FORMAT		
1. Name of resource	**Words into Action: Engaging Children and Youth in Disaster Risk Reduction and Resilience Building**	
2. Location	https://www.undrr.org/sites/default/files/2021-09/WiA-Children-Youth-singlepage.pdf?startDownload=true	
3. Alternative location		
4. Author[s]	UNDRR	
5. Publisher/producer/host	UNDRR	
6. Year	2020	
7. Suggested citation	UNDRR (2020). Words into Action: Engaging Children and Youth in Disaster Risk Reduction and Resilience Building. UNDRR, available at https://www.undrr.org/sites/default/files/2021-09/WiA-Children-Youth-singlepage.pdf?startDownload=true	
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	Yes
	Sign-post to other resource (database)	Yes
	Case studies	Yes
	Other	Video
12. If this is part of an initiative, what is the initiative?	Word Into Action publication series	
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,	X

	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 develop and enhance youth involvement in DRR and resilience-building, drawing on collections, and involve young people in DRR for cultural heritage.	

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	X
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)	X
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	X
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	X
1970 Fighting Against the Illicit Trafficking of Cultural Property	X
1972 Protection of the World Cultural and Natural Heritage	X
2001 Protection of the Underwater Cultural Heritage	X
2003 Safeguarding of the Intangible Cultural Heritage	X
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)	X

AIMS AND CONTENT

20. What issues does the resource aim to address?	"Children and youth under age 30 currently make up more than half the world's population. They are the ones who will benefit most from reducing the risk and impact of disasters, curtailing climate chaos and achieving the global Sustainable Development Goals (SDGs). As this WiA guide illustrates, their contributions are already making a difference through more inclusive DRR and resilience-building policies, better prepared households, healthier children and youth and safer communities.5 However more can, and must, be done to support and engage children and youth around the world in DRR to fully implement the Sendai Framework for Disaster Risk Reduction 2015-2030. Engaging with all children and youth as key stakeholders and contributors in turbulent times is complex, but vital. How we work together now in implementing the Sendai Framework will not only impact young lives, it will affect the trajectory of humanity in the decades to come. The Words into Action guidelines: Engaging Children and Youth on the Frontline of Disaster Risk Reduction and Resilience aims to ensure worldwide access to expertise,"

	communities of practice and networks of DRR practitioners. The guide offers five interrelated sections with specific advice on how to support and engage children and youth." (p.10)
21. Intended audience of resource	The Disaster Risk Reduction community, including: practitioners (Professionals responsible for risk reduction and resilience implementation and guidance from non-governmental, intergovernmental and community-based organisations; science and technology institutions; civil society; academia; the private sector and donors Authorities: Government leaders, managers and institutions responsible for DRR and resilience plans, policies and standards at local, regional, national and international levels. Youth: Youth actors, advocates and activists interested to learn the roles and responsibilities authorities and practitioners have in securing their rights, as well as tools and resources they can use in collaborative and youth-led DRR actions Children: Children as key stakeholders and participants in reducing disaster risk. While the guide is written to be accessible for older adolescents, young people and adults, we offer case studies of how children are participating and include ideas for child-centred and child friendly resources to support their participation." (p.14)
22. Process of development	"The WiA child and youth engagement guide is the result of a broad collaborative process with youth, United Nations organisations, non-governmental and community-based organisations, academics and other valuable contributors highly skilled in DRR implementation. UNICEF and UNDRR generously provided the support for its development, and Advisory members and contributors guided its structure and content. The Advisory members are from UNICEF, Save the Children, Plan International, the UN Major Group for Children and Youth, UN Women, UNFPA, World Vision and the International Federation of Red Cross and Red Crescent Societies. We acknowledge, thank and celebrate everyone who has participated in developing the guide…" (p.10)
23. Organisation/structure/ contents	Abbreviations 5 How to use the guide 6 Foreword 8 Hear our voices 9

