FORMAT			
1. Name of resource	**Best Children's Museums in Europe**		
2. Location	http://museums.eu/highlight/details/105472/best-childrens-museums-in-europe		
3. Alternative location			
4. Author[s]			
5. Publisher/producer/host	Museums.EU		
6. Year			
7. Suggested citation	Museums.EU, Best Children's Museums in Europe, http://museums.eu/highlight/details/105472/best-childrens-museums-in-europe		
8. Languages in which available	English (web pages translate automatically)		
9. Geographic area resource relates to	Europe (but with wider relevance)		
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	Yes	
	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/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, architecture, literature,	X	

	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	
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	
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	
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?	**"Learning can be so much fun if you know where to go! We've made a list of the best children's museums in Europe. Which ones are we missing?"**
21. Intended audience of resource	[Museums, museum visitors]
22. Process of development	
23. Organisation/structure /contents	
FRAMEWORKS	
24. Framework structure	
25. Relevant policy considerations	No
26. Resources for implementation identified	No
27. Specific assessment points/indicators/miles tones/action plan for monitoring	No
28. ASPECTS OF SUSTAINABILITY COVERED BY RESOURCE (mark all that apply)	
People (social sustainability)	X
Planet (environmental sustainability)	
Prosperity (economic sustainability)	
Peace	

Partnerships	
29. CROSS-CUTTING CONSIDERATIONS COVERED BY RESOURCE (mark all that apply)	
Gender perspectives	
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 most closely related to SDGs around education and inclusion and Disaster Risk Reduction, including 4.2 (quality early childhood development), 4.7 (Education for Sustainable Development), 4.A (learning environments), 9.1 (infrastructure for health and wellbeing), 10.2 (universal social inclusion) and 11.7 (access to safe and welcoming green and public spaces). Individual case studies will relate to different SDGs and targets.
35. SDGs and SDG targets the resource helps advance	
SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all 4.2 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	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.

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 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all 4.A Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all	Number and proportion of education facilities that are child, disability and gender sensitive. Proportion of education facilities that provide safe, non-violent, inclusive and effective learning environments for all. Number and type of initiatives to improve effectiveness of learning environments. Support given to other education facilities to make them more inclusive and effective.
SDG 9. Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation 9.1 Develop quality, reliable, sustainable and resilient infrastructure, including regional and transborder infrastructure, to support economic development and human well-being, with a focus on affordable and equitable access for all	Development of research-useful collections to support reliable, sustainable and resilient use by researchers and others. Number and proportion of collections facilities and stores that support economic development and human well-being. Number and proportion of collections facilities and stores that provide affordable and equitable access for all. Investment in collections facilities. Inclusion of collections information in regional and transborder initiatives, notably via digital access for discoverability.
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,	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.

origin, religion or economic or other status	Number and proportion of educational and participatory programmes that promote participation irrespective of social 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 11.7 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	Numbers of people accessing collecting institutions from different demographic groups, notably women, children, older people and persons with disabilities. Increases in numbers of people accessing collecting institutions from different demographic groups. Measures taken to remove barriers to access green and public spaces. Extent of green space provided by collections institutions.

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