



Applying the **Human Rights-Based Approach** to Collections-Based Education for Sustainable Development

A practical toolkit for museums, libraries, archives and educators



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Foreword

It is my pleasure to introduce this innovative toolkit for museums, libraries, archives and educators working with heritage collections.

Fully aligned with ICCROM's Strategic Plan 2026-2031, it reflects our "Vision of CARE" for heritage: to conserve, activate and recognize its full potential in enriching lives. At the heart of this vision lies heritage-based education and lifelong learning, which connect past, present and future while enabling more meaningful engagement with the social, environmental and economic challenges and opportunities shaping our world.

This toolkit breaks new ground by uniting collections-based education, sustainable development and the Human Rights-Based Approach, with a strong focus on children and youth in all their diversity. By placing rights-holders at the centre, it expands young people's opportunities to access, participate in and benefit from

transformative learning experiences. At the same time, it equips professionals and institutions with practical tools to plan, deliver, monitor and evaluate impactful educational initiatives grounded in human rights.

I warmly invite all organizations working with heritage collections, as well as educators across all learning contexts, to use this resource to embed the Human Rights-Based Approach into their practice and institutional culture. I extend my sincere gratitude to the European Union for supporting the TOWCHED project and to our consortium partners for their dedicated collaboration in developing this important resource.

Aruna Francesca Maria Gujral

Director-General
ICCROM

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Introduction

This toolkit has been developed by ICCROM within the framework of the European Union-funded TOWCHED project, Transforming Our World: Collections at the Heart of life-long learning and Education (2025–2027).

TOWCHED's methodologies and tools empower organizations and professionals working with heritage collections to plan and implement inclusive and context-relevant Education for Sustainable Development (ESD) activities for children and youth in all their diversity, that are grounded in the Human Rights-Based Approach (HRBA).

The toolkit brings together a number of strands:

- **children and youth, in all their diversity, who have the right to learn, to access and make use of heritage collections;**
- **heritage collections and related information in museums, libraries and archives, which can be used for a wide variety of purposes to learn about and express ideas and creativity;**
- **Education for Sustainable Development (ESD), a transformative pedagogy that has not yet been fully mainstreamed into the museum, library and archive sectors. ESD forms part of Agenda 2030 and the Sustainable Development Goals; and**
- **the Human Rights-Based Approach, a planning methodology based on human rights standards and principles, that also forms part of Agenda 2030 and the Sustainable Development Goals.**

Why this toolkit?

Heritage collections can be used in many ways for education and learning. Yet, programmes that are primarily ‘top-down’ often fail to unlock the full potential of lifelong learning experiences.

This toolkit supports the planning, implementation, monitoring and evaluation of collections-based ESD activities grounded in international human rights and designed to advance the rights of

