

FORMAT		
1. Name of resource	博物館の可能性—持続可能な未来を推進する地域発展のために— [Hakubutsukan no kanōsei - jizoku kanōna mirai o suishin suru chiiki hatten no tame ni] (unofficial translation of title: Possibilities of Museums – For Regional Development That Promotes a Sustainable Future)	
2. Location	https://museum.bunka.go.jp/wp-content/uploads/2023/03/20230314hb.pdf	
3. Alternative location	https://museum.bunka.go.jp/post-5430/	
4. Author[s]	博物館の可能性研究会 [Hakubutsukan no kanōsei kenkyūkai] (unofficial translation: The Research Group for the Possibilities of Museums)	
5. Publisher/producer/host	Agency for Cultural Affairs, Japan	
6. Year	2023	
7. Suggested citation	Hakubutsukan no kanōsei kenkyūkai (2023). Hakubutsukan no kanōsei - jizoku kanōna mirai o suishin suru chiiki hatten no tame ni. Retrieved at https://museum.bunka.go.jp/wp-content/uploads/2023/03/20230314hb.pdf	
8. Languages in which available	Japanese	
9. Geographic area resource relates to	Japan, case studies include examples from the prefectures of Gifu, Hokkaido, Fukushima, Hyogo, Aomori, Kochi, Okayama, Okinawa, Shizuoka, Ishikawa, Aichi, Miyagi, Kanagawa, Osaka, Kumamoto, Iwate, and Niigata.	
10. Does the resource relate to a specific time frame?	No	
11. Type	Report	X
	Toolkit/Framework/Roadmap	
	Sign-post to other resource (database)	
	Case studies	X
	Other	
12. If this is part of an initiative, what is the initiative?	N/A	
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	Yes
	Archives	Yes
	Libraries	

	Other	
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	Yes
	Science, natural history, technology, medicine, engineering, manufacturing	Yes
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		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		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	
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	
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 handbook explores Japanese museums' roles and potentials in sustainable development in relation to Japan's strategies in tourism and cultural policies. The publication builds on ideas highlighted in the Culture and Local Development: Maximising the Impact – Guide for Local Governments, Communities and Museums . It contains rich and diverse case studies in different Japanese local and city-level museums and is arranged in six thematic chapters (see organisation below).
21. Intended audience of resource	Staff at museums, local government officials, people who establish and found museums, residents and local organisations.
22. Process of development	This handbook is based on the OECD-ICOM guide <i>Culture and Local Development: Maximising the Impact – Guide for Local Governments, Communities and Museums</i> and was published on the occasion of the 2019 ICOM Kyoto Conference. (P.1)
23. Organisation/structure/contents	Unofficial translation of the contents: Introduction – Culture and regional development A current overview of Japan's museums (Basic data) 1. The potentials of museums – History, culture and identity of a region

	<p>Case studies: Minokamo City Museum, Asahi Local Materials Room Shibetsu, Fukushima Museum, and Nakumushi Gocho Itami</p> <p>2. Museums in the core of urban revitalisation and town development Case studies: Hachinohe Portal Museum ‘hacchi’ + Hachinohe Art Museum, Otaru Museum of History and Nature, Amagasaki City Museum of History, and Kochi Castle Museum of History</p> <p>3. Museums as resources of tourism development and innovation Case studies: Ohara Museum of Art, Naha City Ysuboya Pottery Museum, Arishima Takeo Memorial Museum, and The Kochi Prefectural Makino Botanical Garden</p> <p>4. Museums contributing to the realisation of the SDGs, cultural diversity, and social inclusion Case studies: Museum of Natural and Environmental History Shizuoka, Noto Satoyama Satoumi Museum, Nibutani Ainu Culture Museum, and The Showa Era Lifestyle Museum</p> <p>5. Museums as bases of lifelong learning and social education Case studies: Shiogama Sugimura Jun Museum of Art, Sagamihara City Museum, Osaka Museum of Natural History, and Sakamoto Zenzo Museum of Art</p> <p>6. Museums as starting points for the creation of new regions Case studies: Rikuzentakata City Museum, Tsunagi Art Museum, Echigo Matsunoyama Kyororo Forest School, and Contemporary Art Museum Kumamoto</p> <p>Conclusion</p>
FRAMEWORKS	
24. Framework structure	N/A
25. Relevant policy considerations	Yes, Cultural Tourism Promotion Act
26. Resources for implementation identified	N/A
27. Specific assessment points/indicators/milestones/action plan	N/A

