p>Communities First</p> <p>Which Groups are more at risk of Child Poverty?</p> <p>What Effect does Living in Poverty have on the lives of children and young people?</p> <p>3. Addressing Barriers</p> <p>Why should Young People participate?</p> <p>Young People’s View on Barriers to accessing the Arts</p> <p>Keys to successful arts participation projects</p> <p>4. Case Studies</p> <p>Case Study 1: FILMCLUB</p> <p>Case Study 2: Glyncoch – Making a Difference via Community Partnerships and Programme Bending</p> <p>Case Study 3: Glasgow Life – Putting Children and Young People at the heart of Museum Activities. Listening Young People’s Voices</p> <p>Case Study 4: Cauldrons and Furnaces – Reaching New Audiences and Changing Attitudes through Arts and Heritage</p> <p>Case Study 5: Amgueddfa Cymru’s Bling project - Combining Arts and Museums to provide New</p>

	<p>Opportunities for Young People</p> <p>5. Action Toolkit</p> <p>5.1 Targeting Efforts</p> <p>5.2 Working with Schools</p> <p>5.3 Partnerships</p> <p>5.4 Enabling Young People’s Voices</p> <p>5.5 Working with Welsh Language Audiences</p> <p>5.6 Evaluation</p> <p>5.7 Advocating for the Arts</p> <p>5.8 Funding</p>
<p>FRAMEWORKS</p>	
<p>24. Framework structure</p>	<p>The Action Toolkit can be considered as a framework.</p> <p>Section 5.1: Targeting Efforts</p> <p>Key themes</p> <p>Targeting efforts allows organisations to achieve better results through working with partners and communities rather than in isolation...</p> <p>Further Considerations:</p> <ul style="list-style-type: none"> • Is there an area of work which wouldn’t be addressed if you didn’t do it? • Where can you make the most difference? • Which organisations are your most obvious potential partners? Can you target audiences you share? <p>Tools for targeting</p> <p>Section 5.2: Working with Schools</p> <p>Many arts, culture and heritage organisations already have strong programmes of work developed with and for schools, but may not have considered the way in which their activities already support the agenda on tackling child poverty and/ or have the potential to do so even more strongly...</p> <p>What do we know about disadvantaged learners?...</p> <p>How can we help address disadvantage?...</p> <p>What kind of activities to Arts, Culture and Heritage organisations offer?...</p> <p>Supporting School Work through a focus on Families...</p> <p>Resources and support...</p> <p>Case studies</p> <p>Section 5.3: Partnerships</p> <p>For organisations in the cultural sector, the benefits of working with local groups in your communities, both on the design and implementation of projects, can be marked...</p> <p>Key questions for partners...</p> <p>Establishing Effective Partnership Working...</p>

Resources...

Section 5.4: Enabling Young People's Voices

We think it's essential to talk to our children and young people themselves – about the projects that we are designing with and for them (not only those who are already involved with us but also those who could be involved)...

[organisations and links]

Other Resources...

Section 5.5:

Welsh Government policies and strategies are in place to promote and facilitate the Welsh language in everyday life...

Resources...

Section 5.6: Evaluation

Evaluation can be seen as a challenging activity for some of us in the cultural sector, not least because many feel the impact of exposure to the arts and heritage may not be felt until years after the experience, which makes it more appropriate to carry out longer-term studies that often sit badly with the short-term nature of planning and funding cycles.

Resources...

Section 5.7: Advocacy: Why the arts and culture?

Advocacy is about making the case for your organisation's contribution to the alleviation of child poverty. You might need to do this in grant applications, or in seeking political support for your work. Finding the arguments and research that will help you is critical to effective advocacy, so we are including some suggestions of organisations which publish material making the case for the arts and cultural sectors, together with more general research into what works in supporting young people to overcome persistent poverty. [list of case studies, organisations and links]

Section 5.8: Funding

Key Themes

The call on all of us in the cultural and heritage sectors is to increase our revenue from private funding sources, without us always having a good idea where to begin our search. We are including in our list of contacts both funding providers and sources of information and guidance...

Resources...

	Other sources of information and funding...
25. Relevant policy considerations	Yes
26. Resources for implementation identified	Yes
27. Specific assessment points/indicators/milestones/action plan for monitoring	Yes
28. ASPECTS OF SUSTAINABILITY COVERED BY RESOURCE (mark all that apply)	
People (social sustainability)	X
Planet (environmental sustainability)	
Prosperity (economic sustainability)	
Peace	X
Partnerships	X
29. CROSS-CUTTING CONSIDERATIONS COVERED BY RESOURCE (mark all that apply)	
Gender perspectives	
North and South perspectives	
HOW THE RESOURCE CONTRIBUTES TO AGENDA 2030 AND THE SDGs	
HOW AGENDA 2030 AND THE SDGs FEATURE IN THE RESOURCE	
30. SDGs and Agenda 2030 specifically mentioned?	No
31. SDGs specifically mentioned?	No
32. SDG targets specifically mentioned?	No
33. SDG indicators specifically mentioned?	No
SDGs AND SDG TARGETS AND LINKAGES	
34. Comments on SDG linkages	<p>The resource addresses income poverty, participation poverty and service poverty. These are linked to SDGs 1.1, 1.2 and 1.4. Implementing the resource supports a number of targets in SDG 4 (access to quality education), notably SDGs 4.1, 4.4, 4.5, 4.6, 4.A.</p> <p>Ensuring collecting institutions support and enable participation and access to basic services by all of society</p>

