

<b>FORMAT</b>		
1. Name of resource	Happy Museum	
2. Location	<a href="https://happymuseumproject.org/">https://happymuseumproject.org/</a>	
3. Alternative location		
4. Author[s]	Happy Museum	
5. Publisher/producer/host	Happy Museum	
6. Year		
7. Suggested citation	Happy Museum, <a href="https://happymuseumproject.org/">https://happymuseumproject.org/</a>	
8. Languages in which available	English (web pages will translate automatically)	
9. Geographic area resource relates to	UK	
10. Does the resource relate to a specific time frame?		
<b>11. Type</b>	Report	Yes
	Toolkit/Framework/Roadmap	Yes
	Sign-post to other resource	
	Case studies	Yes
	Other	Yes, videos, partnership opportunities
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	Yes	
<b>15. Types of institutions the resource covers</b>	Museums	X
	Archives	X
	Libraries	X
	Other	X
16. Does the resource relate to specific disciplines?	Arts, humanities and social sciences: philosophy, psychology, religion, social sciences, law, politics, language, arts and recreation, architecture, literature, history,	X

	<b>geography and ethnology, anthropology, archaeology</b>	
	<b>Science, natural history, technology, medicine, engineering, manufacturing</b>	X
17. If no explicit links to collections, justification for inclusion	The resource can be used by collections-based institutions to plan, deliver and evaluate activities aiming at social inclusion and participation.	
<b>HOW IT CONTRIBUTES TO SUSTAINABLE DEVELOPMENT</b>		
<b>18. Collections-related activities the resource relates to (mark all that apply)</b>		
<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		
<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		
<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'	X	
<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		
<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		
<b>Make decisions around collections that contribute to sustainable development more effectively</b>		
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		

<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	X
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>	<p><b>“The Happy Museum Project looks at how the museum sector can respond to the challenge of creating a more sustainable future.</b></p> <p><b>It supports museum practice that places wellbeing within an environmental and future-facing frame, rethinking the role that museums can play in creating more resilient people, places and planet. Through action research, academic research, peer networking and training it supports institutional and community wellbeing and resilience in the face of global challenges” (Homepage)</b></p>
21. Intended audience of resource	[Museums and museum workers]
22. Process of development	
23. Organisation/structure/contents	<p><b>Home</b></p> <p><b>About</b></p> <p><b>What We Do</b></p> <p><b>Resources</b></p> <p>Tools (including ‘guidance’ document on when to use particular evaluation tools)</p> <p>Case Studies</p> <p>Videos</p> <p>Cultural Life Research</p> <p>Happy Museum Story of Change</p> <p><b>News</b></p>
<b>FRAMEWORKS</b>	

24. Framework structure	
25. Relevant policy considerations	No
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)	X
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	The Happy Museum project is most closely linked to SDGs 3.4 (which includes wellbeing), 10.2 (universal social, political and economic inclusion), 11.7 (safe, inclusive and welcoming green and public spaces) 12.6 (adopt sustainable practices), 16.6 (effective, accountable and transparent institutions) and 16.7 (participatory decision making). The aspect of its work on evaluation relates to SDG 17.19 (measures of value beyond GDP). The project can support, for example, SDGs 4.7 (Education for Sustainable

	Development) and 12.8 (information for lifestyles in harmony with nature) and 4.4 (staff skills).
<b>35. SDGs and SDG targets the resource helps advance</b>	
<p><b>SDG 3: Ensure healthy lives and promote well-being for all at all ages</b></p> <p>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</p>	<p>Plans, policies and procedures in place for the safe use of collections, notably in relation to chemical, physical, biological and other forms of hazard.</p> <p>Proportion of users of collections facilities reporting positive well-being during and as a result of activities relating to collections.</p> <p>Number and proportion of programmes relating to collections that incorporate wellbeing considerations and perspectives.</p> <p>Number of targeted programmes drawing on collections that address issues relating to non-communicable diseases, supporting prevention and treatment.</p>
<p><b>SDG 4. Ensure inclusive and equitable quality education 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 in place to ensure the availability of a skilled workforce.</p>
<p><b>SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</b></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</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>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>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><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 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>Measures taken to remove barriers to access green and public spaces.</p> <p>Extent of green space provided by collections institutions.</p>

<p><b>SDG 12 Ensure sustainable consumption and production patterns</b> 12.6 Encourage companies, especially large and transnational companies, to adopt sustainable practices and to integrate sustainability information into their reporting cycle</p>	<p>Clear visions, strategies and plans in place for all aspects of sustainability – environmental, social and economic (people, planet, prosperity)- across all areas of activity.</p> <p>Visions, strategies and plans relating to sustainability to be publicly available and incorporated into planning documents.</p> <p>Commitments to be in line with local, regional, national and/or international targets and ambitions.</p> <p>Incorporation of sustainability into reporting for funders and other stakeholders, including the public. Reporting to include commitments and progress towards targets.</p>
<p><b>SDG 12 Ensure sustainable consumption and production patterns</b> 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><b><i>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</i></b></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><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</i></b> 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>

	Effective arrangements in place for transparent decision-making and accountability.				
<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></p> <p>16.7 Ensure responsive, inclusive, participatory and representative decision-making at all levels</p>	<p><b>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</b></p> <p><b>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</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 17. Partnerships for the goals</b></p> <p>17.19 By 2030, build on existing initiatives to develop measurements of progress on sustainable development that complement gross domestic product, and support statistical capacity-building in developing countries</p>	<p>Identification and implementation of measures for sustainable development incorporating social and environmental considerations.</p> <p>Identification and implementation of both quantitative and qualitative measures of sustainable development.</p>				
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7	8	9	10	11	12
13	14	15	16	17	