

FORMAT		
1. Name of resource	Exhibiting Health: Museums as a Venue for Public Health Intervention	
2. Location	https://elischolar.library.yale.edu/ysphtdl/1027	
3. Alternative location	https://elischolar.library.yale.edu/cgi/viewcontent.cgi?article=1026&context=ysphtdl	
4. Author[s]	J. Bruleigh	
5. Publisher/producer/host	Yale University	
6. Year	2012	
7. Suggested citation	Bruleigh, J. K. (2012). Exhibiting Health: Museums As A Venue For Public Health Intervention" (2012). Public Health Theses. 1027, available at https://elischolar.library.yale.edu/ysphtdl/1027	
8. Languages in which available	English	
9. Geographic area resource relates to	Global	
10. Does the resource relate to a specific time frame?		
11. Type	Report	Yes
	Toolkit/Framework/Roadmap	
	Sign-post to other resource (database)	
	Case studies	Yes
	Other	
12. If this is part of an initiative, what is the initiative?		
COLLECTIONS AND COLLECTIONS-BASED INSTITUTIONS		
13. Explicit links to collections	Yes	
14. Explicit links to museums/libraries/archives	Yes	
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	X

	recreation, architecture, literature, history, geography and ethnology, anthropology, archaeology	
	Science, natural history, technology, medicine, engineering, manufacturing	X
17. If no explicit links to collections, justification for inclusion		

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	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	
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	
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	
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)	
AIMS AND CONTENT	
20. What issues does the resource aim to address?	“Public health interventions are as broad as the field itself. Through this paper, I will highlight the missed opportunity that museums present as an intervention site for public health. I will then discuss the design, content, challenges, successes, and directions for growth of a specific exhibition (Big Food: Health, Culture, and the Evolution of Eating), as an example of successfully translating public health into the museum context, which could be used as a starting point for further interventions in this underutilized venue.” (p.3)
21. Intended audience of resource	[Museums and public health professionals]
22. Process of development	
23. Organisation/structure/contents	Museums: public learning spaces Obesity matters The exhibition Challenges and opportunities Future directions
FRAMEWORKS	
24. Framework structure	
25. Relevant policy considerations	Yes
26. Resources for implementation identified	Yes

27. Specific assessment points/indicators/milestones/action plan for monitoring	No
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	The resource can support SDG targets related to public health information and education, including 1.5 (reduce the impact of disaster on the poor), 3.7 (education for sexual health and family planning), 3.D (early warning and preparedness for public health emergencies), 4.7 (Education for Sustainable Development), 11.5 (reducing the impact of disasters), 11.B (integrated policies for inclusion and Disaster Risk Reduction), 12.8 (information for sustainable development and lifestyles in harmony with nature), and 13.3 (climate education and awareness); 16.10 (protect access to information), 16.B (laws and policies for sustainable development), 17.14 (policy coherence), 17.16 (global partnerships) and 17.17 (national and cross-sector partnerships). Combining these educational and awareness raising activities with public health can contribute more

	generally to SDGs 2 (good nutrition) and 3 (health and wellbeing)
35. SDGs and SDG targets the resource helps advance	
<p>SDG 1: End poverty in all its forms everywhere 1.5 By 2030, build resilience of the poor and those in vulnerable situations and reduce their exposure and vulnerability to climate-related extreme events and other economic, social and environmental shocks and disasters.</p>	<p>Number of collecting programmes that aim to build resilience to climate-related events and other shocks and disasters, for example by forming collections that can contribute to related educational and research programmes.</p> <p>Number of educational programmes drawing on collections that incorporate resilience perspectives.</p> <p>Number of targeted programmes drawing on collections that are aimed at vulnerable groups, to build their resilience to climate-related and other shocks and disasters.</p> <p>Number of research programmes drawing on collections that are aimed at building resilience to climate-related and other shocks and disasters.</p> <p><i>Strengthen the resilience of employees, communities and suppliers by paying at a minimum the living wage and offering insurance to employees and their families, such as accident insurance; and by paying fair prices to all suppliers</i></p>
<p>SDG 3: Ensure healthy lives and promote well-being for all at all ages 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>SDG 3: Ensure healthy lives and promote well-being for all at all ages 3.D Strengthen the capacity of all countries, in particular developing countries, for early warning, risk reduction and management</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>of national and global health risks.</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>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</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 11. Make cities and human settlements inclusive, safe, resilient and sustainable 11.5 By 2030, significantly reduce the number of deaths and the number of people affected and substantially decrease the direct economic losses</p>	<p>Collections-based research that supports the understanding and management of disasters of all kinds.</p> <p>Plans in place for public education and awareness drawing on collections and collections-based institutions to reduce exposure and vulnerability to disasters of all kinds.</p>

