

<b>FORMAT</b>		
1. Name of resource	<b>Arts &amp; Equity Toolkit</b>	
2. Location	<a href="https://neighbourhoodartsnetwork.org/learning-room/art-and-equity/arts-equity-toolkit">https://neighbourhoodartsnetwork.org/learning-room/art-and-equity/arts-equity-toolkit</a>	
3. Alternative location	<a href="https://torontoartsfoundation.org/initiatives/research/reports-and-publications/pages/resource-1">https://torontoartsfoundation.org/initiatives/research/reports-and-publications/pages/resource-1</a>	
4. Author[s]	Skye Louis & Leah Burns	
5. Publisher/producer/host	Neighbourhood Arts Network	
6. Year	2012	
7. Suggested citation	Skye Louis & Leah Burns (2012). Arts & Equity Toolkit. Neighbourhood Arts Network, <a href="https://neighbourhoodartsnetwork.org/learning-room/art-and-equity/arts-equity-toolkit">https://neighbourhoodartsnetwork.org/learning-room/art-and-equity/arts-equity-toolkit</a> .	
8. Languages in which available	English	
9. Geographic area resource relates to	Toronto, Canada, with global relevance	
10. Does the resource relate to a specific time frame?		
<b>11. Type</b>	Report	
	Toolkit/Framework/Roadmap	X
	Sign-post to other resource (database)	X
	Case studies	X
	Other	
12. If this is part of an initiative, what is the initiative?		
<b>COLLECTIONS AND COLLECTIONS-BASED INSTITUTIONS</b>		
13. Explicit links to collections	No	
14. Explicit links to museums/libraries/archives	No	
<b>15. Types of institutions the resource covers</b>	Museums	X
	Archives	X
	Libraries	X
	Other	X
<b>16. Does the resource relate to specific disciplines?</b>	<b>Arts, humanities and social sciences: philosophy, psychology, religion, social sciences,</b>	X

	<p>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>17. If no explicit links to collections, justification for inclusion</p>	<p>This resource links arts and equity and offers a valuable approach for collections-based institutions holding art collections in particular.</p>	
<p><b>HOW IT CONTRIBUTES TO SUSTAINABLE DEVELOPMENT</b></p>		
<p><b>18. Collections-related activities the resource relates to (mark all that apply)</b></p>		
<p><b>Develop collections to protect and safeguard wider cultural and natural heritage more effectively</b>, for example by targeting collecting to threatened forms of heritage in strategic ways</p>		
<p><b>Use collections to promote learning and educational opportunities that contribute to sustainable development more effectively</b>, 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>	X	
<p><b>Use collections to promote cultural participation/social inclusion more effectively</b>, for example by reducing barriers to participation, to ensure no-one is 'left behind'</p>	X	
<p><b>Use collections to promote sustainable tourism more effectively</b>, 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><b>Use collections to support research that contributes to sustainable development</b> (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><b>Make decisions around collections that contribute to sustainable development more effectively</b></p>		
<p>i. employment (recruiting, staff training, staff safety)</p>		

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	
<b>Direct external leadership, partnerships and collaborations towards sustainable development more effectively</b> , for example by developing impactful partnerships		X
<b>19. Does the resource relate clearly to any international conventions (mark all that apply)?</b>		
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)		
<b>AIMS AND CONTENT</b>		
<b>20. What issues does the resource aim to address?</b>	<b>“The toolkit includes three primary components: a reflective section that examines issues and provides a set of principles for working towards community arts equity; examples of equity in practice that zoom in on the work of a variety of local practitioners in relation to 6 priority issues; and a set of practical resources connected to each of the six priority issues. The toolkit aims both to provide a means of support to those who are working to build more inclusive and equitable communities and to act as a starting point for future dialogue about equity in the field.” (p.5)</b>	
21. Intended audience of resource	“artists and community groups” [but also collections-based organisations working with arts and/or local communities]	
22. Process of development	“The Arts & Equity Project began through consultations and research interviews with arts and community groups, community engaged artists, cultural workers, and	

	<p>community-based social service workers. We wanted to develop a better understanding of some of the challenges they face in relation to equity and professional development, as the kinds of strategies they use to address these concerns. Based on what we learned, we created a series of participatory workshops.</p> <p>The workshops brought people together to examine community arts, equity, and engagement in a collaborative way. They were designed to address some of the common questions and concerns that practitioners identified during the consultations. The workshops provided a space for in-depth exploration of common challenges through discussion, problem-solving, and arts-based activities. They also enabled practitioners to develop stronger networks for peer-to-peer learning, support, and potential partnerships.</p> <p>Utilizing learning generated through the interviews, consultations, and workshops, we developed this Arts and Equity Toolkit.” (p.5)</p>
<p>23. Organisation/structure/contents</p>	<p><b>Neighbourhood Arts Network Arts &amp; Equity Project Acknowledgments Quotations Equity as a Lens 5 Equity Principles</b> Flexibility &amp; Adaptability Reflexivity &amp; Relationships Relevance &amp; Representation Embeddedness Sustainability</p> <p><b>Equity in Practice</b> Listening First - Art Starts <i>Worksheets and Resources - Critical Reflection</i> Participatory Programming - Manifesto Community Projects <i>Worksheets and Resources - Equitable Organizational Structures</i> Bridging Communities - Scarborough Arts and East Scarborough Storefront Many Hands Make Light Work - Red Dress Productions and the Sherbourne Health Centre</p>

