

<b>FORMAT</b>		
<b>1. Name of resource</b>	<b>Curator Core Competencies</b>	
2. Location	<a href="https://www.aam-us.org/wp-content/uploads/2018/05/CURATOR-CORE-COMPETENCIES.pdf">https://www.aam-us.org/wp-content/uploads/2018/05/CURATOR-CORE-COMPETENCIES.pdf</a>	
3. Alternative location		
4. Author[s]	American Association of Museums Curators Committee	
5. Publisher/producer/host	American Association of Museums Curators Committee	
6. Year	2023	
7. Suggested citation	American Association of Museums Curators Committee (2023). Curator Core Competencies. American Association of Museums, available at <a href="https://www.aam-us.org/wp-content/uploads/2018/05/CURATOR-CORE-COMPETENCIES.pdf">https://www.aam-us.org/wp-content/uploads/2018/05/CURATOR-CORE-COMPETENCIES.pdf</a>	
8. Languages in which available	English	
9. Geographic area resource relates to	USA with wider relevance	
10. Does the resource relate to a specific time frame?		
11. Type	Report	
	Toolkit/Framework/Roadmap	Yes
	Sign-post to other resource (database)	
	Case studies	
	Other	
12. Part of an initiative?		
<b>COLLECTIONS AND COLLECTIONS-BASED INSTITUTIONS</b>		
13. Explicit links to collections	Yes	
14. Explicit links to museums/libraries/archives	Yes	
15. Types of institutions relevant to	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, history, geography and	X

	ethnology, anthropology, archaeology	
	Science, natural history, technology, medicine, engineering, manufacturing	X
17. If no explicit links to collections, justification for inclusion		
<b>HOW IT CONTRIBUTES TO SUSTAINABLE DEVELOPMENT</b>		
<b>18. Collections-related activities the resource relates to (mark all that apply)</b>		
<b>Develop collections to protect and safeguard wider cultural and natural heritage more effectively</b> , for example by targeting collecting to threatened forms of heritage in strategic ways		X
<b>Use collections to promote learning and educational opportunities that contribute to sustainable development more effectively</b> , 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
<b>Use collections to promote cultural participation/social inclusion more effectively</b> , for example by reducing barriers to participation, to ensure no-one is 'left behind'		X
<b>Use collections to promote sustainable tourism more effectively</b> , for example by developing new products based on local cultural heritage, and/or considering the rights of stakeholder groups in relation to collections		
<b>Use collections to support research that contributes to sustainable development</b> (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		
<b>Make decisions around collections that contribute to sustainable development more effectively</b>		
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		

<b>Direct external leadership, partnerships and collaborations towards sustainable development more effectively</b> , for example by developing impactful partnerships	
<b>19. Does the resource relate clearly to any international conventions (mark all that apply)?</b>	
Culture conventions:	
1952, 71 Protection of Copyright and Neighbouring Rights	X
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
<b>AIMS AND CONTENT</b>	
<b>20. What issues does the resource aim to address?</b>	<b>“The role of the museum curator is rewarding, broad and challenging. This compilation of curatorial core competencies created by CurCom’s Standing Committee on Ethics addresses the skills required of curators to be successful in their profession... For all the things this document is, there are several things that it is not. The Core Competencies is not a manual on how to be a curator. Instead, the intent of this document is to define the curatorial profession and identify the commonalities of curatorial domains where curators of all academic disciplines work. This document is also not intended to be a generic list of competencies for all museum professionals - it is for curators, aspiring curators, those who train curators, and those who are interested in what a curator is.” (Introduction)</b>
21. Intended audience of resource	“Curators, aspiring curators, those who train curators, and those who are interested in what a curator is.” (Introduction)
22. Process of development	“During the creation of this document, several sources provided valuable information regarding the skills identified by respective institutions as integral to the role of curators. The AAM, CurCom’s Code of Ethics, US Federal Government’s position classifications, US National Park Service classifications, College Art Association’s standards and guidelines, International Committee for the Training of Personnel and International Council of Museums served as references, helping to create the foundation for this document. Most

	important were the informal conversations with curatorial colleagues and conference sessions since the 2012 AAM annual meeting, which provided valuable insights into the demands on museum curators today, and revealed the growing need to formally study curatorial education, experience, and training, as well as to express the competencies required to practice the craft.” (Introduction)
23. Organisation/structure/contents	Introduction Defining a curator The core competencies Curatorial responsibilities Afterword
<b>FRAMEWORKS</b>	
24. Framework structure	The resource consists of guidance and recommendations that can be considered as a framework.
25. Relevant policy considerations	Yes
26. Resources for implementation identified	No
27. Specific assessment points/indicators/milestones/action plan for monitoring	No
<b>28. ASPECTS OF SUSTAINABILITY COVERED BY RESOURCE (mark all that apply)</b>	
People (social sustainability)	
Planet (environmental sustainability)	
Prosperity (economic sustainability)	X
Peace	X
Partnerships	
<b>29. CROSS-CUTTING CONSIDERATIONS COVERED BY RESOURCE (mark all that apply)</b>	
Gender perspectives	
North and South perspectives	
<b>HOW THE RESOURCE CONTRIBUTES TO AGENDA 2030 AND THE SDGs</b>	
<b>HOW AGENDA 2030 AND THE SDGs FEATURE IN THE RESOURCE</b>	
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**

