FORMAT			
1. **Name of resource**	**Dementia Toolkit (Tunbridge Wells Museum and Art Gallery)**		
2. Location	https://www.culturehive.co.uk/wp-content/uploads/2020/10/Tunbridge-Museum-Dementia-Toolkit-1-2.pdf		
3. Alternative location			
4. Author[s]	Tunbridge Wells Museum and Art Gallery		
5. Publisher/producer/host	Tunbridge Wells Museum and Art Gallery		
6. Year	2015		
7. Suggested citation	Tunbridge Wells Museum and Art Gallery (2015). Dementia Toolkit. Tunbridge Wells Museum and Art Gallery, available at https://www.culturehive.co.uk/wp-content/uploads/2020/10/Tunbridge-Museum-Dementia-Toolkit-1-2.pdf		
8. Languages in which available	English		
9. Geographic area resource relates to	UK, but with wider relevance		
10. Does the resource relate to a specific time frame?			
11. Type	Report		
	Toolkit/Framework/Roadmap	Yes	
	Sign-post to other resource (database)		
	Case studies	Yes	
	Other		
12. If this is part of an initiative, what is the initiative?			
COLLECTIONS AND COLLECTIONS-BASED INSTITUTIONS			
13. Explicit links to collections	Yes		
14. Explicit links to museums/libraries/archives	Yes		
15. Types of institutions the resource covers	Museums	X	
	Archives	X	
	Libraries	X	
	Other		
16. Types of collections/disciplines the resource covers	Arts, humanities and social sciences: philosophy, psychology, religion, social sciences, law, politics,	X	

	language, arts and recreation, architecture, literature, history, geography and ethnology, anthropology, archaeology	
	Science, natural history, technology, medicine, engineering, manufacturing	
17. If no explicit links to collections, justification for inclusion		

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)	
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		
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?	"The first thing to say about this toolkit is that it is… well, a toolkit. It is not intended as an evaluation, or as a simple exercise in sharing best practice. This toolkit has been written to help small museums design their own wellbeing programmes, and is based on a project undertaken with that same thought in mind. It is hoped that by reading and digesting the information contained here you will gain a better understanding not only of how to undertake initiatives like this yourself, but of the important role museums play in the mental health and wellbeing of their communities."	
21. Intended audience of resource	[People working on wellbeing projects in museums, especially small museums]	
22. Process of development	"Tunbridge Wells Museum & Art Gallery was approached by Canterbury Christ Church University's Prof Paul Camic back in 2013 to get involved in a study the Salomons Centre for Applied Psychology was undertaking looking at the effects of object handling on the wellbeing of people living with dementia. They had already approached the Canterbury Museums Service and were looking for a West Kent partner" (p.4)	
23. Organisation/structure/contents	Introduction Our project What you do before you start How a session works and why	

	Evaluation Final thoughts Some of the questions we asked Comments Links and support
FRAMEWORKS	
24. Framework structure	The prompts in the 'What you do before you start' section can be considered as a framework (accepting that the relevant partner organisations will be different in different countries): 1. Contact your local Alzheimer's Society 2. Have as many people as possible attend Dementia Friends information sessions 3. Understand: you probably have some misconception about Dementia 4. Understand: it takes a lot less time than you think 5. Choose objects whose use is not immediately obvious
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	
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 most closely linked to SDG targets relating to inclusion, including 1.4 (access to basic services and heritage), 3.D (improve early warning systems for global health risks), 4.5 (removing barriers to education at all levels), 4.A (inclusive learning environment), 10.2 (universal social, political and economic inclusion), 11.7 (safe and welcoming green and public spaces) and 17.17 (cross-sector partnerships).

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.D Strengthen the capacity of all countries, in particular developing countries, for early warning, risk reduction and management of national and global health risks.	Number of collecting initiatives that aim to build capacity for risk reduction to national and global health risks, for example by storing and preserving collections that may be of use in post-disaster scenarios, or that can be used in early warning and risk communication activities. Number of educational programmes incorporating perspectives on early warning, risk reduction and management of national and global health risks.

	Number of awareness raising programmes that target marginalized and vulnerable groups most exposed to health risks.
	Plans in place for early warning, risk reduction and management to national and global health risks.
	Relationships and partnerships in place for risk reduction and management in light of national and global health risks.
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.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 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,	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.

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 particular for women and children, older persons and persons with disabilities	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. 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 17.17 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.

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13	14	15	16	17	