

| <b>FORMAT</b>   |  |     |
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| 1. Name of resource   | <b>Museums and Human Rights: human rights as a basis for public service</b>  |     |
| 2. Location   | <a href="https://curatingtomorrow236646048.files.wordpress.com/2022/03/museums-and-human-rights2-2020.pdf">https://curatingtomorrow236646048.files.wordpress.com/2022/03/museums-and-human-rights2-2020.pdf</a>  |     |
| 3. Alternative location                                       | <a href="http://www.curatingtomorrow.co.uk/wp-content/uploads/2022/03/museums-and-human-rights-2022.pdf">http://www.curatingtomorrow.co.uk/wp-content/uploads/2022/03/museums-and-human-rights-2022.pdf</a>  |     |
| 4. Author[s]  | H. A. McGhie   |     |
| 5. Publisher/producer/host                                    | Curating Tomorrow  |     |
| 6. Year   | 2020   |     |
| 7. Suggested citation   | McGhie, H.A. (2020). Museums and Human Rights: human rights as a basis for public service. Curating Tomorrow, UK, available at <a href="https://curatingtomorrow236646048.files.wordpress.com/2022/03/museums-and-human-rights2-2020.pdf">https://curatingtomorrow236646048.files.wordpress.com/2022/03/museums-and-human-rights2-2020.pdf</a> . |     |
| 8. Languages in which available                               | English  |     |
| 9. Geographic area resource relates to                        | Global   |     |
| 10. Does the resource relate to a specific time frame?        |  |     |
| <b>11. Type</b>   | Report   | Yes |
|   | Toolkit/Framework/Roadmap  | Yes |
|   | Sign-post to other resource (database)   |     |
|   | Case studies   |     |
|   | Other  |     |
| 12. If this is part of an initiative, what is the initiative? |  |     |
| <b>COLLECTIONS AND COLLECTIONS-BASED INSTITUTIONS</b>         |  |     |
| 13. Explicit links to collections                             | Yes  |     |
| 14. Explicit links to museums/libraries/archives              | Yes  |     |
| <b>15. Types of institutions the resource covers</b>          | <b>Museums</b>   | X   |
|   | <b>Archives</b>  | X   |
|   | <b>Libraries</b>   | X   |
|   | <b>Other</b>   | X   |
|   | <b>Arts, humanities and social sciences: philosophy, psychology, religion, social</b>  | X   |

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| 16. Does the resource relate to specific disciplines?  | sciences, law, politics, language, arts and recreation, architecture, literature, history, geography and ethnology, anthropology, archaeology |   |
|  | Science, natural history, technology, medicine, engineering, manufacturing  |   |
| 17. If no explicit links to collections, justification for inclusion   |   |   |
| <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, and that support sustainable development</b> for example by targeting collecting to threatened forms of heritage in strategic ways   |   | X |
| <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  |   |   |
| <b>Make decisions around collections that contribute to sustainable development more effectively</b>   |   |   |
| 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  |   |   |

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| 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   | X   |
| 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   |   |
| 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>   | <b>“This Guide aims to support museums and museum workers to understand and fulfil their human rights duties with greater confidence, to use human rights as a basis for more effective public service, and to enable more people – whether as individuals, groups or communities – to be able to exercise their basic rights and freedoms through museums. It is not intended to be the last word on the subject, but to be a tool for empowerment” (p.11)</b> |
| 21. Intended audience of resource  | Museums and museum workers  |
| 22. Process of development   |   |
| 23. Organisation/structure/contents  | Section 1 About This Guide and the Sustainable Development Goals 08<br>Section 2 Human Rights Conventions and Declarations 16<br>Section 3 Particular Human Rights Relevant to Museums 46<br>Section 4 Incorporating Human Rights Into the Work of Museums 70<br>Section 5 Human Rights and Museums: Our Shared Challenge, Our Shared Future 88<br>Section 6 Further Information and Reading 92   |
| <b>FRAMEWORKS</b>  |   |
| 24. Framework structure  |   |