<p>34. Comments on SDG linkages</p>	<p>The resource can help support action for SDG targets relating to skills and management, and use of cultural heritage, including 4.3 (education for work), 4.4 (staff skills), 4.7 (Education for Sustainable Development), 8.3 (policies for job creation and decent work), 8.5 (ensuring people have employment and decent work), 8.8 (protect workers’ rights and provide secure working conditions), 9.1 (sustainable infrastructure), 11.4 (strengthen efforts to protect and safeguard heritage), 11.7 (safe and welcoming green and public spaces), 16.3 (promote the Rule of Law), 16.4 (includes combatting illicit trade), 16.6 (effective, accountable and transparent institutions), 16.7 (participatory decision making), 16.10 (protect freedom of information and other human rights), 16.B (promote laws and policies for sustainable development) and 17.14 (policy coherence for sustainable development). The emphasis on adopting sustainable practices can support organisations’ actions for adopting sustainable practices (12.6) and climate action (13.3).</p>
<p><b>35. SDGs and SDG targets the resource helps advance</b></p>	
<p><b>SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</b> 4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university</p>	<p>Number of learning programmes in schools, colleges and universities that make use of collections.</p> <p>Proportion of learning programmes in schools and colleges making use of collections that prioritise disadvantaged areas.</p> <p>Gender balance of students in learning programmes.</p> <p>Number of programmes using collections that aim to encourage people to participate in education in schools, colleges and universities.</p>
<p><b>SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</b> 4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship</p>	<p>Number of young people and adults in skills-development activities and programmes drawing on collections, for employment, decent jobs and entrepreneurship</p> <p>Increase in number of young people and adults in such programmes</p> <p>Number and proportion of staff who have received training in the last year, to better support their contribution to the SDGs.</p>

	<p>Programs and processes in place to ensure the availability of a skilled workforce.</p>
<p><b>SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</b>  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><b>SDG 8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all</b>  8.3 Promote development-oriented policies that support productive activities, decent job creation, entrepreneurship, creativity and innovation, and encourage the formalization and growth of micro-, small- and medium-sized enterprises, including through access to financial services</p>	<p>Development-oriented policies in place for the range of activities, or development-oriented considerations are included in other policies.</p> <p>Number of micro-, small- and medium-sized enterprises supported.</p> <p>Number and proportion of formalised arrangements with micro-, small- and medium-sized enterprises.</p> <p>Total value of financial services or financial support provided to micro-, small and medium-sized enterprises.</p>
<p><b>SDG 8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all</b>  8.5 By 2030, achieve full and productive employment and decent work for all women and</p>	<p>Increase in number of people in full and productive employment relating to collections, through job creation and recruitment.</p> <p>Increase in proportion of existing staff working with collections in productive employment.</p>

<p>men, including for young people and persons with disabilities, and equal pay for work of equal value</p>	<p>Increase in number of men, women, young people and persons with disabilities in development and training programmes drawing on collections that support them in employment.</p> <p>Removal of pay disparities by gender and/or other status for those working with collections.</p> <p>Policies and plans in place to ensure that all suppliers and others in the supply chain are in decent and productive work.</p>
<p><b>SDG 8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all</b> 8.8 Protect labour rights and promote safe and secure working environments for all workers, including migrant workers, in particular women migrants, and those in precarious employment</p>	<p>Number and proportions of staff working with collections in safe and secure working environments.</p> <p>Number of accidents and other health and safety incidents reported.</p> <p>Training and support provided for staff to ensure their wellbeing, health and safety.</p> <p>Education, awareness-raising and partnership programmes drawing on collections that address labour rights, notably those of migrant workers and others in precarious employment.</p> <p>Reduction of numbers and proportions of staff on short-term or zero-hours contracts.</p> <p>Fair pay policies and procedures in place to prevent exploitation.</p> <p>Procurement policies that ensure that collecting institutions make use of people who are in decent employment, and that avoid exploitation throughout the supply chain.</p>
<p><b>SDG 9. Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation</b> 9.1 Develop quality, reliable, sustainable and resilient infrastructure, including regional and transborder infrastructure, to support</p>	<p>Development of research-useful collections to support reliable, sustainable and resilient use by researchers and others.</p> <p>Number and proportion of collections facilities and stores that support economic development and human well-being.</p>

