| FORMAT | | | |
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| **1. Name of resource** | **Indigenous Principles of Just Transition** | | |
| 2. Location | https://www.ienearth.org/wp-content/uploads/2017/10/IENJustTransitionPrinciples.pdf | | |
| 3. Alternative location | | | |
| 4. Author[s] | Indigenous Environmental Network | | |
| 5. Publisher/producer/host | Indigenous Environmental Network | | |
| 6. Year | 2017 | | |
| 7. Suggested citation | Indigenous Environmental Network (2017). Indigenous Principles of Just Transition. Indigenous Environmental Network, available at https://www.ienearth.org/wp-content/uploads/2017/10/IENJustTransitionPrinciples.pdf | | |
| 8. Languages in which available | English | | |
| 9. Geographic area resource relates to | Global, North American focus | | |
| 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? | | | |
| COLLECTIONS AND COLLECTIONS-BASED INSTITUTIONS | | | |
| 13. Explicit links to collections | No | | |
| 14. Explicit links to museums/libraries/archives | No | | |
| 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, | X | |

| | history, geography and ethnology, anthropology, archaeology | |
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| | 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 just transition activities, relating to their operations and also to develop education and training programmes that support a just transition. | |

| **HOW IT CONTRIBUTES TO SUSTAINABLE DEVELOPMENT** | |
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| **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) | X |
| ii.      energy consumption, greenhouse gas emissions, reduction, monitoring and reporting | X |
| 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 |

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| 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 | 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 | |
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| **20. What issues does the resource aim to address?** | **[A set of principles developed to ensure the rights of Indigenous Peoples are considered in just transition]** |
| 21. Intended audience of resource | [Governments, Indigenous Peoples, with wider relevance] |
| 22. Process of development | |
| 23. Organisation/structure/contents | [Set of principles] |
| FRAMEWORKS | |
| Framework structure | The set of principles are a framework (see the resource for further information) |
| 24. Relevant policy considerations | Yes |
| 25. Resources for implementation identified | No |
| 26. Specific assessment points/indicators/milestones/action plan for monitoring | No |

| 27. ASPECTS OF SUSTAINABILITY COVERED BY RESOURCE (mark all that apply) | |
|---|---|
| People (social sustainability) | X |
| Planet (environmental sustainability) | X |
| Prosperity (economic sustainability) | X |

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| Peace | X |
| Partnerships | X |
| **28. 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** | |
| 29. SDGs and Agenda 2030 specifically mentioned? | No |
| 30. SDGs specifically mentioned? | No |
| 31. SDG targets specifically mentioned? | No |
| 32. SDG indicators specifically mentioned? | No |
| **SDGs AND SDG TARGETS AND LINKAGES** | |
| 33. Comments on SDG linkages | The resource can help support action for SDG targets relating to education, skills development and work related to climate change, including 1.5 (build the resilience of the poor), 2.3 (improving incomes of small-scale producers), 2.4 (food security), 4.3 (education for work), 4.4 (staff skills), 4.5 (educational opportunities for all), 4.7 (Education for Sustainable Development), 6.6 (protection of water-related eco-systems), 6.B (encourage communities to take part in improving water management), 7.2 (increase use of clean energy, 8.3 (policies for job creation and decent work), 8.4 (circular economy), 8.5 (ensuring people have employment and decent work), 8.6 (reduce youth unemployment), 8.8 (protect workers' rights and provide secure working conditions), 9.4 (retrofit industries), 10.2 (universal inclusion), 10.4 (social protection), 11.3 (inclusive decision making on urban development, which may include major industry shifts), 11.5 (reduce disaster risk), 11.B (integrated policies, including for social inclusion, climate action and resource use), 12.6 (adopting sustainable practices), 12.8 (information for sustainable development and lifestyles in harmony with nature), 13.1 (climate adaptation), 13.2 (national climate planning), 13.3 (education and awareness for climate mitigation, adaptation and risk reduction), 13.B (climate action in Global South countries), 16.7 (participatory decision making), 16.10 (protecting fundamental freedoms, including workers' rights), 16.B (promote laws and policies for sustainable development), 17.14 (policy coherence), 17.17 (cross-sector partnerships). |