for monitoring	
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	
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?	Yes
31. SDGs specifically mentioned?	Yes, SDGs 13 (climate change), 14 (life below water), 15 (life on land) (P.16) ¹
32. SDG targets specifically mentioned?	No
33. SDG indicators specifically mentioned?	No
SDGs AND SDG TARGETS AND LINKAGES	
34. Comments on SDG linkages	This report provides with readers a number of examples from Japan local and regional museums and collections-based organisations and overall speaking it helps demonstrates that museums are capable of contributing to the SDG targets 4.7 (learners acquire knowledge related to sustainable development and appreciate cultural diversity), 8.9 (promotion of cultural tourism and local cultures through museums), 10.2 (promotion of social inclusion for all in museums), 11.7 (provision of accessible and inclusive public spaces), 11.A (museums strengthening connection between core urban areas and small, remote towns and villages), 12.8 (museums disseminating information for sustainable development and consumption), 17.14 (SDGs and sustainable development being considered in local and regional planning policies), and 17.17 (museums as places

¹ The report states that museums in Japan are putting more efforts into popularising SDG 13, 14 and 15. ('SDGsの目標の中には、「気候変動に具体的な対策を」や「海の豊かさを守ろう」、「陸の豊かさも守ろう」もあり、これらの普及に力を入れている博物館もたくさんあります。'(P.16))

	for facilitating partnerships among local authorities, residents and collections-based organisations).
35. SDGs and SDG targets the resource helps advance	
<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, 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>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> <p>Evidence that learners have acquired knowledge and skills to promote sustainable development.</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</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>Numbers and proportions of people making use of</p>

<p>of age, sex, disability, race, ethnicity, origin, religion or economic or other status</p>	<p>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> <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 11.7 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>Numbers of people accessing collecting institutions from different demographic groups, notably women, children, older people and persons with disabilities.</p> <p>Increases in numbers of people accessing collecting institutions from different demographic groups.</p>
<p>SDG 11. Make cities and human settlements inclusive, safe, resilient and sustainable 11.A Support positive economic, social and environmental links between urban, peri-urban and rural areas by strengthening national and regional development planning</p>	<p>Considerations of regional economic, social and environmental trends and risks incorporated into collecting institutions' planning.</p> <p>Participation in local and regional planning, to foster access to services, cultural participation, prevent exclusion, and support equitable urbanisation.</p> <p>Ensure data collection and metrics can be useful for planning in conjunction with other sectors and between urban and rural areas.</p> <p>Number of outreach and other activities that promote awareness and accessibility of collecting institutions in urban and rural areas, and that promote awareness of regional development plans and risks, with opportunities for people and communities to input into such plans.</p>
<p>SDG 12 Ensure sustainable consumption and production patterns 12.8 By 2030, ensure that people everywhere have</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</i></p>

<p>the relevant information and awareness for sustainable development and lifestyles in harmony with nature</p>	<p>education; and (d) student assessment</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 17. Partnerships for the goals 17.14 Enhance policy coherence for sustainable development</p>	<p>Proportion of policies that incorporate sustainable development considerations, linking to SDGs and indicators</p> <p>Incorporation of policy considerations from outside the collections sector into policies of collections-based institutions, to facilitate partnerships and effectiveness.</p>				
<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>	<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	