

FORMAT		
1. Name of resource	Tokyo Protocol On the Role of Science Centres and Science Museums Worldwide In Support of the United Nations Sustainable Development Goals	
2. Location	https://scws2017.org/tokyo_protocol/	
3. Alternative location		
4. Author[s]	Science Centre World Summit	
5. Publisher/producer/host	Science Centre World Summit (2017)	
6. Year	2017	
7. Suggested citation	Science Centre World Summit (2017), Tokyo Protocol On the Role of Science Centres and Science Museums Worldwide In Support of the United Nations Sustainable Development Goals, available at https://scws2017.org/tokyo_protocol/	
8. Languages in which available	English, Arabic, Brazilian Portuguese, Chinese (simplified), Filipino, Japanese, Korean, Malay, Portuguese, Spanish, Thai, Traditional Chinese (Hong Kong and Macao), Traditional Chinese (Taiwan)	
9. Geographic area resource relates to	Worldwide	
10. Does the resource relate to a specific time frame?	2015-30	
11. Type	Report	
	Toolkit/Framework/Roadmap	
	Sign-post to other resource (database)	
	Case studies	

	Other	Yes (policy statement and commitment)
12. If this is part of an initiative, what is the initiative?	Science Centre World Summit, 2017 (Tokyo, Japan)	
COLLECTIONS AND COLLECTIONS-BASED INSTITUTIONS		
13. Explicit links to collections	No	
14. Explicit links to museums/libraries/archives	Yes	
15. Types of institutions the resource covers	Museums	X
	Archives	X
	Libraries	X
	Other	X
16. Types of collections/disciplines the resource covers	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	The resource can be used by science centres and science museums to strengthen their contributions to sustainable development and the Sustainable Development Goals, and can also be used by other types of collections-based institution to inform their own support for sustainable development.	
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
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)	X

AIMS AND CONTENT	
20. What issues does the resource aim to address?	“The Tokyo Protocol is a set of principles [for science centres, museums and networks] to successfully contribute to society and was explicitly endorsed and agreed upon by the world’s science centres/museums networks in support of the United Nations Sustainable Development Goals (SDGs).”
21. Intended audience of resource	[Science centres, museums and networks]
22. Process of development	<p>“The Science Centre World Congress (SCWC) was held every 3 years, focused mainly on the science centre field. The SCWC was redefined to the Science Centre World Summit (SCWS) in 2010 encompassing the entire human society. The first SCWS2014 was held by Technopolis®, the Flemish Science Centre, Mechelen, Belgium, yielding the comprehensive Mechelen Declaration to enhance public engagement for a better world. At the convening of SCWS2017, science centres/museums networks recognise the importance of an evolving application of the Mechelen Declaration, with the “Tokyo Protocol” that is designed to connect the world for a sustainable future.” [Background]</p> <p>The Tokyo Protocol was adopted at the Science Centre World Summit, and signed by the world’s science centre</p>

	networks: ASPAC, RedPOP, ASTC, NAMES, ECSITE, and SAASTEC
23. Organisation/structure/contents	<p>Overview</p> <p>Background</p> <p>Related actions</p> <p>Tokyo Protocol</p> <p>Preamble</p> <p>[Agreed seven action points]</p> <p>Statement of purpose</p> <p>[Set of nine actions]</p>
FRAMEWORKS	
24. Framework structure	<p>The nine actions can be regarded as a framework, relating to public engagement and participation in science:</p> <p>I. Give priority consideration to the importance and urgency of expanding public awareness of, and engagement in actions that help achieve the SDGs;</p> <p>II. Undertake actions relevant and appropriate to local communities with consideration for the SDGs;</p> <p>III. Serve as platforms for discourse and exchange among all diverse actors in society on these critical issues - bridging ideas, cultures, and views, whether they are founded in indigenous knowledge and long-standing traditions or fashioned in the rapid pace of global change;</p> <p>IV. Establish new and strengthen existing partnerships and collaborations with other organisations and entities that share the commitment of science centres and science museums to raise public awareness and engagement toward timely success in achieving the SDGs;</p> <p>V. Embrace and incorporate the contributions of technological innovation as tools to more effectively engage the public in these topics;</p> <p>VI. Serve as trusted links and valued communicators of both the progress being made and the challenges encountered by the scientific research community worldwide in contributing to the achievement of the SDGs;</p>