| | The specific focus on Indigenous rights also supports SDGs 1.4 (equal access to services and property) and 11.4 (strengthen efforts to protect and safeguard cultural and natural heritage). The emphasis on valuing nature supports SDG 15.9 (embed biodiversity values into planning and decision making). |
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| **34. SDGs and SDG targets the resource helps advance** | |
| **SDG 1: End poverty in all its forms everywhere**<br>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.<br><br>Numbers of people accessing collections.<br><br>Number of targeted programmes that aim to enhance access to collections by disadvantaged groups.<br><br>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.<br><br>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**<br>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.<br><br>Number of educational programmes drawing on collections that incorporate resilience perspectives.<br><br>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.<br><br>Number of research programmes drawing on collections that are aimed at building resilience to climate-related and other shocks and disasters.<br><br>***Strengthen the resilience of employees, communities and suppliers by paying at a minimum the living wage and offering insurance to employees and their families,*** |

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| | *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**<br>2.3 By 2030, double the agricultural productivity and incomes of small-scale food producers, in particular women, indigenous peoples, family farmers, pastoralists and fishers, including through secure and equal access to land, other productive resources and inputs, knowledge, financial services, markets and opportunities for value addition and non-farm employment | Collections development that can support programmes related to small-scale food producers, for example by ensuring that traditional knowledge is preserved and maintained.<br><br>Number of educational, awareness-raising, research and partnership programmes based on collections that support small-scale food producers, both in terms of supporting the producers themselves, and that support others to support them.<br><br>Policies and plans in place to ensure that tourism activities support (and do not infringe upon) people's rights of access to land for agricultural purposes.<br><br>Provide markets for small-scale food producers' products. |
| **SDG 2: End hunger, achieve food security and improved nutrition and promote sustainable agriculture**<br>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.<br><br>Number of educational and awareness-raising programmes incorporating sustainable food production perspectives, and that aim to reduce the impact of disasters on communities.<br><br>Number of targeted programmes that support those most exposed and vulnerable to disasters, whether locally or farther afield.<br><br>Number of research activities drawing on collections that relate to resilient agricultural practices, helping mitigate and adapt to climate change, flooding and other disasters.<br><br>Policies and plans in place to eliminate unsustainable food production from supply chains and in any food provision in collections-based institutions.<br><br>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. |

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| **SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all**<br>4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university | Number of learning programmes in schools, colleges and universities that make use of collections.<br><br>Proportion of learning programmes in schools and colleges making use of collections that prioritise disadvantaged areas.<br><br>Gender balance of students in learning programmes.<br><br>Number of programmes using collections that aim to encourage people to participate in education in schools, colleges and universities. |
| **SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all**<br>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 | Number of young people and adults in skills-development activities and programmes drawing on collections, for employment, decent jobs and entrepreneurship<br><br>Increase in number of young people and adults in such programmes<br><br>Number and proportion of staff who have received training in the last year, to better support their contribution to the SDGs.<br><br>Programs and processes in place to ensure the availability of a skilled workforce. |
| **SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all**<br>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.<br><br>Number of educational and/or training programmes drawing on collections directed to meet the particular needs of persons with disabilities.<br><br>Number of educational and/or training programmes drawing on collections directed to meet the particular needs of Indigenous peoples' groups.<br><br>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** | |

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| **promote lifelong learning opportunities for all**<br>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.<br><br>Increases in numbers of people in each type of programme from different demographic groups.<br><br>Proportion of people involved in such programmes in relation to overall audience size.<br><br>Evidence that learners have acquired knowledge and skills to promote sustainable development. |
| **SDG 5. Achieve gender equality and empower all women and girls**<br>5.C Adopt and strengthen sound policies and enforceable legislation for the promotion of gender equality and the empowerment of all women and girls at all levels | Number and proportion of policies relating to collections and collections-based institutions that incorporate gender perspectives to promote gender equality and empowerment of all women and girls at all levels. |
| **SDG 6. Ensure availability and sustainable management of water and sanitation for all**<br>6.6 By 2020, protect and restore water-related ecosystems, including mountains, forests, wetlands, rivers, aquifers and lakes | Proportion of water-related ecosystems, including mountains, forests, wetlands, rivers, aquifers and lakes in a good ecological condition.<br><br>Information on, programmes relating to, and partnerships relating to water-related ecosystems drawing on collections and collections-based institutions in place, to support protection of these as effective nature-based solutions and ecosystem services. |
| **SDG 6. Ensure availability and sustainable management of water and sanitation for all**<br>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.<br><br>Number of programmes for local communities directed towards water quality improvement and sanitation management. |
| **SDG 7. Ensure access to affordable, reliable, sustainable and modern energy for all** | Proportion of energy that comes from renewable sources. |