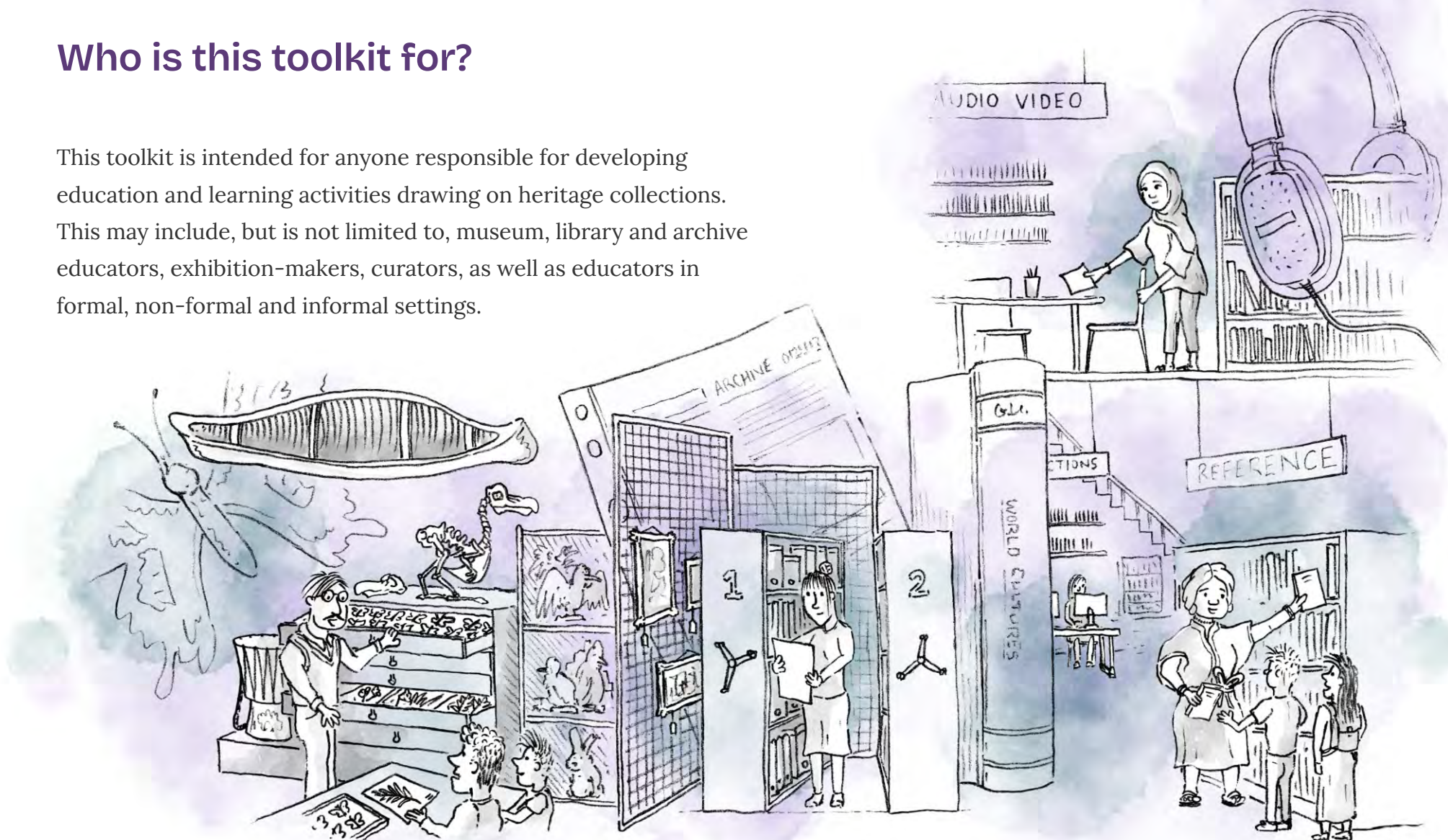
learners. Through these activities, it seeks to empower children and youth – in all their diversity – to access, participate in and benefit from meaningful collections-based learning experiences.

The toolkit also aims to strengthen the role of collections and collections-based organizations in contributing to sustainable development.



Who is this toolkit for?

This toolkit is intended for anyone responsible for developing education and learning activities drawing on heritage collections. This may include, but is not limited to, museum, library and archive educators, exhibition-makers, curators, as well as educators in formal, non-formal and informal settings.





How to use this toolkit

You can use this toolkit to:

- evaluate your current education and learning activities in terms of how they support people’s right to education and lifelong learning;
- develop new programmes and activities, such as exhibitions and learning and outreach initiatives, to advance these rights;
- build organizational support for ESD, drawing on collections;
- understand how to embed ESD in your collections-based education and lifelong learning activities; and
- strengthen the monitoring, evaluation and communication of your education and learning activities using ESD and the Human Rights-Based Approach.

Introduction

How to use this toolkit

Depending on the time and resources available, you can use this toolkit from ‘start to finish’ as a process, or you could pick out particular topics and activities that are useful to you right now. Many of the exercises can be done as short ‘stand-alone’ exercises, or you can use the toolkit over time to review, plan, implement, monitor and evaluate collections-based ESD programmes and activities.

This toolkit has been developed to be of use to collections-based organizations of any size. The principles are universal, and the toolkit helps you to play a part in big-picture challenges tailored to local contexts, take part in an ambitious agenda, and create and demonstrate real-world impact.

Although people and organizations may have different levels of resources available – for example time or funding – many of the exercises and the overall process can be done as part of day-to-day work and planning. For those people and organizations still considering how to shift towards transformative education and learning, the toolkit can help to review existing activities, encourage organizational reflection, and build a case for organizational support and funding.

This toolkit can be paired with **TOWCHED’s Youth Toolkit**.

This toolkit supports you in embedding the Human Rights-Based Approach into your collections-based ESD activities, while the Youth Toolkit focuses on developing the specific activities carried out with children and youth. The two tools are complementary: they can be used either together or independently.

Glossary

Children. A child is any human being below the age of 18
([UN Convention on the Rights of the Child](#)).

Education for Sustainable Development (ESD). Education for Sustainable Development empowers learners to take informed decisions and responsible actions for environmental integrity, economic viability and a just society, for present and future generations, while respecting cultural diversity
([UNESCO 2016](#)).