	<p>supports a wide range of SDGs and targets, notably 4.7 (education for sustainable development), 5.1 (ending discrimination against girls and women), 10.2 (cultural participation for all), 10.3 and 10.4 (policies for equality of opportunity), 11.7 (welcoming public spaces), 12.8 (promote universal understanding of sustainable lifestyles), access to information and supporting other rights (16.10, 16.B), policies for inclusion (16.B and 17.14), and effective partnerships (17.17).</p> <p>Addressing poverty has many positive benefits, impacting on children’s life chances, for example contributing to skills-development (SDG 4.4) that supports employability (SDGs 8.5 and 8.6), resilience-building in the face of climate change and other challenges (SDG 1.5, 11.5, 13.3), and good health and wellbeing (SDG 3.4).</p>
35. SDGs and SDG targets the resource helps advance	
<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</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>in all its dimensions according to national definitions</p>	<p>Number of educational programmes that are targeted towards people living in poverty.</p> <p>Proactive steps taken to ensure that all people, including those living in poverty, can access services.</p> <p>Collections development to support such programmes.</p> <p>Promotion of poverty-reducing programmes, locally and worldwide.</p> <p>Proactive support for economically disadvantaged and marginalized people in supply chains.</p> <p>Pro-poor decisions incorporated into all forms of operations, including financial decisions.</p> <p>Transparency in reporting on the supply chain, incorporating actions to address poverty locally and worldwide.</p>
<p>SDG 1: End poverty in all its forms everywhere 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</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>vulnerability to climate-related extreme events and other economic, social and environmental shocks and disasters.</p>	<p>Number of educational programmes drawing on collections that incorporate resilience perspectives.</p> <p>Number of targeted programmes drawing on collections that are aimed at vulnerable groups, to build their resilience to climate-related and other shocks and disasters.</p> <p>Number of research programmes drawing on collections that are aimed at building resilience to climate-related and other shocks and disasters.</p> <p><i>Strengthen the resilience of employees, communities and suppliers by paying at a minimum the living wage and offering insurance to employees and their families, such as accident insurance; and by paying fair prices to all suppliers</i></p>
<p>SDG 3: Ensure healthy lives and promote well-being for all at all ages 3.4 By 2030, reduce by one third premature mortality from non-communicable diseases through prevention and treatment and promote mental health and well-being</p>	<p>Plans, policies and procedures in place for the safe use of collections, notably in relation to chemical, physical, biological and other forms of hazard.</p> <p>Proportion of users of collections facilities reporting positive well-being during and as a result of activities relating to collections.</p> <p>Number and proportion of programmes relating to collections that incorporate wellbeing considerations and perspectives.</p> <p>Number of targeted programmes drawing on collections that address issues relating to non-communicable diseases, supporting prevention and treatment.</p>
<p>SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all 4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes</p>	<p>Number of programmes drawing on collections that support children at risk of exclusion or otherwise not completing primary and secondary education.</p>

<p>SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</p> <p>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</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</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>

vulnerable situations	
<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 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 10. Reduce inequality within and between countries 10.2 By 2030, empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status</p>	<p>Collections development to ensure that collections effectively meet the needs of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status.</p> <p>Numbers and proportions of people making use of collections in relation to the demographic of the local population.</p>

	<p>Numbers and proportions of people involved in focused programmes aimed at promoting social, economic and political inclusion.</p> <p>Numbers and proportions of people from different demographic groups involved in decision-making processes relating to collections and collections-based institutions.</p> <p>Number and types of partnerships that build relationships with marginalized groups, individuals and communities.</p>
<p>SDG 10. Reduce inequality within and between countries 10.3 Ensure equal opportunity and reduce inequalities of outcome, including by eliminating discriminatory laws, policies and practices and promoting appropriate legislation, policies and action in this regard</p>	<p>Identification of discriminatory policies and practices, with clear plans to address these, to ensure equal opportunity for all and reduce inequalities of outcome.</p>
<p>SDG 10. Reduce inequality within and between countries 10.4 Adopt policies, especially fiscal, wage and social protection policies, and progressively achieve greater equality</p>	<p>Number and proportion of policies that proactively address equality issues relating to fiscal, wage and social protection considerations.</p>
<p>SDG 11. Make cities and human settlements inclusive, safe, resilient and sustainable 11.5 By 2030, significantly reduce the number of deaths and the number of people affected and substantially decrease the direct economic losses relative to global gross domestic product caused by disasters, including water-related disasters, with a focus on protecting the poor and people in</p>	<p>Collections-based research that supports the understanding and management of disasters of all kinds.</p> <p>Plans in place for public education and awareness drawing on collections and collections-based institutions to reduce exposure and vulnerability to disasters of all kinds.</p> <p>Plans in place to ensure collections-based institutions steadily work to reduce their contributions to disaster risk, for example by reducing pollution and waste of all kinds.</p> <p>Plans in place to ensure collections-based institutions, and people related to them (including workers) are protected from economic losses as a result of disasters.</p>

