

FORMAT		
1. Name of resource	Our World In Data	
2. Location	https://ourworldindata.org/	
3. Alternative location		
4. Author[s]	Oxford Martin School (University of Oxford) and Global Change Data Lab	
5. Publisher/producer/host	Oxford Martin School (University of Oxford) and Global Change Data Lab	
6. Year		
7. Suggested citation	Oxford Martin School (University of Oxford) and Global Change Data Lab, Our World In Data, https://ourworldindata.org/	
8. Languages in which available	English	
9. Geographic area resource relates to	Global	
10. Does the resource relate to a specific time frame?		
11. Type	Report	Yes
	Toolkit/Framework/Roadmap	
	Sign-post to other resource (database)	Yes
	Case studies	
	Other	Yes (data and visualisations, teaching notes)
12. If this is part of an initiative, what is the initiative?	"Our World in Data and the SDG-Tracker are collaborative efforts between researchers at the University of Oxford, who are the scientific editors of the website content; and the non-profit organization Global Change Data Lab, who publishes and maintains the website and the data tools that make our work possible." [About: How we're funded]	
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
	Arts, humanities and social sciences: philosophy, psychology, religion, social	X

<p>16. Does the resource relate to specific disciplines?</p>	<p>sciences, law, politics, language, arts and recreation, architecture, literature, history, geography and ethnology, anthropology, archaeology</p>	
	<p>Science, natural history, technology, medicine, engineering, manufacturing</p>	<p>X</p>
<p>17. If no explicit links to collections, justification for inclusion</p>	<p>The resource is a rich source of information that can inform both staff training and public-facing activities, supporting the right to information.</p>	
<p>HOW IT CONTRIBUTES TO SUSTAINABLE DEVELOPMENT</p>		
<p>18. Collections-related activities the resource relates to (mark all that apply)</p>		
<p>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</p>		
<p>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</p>	<p>X</p>	
<p>Use collections to promote cultural participation/social inclusion more effectively, for example by reducing barriers to participation, to ensure no-one is 'left behind'</p>	<p>X</p>	
<p>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</p>		
<p>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</p>	<p>X</p>	
<p>Make decisions around collections that contribute to sustainable development more effectively</p>		
<p>i. employment (recruiting, staff training, staff safety)</p>	<p>X</p>	
<p>ii. energy consumption, greenhouse gas emissions, reduction, monitoring and reporting</p>		
<p>iii. waste management and reduction of waste</p>		
<p>iv. transport (forms of transport, energy use)</p>		
<p>v. commercial activities including copyright and IP</p>		
<p>vi. governance and management</p>		

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)	X
AIMS AND CONTENT	
20. What issues does the resource aim to address?	<p>“Poverty, disease, hunger, climate change, war, existential risks, and inequality: The world faces many great and terrifying problems. It is these large problems that our work at Our World in Data focuses on.</p> <p>Thanks to the work of thousands of researchers around the world who dedicate their lives to it, we often have a good understanding of how it is possible to make progress against the large problems we are facing. The world has the resources to do much better and reduce the suffering in the world.</p> <p>We believe that a key reason why we fail to achieve the progress we are capable of is that we do not make enough use of this existing research and data: the important knowledge is often stored in inaccessible databases, locked away behind paywalls and buried under jargon in academic papers.</p> <p>The goal of our work is to make the knowledge on the big problems accessible and understandable. As we say on our homepage, Our World in Data is about Research and data to make progress against the world’s largest problems.</p> <p>A publication to see the large global problems and the powerful changes that reshape our world</p>

	<p>If you want to contribute to a better future you need to know the problems the world faces. To understand these problems the daily news is not enough. The news media focuses on events and therefore largely fails to report the two aspects that Our World in Data focuses on: the large problems that continue to confront us for centuries or much longer and the long-lasting, forceful changes that gradually reshape our world.</p> <p>The criterion by which the news select what they focus our attention on is whether it is new. The criterion by which we at Our World in Data decide what to focus our attention on is whether it is important.</p> <p>The front page of Our World in Data lists the same big global problems every day, because they matter every day. One of the biggest mistakes that the news media makes is to suggest that different things matter on different days.</p> <p>To understand issues that are affecting billions, we need data. We need to carefully measure what we care about and make the results accessible in an understandable and public platform. This allows everyone to see the state of the world today and track where we are making progress, and where we are falling behind. The publication we are building has this goal. Through interactive data visualizations we can see how the world has changed; by summarizing the scientific literature we can understand why.” [About]</p>
21. Intended audience of resource	[Teachers, educators, researchers, data users, policy workers, anyone working with data on sustainable development issues and challenges]
22. Process of development	“Our World in Data and the SDG-Tracker are collaborative efforts between researchers at the University of Oxford, who are the scientific editors of the website content; and the non-profit organization Global Change Data Lab, who publishes and maintains the website and the data tools that make our work possible.”
23. Organisation/structure/contents	<p>Articles by topic</p> <ul style="list-style-type: none"> Demographic Change Health Food and Agriculture Energy and Environment Innovation and Technological Change Poverty and Economic Development Living conditions, Community and Wellbeing

	<p>Human rights and Democracy Violence and War Education and Knowledge Sustainable Development Goals Tracker [the SDG Tracker is covered by a separate entry in the Our Collections Matter Toolkit) Search Latest About Donate All charts SDG Tracker (link to separate website)</p> <p>From homepage: Latest publications Sustainable Development Goals Tracker (link to separate website) Teaching hub (slides, research, and vizualisations for learning about global development) Extreme poverty Hunger and malnutrition Global health Population growth Global education</p>
FRAMEWORKS	
24. Framework structure	
25. Relevant policy considerations	Yes
26. Resources for implementation identified	Yes
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?	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 is an excellent source of current information on a wide range of sustainable development topics, relating to all SDGs.</p> <p>In particular, it can be used to support the following SDG targets: SDG 4.4 (staff skills), SDG 4.7 (Education for Sustainable Development), 12.8 (information for lifestyles in harmony with nature and sustainable development), and 13.3 (climate change education and awareness). The resource supports SDG 16.10 (access to information and protecting fundamental freedoms). The resource helps support SDG 17.16 (sharing knowledge and other resources for sustainable development).</p>
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	<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>4.7 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 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</p> <p>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>

	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>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.</p> <p>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> <p>Complaint mechanism in place for public to use where public access to information and fundamental freedoms not supported or fulfilled.</p>				
<p>SDG 17. Partnerships for the goals</p> <p>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</p>	<p>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.</p> <p>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.</p>				
1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	