

| FORMAT | | |
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| 1. Name of resource | If/Then Gender Equity Project | |
| 2. Location | https://www.astc.org/ifthen/ | |
| 3. Alternative location | | |
| 4. Author[s] | Association of Science and Technology Centers (ASTC) and If/Then Initiative | |
| 5. Publisher/producer/host | Association of Science and Technology Centers (ASTC) | |
| 6. Year | 2020 | |
| 7. Suggested citation | Association of Science and Technology Centers (ASTC) and If/Then Initiative, If/Then Gender Equity Project, https://www.astc.org/ifthen/ | |
| 8. Languages in which available | English (online version viewable in other languages) | |
| 9. Geographic area resource relates to | US but with global relevance | |
| 10. Does the resource relate to a specific time frame? | | |
| 11. Type | Report | Yes |
| | Toolkit/Framework/Roadmap | Yes |
| | Sign-post to other resource (database) | Yes |
| | Case studies | Yes |
| | Other | Project library of printable exhibition panels, pop-up banners, posters. Videos. Image library |
| 12. If this is part of an initiative, what is the initiative? | | |
| COLLECTIONS AND COLLECTIONS-BASED INSTITUTIONS | | |
| 13. Explicit links to collections | | |
| 14. Explicit links to museums/libraries/archives | Yes | |
| 15. Types of institutions the resource covers | Museums | X |
| | Archives | X |
| | Libraries | X |
| | Other | X |

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| 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 | |
| | Science, natural history, technology, medicine, engineering, manufacturing | X |
| 17. If no explicit links to collections, justification for inclusion | The resource can be used by collections-based institutions to develop education, participation, training, management and partnership activities relating to gender equality and representation. | |
| HOW IT CONTRIBUTES TO SUSTAINABLE DEVELOPMENT | | |
| 18. Collections-related activities the resource relates to (mark all that apply) | | |
| Develop collections to protect and safeguard wider cultural and natural heritage more effectively , for example by targeting collecting to threatened forms of heritage in strategic ways | | |
| Use collections to promote learning and educational opportunities that contribute to sustainable development more effectively , for example education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development and/or skills development relating to collections | | X |
| Use collections to promote cultural participation/social inclusion more effectively , for example by reducing barriers to participation, to ensure no-one is 'left behind' | | X |
| Use collections to promote sustainable tourism more effectively , for example by developing new products based on local cultural heritage, and/or considering the rights of stakeholder groups in relation to collections | | |
| Use collections to support research that contributes to sustainable development (including all forms of personal and self-directed research at all levels that make use of stored collections) more effectively, for example by providing effective facilities, collections and information to meet researchers' needs | | |
| Make decisions around collections that contribute to sustainable development more effectively | | |
| i. | employment (recruiting, staff training, staff safety) | X |

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| ii. | energy consumption, greenhouse gas emissions, reduction, monitoring and reporting | |
| iii. | waste management and reduction of waste | |
| iv. | transport (forms of transport, energy use) | |
| v. | commercial activities including copyright and IP | |
| vi. | governance and management | X |
| vii. | security, disaster preparedness and risk reduction | |
| Direct external leadership, partnerships and collaborations towards sustainable development more effectively, for example by developing impactful partnerships | | |
| 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>“Science centers and museums have the ability to make a sizable impact on how gender is represented in science, technology, engineering, and mathematics (STEM) fields. Each year an estimated 120 million people visit informal science education institutions, and it is important for museum visitors, especially young people, to see diversity in who can contribute to and participate in STEM. STEM professions—traditionally dominated by men—are often associated with persistent stereotypes such as the ideas that men are better suited to scientific careers or that boys are better than girls at math and science. These stereotypes have the power to negatively affect girls and women by pushing them away from these professions. The conscious action of including an equitable and diverse representation of gender within museum content is one approach to challenging stereotypes and encouraging public conversation around gender.</p> | |

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| | <p>The Association of Science and Technology Centers (ASTC) has partnered with the IF/THEN® Initiative to galvanize the efforts of science centers and museums to increase the number of women STEM professionals depicted within their institutions’ exhibit and educational content.”</p> |
| 21. Intended audience of resource | [Museums and science centres] |
| 22. Process of development | If/Then image collection produced in partnership with the National Girls Collaborative Project (NGCP) and the IF/THEN® Initiative. |
| 23. Organisation/structure/contents | <p>If/Then Gender Equity project [introduction/overview] Resources If/Then Gender Representation Toolkit “helps your institution collect data on the representation of gender in the images and videos displayed in your museum content, including exhibits, websites, program materials, signage, and more. These data can be used to inform changes at your museum.” Link to project report <i>Gender Representation in Science Center and Museum Content</i> Gender equity grants [US] If/Then Project library If/Then Collection “Images that illustrate professionals in science, technology, engineering, and mathematics (STEM) fields have traditionally underrepresented women and gender minorities, which can make it challenging for science centers and museums to develop compelling visual content that allows girls to see themselves engaging in science. The IF/THEN® Collection—a growing digital library of photos, videos, and other media featuring women in STEM fields—provides a valuable resource for developing those materials... this free asset library is the largest resource of its kind dedicated to increasing access to images reflecting the diversity of women and gender minorities in STEM.” [free to browse, use in social media; ASTC members can download for wider range of uses, see resource for conditions]</p> |
| FRAMEWORKS | |
| 24. Framework structure | <p>The Toolkit can be considered as a framework, or number of frameworks, and has the following components: Assessment tool to collect data on gender representation at your museum Guides for staff sessions designed for participants to complete before and after using the tool</p> |

