

| FORMAT | | |
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| 1. Name of resource | Akwé: Kon Voluntary guidelines for the conduct of cultural, environmental and social impact assessments | |
| 2. Location | https://www.cbd.int/traditional/guidelines.shtml | |
| 3. Alternative location | https://www.wipo.int/tk/en/databases/creative_heritage/intergovernmental/link0001.html | |
| 4. Author[s] | CBD | |
| 5. Publisher/producer/host | CBD | |
| 6. Year | 2004 | |
| 7. Suggested citation | CBD (2004). Akwé: Kon Voluntary guidelines for the conduct of cultural, environmental and social impact assessments. CBD, available at https://www.cbd.int/traditional/guidelines.shtml | |
| 8. Languages in which available | English, Arabic, Chinese, French, Russian, Spanish, Swedish | |
| 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 | |
| | Other | |
| 12. If this is part of an initiative, what is the initiative? | Developed under the processes of the Convention on Biological Diversity | |
| 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. Does the resource relate to specific disciplines? | Arts, humanities and social sciences: philosophy, psychology, religion, social sciences, law, politics, language, arts and recreation, | X |

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| | 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 | | X |
| 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 | | X |
| 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 |

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| 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 | 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) | X |
| AIMS AND CONTENT | |
| 20. What issues does the resource aim to address? | “One of the main achievements of COP-7 was the adoption (decision VII/16 F) of the Akwé: Kon guidelines, the voluntary guidelines for the conduct of cultural, environmental and social impact assessment regarding developments proposed to take place on, or which are likely to impact on, sacred sites and on lands and waters traditionally occupied or used by indigenous and local communities. The Guidelines, which were named with a Mohawk term meaning "everything in creation", provide a collaborative framework ensuring the full involvement of indigenous and local communities in the assessment of cultural, environmental and social impact of proposed developments on sacred sites and on lands and waters they have traditionally occupied. Moreover, guidance is provided on how to take into account traditional knowledge, innovations and practices as part of the impact-assessment processes and promote the use of appropriate technologies.” [webpage] |
| 21. Intended audience of resource | [Anyone working on development projects that may impact on sacred sites, lands and waters traditionally occupied or used by indigenous and local communities] |
| 22. Process of development | |
| 23. Organisation/structure /contents | Foreword Introduction Guidelines |

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| | <ol style="list-style-type: none"> 1. Purpose and approach 2. Use of terms 3. Procedural considerations 4. Integration of cultural, environmental and social impact assessments as a single process 5. General considerations 6. Ways and means |
| FRAMEWORKS | |
| <p>24. Framework structure</p> | <p>The Guidelines can be considered as frameworks. The Guidelines suggest a ten-step process for impact assessment of proposed development as follows:</p> <ul style="list-style-type: none"> • Notification and public consultation of the proposed development by the proponent; • Identification of indigenous and local communities and relevant stakeholders likely to be affected by the proposed development; • Establishment of effective mechanisms for indigenous and local community participation, including for the participation of women, the youth, the elderly and other vulnerable groups, in the impact assessment processes; • Establishment of an agreed process for recording the views and concerns of the members of the indigenous or local community whose interests are likely to be impacted by a proposed development; • Establishment of a process whereby local and indigenous communities may have the option to accept or oppose a proposed development that may impact on their community; • Identification and provision of sufficient human, financial, technical and legal resources for effective indigenous and local community participation in all phases of impact assessment procedures; • Establishment of an environmental management or monitoring plan (EMP), including contingency plans regarding possible adverse cultural, environmental and social impacts resulting from a proposed development; • Identification of actors responsible for liability, redress, insurance and compensation; • Conclusion, as appropriate, of agreements, or action plans, on mutually agreed terms, between the proponent of the proposed development and the affected indigenous and local communities, for the implementation of measures to prevent or mitigate any negative impacts of the proposed development; |

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| | <ul style="list-style-type: none"> Establishment of a review and appeals process. |
| 25. Relevant policy considerations | Yes |
| 26. Resources for implementation identified | Yes |
| 27. Specific assessment points/indicators/milestones/action plan for monitoring | Yes |
| 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? | 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 is closely linked to SDG targets around ownership, participation and preservation of heritage, and can contribute to staff training and education. These support SDG targets 1.4 (access to basic services and ownership), 4.4 (staff training), 4.7 (education for sustainable development), 6.B (local involvement in water management), 8.9 (sustainable tourism), 10.2 (universal social, economic and political inclusion), 11.3 (inclusive decision making in urbanization), 11.4 (protect and safeguard cultural and natural heritage), 11.7 (safe and welcoming green and public spaces), 12.8 (lifestyles in harmony with nature) and 13.3 (climate change education and awareness), 15.9 (include biodiversity values in |