Formal education. Formal education is education that is institutionalized, intentional and planned through public organizations and recognized public bodies. It makes up the formal education system of a country. It consists mostly of initial education, including schools, colleges and universities. Vocational education, special needs education and some parts of adult education are often recognized as part of the formal education system
([International Standard Classification of Education 2011](#)).

Informal education. Informal (unplanned) learning may include learning activities that occur in the family, workplace, local community and daily life, on a self-directed, family-directed or socially directed basis. It is how most learning happens
([International Standard Classification of Education 2011](#)).

Non-formal education. Non-formal education is education that is institutionalized, intentional and planned by an education provider. The defining characteristic of non-formal education is that it is an addition, alternative and/or complement to formal education within the process of lifelong learning of individuals. It is often provided in order to guarantee the right of access to education for all. It caters to people of all ages but does not necessarily apply a continuous pathway structure; it may be short in duration and/or low-intensity; and it is typically provided in the form of short courses, workshops or seminars. Non-formal education mostly leads to qualifications that are not recognized as formal or equivalent to formal qualifications by the relevant national or sub-national education authorities or to no qualifications at all ([International Standard Classification of Education 2011](#)).

Sustainable Development Goals. The 17 Sustainable Development Goals (SDGs) of the UN 2030 Agenda were agreed internationally in 2015 as the main framework to address a series of interlinked challenges faced by people, countries and nature by 2030 ([2030 Agenda](#)).

Youth. There is no internationally agreed-upon definition of youth. The UN Secretariat defines youth as persons aged 15 to 24, while the UN Security Council refers to youth as persons aged 18 to 29.

Human rights and the HRBA

Human rights are the rights of all human beings simply by virtue of being born. Human rights were universally proclaimed in the Universal Declaration of Human Rights (UDHR) in 1948 and further developed through additional international agreements, including the International Covenant on Civil and Political Rights, the International Covenant on Economic, Social and Cultural Rights, and many others. Human rights are also part of environmental agreements, such as the Paris Climate Agreement. Human rights are written into the constitutions and laws of countries in different ways.

The **Human Rights-Based Approach (HRBA)** is a planning approach that transforms programmes from a top-down or ‘charity’ model, to a relationship in which people who hold rights (rights-holders) and organizations with rights-based responsibilities (duty-bearers) contribute to the development of more effective and impactful services.

The HRBA has three essential aspects:

1. Activities aim to further human rights for all people.
2. Activities are guided by human rights standards set out in the UDHR and in other human rights agreements.
3. Activities help to develop the capacity of people (rights-holders) to claim their rights and organizations (duty-bearers) to fulfil their rights-based obligations.

Introduction

Human rights and the HRBA

The HRBA is one of the three Universal Values of Agenda 2030 and the Sustainable Development Goals, along with 'Leave No One Behind,' which aims to prioritize the needs of people who are most marginalized and excluded, and gender equality and women's empowerment.



The HRBA is often considered to follow five principles, called the PANEL principles. These are:

- **Participation:** Ensuring people and communities have the opportunity to participate in decisions that affect them.
- **Accountability:** Ensuring duty-bearers are held accountable for their actions (or inaction).
- **Non-Discrimination:** Promoting equality and preventing discrimination based on various factors such as ethnicity, religion and gender.
- **Empowerment:** Supporting individuals and communities in understanding and claiming their rights.
- **Legality:** Ensuring that activities are linked to human rights standards and legal frameworks.

Introduction

Human rights and the HRBA

The HRBA has many benefits: it helps change power dynamics between people (rights-holders) and organizations (duty-bearers) by giving rights-holders more say in the services they use. It also helps organizations be more effective, impactful and transformative by being guided by the normative framework of human rights.

The **Human Rights-Based Approach to Data (HRBAD)** provides practical human rights guidance to data collection and disaggregation. It aims to protect and promote human rights through the entire data lifecycle, ensuring data is collected, analysed and used in ways that respect individual dignity and equality. It consists of the following six principles: participation, disaggregation, self-identification, transparency, privacy and accountability.

OHCHR. 2003. [Frequently Asked Questions on a Human Rights-Based Approach to Development Cooperation](#)

United Nations Development Group. 2003. [The Human Rights Based Approach to Development Cooperation Towards a Common Understanding Among UN Agencies](#)



Understanding the human right to education and lifelong learning

Education and lifelong learning are an essential part of human rights. The preamble of the **Universal Declaration of Human Rights (UDHR, 1948)** identifies it as “a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms.”