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| | Rules and definitions on using the assessment tool, including a one-page guide for data collectors Data collection spreadsheet to compile your team's collected data FAQ section and suggestions for further reading |
| 25. Relevant policy considerations | No |
| 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) | X |
| Peace | |
| Partnerships | |
| 29. CROSS-CUTTING CONSIDERATIONS COVERED BY RESOURCE (mark all that apply) | |
| Gender perspectives | X |
| North and South perspectives | |
| HOW THE RESOURCE CONTRIBUTES TO AGENDA 2030 AND THE SDGs | |
| HOW AGENDA 2030 AND THE SDGs FEATURE IN THE RESOURCE | |
| 30. SDGs and Agenda 2030 specifically mentioned? | 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 can help collections-based institutions understand the ways that they represent women in STEM subject and contexts, help empower women and girls, and support staff skills. These relate to SDG targets relating to education and skills: 4.4 (skills for work), 4.5 (removing barriers in |

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| | <p>education), 4.7 (Education for Sustainable Development, which includes citizenship, respect for human rights and gender equality), 4.A (safe and inclusive learning environments), 1.4 (equal access to services), 5.1 (end discrimination against women and girls), 5.5 (equal opportunities for leadership by women), 5.C (policies for gender equality and empowerment). The image collection can help support 5.B (promote the use of ICT among women and girls), 8.5 (promote full employment), 8.8 (protect labour rights), 10.2 (universal social, economic and political inclusion), 10.3 (removing discriminatory policies and practices), 10.4 (adopting policies for inclusion), 11.7 (ensure green and public places are safe inclusive and welcoming), 16.6 (effective, accountable and transparent institutions), 16.10 (ensure public access to information, protect fundamental freedoms), 16.B (support laws and policies for sustainable development).</p> |
| <p>35. SDGs and SDG targets the resource helps advance</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 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</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> |

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| <p>employment, decent jobs and entrepreneurship</p> | <p>Number and proportion of staff who have received training in the last year, to better support their contribution to the SDGs.</p> <p>Programs and processes in place to ensure the availability of a skilled workforce.</p> |
| <p>SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all 4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations</p> | <p>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> |
| <p>SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all 4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development</p> | <p>Numbers of people in each type of programme drawing on collections from different demographic groups.</p> <p>Increases in numbers of people in each type of programme from different demographic groups.</p> <p>Proportion of people involved in such programmes in relation to overall audience size.</p> <p>Evidence that learners have acquired knowledge and skills to promote sustainable development.</p> |
| <p>SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</p> | <p>Number and proportion of education facilities that are child, disability and gender sensitive.</p> |

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| <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>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 5. Achieve gender equality and empower all women and girls 5.5 Ensure women’s full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic and public life</p> | <p>Number and proportion of women included in programmes, partnerships and processes relating to collections and collections-based institutions at</p> <ul style="list-style-type: none"> i. foundation/entry levels ii. intermediate levels iii. senior levels, including management, leadership and decision-making. |
| <p>SDG 5. Achieve gender equality and empower all women and girls 5.B Enhance the use of enabling technology, in particular information and communications technology, to promote the empowerment of women</p> | <p>Number of programmes drawing on collections that support ICT skills, notably for girls and women.</p> |
| <p>SDG 5. Achieve gender equality and empower all women and girls 5.C Adopt and strengthen sound policies and enforceable legislation for the promotion of gender equality and the empowerment of all women and girls at all levels</p> | <p>Number and proportion of policies relating to collections and collections-based institutions that incorporate gender perspectives to promote gender equality and empowerment of all women and girls at all levels.</p> |

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| <p>SDG 8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all</p> <p>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</p> <p>8.8 Protect labour rights and promote safe and secure working environments for all workers, including migrant workers, in particular women migrants, and those in precarious employment</p> | <p>Number and proportions of staff working with collections in safe and secure working environments.</p> <p>Number of accidents and other health and safety incidents reported.</p> <p>Training and support provided for staff to ensure their wellbeing, health and safety.</p> <p>Education, awareness-raising and partnership programmes drawing on collections that address labour rights, notably those of migrant workers and others in precarious employment.</p> <p>Reduction of numbers and proportions of staff on short-term or zero-hours contracts.</p> <p>Fair pay policies and procedures in place to prevent exploitation.</p> <p>Procurement policies that ensure that collecting institutions make use of people who are in decent employment, and that avoid exploitation throughout the supply chain.</p> |

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| <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 11.7 By 2030, provide universal access to safe,</p> | <p>Numbers of people accessing collecting institutions from different demographic groups, notably women, children, older people and persons with disabilities.</p> |

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| <p>inclusive and accessible, green and public spaces, in particular for women and children, older persons 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 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><i>16.6.2 Proportion of the population [audience/users/non-users] satisfied with their last experience of public services</i></p> <p>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 agreements</p> | <p>Adopt and implement constitutional, statutory and/or policy guarantees for public access to information.</p> <p>Plans in place, and plans implemented to enhance public access to information relating to collections.</p> <p>Plans in place, and plans implemented to support fundamental freedoms, in line with human rights, national and international agreements and legislation.</p> <p>Plans and procedures in place for public access to information relating to the operation and management of collections-based institutions.</p> |

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| | 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 | | <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> Number and proportion of policies that incorporate sustainable development considerations, in the full sense of recognizing all three of social, economic and environmental considerations. | | | |
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