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| 7.2 By 2030, increase substantially the share of renewable energy in the global energy mix | Date to achieve net zero, and milestones towards that date. |
| **SDG 8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all**<br>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 | Development-oriented policies in place for the range of activities, or development-oriented considerations are included in other policies.<br><br>Number of micro-, small- and medium-sized enterprises supported.<br><br>Number and proportion of formalised arrangements with micro-, small- and medium-sized enterprises.<br><br>Total value of financial services or financial support provided to micro-, small and medium-sized enterprises. |
| **SDG 8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all**<br>8.4 Improve progressively, through 2030, global resource efficiency in consumption and production and endeavour to decouple economic growth from environmental degradation, in accordance with the 10-Year Framework of Programmes on Sustainable Consumption and Production, with developed countries taking the lead | Plans in place to increase resource efficiency, reduce consumption, and to decouple economic growth from environmental degradation. |
| **SDG 8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all**<br>8.5 By 2030, achieve full and productive employment and decent work for all women and men, including for young people and persons with disabilities, | Increase in number of people in full and productive employment relating to collections, through job creation and recruitment.<br><br>Increase in proportion of existing staff working with collections in productive employment.<br><br>Increase in number of men, women, young people and persons with disabilities in development and training |

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| and equal pay for work of equal value | programmes drawing on collections that support them in employment.<br><br>Removal of pay disparities by gender and/or other status for those working with collections.<br><br>Policies and plans in place to ensure that all suppliers and others in the supply chain are in decent and productive work. |
| **SDG 8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all**<br>8.6 By 2020, substantially reduce the proportion of youth not in employment, education or training | Number of young people in employment, education or training relating to collections.<br><br>Number of people in dedicated programmes relating to collections, who would otherwise not be in employment, education or training. |
| **SDG 8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all**<br>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 | Number and proportions of staff working with collections in safe and secure working environments.<br><br>Number of accidents and other health and safety incidents reported.<br><br>Training and support provided for staff to ensure their wellbeing, health and safety.<br><br>Education, awareness-raising and partnership programmes drawing on collections that address labour rights, notably those of migrant workers and others in precarious employment.<br><br>Reduction of numbers and proportions of staff on short-term or zero-hours contracts.<br><br>Fair pay policies and procedures in place to prevent exploitation.<br><br>Procurement policies that ensure that collecting institutions make use of people who are in decent employment, and that avoid exploitation throughout the supply chain. |
| **SDG 10. Reduce inequality within and between countries**<br>10.2 By 2030, empower and promote the social, economic | Collections development to ensure that collections effectively meet the needs of all, irrespective of age, sex, |

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| and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status | disability, race, ethnicity, origin, religion or economic or other status.<br><br>Number and proportion of educational and participatory programmes that promote participation irrespective of social or other status.<br><br>Numbers and proportions of people making use of collections in relation to the demographic of the local population.<br><br>Numbers and proportions of people involved in focused programmes aimed at promoting social, economic and political inclusion.<br><br>Numbers and proportions of people from different demographic groups involved in decision-making processes relating to collections and collections-based institutions.<br><br>Number and types of partnerships that build relationships with marginalized groups, individuals and communities. |
| **SDG 10. Reduce inequality within and between countries**<br>10.4 Adopt policies, especially fiscal, wage and social protection policies, and progressively achieve greater equality | Number and proportion of policies that proactively address equality issues relating to fiscal, wage and social protection considerations. |
| **SDG 11. Make cities and human settlements inclusive, safe, resilient and sustainable**<br>11.3 By 2030, enhance inclusive and sustainable urbanization and capacity for participatory, integrated and sustainable human settlement planning and management in all countries | ***11.3.2 Proportion of cities with a direct participation structure of civil society in urban planning and management that operate regularly and democratically***<br><br>Plans in place for collections-based institutions to facilitate the incorporation of communities' views into local planning and town management processes in a regular way.<br><br>Plans in place for collections-based institutions to facilitate the incorporation of minorities' views into local planning and town management processes in a regular way. |
| **SDG 11. Make cities and human settlements inclusive, safe, resilient and sustainable** | |