Education is the subject of Article 26 of the UDHR, which states, “Everyone has the right to education,” and, “Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.”

Introduction

Understanding the human right to education and lifelong learning

The right to education is often understood in a narrow sense as school-based education. However, as human rights belong to everyone, the right to education and learning does not stop when we leave school. This right to lifelong learning is increasingly recognized, derived from the established right to education. For example, the **UNESCO Recommendation on Education for Peace, Human Rights and Sustainable Development (2023)** defines education as follows: “Education’ is an inalienable human right. This is a lifelong and society-wide process, through which everyone learns and develops to their fullest potential, the whole of their personality, sense of dignity, talents and mental and physical abilities, within and for the benefit of local, national, regional and global communities and ecosystems”.

See also:

UNESCO Institute of Lifelong Learning. 2020. **Embracing a Culture of Lifelong Learning: contribution to the Futures of Education initiative**

United Nations. 2023. **Our Common Agenda Policy Brief 10 Transforming Education**

Taking action for human rights: the '3AQ' framework

The '3AQ' framework is a standard way to consider how people can access, participate in and benefit from human rights, including the right to education and lifelong learning.



It includes four essential dimensions:

Availability:

Education and lifelong learning require sufficient functioning organizations, programmes, educators and educational materials.

Accessibility:

Physical: people can travel to educational and lifelong learning facilities, notably people more at risk of being 'left behind';

Economic: education and lifelong learning should be affordable for everyone;

Communication and information-related: information is accessible in the languages or formats people require, such as digitally/online, braille, sign language or minority languages; and

Non-discrimination: barriers to education and lifelong learning are identified and reduced or removed.

Acceptability/appropriateness:

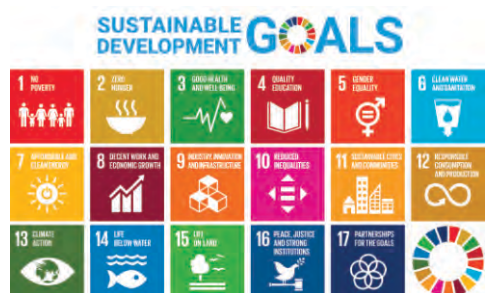
Education and lifelong learning should be socially and culturally acceptable, respectful and meaningful to participants, and reflect their interests and cultural preferences.

Quality:

Education and learning should be good quality, support transformative experiences, use good-quality and reliable resources and be delivered by staff with the necessary skills.

Collections-based education and the Sustainable Development Goals

Quality education, including lifelong learning, is the focus of Sustainable Development Goal 4 (SDG 4). Within this goal, **Target 4.7** aims that “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.”



Sustainable Development Goal 4.7 is widely considered to include eight key Education for Sustainable Development (ESD) themes:

- **cultural diversity and tolerance;**
- **gender equality;**
- **human rights;**
- **peace and non-violence;**
- **climate change;**
- **environmental sustainability;**
- **sustainable consumption and production; and**
- **human survival and well-being.**

These eight ESD themes will be explored later in this toolkit, so it’s useful to keep them in mind.

Introduction

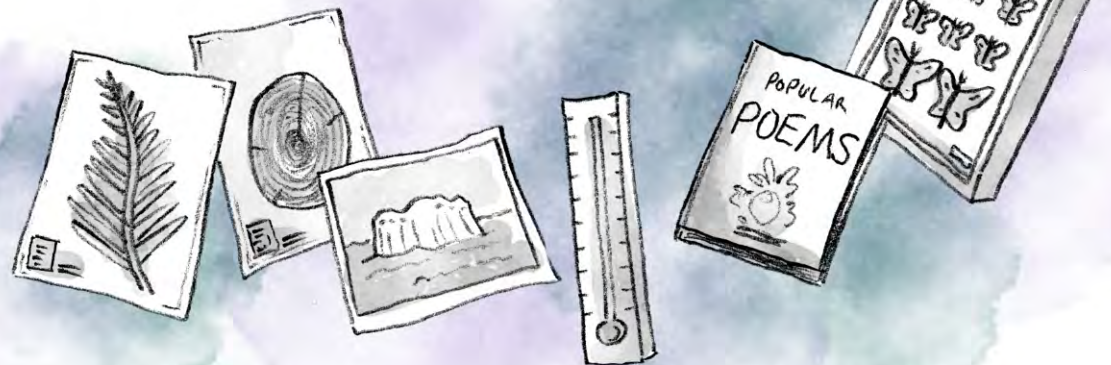
Collections-based education and the Sustainable Development Goals

Heritage collections can play a vital role in education and learning across these key themes. They can serve as sources of knowledge, identity and inspiration, and learners can use them to communicate their ideas. These eight ESD themes will be explored later in this toolkit, so it is useful to keep them in mind.

