FORMAT			
1. Name of resource	**Outcomes-focussed Policymaking in Scotland**		
2. Location	https://nationalperformance.gov.scot/guide-outcomes-focused-policy-making		
3. Alternative location	https://gcedclearinghouse.org/resources/outcomes-focused-policy-making-scotland		
4. Author[s]			
5. Publisher/producer/host	Scottish Government		
6. Year	2021		
7. Suggested citation	OECD, Policy Coherence for Sustainable Development Toolkit		
8. Languages in which available	English		
9. Geographic area resource relates to	Scotland, but with global relevance		
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		
12. If this is part of an initiative, what is the initiative?	Scotland's National Performance Framework		
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. 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	

	geography and ethnology, anthropology, archaeology	
	Science, natural history, technology, medicine, engineering, manufacturing	X
17. If no explicit links to collections, justification for inclusion	The resources can be used by collections-based institutions to develop policies that are focused on policy outcomes that contribute to sustainable development.	

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	
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)	
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	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	X
1954 Protection of Cultural Property in the Event of Armed Conflict	X
1970 Fighting Against the Illicit Trafficking of Cultural Property	X
1972 Protection of the World Cultural and Natural Heritage	X
2001 Protection of the Underwater Cultural Heritage	X
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)	X
AIMS AND CONTENT	
20. What issues does the resource aim to address?	"This toolkit is designed to support Scottish policy making to be more joined up and coherent, across policy areas both within Scotland and internationally. The problems Scottish policy making aims to tackle are increasingly complex and exist across geographic and thematic boundaries. Our policy response needs to recognise and reflect this. This tool is aimed at all those developing and implementing policy in the Scottish Government and its associated public bodies. It is designed to support holistic policy making that reflects the complex reality of our interconnected world. It will help you think about developing policy that takes into account links and interdependencies to other policy areas, locally and globally. It will help you and your team to think through a policy area and how it is informed by, and contributes to, Scotland's National Performance Framework (NPF) and the United Nations' Sustainable Development Goals (SDGs)… This tool can be used at any stage of policy making but is particularly effective in the early stages of policy development: reviewing existing policy and defining the problem as well as early policy formulation and outcomes setting." (p.2)
21. Intended audience of resource	"This tool is aimed at all those developing and implementing policy in the Scottish Government

	and its associated public bodies. It is designed to support holistic policy making that reflects the complex reality of our interconnected world." (p.2)
22. Process of development	"This resource was created as result of a partnership between the Scottish Government's National Performance Framework team, the International Development Education Association of Scotland (IDEAS) Network, Scotland's International Development Alliance, SDG Network Scotland and Oxfam Scotland. The partnership was initiated, supported and funded by the Bridge 47 – Building Global Citizenship project and special thanks go to Northern Star Associates for their work developing the content."
23. Organisation/structure/contents	**Introduction 1** **Part 1 - The SDGs & The NPF 4** The Sustainable Development Goals (SDGs) 5 The National Performance Framework (NPF) 6 **Part 2 - Practical Process 9** Scoping 12 National Outcomes/SDG contribution story 14 Intermediate outcomes 15 Priorities and planning 17 Action plan 19 Implementation 19 Evaluation and reporting 20 **Appendix 1 - Resources 22**
FRAMEWORKS|	
24. Framework structure	The elements of the Practical Process (part 2) can be thought of as a framework: • Scoping • National Outcomes/SDG contribution story • Intermediate outcomes • Priorities and planning • Action plan • Implementation • Evaluation and reporting
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	
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?	Yes
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 17.14 (policy coherence for sustainable development). Outcomes-focused policy making for sustainable development is closely linked to a number of SDG targets, including adoption of sustainable practices (SDG 12.6), effective, accountable and transparent institutions (SDG 16.6), effective collaboration and decision-making (SDG 16.7) and policies for sustainable development (SDG 16.B). The resource is also a good example of how Agenda 2030 and the SDGs can be localized through tailored outcomes that are sensitive to the local context and challenges, and international ambitions and responsibilities. The resource is based around a Global Citizenship Education approach, which is part of SDG 4.7 (Education for Sustainable Development) and also supports SDG 4.4 (staff skills) to empower staff to be effective in advancing sustainable development.
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, 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 12 Ensure sustainable consumption and production patterns 12.6 Encourage companies, especially large and transnational companies, to adopt sustainable practices and to integrate	Clear visions, strategies and plans in place for all aspects of sustainability – environmental, social and economic (people, planet, prosperity)- across all areas of activity. Visions, strategies and plans relating to sustainability to be publicly available and incorporated into planning documents.

sustainability information into their reporting cycle	Commitments to be in line with local, regional, national and/or international targets and ambitions. Incorporation of sustainability into reporting for funders and other stakeholders, including the public. Reporting to include commitments and progress towards targets.
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. 16.6 Develop effective, accountable and transparent institutions at all levels	*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. Effective institutional arrangements, both for own working and for working in partnership with other sectors, in place. Plans and arrangements in place for extraordinary circumstances such as natural and human-caused disasters. Effective arrangements in place to fulfil legal and social obligations and responsibilities. Effective arrangements in place for transparent communication and reporting of institutional performance. Effective arrangements in place for transparent decision-making and accountability.
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. 16.7 Ensure responsive, inclusive, participatory and representative decision-making at all levels	*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* *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* Decision-making addresses societal, environmental and economic challenges related to the community, considering short-term and long-term risks and opportunities. 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.
SDG 16. Promote peaceful and inclusive societies for sustainable development,	*16.B.1 Proportion of population [audience/users/non-users] reporting having personally felt discriminated*

provide access to justice for all and build effective, accountable and inclusive institutions at all levels. 16.B Promote and enforce non-discriminatory laws and policies for sustainable development		*against or harassed in the previous 12 months on the basis of a ground of discrimination prohibited under international human rights law* Number and proportion of policies that incorporate sustainable development considerations, in the full sense of recognizing all three of social, economic and environmental considerations.			
SDG 17. Partnerships for the goals 17.14 Enhance policy coherence for sustainable development		Proportion of policies that incorporate sustainable development considerations, linking to SDGs and targets. Incorporation of policy considerations from outside the collections sector into policies of collections-based institutions, to facilitate partnerships and effectiveness.			
1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	