vulnerable situations	Plans in place to provide special support/protection to poor and vulnerable people and groups in and following disasters.
<p>SDG 11. Make cities and human settlements inclusive, safe, resilient and sustainable</p> <p>11.7 By 2030, provide universal access to safe, inclusive and accessible, green and public spaces, in particular for women and children, older persons and persons with disabilities</p>	<p>Numbers of people accessing collecting institutions from different demographic groups, notably women, children, older people and persons with disabilities.</p> <p>Increases in numbers of people accessing collecting institutions from different demographic groups.</p> <p>Measures taken to remove barriers to access green and public spaces.</p> <p>Extent of green space provided by collections institutions.</p>
<p>SDG 11. Make cities and human settlements inclusive, safe, resilient and sustainable</p> <p>11.A Support positive economic, social and environmental links between urban, peri-urban and rural areas by strengthening national and regional development planning</p>	<p>Considerations of regional economic, social and environmental trends and risks incorporated into collecting institutions' planning.</p> <p>Participation in local and regional planning, to foster access to services, cultural participation, prevent exclusion, and support equitable urbanisation.</p> <p>Ensure data collection and metrics can be useful for planning in conjunction with other sectors and between urban and rural areas.</p> <p>Number of outreach and other activities that promote 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 12 Ensure sustainable consumption and production patterns</p> <p>12.8 By 2030, ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature</p>	<p><i>12.8.1 Extent to which (i) global citizenship education and (ii) education for sustainable development (including climate change education) are mainstreamed in (a) national education policies; (b) curricula; (c) teacher education; and (d) student assessment</i></p> <p>Extent to which global citizenship education and education for sustainable development (including climate change education) are mainstreamed in formal, informal and non-formal education programmes and activities drawing on and related to collections.</p>

<p>SDG 13. Take urgent action to combat climate change and its impacts 13.3 Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning</p>	<p>Plans in place to enhance positive contributions to addressing climate change through use of collections. Plans in place to ensure collections, collections institutions and broader society can adapt effectively to climate change.</p> <p>Plans in place for effective education and awareness raising on climate change mitigation, adaptation, impact reduction and early warning.</p> <p>Plans in place to reduce negative contributions of collections-related functions, e.g. measuring greenhouse emissions with plans and targets in place to reduce them.</p>
<p>SDG 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels. 16.6 Develop effective, accountable and transparent institutions at all levels</p>	<p>16.6.2 Proportion of the population [audience/users/non-users] satisfied with their last experience of public services Access to information, and accountability policies and mechanisms, in place.</p> <p>Effective institutional arrangements, both for own working and for working in partnership with other sectors, in place.</p> <p>Plans and arrangements in place for extraordinary circumstances such as natural and human-caused disasters.</p> <p>Effective arrangements in place to fulfil legal and social obligations and responsibilities.</p> <p>Effective arrangements in place for transparent communication and reporting of institutional performance.</p> <p>Effective arrangements in place for transparent decision-making and accountability.</p>
<p>SDG 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels. 16.10 Ensure public access to information and protect fundamental freedoms, in accordance with national legislation and international</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</p>

<p>agreements</p>	<p>information relating to the operation and management of collections-based institutions.</p> <p>Complaint mechanism in place for public to use where public access to information and fundamental freedoms not supported or fulfilled.</p>				
<p>SDG 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels. 16.B Promote and enforce non-discriminatory laws and policies for sustainable development</p>	<p><i>16.B.1 Proportion of population [audience/users/non-users] reporting having personally felt discriminated against or harassed in the previous 12 months on the basis of a ground of discrimination prohibited under international human rights law</i></p> <p>Number and proportion of policies that incorporate sustainable development considerations, in the full sense of recognizing all three of social, economic and environmental considerations.</p>				
<p>SDG 17. Partnerships for the goals 17.14 Enhance policy coherence for sustainable development</p>	<p>Proportion of policies that incorporate sustainable development considerations, linking to SDGs and indicators</p> <p>Incorporation of policy considerations from outside the collections sector into policies of collections-based institutions, to facilitate partnerships and effectiveness.</p>				
<p>SDG 17. Partnerships for the goals 17.17 Encourage and promote effective public, public-private and civil society partnerships, building on the experience and resourcing strategies of partnerships</p>	<p><i>17.17.1 Amount of United States dollars committed to public-private and civil society partnerships</i></p> <p>Number and/or increase in number, and diversity of local, national and regional multi-stakeholder (public, public-private and civil society) partnerships that address the SDGs drawing on collections, or that otherwise involve collections-based organisations and institutions.</p>				
<p>1</p>	<p>2</p>	<p>3</p>	<p>4</p>	<p>5</p>	<p>6</p>
<p>7</p>	<p>8</p>	<p>9</p>	<p>10</p>	<p>11</p>	<p>12</p>
<p>13</p>	<p>14</p>	<p>15</p>	<p>16</p>	<p>17</p>	<p></p>