FORMAT			
1. **Name of resource**	**Teaching Toolkit: Asian Heritage Month**		
2. Location	https://biblioottawalibrary.ca/en/blogs/teaching-toolkit-asian-heritage-month [ENG] https://biblioottawalibrary.ca/fr/blogs/outil-p%C3%A9dagogique-le-mois-du-patrimoine-asiatique [FRE]		
3. Alternative location			
4. Author[s]	Ottawa Public Library – Bibliothèque publique d'Ottawa		
5. Publisher/producer/ host	Ottawa Public Library – Bibliothèque publique d'Ottawa		
6. Year	2021		
7. Suggested citation	Ottawa Public Library – Bibliothèque publique d'Ottawa (2021). Teaching Toolkit: Asian Heritage Month. Retrieved at: https://biblioottawalibrary.ca/en/blogs/teaching-toolkit-asian-heritage-month		
8. Languages in which available	English and French		
9. Geographic area resource relates to	Primarily Canada and Asian communities around the world		
10. Does the resource relate to a specific time frame?	No		
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 rchives	Yes		
15. Types of institutions the resource covers	**Museums**		
	Archives		
	Libraries	X	
	Other		
16. Does the resource relate to specific disciplines?	**Arts, humanities and social sciences: philosophy, psychology, religion, social sciences, law, politics, language, arts and**	**Yes**	

	recreation, architecture, literature, history, geography and ethnology, anthropology, archaeology	
	Science, natural history, technology, medicine, engineering, manufacturing	No
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	
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	X
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?	"It is designed to help you educators and parents teach the kids in your life about the subject. Explore on-theme teaching tools, podcasts, cultures, interviews, events and even some booklists! It's important to remember that Asian culture is vast and very diverse, and those that were not mentioned in this toolkit are still important and cherished." (Website)
21. Intended audience of resource	Educators, parents and children
22. Process of development	
23. Organisation/structure/contents	Teaching Tools Podcasts Culture: art, songs and dance Interviews Events Booklists
FRAMEWORKS	
24. Framework structure	
25. Relevant policy considerations	
26. Resources for implementation identified	Yes
27. Specific assessment points/indicators/mi	

lestones/action plan for monitoring	
28. ASPECTS OF SUSTAINABILITY COVERED BY RESOURCE (mark all that apply)	
People (social sustainability)	X
Planet (environmental sustainability)	
Prosperity (economic sustainability)	X
Peace	X
Partnerships	X
29. CROSS-CUTTING CONSIDERATIONS COVERED BY RESOURCE (mark all that apply)	
Gender perspectives	
North and South perspectives	
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 SDGs are not mentioned explicitly, but this toolkit helps support sustainable development in various ways and address the following SDG targets: 4.1 (quality primary education), 4.2 (quality early childhood education), 4.7 (education for sustainable development), 10.2 (empowerment and inclusion of all), 11.4 (awareness-raising for Asian heritage), 16.10 (ensure public access to information), and 16.B (promote non-discriminatory policies 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	Number of programmes drawing on collections that support children at risk of exclusion or otherwise not completing primary and secondary education.

free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes	
SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all 4.2 By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education	Number of programmes drawing on collections that support early childhood development. Number of programmes drawing on collections that aim to prepare children for primary 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 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	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. Evidence that learners have acquired knowledge and skills to promote sustainable development.
SDG 10. Reduce inequality within and between countries 10.2 By 2030, empower and promote the social,	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.

economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status	Numbers and proportions of people making use of collections in relation to the demographic of the local population Numbers and proportions of people involved in focused programmes aimed at promoting social, economic and political inclusion Numbers and proportions of people from different demographic groups involved in decision-making processes relating to collections and collections-based institutions Number and types of partnerships that build relationships with marginalized groups, individuals and communities.
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	*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* 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. Plans, policies and procedures in place for the identification, safeguarding and protection of cultural and natural heritage at risk. 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. Number and diversity of educational, awareness-raising, research programmes, and partnerships that aim to strengthen protection of cultural and natural heritage.
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	Adopt and implement constitutional, statutory and/or policy guarantees for public access to information. 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

fundamental freedoms, in accordance with national legislation and international agreements	and international agreements and legislation.
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.B Promote and enforce non-discriminatory laws and policies for sustainable development	*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*

1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	