

<b>FORMAT</b>		
1. Name of resource	<b>SDG Indicators Database</b>	
2. Location	<a href="https://unstats.un.org/sdgs/dataportal">https://unstats.un.org/sdgs/dataportal</a>	
3. Alternative location		
4. Author[s]	United Nations (DESA)	
5. Publisher/producer/host	United Nations (DESA)	
6. Year		
7. Suggested citation	UN DESA, SDG Indicators Database, <a href="https://unstats.un.org/sdgs/dataportal">https://unstats.un.org/sdgs/dataportal</a>	
8. Languages in which available	English, webpage translates automatically	
9. Geographic area resource relates to	Global	
10. Does the resource relate to a specific time frame?		
11. Type	Report	
	Toolkit/Framework/Roadmap	
	Sign-post to other resource (database)	Yes
	Case studies	
	Other	Country profiles on SDGs
12. If this is part of an initiative, what is the initiative?		
<b>COLLECTIONS AND COLLECTIONS-BASED INSTITUTIONS</b>		
13. Explicit links to collections	No	
14. Explicit links to museums/libraries/archives	No	
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,	X

	arts and 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	The resource can inform education and management of collections-based institutions	
<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</b> , for example by targeting collecting to threatened forms of heritage in strategic ways		
<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'		
<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		
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	
<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	
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)	
<b>AIMS AND CONTENT</b>	
<b>20. What issues does the resource aim to address?</b>	<p><b>SDG Global Database gives you access to data on more than 210 SDG indicators for countries across the globe by indicator, country, region or time period</b></p> <p><b>You can access 132 country profiles and track the progress on global sustainable goal</b></p> <p><b>SDG Analytics is available across 17 goals, more than 200 indicators and more than 200 countries, areas or regions. View Data availability, Global and regional trends, Compare trends of one series by areas, Compare trends of multiple series by one area.</b></p> <p><b>Advanced Access to SDG Data: Get programmatic access to download the data and build your own visualizations and apps.</b></p>
21. Intended audience of resource	[Anyone working with SDGs and SDG data]
22. Process of development	
23. Organisation/structure /contents	Global Database Country Profiles SDG Analytics Advances Access to SDG Data
<b>FRAMEWORKS</b>	
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
<b>28. ASPECTS OF SUSTAINABILITY COVERED BY RESOURCE (mark all that apply)</b>	
People (social sustainability)	X
Planet (environmental sustainability)	X
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?	Yes
<b>SDGs AND SDG TARGETS AND LINKAGES</b>	
34. Comments on SDG linkages	The resource can support SDG targets related to education and access to information, including 4.7 (Education for Sustainable Development), 12.8 (information for sustainable development and lifestyles in harmony with nature), 13.3 (climate education and awareness) and 16.10 (protect access to information) in particular, as well as providing information on a wide range of additional targets and indicators.
<b>35. SDGs and SDG targets the resource helps advance</b>	
<b>SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</b> 4.7 By 2030, ensure that all learners acquire the	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.

<p>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>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 12 Ensure sustainable consumption and production patterns</b> 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><b><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></b></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><b>SDG 13. Take urgent action to combat climate change and its impacts</b> 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. 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><b>SDG 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective,</b></p>	<p>Adopt and implement constitutional, statutory and/or policy guarantees for public access to information.</p>

<b>accountable and inclusive institutions at all levels.</b> 16.10 Ensure public access to information and protect fundamental freedoms, in accordance with national legislation and international agreements		Plans in place, and plans implemented to enhance public access to information relating to collections.  Plans in place, and plans implemented to support fundamental freedoms, in line with human rights, national and international agreements and legislation.  Plans and procedures in place for public access to information relating to the operation and management of collections-based institutions.  Complaint mechanism in place for public to use where public access to information and fundamental freedoms not supported or fulfilled.			
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7	8	9	10	11	12
13	14	15	16	17	