

FORMAT		
1. Name of resource	World Health Organization: Global Health Observatory	
2. Location	<a href="https://www.who.int/data/gho">https://www.who.int/data/gho</a>	
3. Alternative location		
4. Author[s]	World Health Organization (WHO)	
5. Publisher/producer/host	World Health Organization (WHO)	
6. Year		
7. Suggested citation	World Health Organization (WHO), Global Health Observatory, <a href="https://www.who.int/data/gho">https://www.who.int/data/gho</a>	
8. Languages in which available	English, web pages translate automatically	
9. Geographic area resource relates to	Global	
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	Statistic, briefs
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/archives	No	
15. Types of institutions the resource covers	Museums	X
	Archives	X
	Libraries	X
	Other	X
16. Types of collections/disciplines the resource covers	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	X
17. If no explicit links to collections, justification for inclusion	The resource can be used by collections-based institutions to plan and implement activities relating to health, whether in relation to public activities, or aimed at the workforce.	
<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	X	
<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		
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		
<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	
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>	“The GHO data repository is WHO's gateway to health-related statistics for its 194 Member States. It provides access to over 1000 indicators on priority health topics including mortality and burden of diseases, the Millennium Development Goals (child nutrition, child health, maternal and reproductive health, immunization, HIV/AIDS, tuberculosis, malaria, neglected diseases, water and sanitation), non communicable diseases and risk factors, epidemic-prone diseases, health systems, environmental health, violence and injuries, equity among others.” (About)
21. Intended audience of resource	[Anyone working with or interested in statistic on health, in any country.]
22. Process of development	
23. Organisation/structure/contents	[Search by health indicator, or by country] Universal health coverage Health emergencies Health and well-being Search by theme  Health topics Countries Newsroom Emergencies Data About WHO
<b>FRAMEWORKS</b>	
24. Framework structure	

25. Relevant policy considerations	Yes
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)	
Prosperity (economic sustainability)	X
Peace	
Partnerships	X
<b>29. CROSS-CUTTING CONSIDERATIONS COVERED BY RESOURCE (mark all that apply)</b>	
Gender perspectives	X
North and South perspectives	X
<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?	Yes
31. SDGs specifically mentioned?	Yes
32. SDG targets specifically mentioned?	Yes
33. SDG indicators specifically mentioned?	Yes
<b>SDGs AND SDG TARGETS AND LINKAGES</b>	
34. Comments on SDG linkages	The resource is most closely linked to the targets of SDG3, Good health and well-being. It is a valuable source of information on a wide range of topics, most of which are related to SDG3. The resource can also be used to support targets related to education, including 4.7 (Education for Sustainable Development), 12.8 (information for sustainable development and lifestyles in harmony with nature), and 13.3 (climate education and action).
<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>  3.1 By 2030, reduce the global maternal mortality ratio to less than 70 per 100,000 live births</p>	<p>Collections development that can support education, awareness and participatory programmes that aim to reduce maternal illness and mortality.</p> <p>Education, awareness-raising and participatory programmes drawing on collections that raise awareness of causes of maternal illness and mortality, and that foster knowledge, motivation and skills to act to support maternal health, locally and globally.</p>
<p><b>SDG 3: Ensure healthy lives and promote well-being for all at all ages</b>  3.2 By 2030, end preventable deaths of newborns and children under 5 years of age, with all countries aiming to reduce neonatal mortality to at least as low as 12 per 1,000 live births and under-5 mortality to at least as low as 25 per 1,000 live births</p>	<p>Collections development that can support education, awareness and participatory programmes that aim to reduce preventable deaths of newborns and young children, in all countries.</p> <p>Education, awareness-raising and participatory programmes drawing on collections that raise awareness of causes of death of newborns and young children, and that foster knowledge, motivation and skills to act to support child health, locally and globally.</p>
<p><b>SDG 3: Ensure healthy lives and promote well-being for all at all ages</b>  3.3 By 2030, end the epidemics of AIDS, tuberculosis, malaria and neglected tropical diseases and combat hepatitis, water-borne diseases and other communicable diseases</p>	<p>Collection development that can contribute to programmes addressing AIDS, tuberculosis, malaria and/or neglected tropical diseases, combat hepatitis, water-borne diseases and other communicable diseases.</p> <p>Number of educational programmes addressing these subjects.</p> <p>Number of targeted educational and participatory programmes for marginalized and at-risk groups relating to communicable diseases.</p> <p>Number of research activities that help understand the causes and manage impacts of tuberculosis, malaria and other communicable diseases.</p> <p>Partnerships in place to help ensure effective governance of communicable diseases, public health information and education relating to communicable diseases.</p>

