FORMAT			
1. Name of resource	**Arts in Mind: A Multidisciplinary Approach to Museum Programs for Persons Living with Young-Onset and Early-Stage Alzheimer's Disease**		
2. Location	https://scholarscompass.vcu.edu/ijllae/vol4/iss1/10/		
3. Alternative location			
4. Author[s]	R.Thompson, A. Duncan and J. Slack		
5. Publisher/producer/host	International Journal of Lifelong Learning in Art Education		
6. Year	2021		
7. Suggested citation	Thompson, R., Duncan, A. and J. Sack (2021). Arts in Mind: A Multidisciplinary Approach to Museum Programs for Persons Living with Young-Onset and Early-Stage Alzheimer's Disease, *International Journal of Lifelong Learning in Art Education*: Vol. 4, Article 10. Available at: https://scholarscompass.vcu.edu/ijllae/vol4/iss1/10		
8. Languages in which available	English		
9. Geographic area resource relates to	US 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	Yes	
	Other		
12. Part of an initiative?			
COLLECTIONS AND COLLECTIONS-BASED INSTITUTIONS			
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,	X	

	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		

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	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	X
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?	**"This paper reflects on Arts in Mind, an ongoing museum-based program for those with Young-onset Alzheimer's or in the early stages of memory loss. Codeveloped in 2019 by the authors, an art therapist with experience in Alzheimer's clinical trials research and two museum educators. Arts in Mind is a monthly program that invites people living with Young-onset Alzheimer's and their care partners to look at and make art together. Arts in Mind responds to a previously unmet need for programming specifically designed for the Young-onset Alzheimer's population and individuals in early stages of the disease. Sessions are anchored in the art encounter, accessible, responsive, and experiential.** **Additionally, the program [was?] a site of mentorship for the next generation of art therapists, museum educators and medical professionals. This paper offers a replicable and sustainable partnership model for museum and art therapy- based memory loss programs for an often overlooked population." (Abstract)**
21. Intended audience of resource	Those working with museums and art therapy-based programmes

22. Process of development	
23. Organisation/structure/contents	
FRAMEWORKS	
24. Framework structure	The resource is structured around four principles that can be considered as a framework: • anchored in the art encounter, • accessible, • responsive, • and experiential Further detail can be found in the resource.
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	
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 supports a wide range of SDGs relating to inclusion, participation and access to services, including 1.4 (access to basic services), 3.4 (promoting mental health and wellbeing), 4.5 (removing barriers to all levels of education), 4.A (effective learning environments), 10.2 (universal inclusion), 10.3 (reducing inequality of outcomes), 11.7 (safe and welcoming green and public spaces),

	11.B (integrated planning) and 17.17 (cross-sector 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 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 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	Number of educational and/or training programmes drawing on collections directed to eliminate gender disparities in education.

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 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.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 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	***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***

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	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. Collections-based institutions included in local plans for social inclusion, resource use, and Disaster Risk Reduction.
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.

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13	14	15	16	17	