FORMAT			
1. **Name of resource**	**Teaching the Sustainable Development Goals through Art – Goal 5: Gender Equality**		
2. Location	https://akflearninghub.org/documents/teaching-the-sdgs-through-art-gender-equality/#		
3. Alternative location			
4. Author[s]	**Lesson Package Writer:** Laboni Islam (Aga Khan Museum) **Editors:** Katherine Boyes (Aga Khan Foundation Canada) Sophia Mirzayee (Aga Khan Foundation Canada) Bita Pourvash (Aga Khan Museum)		
5. Publisher/producer/ host	Aga Khan Foundation Canada		
6. Year	2022		
7. Suggested citation	Aga Khan Foundation Canada (2022). Teaching the Sustainable Development Goals through Art – Goal 5: Gender Equality. Retrieved at https://akflearninghub.org/documents/teaching-the-sdgs-through-art-gender-equality/#		
8. Languages in which available	English		
9. Geographic area resource relates to	Primarily Canada, with Aga Khan Museum collections related to Iran and Central Asia, museum media resources related to Mozambique, Kenya, Tanzania, Pakistan, Bangladesh		
10. Does the resource relate to a specific time frame?			
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			
14. Explicit links to museums/libraries/archives			
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	
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	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		
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 5—Gender Equality—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: • 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	Table of Contents Acknowledgements 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 5 (gender equality)

32. SDG targets specifically mentioned?	Yes, target 5.2 (Eliminate all forms of violence against all women and girls in the public and private spheres, including trafficking and sexual and other types of exploitation)
33. SDG indicators specifically mentioned?	No

SDGs AND SDG TARGETS AND LINKAGES

34. Comments on SDG linkages	This open-access toolkit helps educators make use of museum collections to educate children and young people about the SDG goals, SDG 5 (gender equality) 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 5.1 (end all forms of discrimination against women and girls), 5.2 (eliminate all forms of violence), 5.3 (end all harmful practices to women and girls), 5.5 (participation and equal opportunities for women and girls), 5.B (information to promote the empowerment of women). The toolkit also helps users achieve SDG target 4.1 (provision of quality primary and secondary education) and 4.7 (knowledge and skills for sustainable development).

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 4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote	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 from different demographic groups. Proportion of people involved in such programmes in relation to overall audience size.

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	Evidence that learners have acquired knowledge and skills to promote sustainable development.
SDG 5. Achieve gender equality and empower all women and girls 5.1 End all forms of discrimination against all women and girls everywhere	Number and proportion of programmes taking proactive steps to identify, reduce and remove discriminatory practices and processes relating to collections and collection-based institutions.
SDG 5. Achieve gender equality and empower all women and girls 5.2 Eliminate all forms of violence against all women and girls in the public and private spheres, including trafficking and sexual and other types of exploitation	Collections development, to ensure collections can be used as a basis for programmes that aim to raise awareness of, and reduce, all forms of violence against women and girls. Number of educational, awareness-raising and partnership programmes drawing on collections that aim to reduce, prevent and eliminate all forms of violence against women and girls, including trafficking and sexual and other types of exploitation.
SDG 5. Achieve gender equality and empower all women and girls 5.3 Eliminate all harmful practices, such as child, early and forced marriage and female genital mutilation	Collections development, to ensure collections can be used to help eliminate harmful practices. Educational, awareness-raising and partnerships using collections that aim to reduce child, early and forced marriage, and female genital mutilation.
SDG 5. Achieve gender equality and empower all women and girls 5.5 Ensure women's full and effective participation and equal opportunities for leadership at all levels of	Number and proportion of women included in programmes, partnerships and processes relating to collections and collection-based institutions at i. foundation/entry levels ii. intermediate levels iii. senior levels, including management, leadership and

decision-making in political, economic and public life		decision-making.			
SDG 5. Achieve gender equality and empower all women and girls 5.B Enhance the use of enabling technology, in particular information and communications technology, to promote the empowerment of women		Number of programmes that support ICT skills, notably for girls and women.			
1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	