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| 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   | X   |
| 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?  | No  |
| <b>SDGs AND SDG TARGETS AND LINKAGES</b>  |   |
| 34. Comments on SDG linkages  | <p>The resource is most closely related to SDG targets around participation, inclusion, education, governance and management.</p> <p>These include:</p> <p>Education: SDG 4.7 (Education for Sustainable Development)</p> <p>Participation and inclusion: SDG 1.4 (ensure equal access to basic services), 4.A (inclusive learning environments), 5.1 (end all forms of discrimination against women and girls)</p> |

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|   | <p>and 5.C (adopt policies and legislation for women’s empowerment), SDG 10.2 (empower and promote the social, economic and political inclusion of all), 10.3 (remove discriminatory policies and practices), 10.4 (foster equality of opportunity) and SDG 11.7 (provide universal access to safe, inclusive and accessible, green and public spaces)</p> <p>Governance and management: Adopting human rights as a basis for activities supports SDG 16.3 (promoting the rule of law), 16.4 (regarding the return of cultural property), 16.6 (effective, accountable and transparent institutions), 16.7 (inclusive and representative decision-making), SDG 16.10 (access to information and protect fundamental rights), and SDG 16.B (promote laws and policies for non-discrimination and sustainable development).</p> <p>Ensuring policies and practices support human rights also supports SDGs 12.6 (adopt sustainable practices), 17.14 (policy coherence for sustainable development), international and multistakeholder partnerships (17.16) and cross-sector partnerships (17.17).</p> <p>Particular Conventions and Declarations described in the document will relate to additional SDG targets.</p> |
| <b>35. SDGs and SDG targets the resource helps advance</b>  |   |
| <p><b>SDG 1: End poverty in all its forms everywhere</b><br/> 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 other forms of property, inheritance, natural resources, appropriate new technology and financial services, including microfinance</p> | <p>Numbers and proportions of people from particular groups using collections in comparison with demographics in broader society.</p> <p>Numbers of people accessing collections.</p> <p>Number of targeted programmes that aim to enhance access to collections by disadvantaged groups.</p> <p>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.</p> <p>Involvement of people from disadvantaged groups in decision-making activities and processes relating to collections and collections-based institutions.</p>   |
| <p><b>SDG 4. Ensure inclusive and equitable quality education and promote lifelong</b></p>  | <p>Numbers of people in each type of programme drawing on collections from different demographic groups.</p>  |

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| <p><b>learning opportunities for all</b><br/>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>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><b>SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</b><br/>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</p>   | <p>Number and proportion of education facilities that are child, disability and gender sensitive.</p> <p>Proportion of education facilities that provide safe, non-violent, inclusive and effective learning environments for all.</p> <p>Number and type of initiatives to improve effectiveness of learning environments.</p> <p>Support given to other education facilities to make them more inclusive and effective.</p> |
| <p><b>SDG 5. Achieve gender equality and empower all women and girls</b><br/>5.1 End all forms of discrimination against all women and girls everywhere</p>   | <p>Number and proportion of programmes taking proactive steps to identify, reduce and remove discriminatory practices and processes relating to collections and collection-based institutions.</p>  |
| <p><b>SDG 5. Achieve gender equality and empower all women and girls</b><br/>5.C Adopt and strengthen sound policies and enforceable legislation for the promotion of gender</p>  | <p>Number and proportion of policies relating to collections and collection-based institutions that incorporate gender perspectives to promote gender equality and empowerment of all women and girls at all levels.</p>  |

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| <p>equality and the empowerment of all women and girls at all levels</p>   |  |
| <p><b>SDG 10. Reduce inequality within and between countries</b><br/> 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</p>                       | <p>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.</p> <p>Numbers and proportions of people making use of collections in relation to the demographic of the local population.</p> <p>Numbers and proportions of people involved in focused programmes aimed at promoting social, economic and political inclusion.</p> <p>Numbers and proportions of people from different demographic groups involved in decision-making processes relating to collections and collections-based institutions.</p> <p>Number and types of partnerships that build relationships with marginalized groups, individuals and communities.</p>   |
| <p><b>SDG 10. Reduce inequality within and between countries</b><br/> 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</p> | <p>Identification of discriminatory policies and practices, with clear plans to address these, to ensure equal opportunity for all and reduce inequalities of outcome.</p> <p>Collections development to uphold and promote legislation and anti-discriminatory perspectives, with the aim of reducing inequality within and between countries.</p> <p>Education and participatory programmes that promote anti-discriminatory legislation, policies and action, with the aim of reducing inequality within and between countries.</p> <p>Research that supports anti-discriminatory legislation, policies and action, with the aim of reducing inequality within and between countries.</p> <p>Participation in partnerships that promote anti-discriminatory legislation, policies and action, with the aim of reducing inequality within and between countries.</p> |