	5.1. Play, games, sports, creative arts and media 116 5.2. Innovation 124 **Appendix 1: Frameworks for action 128** **Appendix 2: Academic references 128** **Appendix 3: Terminology 130**
FRAMEWORKS	
24. Framework structure	For each topic, a set of 'what you can do' suggestions are made, for the different readerships.
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)	X
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?	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 Disaster Risk Reduction, planning and inclusion, including SDGs 1.4 (access to basic services), 1.5 (reduce the vulnerability of the poor to climate and other hazards), 2.4 (food security), 3.4 (health and wellbeing), 3.D (preparation for health emergencies), 4.5 (removing barriers in education), 4.7 (Education for Sustainable Development), 4.A (safe learning environments), 5.1 (end gender-based

	discrimination), 6.B (community involvement in water management), 9.1 (sustainable infrastructure), 10.2 (universal inclusion), 11.4 (strengthen efforts to protect and safeguard cultural and natural heritage), 11.5 (reduce the impact of disasters), 11.7 (safe and welcoming public spaces), 11.A (planning between urban and rural areas), 11.B (Implement policies for inclusion, resource efficiency and disaster risk reduction), 12.8 (information for sustainable development and lifestyles in harmony with nature), 13.1 (Strengthen resilience and adaptive capacity to climate related disasters), 13.3 (Build knowledge and capacity to meet climate change), 13.B (inclusive climate action in developing countries), 14.2 (sustainable use of coasts and seas), 15.1 (conserve terrestrial and freshwater habitats), 16.6 (effective, accountable and transparent institutions), 16.7 (inclusive decision making), 16.10 (respect for human rights and freedoms), 16.B (policies and laws for sustainable development), 17.16 and 17.17 (global and local partnerships respectively).
35. SDGs and SDG targets the resource helps advance	
SDG 1: End poverty in all its forms everywhere 1.4 By 2030, ensure that all men and women, in particular the poor and the vulnerable, have equal rights to economic resources, as well as access to basic services, ownership and control over land and other forms of property, inheritance, natural resources, appropriate new technology and financial services, including microfinance	Numbers and proportions of people from particular groups using collections in comparison with demographics in broader society. Numbers of people accessing collections. Number of targeted programmes that aim to enhance access to collections by disadvantaged groups. Sustainable tourism that enhances local communities' access to basic services, ownership and control over land and other forms of property (including cultural and natural heritage), as well as to technology and markets. Involvement of people from disadvantaged groups in decision-making activities and processes relating to collections and collections-based institutions.
SDG 1: End poverty in all its forms everywhere 1.5 By 2030, build resilience of the poor and those in vulnerable situations and reduce their exposure and vulnerability to	Number of collecting programmes that aim to build resilience to climate-related events and other shocks and disasters, for example by forming collections that can contribute to related educational and research programmes.

climate-related extreme events and other economic, social and environmental shocks and disasters.	Number of educational programmes drawing on collections that incorporate resilience perspectives. Number of targeted programmes drawing on collections that are aimed at vulnerable groups, to build their resilience to climate-related and other shocks and disasters. Number of research programmes drawing on collections that are aimed at building resilience to climate-related and other shocks and disasters. ***Strengthen the resilience of employees, communities and suppliers by paying at a minimum the living wage and offering insurance to employees and their families, such as accident insurance; and by paying fair prices to all suppliers***
SDG 2: End hunger, achieve food security and improved nutrition and promote sustainable agriculture 2.4 By 2030, ensure sustainable food production systems to implement resilient agricultural practices that increase productivity and production, that help maintain ecosystems, that strengthen capacity for adaptation to climate change, extreme weather, drought, flooding and other disasters and that progressively improve land and soil quality.	Collections development related to sustainable food production where appropriate. Number of educational and awareness-raising programmes incorporating sustainable food production perspectives, and that aim to reduce the impact of disasters on communities. Number of targeted programmes that support those most exposed and vulnerable to disasters, whether locally or farther afield. Number of research activities drawing on collections that relate to resilient agricultural practices, helping mitigate and adapt to climate change, flooding and other disasters. Policies and plans in place to eliminate unsustainable food production from supply chains and in any food provision in collections-based institutions. Number of partnership activities drawing on collections that contribute to Disaster Risk Reduction plans, supporting resilient agricultural practices, and helping mitigate and adapt to climate change, flooding and other disasters.