Some connections are obvious, while others may be less immediately visible. For example, natural history collections clearly lend themselves to discussions about climate change and environmental sustainability, but other types of collections, such as artworks, books and archives, can also be used to explore these topics.

Education and learning are relevant to more than a single Sustainable Development Goal or Target: they are crucial for achieving all other SDGs, including ending poverty, promoting health and well-being, fostering peace, protecting the environment and others.

Activity for SDG 4.7 is monitored and reported by countries that are party to the **UNESCO Recommendation on Education for Peace, Human Rights and Sustainable Development (2023)**, as well as in countries' reports on progress with the SDGs, called the Voluntary National Review (VNR).



Implementing the HRBA

Welcome to the step-by-step method for applying the Human Rights-Based Approach (HRBA) to your collections-based Education for Sustainable Development (ESD) activities.

Implementing the HRBA

You will be guided through how to plan and carry out these activities. The HRBA structure will be used as a roadmap. That means you will consider relevant rights, identify barriers that people face in exercising those rights, and connect your learning topics with sustainable development.

This section is designed to be practical and hands-on. You will find sets of guiding questions and activities that walk you through each stage of the HRBA. Think of it as a companion: it doesn't just explain concepts; it helps you apply them.

Whether you work in formal, non-formal or informal education and learning, this toolkit will support you in embedding human rights into your collections-based education and learning activities. It will help you create opportunities for people and communities to shape their own learning, while also empowering staff and collections-based organizations to act as powerful drivers of sustainable development.

First, you'll explore how people currently access and benefit from their rights to education and learning; this is your situation analysis. Then, you'll use those insights to plan and deliver a collections-based ESD activity. Finally, you'll look at how to monitor, evaluate and communicate your activity, making sure its impact is clear and lasting. Remember that you don't have to use the toolkit from start to finish. If there is a section that is relevant to you now, then head straight to that section.

HRBA Roadmap

1
Situation
analysis

2
Planning a
collections-based
ESD activity

3
Implementing a
collections-based
ESD activity

4
Communicating
impact

- STEP 1:
Recognizing the issue
- STEP 2:
Exploring the issue
- STEP 3:
Mapping the stakeholders
- STEP 4:
Understanding barriers
- STEP 5:
Identifying capacity gaps

- STEP 1:
Shaping your ESD idea
- STEP 2:
Ensuring accessible and inclusive learning
- STEP 3:
Developing learning objectives
and methods
- STEP 4:
Strengthening duty-bearers' capacities
- STEP 5:
Establishing a monitoring and
evaluation framework
- STEP 6:
Safeguarding children and youth

- STEP 1:
Non-discriminatory practices
- STEP 2:
Active, free, inclusive and
meaningful participation
- STEP 3:
Accountability and
transparency

Situation analysis

The situation analysis – or context analysis – is the starting point of the Human Rights-Based Approach (HRBA).

Think of it as taking a careful look around you: gathering the key pieces of information that explain what is happening and why. This sets the foundation for everything that follows.

Stage 1

1

[Back to contents](#)

26

What are the objectives?

In this stage, your goal is to build a clear picture of the current situation. You'll do this by:

1. **Recognizing the issue:** Accepting that children and youth might not currently be able to make full use of collections for Education for Sustainable Development (ESD), and that this is a human rights issue;
2. **Exploring the issue:** Looking at how collections are being used for ESD by children and youth;
3. **Mapping the stakeholders:** Identifying the different groups of children and young people in your community, (the **rights-holders**), and recognizing who has the responsibility to plan and implement collections-based ESD activities for children and youth, (the **duty-bearers**);
4. **Understanding barriers:** Taking a closer look at what might be standing in the way of children and youth – especially those most marginalized or excluded – from accessing active, meaningful and inclusive collections-based ESD activities. By identifying these barriers, you'll be better equipped to design activities that respond to real challenges and open up new pathways for participation; and
5. **Identifying capacity gaps:** Looking at what is missing. Which skills, resources or structures are not yet in place? This helps you identify the missing components that prevent children and youth from enjoying their rights and duty-bearers from understanding and fulfilling their rights-based obligations. By spotting these gaps, you'll know where extra support, training or resources are needed.