	<p><i>Worksheets and Resources - Partnerships &amp; Collaboration</i></p> <p><i>The Power of Stories - North York Community House: Worksheets and Resources - Conflict &amp; Discrimination</i></p> <p><i>Significant Change - Evaluating ArtReach Toronto: Worksheets and Resources - Evaluation</i></p> <p><i>Stress Management – A Learning Priority Worksheets and Resources - Stress Management</i></p> <p><b>Summary</b></p> <p><b>Next Steps</b></p> <p><b>Works Cited</b></p> <p><b>Index of Worksheets and Tools</b></p>
<b>FRAMEWORKS</b>	
24. Framework structure	No
25. Relevant policy considerations	Yes
26. Resources for implementation identified	Yes
27. Specific assessment points/indicators/milestones/action plan for monitoring	Yes
<b>28. ASPECTS OF SUSTAINABILITY COVERED BY RESOURCE (mark all that apply)</b>	
People (social sustainability)	X
Planet (environmental sustainability)	
Prosperity (economic sustainability)	X
Peace	X
Partnerships	X
<b>29. CROSS-CUTTING CONSIDERATIONS COVERED BY RESOURCE (mark all that apply)</b>	
Gender perspectives	
North and South perspectives	
<b>HOW THE RESOURCE CONTRIBUTES TO AGENDA 2030 AND THE SDGs</b>	
<b>HOW AGENDA 2030 AND THE SDGs FEATURE IN THE RESOURCE</b>	
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
<b>SDGs AND SDG TARGETS AND LINKAGES</b>	
34. Comments on SDG linkages	These resource's focus on equity as it related to art and community supports a variety of SDGs. These include 1.4 (access to basic services), 4.4 (staff skills for sustainable development), 4.5 (remove barriers in education), 4.A (develop inclusive educational facilities), 9.1 (sustainable infrastructure for inclusion and wellbeing), 10.2 (universal social, political and economic inclusion), 10.3 (remove discriminatory policies and practices), 10.4 (adopt inclusive policies and practices), 11.7 (safe and welcoming green and public places), 16.6 (effective, accountable and transparent institutions), 16.7 (inclusive decision-making), 16.10 (protecting fundamental freedoms), and 17.17 (partnerships).
<b>35. SDGs and SDG targets the resource helps advance</b>	
<b>SDG 1: End poverty in all its forms everywhere</b> 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>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>
<b>SDG 4. Ensure inclusive and equitable quality education</b>	

<p><b>and promote lifelong learning opportunities for all</b></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 to ensure the availability of a skilled workforce. (GRI)</p> <p>Average hours of training per year per employee by gender, and by employee category. (GRI)</p> <p>Total estimated number of individuals receiving training from the company as a result of the initiative. (e.g. employees, suppliers, distributors) (Business Call to Action)</p>
<p><b>SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</b></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><b>SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</b></p> <p>4.A Build and upgrade education facilities that are</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>child, disability and gender sensitive and 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><b>SDG 9. Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation</b> 9.1 Develop quality, reliable, sustainable and resilient infrastructure, including regional and transborder infrastructure, to support economic development and human well-being, with a focus on affordable and equitable access for all</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>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><b>SDG 10. Reduce inequality within and between countries</b> 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><b>SDG 10. Reduce inequality within and between countries</b>  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><b>SDG 10. Reduce inequality within and between countries</b>  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><b>SDG 11. Make cities and human settlements inclusive, safe, resilient and sustainable</b>  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><b>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.</b>  16.6 Develop effective, accountable and transparent institutions at all levels</p>	<p><b><i>16.6.2 Proportion of the population [audience/users/non-users] satisfied with their last experience of public services Access to information, and accountability policies and mechanisms, in place.</i></b></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><b>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.</b> 16.7 Ensure responsive, inclusive, participatory and representative decision-making at all levels</p>	<p><b><i>16.7.1 Proportions of positions (by sex, age, persons with disabilities and population groups) in public institutions (national and local legislatures, public service, and judiciary) compared to national distributions</i></b></p> <p><b><i>16.7.2 Proportion of population [audience/users/non-users] who believe decision-making is inclusive and responsive, by sex, age, disability and population group</i></b></p> <p>Decision-making addresses societal, environmental and economic challenges related to the community, considering short-term and long-term risks and opportunities.</p> <p>Decision-making draws on diverse backgrounds, viewpoints and interests, reflecting a broad base of stakeholders, and working to promote inclusion and provide effective services for all of society.</p>
<p><b>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.</b> 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><b>SDG 17. Partnerships for the goals</b> 17.17 Encourage and promote effective public,</p>	<p><b><i>17.17.1 Amount of United States dollars committed to public-private and civil society partnerships</i></b></p>

public-private and civil society partnerships, building on the experience and resourcing strategies of 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	