<p>relative to global gross domestic product caused by disasters, including water-related disasters, with a focus on protecting the poor and people in vulnerable situations</p>	<p>Plans in place to ensure collections-based institutions steadily work to reduce their contributions to disaster risk, for example by reducing pollution and waste of all kinds.</p> <p>Plans in place to ensure collections-based institutions, and people related to them (including workers) are protected from economic losses as a result of disasters.</p> <p>Plans in place to provide special support/protection to poor and vulnerable people and groups in and following disasters.</p>
<p>SDG 11. Make cities and human settlements inclusive, safe, resilient and sustainable 11.B By 2020, substantially increase the number of cities and human settlements adopting and implementing integrated policies and plans towards inclusion, resource efficiency, mitigation and adaptation to climate change, resilience to disasters, and develop and implement, in line with the Sendai Framework for Disaster Risk Reduction 2015-2030, holistic disaster risk management at all levels</p>	<p><i>11.B.1 Proportion of local governments that adopt and implement local disaster risk reduction strategies in line with the Sendai Framework for Disaster Risk Reduction 2015-2030a</i></p> <p>Disaster Risk Reduction strategies and plans in place, in line with the Sendai Framework for Disaster Risk Reduction, to ensure collecting institutions and collections are factored into planning, and contribute effectively to Disaster Risk Reduction.</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 13. Take urgent action to combat climate change and its impacts</p>	<p>Plans in place to enhance positive contributions to addressing climate change through use of collections. Plans in place to</p>

<p>13.3 Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning</p>	<p>ensure collections, collections institutions and broader society can adapt effectively to climate change.</p> <p>Plans in place for effective education and awareness raising on climate change mitigation, adaptation, impact reduction and early warning.</p> <p>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.</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.</p> <p>16.10 Ensure public access to information and protect fundamental freedoms, in accordance with national legislation and international agreements</p>	<p>Adopt and implement constitutional, statutory and/or policy guarantees for public access to information.</p> <p>Plans in place, and plans implemented to enhance public access to information relating to collections.</p> <p>Plans in place, and plans implemented to support fundamental freedoms, in line with human rights, national and international agreements and legislation.</p> <p>Plans and procedures in place for public access to information relating to the operation and management of collections-based institutions.</p> <p>Complaint mechanism in place for public to use where public access to information and fundamental freedoms not supported or fulfilled.</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.</p> <p>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>Number and proportion of policies that incorporate sustainable development considerations, in the full sense of recognizing all three of social, economic and environmental considerations.</p>
<p>SDG 17. Partnerships for the goals</p> <p>17.14 Enhance policy coherence for sustainable development</p>	<p>Proportion of policies that incorporate sustainable development considerations, linking to SDGs and targets.</p>

	Incorporation of policy considerations from outside the collections sector into policies of collections-based institutions, to facilitate partnerships and effectiveness.				
<p>SDG 17. Partnerships for the goals</p> <p>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>17.17 Encourage and promote effective public, public-private and civil society partnerships, building on the experience and resourcing strategies of partnerships</p>	<p><i>17.17.1 Amount of United States dollars committed to public-private and civil society partnerships</i></p> <p>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.</p>				
1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	