

FORMAT		
1. Name of resource	Tourism4SDGs Platform	
2. Location	https://tourism4sdgs.org/	
3. Alternative location		
4. Author[s]	UN World Tourism Organization	
5. Publisher/producer/host	UN World Tourism Organization	
6. Year	2018	
7. Suggested citation	UN World Tourism Organization, Tourism4SDGs, https://tourism4sdgs.org/	
8. Languages in which available	English	
9. Geographic area resource relates to	Global	
10. Does the resource relate to a specific time frame?	2015-30	
11. Type	Report	
	Toolkit/Framework/Roadmap	Yes
	Sign-post to other resource	Yes
	Case studies	Yes
	Other	Yes (videos, initiative)
12. If this is part of an initiative, what is the initiative?	Tourism4SDGs	
COLLECTIONS AND COLLECTIONS-BASED INSTITUTIONS		
13. Explicit links to collections	No	
14. Explicit links to museums/libraries/archives	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,	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 resource can be used by collecting institutions to plan and implement activities that better support sustainable tourism.	
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	X	
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)	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		

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	
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?	<p>“Tourism can play a huge part in achieving the SDGs and UNWTO is committed to provide the global tourism community with a space to come together and realize the 2030 Agenda.</p> <p>The Tourism for SDGs (T4SDG) is a co-creation platform for all, to make tourism matter on the journey to 2030.</p> <p>Research, education, and training, events, initiatives, policy papers, company CSR and stories- all in one space.</p> <p>Public bodies, international organizations, donors, travellers, companies, academia and civil society and travellers; this space is for you!”</p>
21. Intended audience of resource	“Public bodies, international organizations, donors, travellers, companies, academia and civil society and travellers”
22. Process of development	Developed by UNWTO.
23. Organisation/structure/contents	Tourism for SDGs Learn Share Act COVID-19 Recovery
FRAMEWORKS	

24. Framework structure	<p>The sets of recommendations or different tourism actors can be considered as frameworks. The recommendations for public bodies (which is most in line with collections-based institutions) are:</p> <ul style="list-style-type: none"> • “Partner with civil society networks to provide education and entrepreneurial skills training (e.g. tour guides, local artisans, local cooks). • Create programs (e.g., internships, work-study programs, traineeships, etc.) that give students earlier access to the corporate environment and demonstrate employment opportunities in tourism. • Create policies that prohibiting the use of chemicals and materials that can be particularly detrimental to water quality if improperly disposed. • Engage in public-private dialogues, partnerships and collective action in conflict prevention, peacekeeping, peacebuilding, anti-corruption and the rule of law. • Create policies that encourage minimizing manufacturing impacts by substituting virgin raw materials in products with post-consumer materials through recycling and upcyclin • Foster regional and international cooperation and access to science, technology and innovation and enhance knowledge sharing on mutually agreed terms...”
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	X

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?	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 8.9 (promote sustainable tourism) and also to SDG targets related to knowledge, training and information for sustainable development, including 4.4 (skills for work), 4.7 (Education for Sustainable Development), 12.6 (adopt sustainable practices), 12.7 (sustainable procurement) and 12.8 (information for lifestyles in harmony with nature and sustainable development). Supporting effective policy making that supports sustainable development supports SDG 16.B and 17.14 (policy coherence for sustainable development). The focus on partnerships supports SDGs 17.16 (international) and 17.17 (national). Individual tools and case studies are linked to all SDGs. Identifying measures for sustainable tourism supports SDG 12.B. Ensuring tourism benefits small states, notably island states, supports SDG 14.7.
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	<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>SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</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 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>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>SDG 8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all</p> <p>8.9 By 2030, devise and implement policies to promote sustainable tourism that creates jobs and promotes local culture and products</p>	<p>Numbers of jobs created or supported that relate to sustainable tourism drawing on local products (e.g. craft producers).</p> <p>Develop and implement plans to reduce and remove negative impacts of tourism.</p> <p>Numbers of activities and/or products drawing on local culture.</p> <p>Value to artisans and source communities of activities and products drawing on local culture.</p>
<p>SDG 12 Ensure sustainable consumption and production patterns</p> <p>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>SDG 12 Ensure sustainable consumption and production patterns 12.7 Promote public procurement practices that are sustainable, in accordance with national policies and priorities</p>	<p>Incorporation of sustainability considerations into procurement, in terms of advertisement and invitation to tender, contracts, and selection criteria for suppliers.</p>
<p>SDG 12 Ensure sustainable consumption and production patterns 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><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></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>SDG 12 Ensure sustainable consumption and production patterns 12.B Develop and implement tools to monitor sustainable development impacts for sustainable tourism that creates jobs and promotes local culture and products</p>	<p>Quantitative and qualitative metrics identified, collected and reported for evaluating performance of tourism in terms of social, environmental and economic benefits and impacts for:</p> <ul style="list-style-type: none"> -jobs -promotion of local culture -local and related products -positive social and environmental benefits -reduction of negative impacts of tourism, e.g. climate impacts, negative social and environmental impacts.
<p>SDG 14 Conserve and sustainably use the oceans, seas and marine resources for sustainable development 14.7 By 2030, increase the economic benefits to Small Island developing States and least developed</p>	<p>Number of activities that support sustainable tourism relating to Small Island developing States and least developed countries.</p> <p>Economic benefits by value to Small Island Developing States and least developed countries.</p>

<p>countries from the sustainable use of marine resources, including through sustainable management of fisheries, aquaculture and tourism</p>	
<p>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.B Promote and enforce non-discriminatory laws and policies for sustainable development</p>	<p><i>16.B.1 Proportion of population [audience/users/non-users] reporting having personally felt discriminated against or harassed in the previous 12 months on the basis of a ground of discrimination prohibited under international human rights law</i></p>
<p>SDG 17. Partnerships for the goals 17.14 Enhance policy coherence for sustainable development</p>	<p>Proportion of policies that incorporate sustainable development considerations, linking to SDGs and indicators</p> <p>Incorporation of policy considerations from outside the collections sector into policies of collections-based institutions, to facilitate partnerships and effectiveness.</p>
<p>SDG 17. Partnerships for the goals 17.16 Enhance the global partnership for sustainable development, complemented by multi-stakeholder partnerships that mobilize and share knowledge, expertise, technology and financial resources, to support the achievement of the sustainable development goals in all countries, in particular developing countries</p>	<p>Number and/or increase in number, and diversity of global and international multi-stakeholder partnerships that share collection-related knowledge, expertise, technology and financial resources to address the SDGs, or that otherwise involve collections-based organisations and institutions.</p> <p>Number and/or increase in number, and diversity of global and international multi-stakeholder partnerships involving developing countries that share collection-related knowledge, expertise, technology and financial resources to address the SDGs.</p>
<p>SDG 17. Partnerships for the goals</p>	<p><i>17.17.1 Amount of United States dollars committed to public-private and civil society partnerships</i></p>

17.17 Encourage and promote effective public, 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 organisations and institutions.			
1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	