FORMAT		
1. Name of resource	**Community Arts Toolkit**	
2. Location	https://www.creativenz.govt.nz/development-and-resources/community-arts-toolkit	
3. Alternative location		
4. Author[s]	Creative New Zealand	
5. Publisher/producer/host	Creative New Zealand	
6. Year	2018	
7. Suggested citation	Creative New Zealand, Community Arts Toolkit, https://www.creativenz.govt.nz/development-and-resources/community-arts-toolkit	
8. Languages in which available	English	
9. Geographic area resource relates to	Aotearoa New Zealand, some resources come from Australia, UK, Ireland, USA, Canada	
10. Does the resource relate to a specific time frame?	No	
11. Type	Report	
	Toolkit/Framework/Roadmap	Yes
	Sign-post to other resource (database)	Yes
	Case studies	Yes
	Other	Yes, videos
12. If this is part of an initiative, what is the initiative?	"Creative New Zealand - Arts Council of New Zealand Toi Aotearoa [was] established in 1994 from a range of arts bodies, Creative New Zealand is the national agency for the development of the arts in New Zealand. The Ministry manages the Crown relationship with Creative New Zealand administering its funding and appointments to its Council and monitoring its reporting and performance measures. The Arts Council of New Zealand Toi Aotearoa Act 2014 which streamlined the governance of Creative New Zealand commenced on 01 May 2014." [About Creative New Zealand]	
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. 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		
17. If no explicit links to collections, justification for inclusion	The resource can support collecting institutions to develop and partner in community-based arts programmes and projects that promote social inclusion and participation.		

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		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?	**"This is a best practice guide to community arts projects in Aotearoa New Zealand: our Keteparaha Mō Ngā Toi Hapori (Community Arts Toolkit).** **Community arts are created by, with, and for a community. The community is actively involved in creating, or learning how to create the art. Community arts projects are usually supported or led by artists who are skilled at working with communities.** **What's in this toolkit?** **In this toolkit you'll find videos of New Zealanders sharing their experiences and what they've learned. There are also tipsheets, tools and examples of successful projects and events to get you inspired." (Community Arts Toolkit page)**	
21. Intended audience of resource	[Any organization or member of staff working with community arts projects and practices]	
22. Process of development		

23. Organisation/structure/contents	Projects to inspire What makes a strong community arts project Resources to develop your project Funding your project Support and networks
FRAMEWORKS	
24. Framework structure	The section 'What makes a strong community arts project?' is set out under seven headings that can be considered as a framework. A list of tips is provided for each heading: 1. Make the community the centre of the project 2. Create strong artistic leadership 3. Grow strong partnerships 4. Create a strong concept and project plan 5. Establish strong project management and communications 6. Keep your project and people safe 7. Create effective documentation, evaluation and reporting
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	X
Partnerships	X
29. CROSS-CUTTING CONSIDERATIONS COVERED BY RESOURCE (mark all that apply)	
Gender perspectives	
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 is mainly concerned with social inclusion and participation. Implementing the resource supports a number of SDG targets including 4.4 (staff skills for sustainable development), 4.7 (Education for Sustainable Development) and 10.2 (promote universal social, economic and political inclusion). Promoting access to the arts for people with disabilities and experience of mental health supports SDGs 1.4 (access to basic services for everyone), 3.4 (incorporate wellbeing considerations and perspectives), 4.5 (removing barriers in education) and 4.A (develop safe and inclusive learning environments), and supports the achievement of SDG 11.7 (safe and welcoming green and public places). Working collaboratively with others on developing a dynamic and resilient arts sector supports SDGs 17.16 and 17.17, on multi-stakeholder and cross-sector partnerships. The focus on fundraising and support for community arts projects can support SDG 8.3 (supporting productive enterprises, and SMEs); the focus on innovation-driven projects supports SDG 8.2.
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 3: Ensure healthy lives and promote well-being for all at all ages 3.4 By 2030, reduce by one third premature mortality from non-communicable diseases through prevention and treatment and promote mental health and well-being	Plans, policies and procedures in place for the safe use of collections, notably in relation to chemical, physical, biological and other forms of hazard. Proportion of users of collections facilities reporting positive well-being during and as a result of activities relating to collections. Number and proportion of programmes relating to collections that incorporate wellbeing considerations and perspectives. Number of targeted programmes drawing on collections that address issues relating to non-communicable diseases, supporting prevention and treatment.
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 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	Number of educational and/or training programmes drawing on collections directed to meet the particular needs of persons with disabilities. Number of educational and/or training programmes drawing on collections directed to meet the particular needs of Indigenous peoples' groups. Number of educational and/or training programmes drawing on collections directed to meet the particular needs of children in vulnerable situations.

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 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	Number and proportion of education facilities that are child, disability and gender sensitive. Proportion of education facilities that provide safe, non-violent, inclusive and effective learning environments for all. Number and type of initiatives to improve effectiveness of learning environments. Support given to other education facilities to make them more inclusive and effective.
SDG 8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all 8.2 Achieve higher levels of economic productivity through diversification, technological upgrading and innovation, including through a focus on high-	Number of innovation-driven projects that aim to enhance or add to the range of activities drawing on collections. Staff training initiatives aimed at innovation, skills for enterprise. Number of public-facing activities that make use of new or emerging technologies, involving collections.

value added and labour-intensive sectors	
SDG 8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all 8.3 Promote development-oriented policies that support productive activities, decent job creation, entrepreneurship, creativity and innovation, and encourage the formalization and growth of micro-, small- and medium-sized enterprises, including through access to financial services	Development-oriented policies in place for the range of activities, or development-oriented considerations are included in other policies. Number of micro-, small- and medium-sized enterprises supported. Number and proportion of formalised arrangements with micro-, small- and medium-sized enterprises. Total value of financial services or financial support provided to micro-, small and medium-sized enterprises.
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 11.7 By 2030, provide universal access to safe, inclusive and accessible, green and public spaces, in	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.

particular for women and children, older persons and persons with disabilities	Measures taken to remove barriers to access green and public spaces. Extent of green space provided by collections institutions.
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 organizations and institutions.

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