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| 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***<br><br>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.<br><br>Plans, policies and procedures in place for the identification, safeguarding and protection of cultural and natural heritage at risk.<br><br>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.<br><br>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**<br>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.<br><br>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.<br><br>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.<br><br>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.<br><br>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**<br>11.B By 2020, substantially increase the number of cities | ***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*** |

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| 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 | 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.<br><br>Collections-based institutions included in local plans for social inclusion, resource use, and Disaster Risk Reduction. |
| **SDG 12 Ensure sustainable consumption and production patterns**<br>12.6 Encourage companies, especially large and transnational companies, to adopt sustainable practices and to integrate sustainability information into their reporting cycle | Clear visions, strategies and plans in place for all aspects of sustainability – environmental, social and economic (people, planet, prosperity)- across all areas of activity.<br><br>Visions, strategies and plans relating to sustainability to be publicly available and incorporated into planning documents.<br><br>Commitments to be in line with local, regional, national and/or international targets and ambitions.<br><br>Incorporation of sustainability into reporting for funders and other stakeholders, including the public. Reporting to include commitments and progress towards targets. |
| **SDG 12 Ensure sustainable consumption and production patterns**<br>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*<br><br>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**<br>13.1 Strengthen resilience and adaptive capacity to climate-related hazards and natural disasters in all countries | Plans in place for near and longer term to withstand and actively adapt to climate-related hazards and natural disasters. |

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| **SDG 13. Take urgent action to combat climate change and its impacts**<br>13.2 Integrate climate change measures into national policies, strategies and planning | National organisations, institutions and networks relating to collections and collections-based institutions to have integrated climate change measures into policies, strategies and planning relating to collections and collections-based institutions, including funding and other resourcing considerations. |
| **SDG 13. Take urgent action to combat climate change and its impacts**<br>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.<br><br>Plans in place for effective education and awareness raising on climate change mitigation, adaptation, impact reduction and early warning.<br><br>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**<br>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.<br><br>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 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**<br>15.9 By 2020, integrate ecosystem and biodiversity | Proportion and number of relevant plans, processes and strategies that incorporate ecosystem and biodiversity values, and their relationships with effective collections.<br><br>Plans in place to ensure that development of collections facilities contributes to effective conservation and restoration of terrestrial ecosystems. |

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| values into national and local planning, development processes, poverty reduction strategies and accounts | |
| **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.**<br>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*<br><br>*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*<br><br>Decision-making addresses societal, environmental and economic challenges related to the community, considering short-term and long-term risks and opportunities.<br><br>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.**<br>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.<br><br>Plans in place, and plans implemented to enhance public access to information relating to collections.<br><br>Plans in place, and plans implemented to support fundamental freedoms, in line with human rights, national and international agreements and legislation.<br><br>Plans and procedures in place for public access to information relating to the operation and management of collections-based institutions.<br><br>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,** | *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* |

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| **accountable and inclusive institutions at all levels.**<br>16.B Promote and enforce non-discriminatory laws and policies for sustainable development | | *basis of a ground of discrimination prohibited under international human rights law*<br><br>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**<br>17.14 Enhance policy coherence for sustainable development | | Proportion of policies that incorporate sustainable development considerations, linking to SDGs and targets.<br><br>Incorporation of policy considerations from outside the collections sector into policies of collections-based institutions, to facilitate partnerships and effectiveness. | | | |
| **SDG 17. Partnerships for the goals**<br>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*<br><br>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 | |