FORMAT			
1.	**Name of resource**	**AIDS memorials from obituaries to artworks – a photo essay**	
2.	Location	http://journal.sciencemuseum.org.uk/browse/issue-14/aids-memorials/	
3.	Alternative location	http://journal.sciencemuseum.org.uk/pdf/article/14914/aids-memorials	
4.	Author[s]	J. Wolters	
5.	Publisher/producer/host	Science Museum Group Journal	
6.	Year	2020	
7.	Suggested citation	Wolters, J. (2020). AIDS memorials from obituaries to artworks – a photo essay. Science Museum Group Journal 14 (Curating Medicine), 10:15,180, available at http://journal.sciencemuseum.org.uk/browse/issue-14/aids-memorials/	
8.	Languages in which available	English	
9.	Geographic area resource relates to	Worldwide	
10.	Does the resource relate to a specific time frame?		
11.	**Type**	Report	Yes
		Toolkit/Framework/Roadmap	
		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 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, and that support sustainable development 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	
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?	**"Ever since individuals began to die from the disease (AIDS), memorials and monuments have been created and this photo essay charts the evolution of these from the 1980s to the present day, showing the variety of forms these have taken from informal, ephemeral and activist orientated endeavours to more formal and institutionalised projects." (p.1)** **"This photo-essay shows only a selection of an extreme variety of AIDS memorials that have evolved from spaces of mourning and healing into spaces for empowerment of survivors. In later memorials, caregivers, scientists and activists are explicitly included as well. The trend can be seen through the different categories of memorial described above.** **AIDS memorials are certainly cultural heritage. Monuments and other immobile memorials should be officially registered in national heritage registers. Depending on the country, these are organised on the national, regional, county and/or municipal level, but AIDS memorials are hardly officially recognised as cultural heritage." (p.42)**
21. Intended audience of resource	[those working in and with museums, and in relation to commemoration of lives lost to AIDS, or those working to address inclusion of people with HIV]
22. Process of development	"The survey is predominantly based on the online repository AIDSmemorial.info/memorialSIDA.info, launched in 2011 by Stichting NAMENproject Nederland with the aim of listing all AIDS memorials worldwide with a name, a photograph and basic information, and documenting the fate of the memorial by the inclusion of actual information from the web in the original language."
23. Organisation/structure/contents	• Introduction • Materials and methods • 1. Obituaries and gravestones citing AIDS (1982) • 2. Annual AIDS memorial and awareness days (1983) • 3. AIDS books of remembrance (1983) • 4. AIDS chapels and other memorials in churches (1985) • 5. AIDS memorial trees (1985) • 6. AIDS memorial gardens and groves (1986) • 7. Symbols of AIDS awareness and solidarity (1987) • 8. The AIDS memorial quilt (1987)

	• 9. Wish trees (1991)
	• 10. Figurative AIDS memorials (1992)
	• 11. AIDS monuments of names (1992)
	• 12. Collective grounds for remains as AIDS memorials (1992)
	• 13. Memorial Dress (1993)
	• 14. Digital memorials (1994)
	• 15. AIDS memorial steles (1994)
	• 16. Memorials celebrating survivors (1997)
	• 17. AIDS monuments in the form of a Red Ribbon (1997)
	• 18. Naming locations after PLWH heroes (2000)
	• 19. AIDS memorial benches (2004)
	• 20. Uncategorised AIDS memorials
	• Designs not implemented
	• Neglect, vandalism, and loss
	• Conservation
	• Future AIDS memorials
	• Competition for memorials
	• The role of cultural heritage institutions
FRAMEWORKS	
24. Framework structure	
25. Relevant policy considerations	No
26. Resources for implementation identified	No
27. Specific assessment points/indicators/mile stones/action plan for monitoring	No
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	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?	No
31. SDGs specifically mentioned?	No
32. SDG targets	No

specifically mentioned?	
33. SDG indicators specifically mentioned?	No
SDGs AND SDG TARGETS AND LINKAGES	
34. Comments on SDG linkages	The article is a collation of examples of different types of AIDS memorials. The article emphasises that these are a form of cultural heritage, to be managed and developed, so supporting SDG 11.4 (strengthen efforts to protect and safeguard cultural and natural heritage). Ensuring that people affected by AIDS have access to related cultural heritage supports SDG 1.4 (equal access to property, which includes heritage). The resource can support action to combat AIDS, through awareness raising and education relating to infectious diseases (SDG 3.3) and sexual and reproductive health (SDG 3.7), managing local and global health risks (SDG 3.D), and supporting Education for Sustainable Development, for a culture of peace and non-violence (SDG 4.7). The resource can support action for SDG 10.2, promoting social, economic and political inclusion of all people.
35. SDGs and SDG targets the resource helps advance	
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	Numbers and proportions of people from particular groups using collections in comparison with demographics in broader society. Numbers of people accessing collections. Number of targeted programmes that aim to enhance access to collections by disadvantaged groups. 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. Involvement of people from disadvantaged groups in decision-making activities and processes relating to collections and collections-based institutions.
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	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. Number of educational programmes addressing these subjects. Number of targeted educational and participatory programmes for marginalized and at-risk groups relating to communicable diseases.

	Number of research activities that help understand the causes and manage impacts of tuberculosis, malaria and other communicable diseases.
	Partnerships in place to help ensure effective governance of communicable diseases, public health information and education relating to communicable diseases.
	Steady flow of reliable information relating to communicable diseases.
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	Number and proportion of educational programmes relating to collections that address sexual and reproductive health, and family planning. Number of targeted programmes drawing on collections that address issues relating to sexual and reproductive health, and family planning. Effective relationships and partnerships in place with related agencies to ensure steady flow of information on relevant strategies and programmes.
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.	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. Number of educational programmes incorporating perspectives on early warning, risk reduction and management of national and global health risks. Number of awareness raising programmes that target marginalized and vulnerable groups most exposed to health risks. Plans in place for early warning, risk reduction and management to national and global health risks. Relationships and partnerships in place for risk reduction and management in light of national and global health risks.
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	Numbers of people in each type of programme drawing on collections from different demographic groups. Increases in numbers of people in each type of programme from different demographic groups.

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	Proportion of people involved in such programmes in relation to overall audience size. Evidence that learners have acquired knowledge and skills to promote sustainable development.
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	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. Numbers and proportions of people making use of collections in relation to the demographic of the local population. Numbers and proportions of people involved in focused programmes aimed at promoting social, economic and political inclusion. Numbers and proportions of people from different demographic groups involved in decision-making processes relating to collections and collections-based institutions. Number and types of partnerships that build relationships with marginalized groups, individuals and communities.
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	*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* 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. Plans, policies and procedures in place for the identification, safeguarding and protection of cultural and natural heritage at risk. 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.

		Number and diversity of educational, awareness-raising, research programmes, and partnerships that aim to strengthen protection of cultural and natural heritage.			
1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	