FORMAT			
1. **Name of resource**	**SDG Tracker**		
2. Location	https://sdg-tracker.org/		
3. Alternative location			
4. Author[s]	Global Change Data Lab, Our World in Data		
5. Publisher/producer/host	Global Change Data Lab, Our World in Data		
6. Year			
7. Suggested citation	Ritchie, Roser, Mispy, Ortiz-Ospina (2018). Measuring progress towards the Sustainable Development Goals. SDG-Tracker.org, website, https://sdg-tracker.org/.		
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		
	Toolkit/Framework/Roadmap		
	Sign-post to other resource (database)	Yes	
	Case studies		
	Other	Yes (online tracker and dashboard of SDG progress)	
12. If this is part of an initiative, what is the initiative?	"The SDG-Tracker is a joint collaborative effort between researchers at the University of Oxford and the Global Change Data Lab. The Global Change Data Lab publishes Our World in Data and the research team is based at the Oxford Martin Programme on Global Development at Oxford."		
COLLECTIONS AND COLLECTIONS-BASED INSTITUTIONS			
13. Explicit links to collections	No		
14. Explicit links to museums/libraries/archives	No		
15. Types of institutions the resource covers	**Museums**	X	
	Archives	X	
	Libraries	X	
	Other	X	
16. Does the resource relate to specific	**Arts, humanities and social sciences: philosophy, psychology, religion, social**	X	

disciplines?	sciences, law, politics, language, arts and recreation, architecture, literature, history, geography and ethnology, anthropology, archaeology	
	Science, natural history, technology, medicine, engineering, manufacturing	X
17. If no explicit links to collections, justification for inclusion	The resource can be used by collecting institutions to inform the development of educational and training programmes that support sustainable development and the SDGs.	

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'		
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		

vii. security, disaster preparedness and risk reduction	
Direct external leadership, partnerships and collaborations towards sustainable development more effectively, for example by developing impactful partnerships	
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	
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)	X
AIMS AND CONTENT	
20. What issues does the resource aim to address?	"Our World in Data's SDG Tracker is a free, open-access resource where users can track and explore global and country-level progress towards each of the 17 Sustainable Development Goals through interactive data visualizations. This resource is kept up-to-date with all of the latest data across all of the 17 Goals. In 2015 the world set a new sustainable development agenda, pledging within the United Nations (UN) to achieve 17 development goals by 2030: The Sustainable Development Goals (also known as The Global Goals). Ranging from eradicating poverty, to ensuring clean energy for all, to reaching sustainable levels of consumption, the array of targets across these goals were selected to drive our efforts in the 15 years up to 2030. The breadth of the 17 goals, their 169 targets and 232 indicators mean all countries face a significant challenge (domestically, as well as internationally) in delivering these commitments. This inclusiveness was also intended to extend beyond national-level contributions; the scope of the SDGs should mean that everyone has a role to play. This extends from policymakers, through researchers, teachers, businesses, and the general public. Engagement with the SDGs and their potential requires us to tell stories: the narratives of lives across the world as

	they are now, and what we aspire for them to be. Beyond that, we need to understand how everyone's stories weave together to provide a landscape of living conditions across the world. To explore where we are now, and how far we have to go by 2030, we need interactive and engaging data. Metrics must be specific to the SDG indicators, but presented in such a way that everyone can engage. **As an integrated project of Our World in Data, we therefore built this SDG Tracker — an open-access project to track the latest data across all of the 17 SDGs. This serves an interactive hub where users can explore and track progress across all of the SDG indicators for which there is data available."**
21. Intended audience of resource	[Informal, non-formal and formal educators, institutions and policy makers]
22. Process of development	"All of the data we use at our tracker is sourced from official, high-quality sources including the UN, World Bank, World Health Organization, Institute for Health Metrics and Evaluation, WHO JMP, UNESCO, UN Food and Agriculture Organization, amongst others. All of our metrics should be updated from these sources in real-time; as soon as the latest data is available for a given indicator, it will automatically update on our interface (data releases tend to be on an annual basis). We therefore hope to always have the most up-to-date resource available to track our progress through to 2030. All of our data is downloadable, and maps and charts are open-access; everyone is free to use and adapt these resources as they wish. We hope they provide a valuable resource which supports the UN, and the work of the many organizations, researchers, teachers and learners working towards the SDGs. We have already received many emails and feedback from teachers and organizations making use of this new tracker. Across each of the 17 Goals, where appropriate we also link back to specific entries or resources at the Our World in Data (OWID) website, where you can find more information and longer-term data on all aspects of development. To inspire participation and concerted effort towards the SDGs, it's essential that people understand how the world has changed, as it stands today, and the progress we must make to achieve our targets. Without data, it's impossible to assess any of these elements. We will walk blindly