	Steady flow of reliable information relating to communicable diseases.
<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 3: Ensure healthy lives and promote well-being for all at all ages</b></p> <p>3.5 Strengthen the prevention and treatment of substance abuse, including narcotic drug abuse and harmful use of alcohol</p>	<p>Number and proportion of educational programmes relating to collections that address narcotic drug use and harmful alcohol use.</p> <p>Number of targeted programmes drawing on collections that address issues relating to narcotic drug use and harmful alcohol use, supporting prevention and treatment.</p> <p>Effective relationships and partnerships in place with agencies involved in supporting prevention and treatment of substance abuse.</p> <p>Steady flow of reliable information relating to prevention and treatment of substance abuse.</p>
<p><b>SDG 3: Ensure healthy lives and promote well-being for all at all ages</b></p> <p>3.6 By 2020, halve the number of global deaths and injuries from road traffic accidents</p>	<p>Number and proportion of educational programmes relating to collections that address road safety.</p> <p>Number of targeted programmes drawing on collections that address issues relating to road safety.</p> <p>Effective relationships and partnerships in place with related agencies to promote road safety.</p> <p>Effective policies and procedures in place to minimise risk of death or injury from transport relating to collections-based institutions, including for all workers, visitors and others involved in the supply chain.</p>

<p><b>SDG 3: Ensure healthy lives and promote well-being for all at all ages</b> 3.7 By 2030, ensure universal access to sexual and reproductive health-care services, including for family planning, information and education, and the integration of reproductive health into national strategies and programmes</p>	<p>Number and proportion of educational programmes relating to collections that address sexual and reproductive health, and family planning.</p> <p>Number of targeted programmes drawing on collections that address issues relating to sexual and reproductive health, and family planning.</p> <p>Effective relationships and partnerships in place with related agencies to ensure steady flow of information on relevant strategies and programmes.</p>
<p><b>SDG 3: Ensure healthy lives and promote well-being for all at all ages</b> 3.8 Achieve universal health coverage, including financial risk protection, access to quality essential health-care services and access to safe, effective, quality and affordable essential medicines and vaccines for all</p>	<p>Number of programmes drawing on collections (educational, awareness-raising, research, partnerships) that promote access to healthcare.</p> <p>Number of educational programmes that are targeted towards people without access to healthcare.</p> <p>Proactive steps taken to ensure that all people, including those in vulnerable situations, can access healthcare services, overcoming cultural and language barriers.</p> <p>Collections development to support such programmes.</p> <p>Promotion of health coverage programmes, locally and worldwide.</p>
<p><b>SDG 3: Ensure healthy lives and promote well-being for all at all ages</b> 3.9 By 2030, substantially reduce the number of deaths and illnesses from hazardous chemicals and air, water and soil pollution and contamination</p>	<p>Plans, policies and procedures in place to prevent harmful exposure to hazardous chemicals associated with collections, or collections-related activities.</p> <p>Plans, policies and procedures in place to ensure hazardous chemicals and other forms of pollutant are properly managed and disposed of, to prevent release into the natural environment.</p>
<p><b>SDG 3: Ensure healthy lives and promote well-being for all at all ages</b> 3.A Strengthen the implementation of the WHO Framework Convention on Tobacco</p>	<p>Collections development related to tobacco use and its harmful impacts on the body, as appropriate.</p> <p>Number of educational and awareness programmes relating to the health impacts of tobacco and smoking, drawing on collections.</p>

<p>Control in all countries, as appropriate</p>	<p>Number of educational and awareness programmes relating to the health impacts of tobacco and smoking, that target marginalized and vulnerable groups most exposed to health risks.</p>
<p><b>SDG 3: Ensure healthy lives and promote well-being for all at all ages</b>  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.</p>	<p>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.</p> <p>Number of educational programmes incorporating perspectives on early warning, risk reduction and management of national and global health risks.</p> <p>Number of awareness raising programmes that target marginalized and vulnerable groups most exposed to health risks.</p> <p>Plans in place for early warning, risk reduction and management to national and global health risks.</p> <p>Relationships and partnerships in place for risk reduction and management in light of national and global health risks.</p>
<p><b>SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</b>  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</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>



contribution to sustainable development					
<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		<b>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</b>  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.			
<b>SDG 13. Take urgent action to combat climate change and its impacts</b> 13.3 Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning		Plans in place to enhance positive contributions to addressing climate change through use of collections. Plans in place to ensure collections, collections institutions and broader society can adapt effectively to climate change.  Plans in place for effective education and awareness raising on climate change mitigation, adaptation, impact reduction and early warning.  Plans in place to reduce negative contributions of collections-related functions, e.g. measuring greenhouse emissions with plans and targets in place to reduce them.			
1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	