

FORMAT		
1. Name of resource	Teaching the Sustainable Development Goals Through Art – Goal 6: Clean Water and Sanitation	
2. Location	https://www.akfc.ca/resources/educators/teaching-the-sdgs-through-art-goal-6/	
3. Alternative location		
4. Author[s]	Laboni Islam (Aga Khan Museum) Editors: Katherine Boyes (Aga Khan Foundation Canada) Sophia Mirzayee (Aga Khan Foundation Canada)	
5. Publisher/producer/host	Aga Khan Museum Foundation Canada	
6. Year	2022	
7. Suggested citation	Aga Khan Foundation Canada (2022). Teaching the Sustainable Development Goals Through Art – Goal 5: Clean Water and Sanitation. Retrieved at https://www.akfc.ca/resources/educators/teaching-the-sdgs-through-art-goal-6/	
8. Languages in which available	English	
9. Geographic area resource relates to	Primarily Canada, with Aga Khan Museum collections related to Egypt and India, and extended video learning resources related to Africa, Bangladesh, Pakistan and the United States. Users of the toolkit are provided with a list of artists for them to explore which includes Canadian artists, artists of Asia and the Asian diaspora, artists of Africa and the African diaspora, and artists of Latin America.	
10. Does the resource relate to a specific time frame?	Post-COVID-19 pandemic	
11. Type	Report	
	Toolkit/Framework/Roadmap	X
	Sign-post to other resource (database)	X
	Case studies	
	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/a	Yes	

rchives		
15. Types of institutions the resource covers	Museums	X
	Archives	
	Libraries	
	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	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	X	
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	X
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	X
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		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?	“This toolkit of lesson plans and activities explores the United Nations’ Sustainable Development Goal 6—Clean Water and Sanitation—through arts and culture. We will look at sustainable development stories from Aga Khan Foundation Canada’s international work, historical artefacts from the Aga Khan Museum’s collection, and Canada’s work towards the Global Goals.” (P.6)	
21. Intended audience of resource	Grade 6 to 12 children enrolled in the Canadian education and the International Baccalaureate systems and educators based in Canada. With adaptation, the toolkit is also suitable for young people and educators in other countries who are interested in using it.	
22. Process of development	“Developed in partnership with the Government of Canada, this toolkit of lesson plans and activities explores the United Nations’ Sustainable Development Goals through: <ul style="list-style-type: none"> • Sustainable development initiatives from Aga Khan Foundation Canada (AKFC) • Centuries-old artefacts from the Aga Khan Museum 	

	(AKM) • Stories highlighting Canada’s commitment and contributions towards the Global Goals” (P. 4)
23. Organisation/structure/contents	Acknowledgments Introduction Curriculum Connections Learning Outcomes Learning with Objects A Note on Pronunciation Lessons 1-5 Extend Your Learning Glossary Resources for Your Classroom Appendix Sources
FRAMEWORKS	
24. Framework structure	Canadian Indicator Framework (CIF) for the Sustainable Development Goals Data Hub Critical Analysis Process (Ontario Arts Curriculum)
25. Relevant policy considerations	No
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)	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, SDG 6 (clean water and sanitation)
32. SDG targets specifically mentioned?	No
33. SDG indicators specifically mentioned?	No
SDGs AND SDG TARGETS AND LINKAGES	
34. Comments on SDG linkages	<p>This open-access toolkit helps educators make use of museum collections to educate children and young people about the SDG goals, SDG 6 (clean water and sanitation) in particular, and encourage them to reflect on current affairs and happenings. Topics and contents presented in this tool are highly related to SDG targets 6.3 (educational activities addressing improvement of water quality), 6.4 (educational activities relating to supply of clean water), 6.6 (protection of water-related eco-systems), 6.B (encourage communities to take part in improving water management), 12.4 (reduce pollution and disposal of waste into water), 16.7 (encourage inclusive and participatory decision-making), and 17.17 (encourage effective partnership across different sectors in society).</p> <p>The toolkit also addresses SDG target 5.1 (relationship between gender and water collection) and helps users achieve SDG target 4.1 (provision of quality primary and secondary education) and 4.7 (knowledge and skills for sustainable development).</p>
35. SDGs and SDG targets the resource helps advance	
SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all 4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes	Number of programmes drawing on collections that support children at risk of exclusion or otherwise not completing primary and secondary education.
SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	Numbers of people in each type of programme drawing on collections from different demographic groups. Increases in numbers of people in each type of programme

<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>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 5. Achieve gender equality and empower all women and girls 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>SDG 6. Ensure availability and sustainable management of water and sanitation for all 6.3 By 2030, improve water quality by reducing pollution, eliminating dumping and minimizing release of hazardous chemicals and materials, halving the proportion of untreated wastewater and substantially</p>	<p>Amount of pollutants, and reduction in pollutants, to water systems.</p> <p>Plans in place for the identification, reduction, replacement and recycling of hazardous chemical and materials, to prevent their release into water systems, with plans to eliminate their use as soon as possible.</p>
<p>SDG 6. Ensure availability and sustainable management of water and sanitation for all 6.4 By 2030, substantially increase water-use efficiency across all sectors and ensure sustainable withdrawals and supply of</p>	<p>Reductions in water use, increase in water recycling, preventing water shortages in vicinity</p> <p>Information on, programmes relating to, and partnerships relating to water use drawing on collections in place, to support efficient use of water</p>

<p>freshwater to address water scarcity and substantially reduce the number of people suffering from water scarcity</p>	
<p>SDG 6. Ensure availability and sustainable management of water and sanitation for all 6.6 By 2020, protect and restore water-related ecosystems, including mountains, forests, wetlands, rivers, aquifers and lakes</p>	<p>Proportion of water-related ecosystems, including mountains, forests, wetlands, rivers, aquifers and lakes in a good ecological condition.</p> <p>Information on, programmes relating to, and partnerships relating to water-related ecosystems drawing on collections in place, to support protection of these as effective nature-based solutions and ecosystem services.</p>
<p>SDG 6. Ensure availability and sustainable management of water and sanitation for all 6.B Support and strengthen the participation of local communities in improving water and sanitation management</p>	<p>Collections development to support sustainable water management and sanitation for all.</p> <p>Number of programmes for local communities directed towards water quality improvement and sanitation management.</p>
<p>SDG 12 Ensure sustainable consumption and production patterns 12.4 By 2020, achieve the environmentally sound management of chemicals and all wastes throughout their life cycle, in accordance with agreed international frameworks, and significantly reduce their release to air, water and soil in order to minimize their adverse impacts on human health and the environment</p>	<p>Quantities, and reduction in quantities, of chemicals of all kinds, including chemicals used in maintenance of collections facilities, and chemicals used in care and preparation of collections, and all wastes throughout their life cycle, reducing release to air, water and soil.</p> <p>Plans in place to eliminate the use and release of hazardous chemicals into the natural environment as soon as possible.</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><i>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</i> <i>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</i></p>

16.7 Ensure responsive, inclusive, participatory and representative decision-making at all levels		<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>			
SDG 17. Partnerships for the goals 17.17 Encourage and promote effective public, public-private and civil society partnerships, building on the experience and resourcing strategies of partnerships		<p>17.17.1 Amount of United States dollars committed to public-private and civil society partnerships</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 organizations and institutions.</p>			
1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	