FORMAT		
1. **Name of resource**	**We Are Here: A Child Participation Toolbox**	
2. Location	https://eurochild.org/uploads/2021/01/We_Are_Here_Toolbox.pdf	
3. Alternative location		
4. Author[s]	Pinto L.M. (Ed.), Bird, D., Hagger-Vaughan, A., O'Toole, L., Ros-Steinsdottir, T. and M. Schuurman	
5. Publisher/producer/host	Eurochild and Learning for Well-being Foundation	
6. Year	2020	
7. Suggested citation	Pinto L.M. (Ed.), Bird, D., Hagger-Vaughan, A., O'Toole, L., Ros-Steinsdottir, T. and M. Schuurman (2020). We Are Here. A Child Participation Toolbox. Brussels: Eurochild & Learning for Well-being Foundation, available at https://eurochild.org/uploads/2021/01/We_Are_Here_Toolbox.pdf	
8. Languages in which available	English	
9. Geographic area resource relates to	Europe 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	Activity plans
12. If this is part of an initiative, what is the initiative?	ACT2gether: "ACT2gether is an international initiative in which local initiatives promoting partnership between generations can participate, and advocate for children's right to be heard and act as change makers." (p.8)	
COLLECTIONS AND COLLECTIONS-BASED INSTITUTIONS		
13. Explicit links to collections	No	
14. Explicit links to museums/libraries/archives	No	
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 activities that empower young people in decision making.	

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	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)		X
AIMS AND CONTENT		
20. What issues does the resource aim to address?	**"This Toolbox is designed to support children and adults who advocate for the rights and well-being of children, through children's participation." (p.9)**	
21. Intended audience of resource	"children and adults who advocate for the rights and well-being of children." (p.9)	
22. Process of development	"This child participation Toolbox was developed through a partnership between Eurochild and the Learning for Well-being Foundation, to support their respective communities, members and partners. The partnership is a long standing one with complementary strengths and interests…"	
23. Organisation/structure/contents	**All chapters are organized around a theme.** • **Introduction** This chapter tells you everything you need to know about who created this Toolbox, why it was created, what is special about it, and how to use it. • **Participation** This chapter explains what we mean by child participation and how it takes place when children and adults are working together. It also proposes a number of conditions coming from a rights and well-being perspective, to make participation meaningful	

	and engaging. The chapter ends with some reflections about working with intergenerational groups including: embracing diversity and social differences, being sensitive to trauma, and finding strategies that allow children (and adults) to feel included.
	• **Module A: Us – Foundation of Partnership** This chapter contains activities for children and adults to understand each other's roles in partnership, to create trust and discuss the best way to work together safely and meaningfully.
	• **Module B: Me...as me** This chapter offers activities to explore one's own qualities, what inspires them, what they pay attention to and how that influences how they participate in the world.
	• **Module C: Me, as Participant** This chapter has activities to help children and adults prepare to participate in dialogues with other children and adults, or to be consulted on topics that matter to the lives of children.
	• **Module D: Me, as Representative** This chapter contains activities to help children better represent groups of people, when they have to participate in an event on their behalf.
	• **Module E: Me, as Facilitator** This chapter is dedicated to helping children who take a lead in facilitating conversations between children and adults. This could be a group discussion or a panel with speakers.
	• **Module F: Us, Reflecting and Learning** This chapter contains activities and tools that you can use during or at the end of all activities to help children and adults reflect on their experience, and share the learning with others.
	• **Resources** A list of publications and websites where you can find more activities and resources to help you feel prepared. (p.11-12)
FRAMEWORKS	
24. Framework structure	The structure of the overall resource can be considered as a framework, and it includes many templates.
25. Relevant policy considerations	Yes
26. Resources for implementation identified	Yes
27. Specific assessment points/indicators/mileston es/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	
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?	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 participation for young people, including SDGs 1.4 (access to basic services), 1.5 (build resilience), 3.4 (promote health and wellbeing), 4.5 (remove barriers in education), 4.7 (Education for Sustainable Development), 4.A (effective learning environments), 5.1 (end discrimination based on gender), 5.5 (promoting leadership for women and girls), 6.B (community involvement in managing water resources), 9.1 (resilient infrastructure), 10.2 (universal inclusion), 10.3 (reduce inequalities of outcome), 11.7 (safe and inclusive public spaces), 11.B (integrated policies, including for inclusion), 12.8 (information for sustainable development and lifestyles in harmony with nature), 13.3 (climate education and action), 16.6 (effective, accountable and transparent institutions), 16.7 (participatory decision making), 16.10 (fundamental freedoms), 16.B (promote laws and policies for sustainable development), 17.16 and 17.17 (global and more local partnerships).
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	Numbers and proportions of people from particular groups using collections in comparison with demographics in broader society.

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 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 climate-related extreme events and other economic, social and environmental shocks and disasters. | 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.

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 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 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 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 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.

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** | Number and proportion of education facilities that are child, disability and gender sensitive. |

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	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 5. Achieve gender equality and empower all women and girls 5.5 Ensure women's full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic and public life	Number and proportion of women included in programmes, partnerships and processes relating to collections and collections-based institutions at i. foundation/entry levels ii. intermediate levels iii. senior levels, including management, leadership and decision-making.
SDG 6. Ensure availability and sustainable management of water and sanitation for all 6.B Support and strengthen the participation of local	Collections development to support sustainable water management and sanitation for all.

communities in improving water and sanitation management	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 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	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. 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 10. Reduce inequality within and between countries 10.3 Ensure equal opportunity and reduce inequalities of outcome, including by eliminating discriminatory laws, policies and practices and promoting appropriate legislation, policies and action in this regard	Identification of discriminatory policies and practices, with clear plans to address these, to ensure equal opportunity for all and reduce inequalities of outcome. Collections development to uphold and promote legislation and anti-discriminatory perspectives, with the aim of reducing inequality within and between countries. Education and participatory programmes that promote anti-discriminatory legislation, policies and action, with the aim of reducing inequality within and between countries. Research that supports anti-discriminatory legislation, policies and action, with the aim of reducing inequality within and between countries. Participation in partnerships that promote anti-discriminatory legislation, policies and action, with the aim of reducing inequality within and between countries.
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.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,	*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.

and develop and implement, in line with the Sendai Framework for Disaster Risk Reduction 2015-2030, holistic disaster risk management at all levels	Collections-based institutions included in local plans for social inclusion, resource use, and 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 13.3 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 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, accountable and inclusive institutions at all levels. 16.7 Ensure responsive, inclusive, participatory and representative decision-making at all levels	***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*** ***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	