FORMAT			
1. Name of resource	On Community and Sustainable Museums/ Sobre Museos Comunitarios y Sostenibles		
2. Location	https://eulacmuseums.net/eulac_museums_docs/EULAC_COMPENDIUM.pdf		
3. Alternative location	https://research-repository.st-andrews.ac.uk/handle/10023/17245		
4. Author[s]	Brown, K., Davis, P. and L. Raposo		
5. Publisher/producer/host	EULAC Museums		
6. Year	2018		
7. Suggested citation	Brown, K., Davis, P. and L. Raposo (2018). On Community and Sustainable Museums. EULAC Museums, available at https://eulacmuseums.net/eulac_museums_docs/EULAC_COMPENDIUM.pdf		
8. Languages in which available	English, Spanish (dual language)		
9. Geographic area resource relates to	Worldwide (case studies from Latin America, Caribbean and Europe)		
10. Does the resource relate to a specific time frame?			
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?	"EU-LAC-MUSEUMS: Concepts, Experiences and Sustainability has received funding from the European Union's Horizon 2020 Research and Innovation programme under grant agreement No. 693669." (see also https://eulacmuseums.net/index.php for further information on the EULAC Museums project and further resources).		
COLLECTIONS AND COLLECTIONS-BASED INSTITUTIONS			
13. Explicit links to collections	Yes		
14. Explicit links to museums/libraries/archives	Yes		
15. Types of institutions relevant to	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, 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	X
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	X
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		X
2001 Protection of the Underwater Cultural Heritage		
2003 Safeguarding of the Intangible Cultural Heritage		X
2005 Protection and Promotion of the Diversity of Cultural Expressions		X
Rio Conventions:		
Convention on Biological Diversity (CBD), Convention to Combat Desertification (UNCCD), Framework Convention on Climate Change (UNFCCC)		

AIMS AND CONTENT		
20. What issues does the resource aim to address?	**"The aim of this Booklet of Community and Sustainable Museums is to share the experience and knowledge of our project Advisors - Beatriz Espinoza, Hugues de Varine, Teresa Morales Lersch, and Peter Davis - concerning the key concepts and features of community and sustainable museums. They also provide reflections and didactic tools to suggest how a community might go about conceiving and creating a new community or ecomuseum if they so wished." (p.16)**	
21. Intended audience of resource	[Community members, groups, and museum and heritage workers]	
22. Process of development	"The booklet has been researched and written according to EU-CELAC principles and is based on shared concepts and experiences in EU and LAC. It crystalises our conviction that sharing knowledge between EU and LAC can lead to mutual understanding, as well as a shared vision as we work together to promote the value of community museology and ecomuseology for sustainable futures. Moreover, through our project web portal, this booklet is available for use in English and in Spanish, in the context of almost any remote rural community in the world wishing to create a new museum, in English and in Spanish. In this portal, you will find a host of resources including a database of	

	Community Museums, an ICH register, and an extensive research bibliography in the field. We trust that the reader's next stop will be: http://www.eulacmuseums.net." (p.19)
23. Organisation/structure/contents	"**Part 1 - Community and sustainable museums - concepts and key features** offers theoretical, philosophical and practical proposals and experiences as to how we might define, maintain, and promote the sustainability of museum communities and eco- and community… **Part 2 - Creating and sustaining community museums and ecomuseums** then progresses to thinking in more practical terms – at once didactic and provocative - for the benefit of communities considering the creation of a new ecomuseum or community museum… **Part 3 - Here, a selection of community and sustainable museums from our project partner countries** showcases museums from each of the research partner countries in our project: the Anglophone Caribbean, Chile, Costa Rica, Peru, Portugal, Peru, Spain and Scotland." (p.18)
FRAMEWORKS	
24. Framework structure	Four methods for defining community heritage are presented by H. de Varine, which can be regarded as a framework: 1. Workshops 2. Walking discovery 3. Door-to-door survey 4. Action-pretext (see p.32) P. Davis presents a set of 'Ecomuseum indicators' and '21 Principles' that represent a framework (p.96), that an ecomuseum will: 1. Be steered by the local community 2. Allow for public participation from all the stakeholders and interest groups in all the decision-making processes and activities in a democratic manner 3. Stimulate joint ownership and management with input from local communities, academic advisors, local businesses, local authorities and government structures 4. Place an emphasis on processes of heritage management, rather than on heritage products for consumption 5. Encourage collaboration with local craftspeople, artists, writers, actors and musicians