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| <p><b>SDG 10. Reduce inequality within and between countries</b><br/>10.4 Adopt policies, especially fiscal, wage and social protection policies, and progressively achieve greater equality</p>  | <p>Number and proportion of policies that proactively address equality issues relating to fiscal, wage and social protection considerations.</p>   |
| <p><b>SDG 11. Make cities and human settlements inclusive, safe, resilient and sustainable</b><br/>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</p> | <p>Numbers of people accessing collecting institutions from different demographic groups, notably women, children, older people and persons with disabilities.</p> <p>Increases in numbers of people accessing collecting institutions from different demographic groups.</p> <p>Measures taken to remove barriers to access green and public spaces.</p> <p>Extent of green space provided by collections institutions.</p>   |
| <p><b>SDG 12 Ensure sustainable consumption and production patterns</b><br/>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><b>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.</b><br/>16.3 Promote the rule of law at the national and international levels and</p>      | <p>Collections development that relates to the rule of law, equality before the law, and justice for all.</p> <p>Number of activities drawing on collections, for example educational, research and partnership activities, that promote the rule of law at national and international levels, and that promote a culture of lawfulness, and the right of all to justice.</p>  |



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| <p>ensure equal access to justice for all</p>   |   |
| <p><b>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.</b><br/>16.4 By 2030, significantly reduce illicit financial and arms flows, strengthen the recovery and return of stolen assets and combat all forms of organized crime</p> | <p>Identification of stolen assets, return of stolen assets.</p> <p>Collections development, education, awareness-raising and partnership activities relating to organized crime, with a view to combatting organized crime everywhere.</p>   |
| <p><b>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.</b><br/>16.6 Develop effective, accountable and transparent institutions at all levels</p>   | <p><b>16.6.2 Proportion of the population [audience/users/non-users] satisfied with their last experience of public services</b><br/>Access to information, and accountability policies and mechanisms, in place.</p> <p>Effective institutional arrangements, both for own working and for working in partnership with other sectors, in place.</p> <p>Plans and arrangements in place for extraordinary circumstances such as natural and human-caused disasters.</p> <p>Effective arrangements in place to fulfil legal and social obligations and responsibilities.</p> <p>Effective arrangements in place for transparent communication and reporting of institutional performance.</p> <p>Effective arrangements in place for transparent decision-making and accountability.</p> |
| <p><b>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.</b><br/>16.7 Ensure responsive, inclusive, participatory and representative decision-making at all levels</p>  | <p><b>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</b><br/><b>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</b></p>   |

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|   | <p>Decision-making addresses societal, environmental and economic challenges related to the community, considering short-term and long-term risks and opportunities.</p> <p>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.</p>  |
| <p><b>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.</b><br/>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><b>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.</b><br/>16.B Promote and enforce non-discriminatory laws and policies for sustainable development</p>  | <p><b><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></b></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><b>SDG 17. Partnerships for the goals</b><br/>17.14 Enhance policy coherence for sustainable development</p>   | <p>Proportion of policies that incorporate sustainable development considerations, linking to SDGs and targets.</p> <p>Incorporation of policy considerations from outside the collections sector into policies of collections-based institutions, to facilitate partnerships and effectiveness.</p>  |

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| <p><b>SDG 17. Partnerships for the goals</b></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><b>SDG 17. Partnerships for the goals</b></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><b><i>17.17.1 Amount of United States dollars committed to public-private and civil society partnerships</i></b></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>   |    |    |    |    |
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| 7   | 8  | 9  | 10 | 11 | 12 |
| 13  | 14   | 15 | 16 | 17 |    |