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| | <p>planning), 16.3 (promote the Rule of Law), 16.7 (inclusive decision making), 16.10 (protection the right to information and IP, among other rights), 16.B (supports laws and policies for sustainable development) and 17.17 (cross-sector partnerships).</p> |
| <p>35. SDGs and SDG targets the resource helps advance</p> | |
| <p>SDG 1: End poverty in all its forms everywhere 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>SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all 4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship</p> | <p>Number of young people and adults in skills-development activities and programmes drawing on collections, for employment, decent jobs and entrepreneurship</p> <p>Increase in number of young people and adults in such programmes</p> <p>Number and proportion of staff who have received training in the last year, to better support their contribution to the SDGs.</p> <p>Programs and processes in place to ensure the availability of a skilled workforce.</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,</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> |

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| <p>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>Evidence that learners have acquired knowledge and skills to promote sustainable development.</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 8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all 8.9 By 2030, devise and implement policies to promote sustainable tourism that creates jobs and promotes local culture and products</p> | <p>Numbers of jobs created or supported that relate to sustainable tourism drawing on local products (e.g. craft producers).</p> <p>Develop and implement plans to reduce and remove negative impacts of tourism.</p> <p>Numbers of activities and/or products drawing on local culture.</p> <p>Value to artisans and source communities of activities and products drawing on local culture.</p> |
| <p>SDG 10. Reduce inequality within and between countries 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>Number and proportion of educational and participatory programmes that promote participation irrespective of social 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> |

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| | <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>SDG 11. Make cities and human settlements inclusive, safe, resilient and sustainable 11.3 By 2030, enhance inclusive and sustainable urbanization and capacity for participatory, integrated and sustainable human settlement planning and management in all countries</p> | <p><i>11.3.2 Proportion of cities with a direct participation structure of civil society in urban planning and management that operate regularly and democratically</i></p> <p>Plans in place for collections-based institutions to facilitate the incorporation of communities' views into local planning and town management processes in a regular way.</p> <p>Plans in place for collections-based institutions to facilitate the incorporation of minorities' views into local planning and town management processes in a regular way.</p> |
| <p>SDG 11. Make cities and human settlements inclusive, safe, resilient and sustainable 11.4 Strengthen efforts to protect and safeguard the world's cultural and natural heritage</p> | <p><i>11.4.1 Total expenditure (public and private) per capita spent on the preservation, protection and conservation of all cultural and natural heritage, by type of heritage</i></p> <p>Plans, policies and procedures in place for the safe use of collections for a variety of purposes, protecting and safeguarding both collections and those who use them.</p> <p>Plans, policies and procedures in place for the identification, safeguarding and protection of cultural and natural heritage at risk.</p> <p>Collecting programmes in place to protect, safeguard and make use of cultural and natural heritage, addressing the needs of communities and stakeholders, and ensuring that collections can be an effective resource for sustainable development.</p> <p>Number and diversity of educational, awareness-raising, research programmes, and partnerships that aim to strengthen protection of cultural and natural heritage.</p> |
| <p>SDG 11. Make cities and human settlements inclusive, safe, resilient and sustainable</p> | <p>Numbers of people accessing collecting institutions from different demographic groups, notably women, children, older people and persons with disabilities.</p> |

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| <p>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>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>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 13.3 Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning</p> | <p>Plans in place to enhance positive contributions to addressing climate change through use of collections.</p> <p>Plans in place to 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 15 Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss 15.9 By 2020, integrate ecosystem and biodiversity values into national and local planning, development</p> | <p>Proportion and number of relevant plans, processes and strategies that incorporate ecosystem and biodiversity values, and their relationships with effective collections.</p> <p>Plans in place to ensure that development of collections facilities contributes to effective conservation and restoration of terrestrial ecosystems.</p> |

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| <p>processes, poverty reduction strategies and accounts</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. 16.3 Promote the rule of law at the national and international levels and ensure equal access to justice for all</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> |
| <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. 16.7 Ensure responsive, inclusive, participatory and representative decision-making 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> <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>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. 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> |

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| | Complaint mechanism in place for public to use where public access to information and fundamental freedoms not supported or fulfilled. | | | | |
| <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>17.17 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> | | | | |
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