<p>economic development and human well-being, with a focus on affordable and equitable access for all</p>	<p>Number and proportion of collections facilities and stores that provide affordable and equitable access for all.</p> <p>Investment in collections facilities.</p> <p>Inclusion of collections information in regional and transborder initiatives, notably via digital access for discoverability.</p>
<p><b>SDG 11. Make cities and human settlements inclusive, safe, resilient and sustainable</b>  11.4 Strengthen efforts to protect and safeguard the world's cultural and natural heritage</p>	<p><b><i>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</i></b></p> <p>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.</p> <p>Plans, policies and procedures in place for the identification, safeguarding and protection of cultural and natural heritage at risk.</p> <p>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.</p> <p>Number and diversity of educational, awareness-raising, research programmes, and partnerships that aim to strengthen protection of cultural and natural heritage.</p>
<p><b>SDG 11. Make cities and human settlements inclusive, safe, resilient and sustainable</b>  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>Measures taken to remove barriers to access green and public spaces.</p> <p>Extent of green space provided by collections institutions.</p>



<p><b>SDG 12 Ensure sustainable consumption and production patterns</b> 12.6 Encourage companies, especially large and transnational companies, to adopt sustainable practices and to integrate sustainability information into their reporting cycle</p>	<p>Clear visions, strategies and plans in place for all aspects of sustainability – environmental, social and economic (people, planet, prosperity)- across all areas of activity.</p> <p>Visions, strategies and plans relating to sustainability to be publicly available and incorporated into planning documents.</p> <p>Commitments to be in line with local, regional, national and/or international targets and ambitions.</p> <p>Incorporation of sustainability into reporting for funders and other stakeholders, including the public. Reporting to include commitments and progress towards targets.</p>
<p><b>SDG 13. Take urgent action to combat climate change and its impacts</b> 13.3 Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning</p>	<p>Plans in place to enhance positive contributions to addressing climate change through use of collections.</p> <p>Plans in place to ensure collections, collections institutions and broader society can adapt effectively to climate change.</p> <p>Plans in place for effective education and awareness raising on climate change mitigation, adaptation, impact reduction and early warning.</p> <p>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.</p>
<p><b>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.</b> 16.3 Promote the rule of law at the national and international levels and ensure equal access to justice for all</p>	<p>Collections development that relates to the rule of law, equality before the law, and justice for all.</p> <p>Number of activities drawing on collections, for example educational, research and partnership activities, that promote the rule of law at national and international levels, and that promote a culture of lawfulness, and the right of all to justice.</p>
<p><b>SDG 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective,</b></p>	<p>Identification of stolen assets, return of stolen assets.</p> <p>Collections development, education, awareness-raising and partnership activities relating to organized crime, with a view to combatting organized crime everywhere.</p>

<p><b>accountable and inclusive institutions at all levels.</b> 16.4 By 2030, significantly reduce illicit financial and arms flows, strengthen the recovery and return of stolen assets and combat all forms of organized crime</p>	
<p><b>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.</b> 16.6 Develop effective, accountable and transparent institutions at all levels</p>	<p><b><i>16.6.2 Proportion of the population [audience/users/non-users] satisfied with their last experience of public services</i></b></p> <p>Access to information, and accountability policies and mechanisms, in place.</p> <p>Effective institutional arrangements, both for own working and for working in partnership with other sectors, in place.</p> <p>Plans and arrangements in place for extraordinary circumstances such as natural and human-caused disasters.</p> <p>Effective arrangements in place to fulfil legal and social obligations and responsibilities.</p> <p>Effective arrangements in place for transparent communication and reporting of institutional performance.</p> <p>Effective arrangements in place for transparent decision-making and accountability.</p>
<p><b>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.</b> 16.7 Ensure responsive, inclusive, participatory and representative decision-making at all levels</p>	<p><b><i>16.7.1 Proportions of positions (by sex, age, persons with disabilities and population groups) in public institutions (national and local legislatures, public service, and judiciary) compared to national distributions</i></b></p> <p><b><i>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</i></b></p> <p>Decision-making addresses societal, environmental and economic challenges related to the community,</p>

		<p>considering short-term and long-term risks and opportunities.</p> <p>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.</p>			
<p><b>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.</b></p> <p>16.10 Ensure public access to information and protect fundamental freedoms, in accordance with national legislation and international agreements</p>		<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>			
<p><b>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.</b></p> <p>16.B Promote and enforce non-discriminatory laws and policies for sustainable development</p>		<p><b><i>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</i></b></p> <p>Number and proportion of policies that incorporate sustainable development considerations, in the full sense of recognizing all three of social, economic and environmental considerations.</p>			
<p><b>SDG 17. Partnerships for the goals</b></p> <p>17.14 Enhance policy coherence for sustainable development</p>		<p>Proportion of policies that incorporate sustainable development considerations, linking to SDGs and targets.</p> <p>Incorporation of policy considerations from outside the collections sector into policies of collections-based institutions, to facilitate partnerships and effectiveness.</p>			
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13	14	15	16	17	