SDG 3: Ensure healthy lives and promote well-being for all at all ages 3.4 By 2030, reduce by one third premature mortality from non-communicable diseases through prevention and treatment and promote mental health and well-being	Plans, policies and procedures in place for the safe use of collections, notably in relation to chemical, physical, biological and other forms of hazard. Proportion of users of collections facilities reporting positive well-being during and as a result of activities relating to collections. Number and proportion of programmes relating to collections that incorporate wellbeing considerations and perspectives. Number of targeted programmes drawing on collections that address issues relating to non-communicable diseases, supporting prevention and treatment.
SDG 3: Ensure healthy lives and promote well-being for all at all ages 3.D Strengthen the capacity of all countries, in particular developing countries, for early warning, risk reduction and management of national and global health risks.	Number of collecting initiatives that aim to build capacity for risk reduction to national and global health risks, for example by storing and preserving collections that may be of use in post-disaster scenarios, or that can be used in early warning and risk communication activities. Number of educational programmes incorporating perspectives on early warning, risk reduction and management of national and global health risks. Number of awareness raising programmes that target marginalized and vulnerable groups most exposed to health risks. Plans in place for early warning, risk reduction and management to national and global health risks. Relationships and partnerships in place for risk reduction and management in light of national and global health risks.
SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all 4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training	Number of educational and/or training programmes drawing on collections directed to eliminate gender disparities in education. Number of educational and/or training programmes drawing on collections directed to meet the particular needs of persons with disabilities.

for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations	Number of educational and/or training programmes drawing on collections directed to meet the particular needs of Indigenous peoples' groups.

Number of educational and/or training programmes drawing on collections directed to meet the particular needs of children in vulnerable situations. |
| **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 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 5. Achieve gender equality and empower all women and girls**
5.1 End all forms of discrimination against all women and girls everywhere | Collections development to ensure that collections effectively meet the needs of all, irrespective of sex or gender.

Number and proportion of educational and participatory programmes that promote participation irrespective of sex or gender. |

| | Numbers and proportions of girls, women and gender-diverse people making use of collections in relation to the demographic of the local population.

Numbers and proportions of girls, women and gender-diverse people involved in focused programmes aimed at promoting social, economic and political inclusion.

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.

Number and types of partnerships that build relationships with people of different sex and gender. |
|---|---|
| **SDG 6. Ensure availability and sustainable management of water and sanitation for all**
6.B Support and strengthen the participation of local communities in improving water and sanitation management | Collections development to support sustainable water management and sanitation for all.

Number of programmes for local communities directed towards water quality improvement and sanitation management. |
| **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** | Collections development to ensure that collections effectively meet the needs of all, irrespective of age, |

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	sex, disability, race, ethnicity, 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 11.4 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 11. Make cities and human settlements inclusive, safe, resilient and sustainable 11.5 By 2030, significantly reduce the number of deaths and the number of people affected and substantially decrease the direct economic losses relative to global gross domestic product caused by disasters, including water-related disasters, with a focus on protecting the poor and people in vulnerable situations	Collections-based research that supports the understanding and management of disasters of all kinds. Plans in place for public education and awareness drawing on collections and collections-based institutions to reduce exposure and vulnerability to disasters of all kinds. Plans in place to ensure collections-based institutions steadily work to reduce their contributions to disaster risk, for example by reducing pollution and waste of all kinds. Plans in place to ensure collections-based institutions, and people related to them (including workers) are protected from economic losses as a result of disasters. Plans in place to provide special support/protection to poor and vulnerable people and groups in and following disasters.
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.
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	Considerations of regional economic, social and environmental trends and risks incorporated into collecting institutions' planning. Participation in local and regional planning, to foster access to services, cultural participation, prevent exclusion, and support equitable urbanisation.

national and regional development planning	Ensure data collection and metrics can be useful for planning in conjunction with other sectors and between urban and rural areas. 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.
SDG 11. Make cities and human settlements inclusive, safe, resilient and sustainable 11.B By 2020, substantially increase the number of cities and human settlements adopting and implementing integrated policies and plans towards inclusion, resource efficiency, mitigation and adaptation to climate change, resilience to disasters, and develop and implement, in line with the Sendai Framework for Disaster Risk Reduction 2015-2030, holistic disaster risk management at all levels	***11.B.1 Proportion of local governments that adopt and implement local disaster risk reduction strategies in line with the Sendai Framework for Disaster Risk Reduction 2015-2030a*** Disaster Risk Reduction strategies and plans in place, in line with the Sendai Framework for Disaster Risk Reduction, to ensure collecting institutions and collections are factored into planning, and contribute effectively to Disaster Risk Reduction.
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	***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*** 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.
SDG 13. Take urgent action to combat climate change and its impacts 13.1 Strengthen resilience and adaptive capacity to climate-	Plans in place for near and longer term to withstand and actively adapt to climate-related hazards and natural disasters.