	6. Depend on substantial active voluntary efforts by local stakeholders 7. Focus on local identity and sense of place 8. Encompass a 'geographical' territory which can be determined by different shared characteristics 9. Cover both spatial and temporal aspects, where, in relation to the temporal it looks at change and continuity over timerather than simply trying to freeze things in time 10. Take the form of a fragmented 'museum', consisting of a network with a hub and 'antennae' of different buildings and sites 11. Promote preservation, conservation and safeguarding of heritage resources in situ 12. Give equal attention to immovable and moveable tangible material culture, and to intangible heritage resources 13. Stimulate sustainable development and wise use of resources 14. Allow for change and development for a better future 15. Encourage an ongoing programme of documentation of past and present life and people's interactions with all environmental factors (including physical, economic, social, cultural and political) 16. Promote research at a number of levels - from the research and understanding of local 'specialists' to research by academics 17. Promote multi-disciplinary and inter-disciplinary approaches to research 18. Encourage an holistic approach to interpretation of culture/nature relationships 19. Attempt to illustrate connections between: technology/ individual; nature/culture; and past/present 20. Provide for an intersection between heritage and responsible tourism 21. Bring benefits to local communities, for example, a sense of pride, regeneration, and/or economic income	
25. Relevant policy considerations	Yes	
26. Resources for implementation identified	Yes	
27. Specific assessment points/indicators/mi	Yes	

lestones/action plan for monitoring	

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?	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	The resource is most strongly linked to SDG targets around sustainable communities, including social inclusion (SDG 10.2), inclusive settlement planning and management (SDG 11.3), protecting and safeguarding cultural and natural heritage (SDG 11.4), and inclusive and welcoming green and public places (SDGs 11.7 and also 4.A). Ensuring people have access to their heritage supports SDG 1.4. Supporting education on community heritage and practices can support SDG 4.7 (Education for Sustainable Development), lifestyles in harmony with nature (SDG 12.8) and education that supports climate action (SDG 13.3). Ecomuseums can support sustainable tourism, that creates jobs and markets for local products (SDG 8.9). Ensuring decision-making is made with community involvement supports SDGs 16.6 (effective, accountable and transparent institutions), SDG 16.7 (responsive, inclusive and

	participatory decision making) and SDG 17.17 (which includes public, public-private and civil society partnerships).
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 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	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. 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 8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all 8.9 By 2030, devise and implement policies to promote sustainable tourism that creates jobs and promotes local culture and products	Numbers of jobs created or supported that relate to sustainable tourism drawing on local products (e.g. craft producers). Develop and implement plans to reduce and remove negative impacts of tourism. Numbers of activities and/or products drawing on local culture. Value to artisans and source communities of activities and products drawing on local culture.
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 11.3 By 2030, enhance inclusive and sustainable urbanization and capacity for participatory, integrated and sustainable human settlement planning and management in all countries	*11.3.2 Proportion of cities with a direct participation structure of civil society in urban planning and management that operate regularly and democratically* Plans in place for collections-based institutions to facilitate the incorporation of communities' views into local planning and town management processes in a regular way. Plans in place for collections-based institutions to facilitate the incorporation of minorities' views into local planning and town management processes in a regular way.

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.
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	Numbers of people accessing collecting institutions from different demographic groups, notably women, children, older people and persons with disabilities. Increases in numbers of people accessing collecting institutions from different demographic groups. Measures taken to remove barriers to access green and public spaces. Extent of green space provided by collections institutions.
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	Considerations of regional economic, social and environmental trends and risks incorporated into collecting institutions' planning. Participation in local and regional planning, to foster access to services, cultural participation, prevent exclusion, and support equitable urbanisation. Ensure data collection and metrics can be useful for

| regional development planning | planning in conjunction with other sectors and between urban and rural areas.

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. |
|---|---|
| **SDG 12 Ensure sustainable consumption and production patterns**
12.8 By 2030, ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature | ***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***

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. |
| **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 | 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.

Plans in place for effective education and awareness raising on climate change mitigation, adaptation, impact reduction and early warning.

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. |
| **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 | ***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.

Effective institutional arrangements, both for own working and for working in partnership with other sectors, in place.

Plans and arrangements in place for extraordinary circumstances such as natural and human-caused disasters. |

	Effective arrangements in place to fulfil legal and social obligations and responsibilities.

Effective arrangements in place for transparent communication and reporting of institutional performance.

Effective arrangements in place for transparent decision-making and accountability. |
| **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 | ***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

Decision-making addresses societal, environmental and economic challenges related to the community, considering short-term and long-term risks and opportunities.

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. |
| **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 | ***17.17.1 Amount of United States dollars committed to public-private and civil society partnerships***

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 organizations and institutions. |

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