	through the next 10-15 years with no sense of our progress. Without interactive and engaging presentation of this data, we will not get the level of global participation and inclusivity we need to make it happen."
23. Organisation/structure/contents	The SDG tracker is organized by Sustainable Development Goal. For each goal, the full title of the goal is given, with summary information on progress to address the goal and longer-term trends. Detailed information on how the world is doing in addressing the individual SDG targets and indicators is provided, with information and maps that can be explored by country, and animations of change over time. Links to further information, maps and charts are suggested.
FRAMEWORKS	
24. Framework structure	
25. Relevant policy considerations	Yes
26. Resources for implementation identified	No
27. Specific assessment points/indicators/milestones/action plan for monitoring	No
28. ASPECTS OF SUSTAINABILITY COVERED BY RESOURCE (mark all that apply)	
People (social sustainability)	X
Planet (environmental sustainability)	X
Prosperity (economic sustainability)	X
Peace	X
Partnerships	X
29. CROSS-CUTTING CONSIDERATIONS COVERED BY RESOURCE (mark all that apply)	
Gender perspectives	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?	Yes
31. SDGs specifically mentioned?	Yes
32. SDG targets specifically	Yes

mentioned?	
33. SDG indicators specifically mentioned?	Yes

SDGs AND SDG TARGETS AND LINKAGES

34. Comments on SDG linkages	The SDG Tracker is a rich source of information on progress with the SDGs, targets and indicators that can help inform collections-based institutions in relation to SDG 4.7 (Education for Sustainable Development), 12.8 (information for lifestyles in harmony with nature) and 13.3 (climate change education and awareness), and ensuring staff have relevant information to support these (supporting SDG 4.4 on staff skills). Access to information is the subject of SDG 16.10. Information on global and national situations regarding SDG progress can support global and multistakeholder partnerships, supporting 17.16 and 17.17 respectively. The SDG Tracker can help collections-based institutions identify national and global priority action areas to help achieve the SDGs, supporting e.g. 5.C (policies for gender equality), 10.4 (policies for social inclusion), 11.B (policies and plans for Disaster Risk Reduction) and 16.B and 17.14 on policies and policy coherence for sustainable development.

35. SDGs and SDG targets the resource helps advance	
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	Number of young people and adults in skills-development activities and programmes drawing on collections, for employment, decent jobs and entrepreneurship Increase in number of young people and adults in such programmes Number and proportion of staff who have received training in the last year, to better support their contribution to the SDGs. Programs and processes in place to ensure the availability of a skilled workforce.
SDG 4. Ensure inclusive and equitable quality education	Numbers of people in each type of programme drawing on

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	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 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	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.
SDG 10. Reduce inequality within and between countries 10.4 Adopt policies, especially fiscal, wage and social protection policies, and progressively achieve greater equality	Number and proportion of policies that proactively address equality issues relating to fiscal, wage and social protection considerations.
SDG 11. Make cities and human settlements inclusive, safe, resilient and sustainable 11.B By 2020, substantially increase the number of cities and human settlements adopting and	***11.B.1 Proportion of local governments that adopt and implement local disaster risk reduction strategies in line with the Sendai Framework for Disaster Risk Reduction 2015-2030a*** Disaster Risk Reduction strategies and plans in place, in line with the Sendai Framework for Disaster Risk Reduction, to

implementing integrated policies and plans towards inclusion, resource efficiency, mitigation and adaptation to climate change, resilience to disasters, and develop and implement, in line with the Sendai Framework for Disaster Risk Reduction 2015-2030, holistic disaster risk management at all levels	ensure collecting institutions and collections are factored into planning, and contribute effectively to Disaster Risk Reduction.
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. 16.10 Ensure public access	Adopt and implement constitutional, statutory and/or policy guarantees for public access to information. Plans in place, and plans implemented to enhance public access to information relating to collections. Plans in place, and plans implemented to support

to information and protect fundamental freedoms, in accordance with national legislation and international agreements	fundamental freedoms, in line with human rights, national and international agreements and legislation. Plans and procedures in place for public access to information relating to the operation and management of collections-based institutions. Complaint mechanism in place for public to use where public access to information and fundamental freedoms not supported or fulfilled.
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	***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*** Number and proportion of policies that incorporate sustainable development considerations, in the full sense of recognizing all three of social, economic and environmental considerations.
SDG 17. Partnerships for the goals 17.14 Enhance policy coherence for sustainable development	Proportion of policies that incorporate sustainable development considerations, linking to SDGs and targets. Incorporation of policy considerations from outside the collections sector into policies of collections-based institutions, to facilitate partnerships and effectiveness.
SDG 17. Partnerships for the goals 17.16 Enhance the global partnership for sustainable development, complemented by multi-stakeholder partnerships that mobilize and share knowledge, expertise, technology and financial resources, to support the achievement of the sustainable development goals in all countries, in particular developing countries	Number and/or increase in number, and diversity of global and international multi-stakeholder partnerships that share collection-related knowledge, expertise, technology and financial resources to address the SDGs, or that otherwise involve collections-based organisations and institutions. Number and/or increase in number, and diversity of global and international multi-stakeholder partnerships involving developing countries that share collection-related knowledge, expertise, technology and financial resources to address the SDGs.

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