related hazards and natural disasters in all countries	
SDG 13. Take urgent action to combat climate change and its impacts 13.3 Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning	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. Plans in place for effective education and awareness raising on climate change mitigation, adaptation, impact reduction and early warning. 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.
SDG 13. Take urgent action to combat climate change and its impacts 13.B Promote mechanisms for raising capacity for effective climate change-related planning and management in least developed countries and small island developing States, including focusing on women, youth and local and marginalized communities.	Number of initiatives (educational, awareness-raising, research, and/or partnerships) drawing on collections and collections-based institutions that build capacity for climate change planning and management in least developed countries and small island developing States. Number of targeted initiatives drawing on collections and collections-based institutions aimed at building capacity for women, youth and local and marginalized communities in least developed countries and small island developing States.
SDG 14 Conserve and sustainably use the oceans, seas and marine resources for sustainable development 14.2 By 2020, sustainably manage and protect marine and coastal ecosystems to avoid significant adverse impacts, including by strengthening their resilience, and take action for their restoration in	Proportion of marine and coastal areas in a good ecological condition Numbers of educational and awareness-raising programmes, research activities, and partnerships drawing on collections aiming to support protection of marine and coastal areas.

order to achieve healthy and productive oceans	
SDG 15 Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss 15.1 By 2020, ensure the conservation, restoration and sustainable use of terrestrial and inland freshwater ecosystems and their services, in particular forests, wetlands, mountains and drylands, in line with obligations under international agreements	Proportion of terrestrial and freshwater ecosystems in a good ecological condition. Information on, educational programmes, collections development, research and partnerships relating to terrestrial and freshwater ecosystems drawing on collections in place. Policies relating to collections and their use aligned with international agreements for conservation and sustainable use of biodiversity.
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. 16.6 Develop effective, accountable and transparent institutions at all levels	***16.6.2 Proportion of the population [audience/users/non-users] satisfied with their last experience of public services*** Access to information, and accountability policies and mechanisms, in place. Effective institutional arrangements, both for own working and for working in partnership with other sectors, in place. Plans and arrangements in place for extraordinary circumstances such as natural and human-caused disasters. Effective arrangements in place to fulfil legal and social obligations and responsibilities. Effective arrangements in place for transparent communication and reporting of institutional performance. Effective arrangements in place for transparent decision-making and accountability.
SDG 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective,	***16.7.1 Proportions of positions (by sex, age, persons with disabilities and population groups) in public institutions (national and local legislatures, public***

accountable and inclusive institutions at all levels. 16.7 Ensure responsive, inclusive, participatory and representative decision-making at all levels	*service, and judiciary) compared to national distributions* ***16.7.2 Proportion of population [audience/users/non-users] who believe decision-making is inclusive and responsive, by sex, age, disability and population group*** Decision-making addresses societal, environmental and economic challenges related to the community, considering short-term and long-term risks and opportunities. Decision-making draws on diverse backgrounds, viewpoints and interests, reflecting a broad base of stakeholders, and working to promote inclusion and provide effective services for all of society.
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	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 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.
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*** Number and proportion of policies that incorporate sustainable development considerations, in the full sense of recognizing all three of social, economic and environmental considerations.

SDG 17. Partnerships for the goals 17.16 Enhance the global partnership for sustainable development, complemented by multi-stakeholder partnerships that mobilize and share knowledge, expertise, technology and financial resources, to support the achievement of the sustainable development goals in all countries, in particular developing countries	Number and/or increase in number, and diversity of global and international multi-stakeholder partnerships that share collection-related knowledge, expertise, technology and financial resources to address the SDGs, or that otherwise involve collections-based organisations and institutions. Number and/or increase in number, and diversity of global and international multi-stakeholder partnerships involving developing countries that share collection-related knowledge, expertise, technology and financial resources to address the SDGs.
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	*17.17.1 Amount of United States dollars committed to public-private and civil society partnerships* 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 organisations and institutions.

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