

FORMAT		
1. Name of resource	Bridging our Diversities: A Compendium of Good Practices in Human Rights Education	
2. Location	https://www.ohchr.org/sites/default/files/2022-02/OHCHR-Publication-Equitas-Compendium-of-Good-Practices-in-Human-Rights-Education-EN.pdf	
3. Alternative location		
4. Author[s]	Equitas and OHCHR	
5. Publisher/producer/host	Equitas and OHCHR	
6. Year	2022	
7. Suggested citation	Equitas and OHCHR (2022). Bridging our Diversities: A Compendium of Good Practices in Human Rights Education. OHCHR, available at https://www.ohchr.org/sites/default/files/2022-02/OHCHR-Publication-Equitas-Compendium-of-Good-Practices-in-Human-Rights-Education-EN.pdf	
8. Languages in which available	English	
9. Geographic area resource relates to	Global	
10. Does the resource relate to a specific time frame?		
11. Type	Report	Yes
	Toolkit/Framework/Roadmap	
	Sign-post to other resource (database)	
	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	No	
14. Explicit links to museums/libraries/archives	Yes	
15. Types of institutions the resource covers	Museums	X
	Archives	X
	Libraries	X
	Other	X
	Arts, humanities and social sciences:	X

16. Does the resource relate to specific disciplines?	philosophy, psychology, religion, social sciences, law, politics, language, 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 be used by collections-based institutions to plan, deliver and monitor rights-based activities drawing on collections.	
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?	“Bridging Our Diversities: A Compendium of Good Practices in Human Rights Education compiles lessons learned and good practices in human rights education shared by participants during the Montréal conference. In doing so, the Compendium does not review or cover exhaustively all human rights education work worldwide, but rather focuses on the Canadian experience. Nevertheless, the lessons learned, good practices and examples it contains – the details of which are reliant on information submitted by relevant practitioners – can provide guidance and inspiration to others for further human rights education programming.” (p.7)	
21. Intended audience of resource	“This Compendium is intended to be of use to a wide range of individuals and organizations. These audiences include practitioners and organizations within the human rights education field, and those within global education and academic fields, such as human rights law, political science and sociology. This Compendium also serves as a tool for government authorities and civil society organizations.” (p.8)	
22. Process of development	[Derived from a conference]	

23. Organisation/structure /contents	<p>“The themes covered in the Compendium are those which had been addressed during the conference, including:</p> <ol style="list-style-type: none"> 1. Addressing global challenges 2. Gender equality 3. Building equitable and inclusive communities 4. Reconciliation with Indigenous Peoples 5. Evaluation 6. Engaging decision makers <p>These themes cover interconnected issues and strategies, which serve to complement each other, rather than functioning in isolation. For example, ensuring gender equality is also essential to building an inclusive community. In fact, many of the practices shared relate to two or more themes. This Compendium categorizes the practices according to the themes to which they most correspond, in order to help users find the information most relevant to their needs.</p> <p>Each theme is organized around these three sections:</p> <ul style="list-style-type: none"> - Brief introduction to frame the thematic issue. - Lessons learned and good practices, presenting an analysis and synthesis of all the lessons learned and good practices shared at the conference under the particular theme. - Examples in action, illustrating concrete examples discussed at the conference on how the good practices are implemented, as well as ideas on how they can be adapted.” (p.8)
FRAMEWORKS	
24. Framework structure	
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)	
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?	Yes
31. SDGs specifically mentioned?	Yes
32. SDG targets specifically mentioned?	Yes
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 inclusion and education, including 4.7 (Education for Sustainable Development), 5.1 (gender inclusion), 10.2 (universal inclusion), 11.7 (access to safe and welcoming green and public spaces), 12.8 (education and information for sustainable development and lifestyles in harmony with nature) and 16.10 (protect rights and freedoms). Individual case studies relate to further SDG 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 4.7 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.

<p>SDG 5. Achieve gender equality and empower all women and girls 5.1 End all forms of discrimination against all women and girls everywhere</p>	<p>Collections development to ensure that collections effectively meet the needs of all, irrespective of sex or gender.</p> <p>Number and proportion of educational and participatory programmes that promote participation irrespective of sex or gender.</p> <p>Numbers and proportions of girls, women and gender-diverse people making use of collections in relation to the demographic of the local population.</p> <p>Numbers and proportions of girls, women and gender-diverse people involved in focused programmes aimed at promoting social, economic and political inclusion.</p> <p>Numbers and proportions of girls, women and gender-diverse 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 people of different sex and gender.</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> <p>Numbers and proportions of people from different demographic groups involved in decision-making processes relating to collections and collections-based institutions.</p>

		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		<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>Measures taken to remove barriers to access green and public spaces.</p> <p>Extent of green space provided by collections institutions.</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>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</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>			
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>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> <p>Complaint mechanism in place for public to use where public access to information and fundamental freedoms not supported or fulfilled.</p>			
1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	