FORMAT		
1. Name of resource	**Racial Equity Tools**	
2. Location	https://www.racialequitytools.org/	
3. Alternative location		
4. Author[s]		
5. Publisher/producer/ host	Voluntarily managed by MP Associates, CAPD, and World Trust Educational Services	
6. Year		
7. Suggested citation	Racial Equity Tools. Available at https://www.racialequitytools.org/	
8. Languages in which available	English (webpage viewable in other languages)	
9. Geographic area resource relates to	United States, with global relevance	
10. Does the resource relate to a specific time frame?		
11. Type	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?		
COLLECTIONS AND COLLECTIONS-BASED INSTITUTIONS		
13. Explicit links to collections	No	
14. Explicit links to museums/libraries/a rchives	Yes	
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, geography and ethnology, anthropology, archaeology**	X

	Science, natural history, technology, medicine, engineering, manufacturing	
17. If no explicit links to collections, justification for inclusion	A racial equity lens is necessary across all of the work of collections-based organisations. This resource will help to guide and to point to resources relevant in a variety of contexts with respect to actions to promote racial equity.	
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	X	
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	X	
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	X	
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	
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	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)	

AIMS AND CONTENT	
20. What issues does the resource aim to address?	**"Racial Equity Tools is designed to support individuals and groups working to achieve racial equity. It offers tools, research, tips, curricula, and ideas for people who want to increase their understanding and to help those working for racial justice at every level – in systems, organizations, communities, and the culture at large. We curate resources that use language and analysis reflecting an understanding of systemic racism, power, and privilege and are accessible on-line and free to users. The only exceptions are the Transforming White Privilege curriculum which is behind a paywall on the RET site, and the Racial Equity Learning modules which are linked to World Trust Educational Services' site."**
21. Intended audience of resource	"individuals and groups working to achieve racial equity"
22. Process of development	"The RET site is only possible because of the output and generosity of all the organizations and groups working to achieve racial equity whose materials make up the site. We encourage you to visit their websites to see more of their work and learn more about their expertise. This website is voluntarily managed by our three organizations. We launched RET originally in 2009, overhauled the site in 2013 when the current menu was designed (Fundamentals, Plan, Act, Evaluate), and merged it with evaluationtoolsforracialequity.org and racialequitylearning.org sites. We are excited for you to explore the RET 2020 refresh, which was possible because of the hard work of a number of people and generous

		grants and donations from funders, organizations, and individuals."
	23. Organisation/structure/contents	**Fundamentals** Core Concepts History of Racism and Movements Data Resource List **Plan** Issues Change Process Informing the Plan Action Plan **Act** Strategies Communicating Sustaining **Evaluate** Getting ready for Evaluation Defining the Work Designing Collecting Data Analyzing Reflecting **Connect** **Curricula** REL Modules Transforming White Privilege
FRAMEWORKS		
	24. Framework structure	The above structure can be seen as a framework, through the steps outlined through Planning, Acting, and Evaluating
	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)		
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	

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	Using the guidelines of this resource and the database of tools in points to can help collections-based institutions contribute to a number of SDG targets relating to racial equity. These include 1.4 (ensure everyone has access to basic services and property), 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), 16.B (supporting laws and policies for sustainable development).
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	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.

other forms of property, inheritance, natural resources, appropriate new technology and financial services, including microfinance	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 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 to ensure the availability of a skilled workforce. (GRI) Average hours of training per year per employee by gender, and by employee category. (GRI) 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)
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 9. Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation 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	Development of research-useful collections to support reliable, sustainable and resilient use by researchers and others. Number and proportion of collections facilities and stores that support economic development and human well-being. Number and proportion of collections facilities and stores that provide affordable and equitable access for all. Investment in collections facilities. Inclusion of collections information in regional and transborder initiatives, notably via digital access for discoverability.
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, ethnicity, origin, religion or economic or other status	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. 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 10. Reduce inequality within and between countries**
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 | Identification of discriminatory policies and practices, with clear plans to address these, to ensure equal opportunity for all and reduce inequalities of outcome. |
| **SDG 10. Reduce inequality within and between countries**
10.4 Adopt policies, especially fiscal, wage and social protection policies, and progressively achieve greater equality | Number and proportion of policies that proactively address equality issues relating to fiscal, wage and social protection considerations. |
| **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. |
| **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 | *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. |

transparent institutions at all levels	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, provide access to justice for all and build effective, accountable and inclusive institutions at all levels. 16.10 Ensure public access to information and protect fundamental freedoms, in accordance with national legislation and international agreements	Adopt and implement constitutional, statutory and/or policy guarantees for public access to information. Plans in place, and plans implemented to enhance public access to information relating to collections. Plans in place, and plans implemented to support fundamental freedoms, in line with human rights, national and international agreements and legislation. Plans and procedures in place for public access to information relating to the operation and management of collections-based institutions.
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.			
1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	