FORMAT		
1. **Name of resource**	**Good Life Goals**	
2. Location	https://sdghub.com/goodlifegoals/	
3. Alternative location		
4. Author[s]	Futerra Sustainability Communications Ltd and 10-Year Framework of Programmes on Sustainable Lifestyles and Education Programme	
5. Publisher/producer /host	World Business Council for Sustainable Development	
6. Year	2018	
7. Suggested citation	Good Life Goals, https://sdghub.com/goodlifegoals/	
8. Languages in which available	English, Chinese, French, German, Japanese, Portuguese, Spanish	
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	Yes
	Sign-post to other resource (database)	Yes
	Case studies	
	Other	Yes, videos, graphics (emojis)
12. If this is part of an initiative, what is the initiative?	10-Year Framework of Programmes on Sustainable Lifestyles and Education Programme	
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	X

	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 support the development of educational and participatory programmes linked to sustainable development, and can also support staff training to implement the SDGs in collections-based institutions.	

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	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?	**"People around the world are becoming increasingly familiar with the Sustainable Development Goals (SDGs), but how many of us really know what we can do to reach them?** **The Good Life Goals represent an effort to answer this question and help a global audience to recognize the vital role of individual action in achieving the SDGs. The Good Life Goals lay out 85 ways anyone can contribute towards the huge, planet-changing objectives that sit at the heart of the SDG agenda." (What are the Good Life Goals)**
21. Intended audience of resource	[Anyone interested in supporting the Sustainable Development Goals and/or individual action for sustainable development]
22. Process of development	"The Goals have been shaped through a multi-stakeholder collaboration between Futerra, the 10 YFP Sustainable Lifestyles and Education program, co-led by the governments of Sweden and Japan represented by the Stockholm Environment Institute (SEI) and the Institute for Global Environmental Strategies (IGES), as well as UN Environment, UNESCO and WBCSD."
23. Organisation/structure/contents	What are the Good Life Goals? Who is behind them? The vital role of individual action in achieving the ambitions of the SDGs [video] The Good Life Goals: Resources: The Manual

	Flash cards Animated emojis Media library Media toolkit The Good Life Goals Business Guide 'The Manual' is organized as follows: 1 An introduction to the Good Life Goals – what they are, why and how they were created, and who they are for 2 The Good Life Goals 3 How the Good Life Goals are relevant to stakeholders • Policy-makers – prepared by UN Environment • Business – prepared by WBCSD • Educators – prepared by UNESCO • Creative Professionals – prepared by Futerra 4 Terms of use
FRAMEWORKS	
24. Framework structure	The Good Life Goals are an interpretation of the SDGs. For each goal, five actions are provided: three that anyone should be able to take, one directed to those who consume larger amounts of resources, and one directed towards political action.
25. Relevant policy considerations	Yes
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)	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 mentioned?	No
33. SDG indicators specifically mentioned?	No
SDGs AND SDG TARGETS AND LINKAGES	
34. Comments on SDG linkages	The Good Life Goals can support the SDG targets related to education, including SDG 4.7 (Education for Sustainable Development), 12.8 (information and awareness for lifestyles in harmony with nature and sustainable development) and 13.3 (climate change education and awareness). The resource can support both public and participatory activities, and staff skills and training (SDG 4.4).
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 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,	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.

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	Evidence that learners have acquired knowledge and skills to promote sustainable development.
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.

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