	<p>VII. Support advancement in the number, capabilities and efforts of science centres and science museums everywhere to achieve progress in meeting the SDGs;</p> <p>VIII. Accept the responsibility to serve as catalysts for better understanding and coordinated actions within communities throughout the world by stimulating tolerance and critical thinking, distinguishing fact from belief, reinforcing the imperative for evidence-based decision-making, and inspiring a new generation to view the SDGs as foundations on which to grow a better world;</p> <p>IX. Support the organisation of collective worldwide public STEM activities, wherever possible, to include observance of an annual international science centre and science museum day, consistent with intent of action item #7 of the Mechelen Declaration, but modifying in scope from an international year to an annual international day.</p>
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	
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?	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 focused on public engagement and participation regarding scientific topics. This supports a number of SDG targets as follows:</p> <p>Educational aspects support SDGs 4.7 (Education for Sustainable Development), 12.8 (information for sustainable development and lifestyles in harmony with nature) and 13.3 (climate change education, awareness and institutional capacity). The focus on combating misinformation supports SDG 16.10 (ensure access to information and protect fundamental freedoms). These, in turn, are crucial in helping achieve all of the SDGs, through education.</p> <p>Fostering the collective skills of staff in science centres and museums supports SDG 4.4 (skills for work).</p> <p>Welcoming and effective learning environments supports SDGs 4.A (effective learning environments), 11.7 (safe and inclusive public and green spaces). The focus on social inclusion supports SDGs 4.5 (inclusive education), 5.1 (ending discrimination against women and girls) and 10.2 (universal social, economic and political inclusion).</p>

	<p>Ensuring there are sufficient, effective science centres and museums supports SDGs 9.1 (effective, sustainable infrastructure) and 16.6 (effective, accountable and transparent institutions).</p> <p>The focus on effective partnerships supports SDGs 17.14 (policy coherence), 17.16 (global partnerships) and 17.17 (multistakeholder partnerships).</p>
<p>35. SDGs and SDG targets the resource helps advance</p>	
<p>SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</p> <p>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>	<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>4.5 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</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>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>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 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>Number and proportion of education facilities that are child, disability and gender sensitive.</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 9. Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation 9.1 Develop quality, reliable, sustainable and resilient infrastructure, includ-</p>	<p>Development of research-useful collections to support reliable, sustainable and resilient use by researchers and others.</p> <p>Number and proportion of collections facilities and stores that support economic development and human well-being.</p>

<p>ing regional and transborder infrastructure, to support economic development and human well-being, with a focus on affordable and equitable access for all</p>	<p>Number and proportion of collections facilities and stores that provide affordable and equitable access for all.</p> <p>Investment in collections facilities.</p> <p>Inclusion of collections information in regional and transborder initiatives, notably via digital access for discoverability.</p>
<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 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</p>	<p>Numbers of people accessing collecting institutions from different demographic groups, notably women, children, older people 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 12 Ensure sustainable consumption and production patterns</p>	<p><i>12.8.1 Extent to which (i) global citizenship education and (ii) education for sustainable development (including</i></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>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 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> <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>
<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> <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 17.14 Enhance policy coherence for sustainable development</p>	<p>Proportion of policies that incorporate sustainable development considerations, linking to SDGs and targets.</p> <p>Incorporation of policy considerations from outside the collections sector into policies of collections-based institutions, to facilitate partnerships and effectiveness.</p>
<p>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</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>

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	