STEP 1: Recognizing the issue

Heritage collections are powerful resources. They allow people to explore, learn and communicate about a wide variety of societal issues. Yet they are often underutilized in Education for Sustainable Development (ESD). Connections are not made systematically, activities could be more meaningful and accessible, and people could be empowered through more transformative learning experiences.



Let's turn this into a 'problem statement': *Children and youth in all their diversity cannot currently make full and effective use of collections as resources to support their Education for Sustainable Development.*

Why is this a problem? This is a human-rights issue for:

- **children and youth** - they cannot fully enjoy their right to education and lifelong learning;
- **collections-based organizations** - they are unable to understand and fulfil their rights-based responsibilities or have their activities recognized and valued; and
- **the wider world and sustainable development** - people are less able to participate in addressing the challenges and opportunities that affect and matter to them.

Stage 1 Situation analysis

STEP 1: Recognizing the issue

ACTION:

Pause here and reflect on your own context. Do you agree with the problem statement on the previous page?

If not, try drafting your own version. A strong problem statement should be short, clear and focused on the rights-based issue at hand.

Don't worry if you are not clear on your problem statement: it should become clearer as you work through this section of the toolkit.

Problem statement

A large, empty rectangular box with a dashed border, intended for writing a problem statement.

STEP 2: Exploring the issue

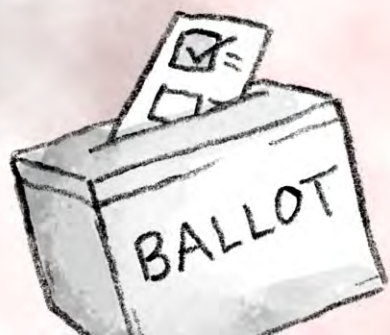
In this step, you will explore key information on education, cultural rights and sustainable development in your context. Several actions are suggested; feel free to choose the ones that work best for you.

ACTION:

Understanding education and cultural rights in your country

Read the [UN Committee on Economic, Social and Cultural Rights' concluding observations for your country.](#)

1. Scroll down to 'State Parties Reporting' and select your country. In the box for 'Document Type' select 'Concluding Observations'.
2. Look through the latest 'Concluding Observations'.
3. Pay special attention to the main concerns, conclusions and recommendations on education and cultural rights, as well as on the rights of minorities. (You can search for these terms if you prefer not to read the entire document.)



Questions to consider:

- **Availability:** Are any geographical areas identified as being at risk of having insufficient education, informal learning or cultural opportunities?
- **Accessibility:** Which groups of children and youth are identified as being at risk of discrimination/marginalization in education, lifelong learning or cultural opportunities?
- **Acceptability/appropriateness:** Are any cultural or social aspects of the population mentioned (for example, cultural, ethnic or language minorities)?
- **Quality:** Does the Committee refer to quality education or learning in its conclusions or recommendations?

ADDITIONAL ACTIONS:

Explore your country in the **SDG Index**

The **SDG Index** is a leading source of independent information on countries' progress towards achieving the SDGs. Go to the **Country Profiles page**. Select your country to see how it is performing and what challenges have been identified.

Look at your country's report on the **Sustainable Development Goals**

Countries report their progress on the SDGs in a report called a **Voluntary National Review (VNR)**. Go to the **VNRs Countries page**. Select your country, scroll down and look at the most recent VNR Report and the Main Messages. These documents provide an overview of national progress and key challenges in sustainable development from the government's perspective.

Look at your local context through the **Sustainable Development Goals**

Consider the **17 SDGs** and reflect on how well each one is being addressed in your local or national context. Think about how your organization currently contributes to these goals and identify the main opportunities to strengthen its positive impact. This can also be done as a group exercise with your colleagues to encourage discussion and build shared priorities.

STEP 3: Mapping the stakeholders

In this step, you will comprehensively identify the specific groups of children and youth in your context who should benefit from collections-based ESD activities, as well as the relevant staff roles involved in providing these activities from the 3AQ perspective.



Rights-holders for collections-based ESD – Children and youth

Human rights belong to everyone, yet people and groups of people have very different opportunities to claim and exercise their rights. Addressing this situation requires understanding which people and groups are marginalized or discriminated against. With this knowledge, you can plan and implement tailored interventions that broaden people's access to their rights.

This does not mean that decisions should be based only on the needs of minorities or underserved groups. Rather, it means their needs and aspirations, as well as the restrictions they may face, must always be considered when developing educational and other programmes.

ACTION:

Which groups of children and youth are present in the community where your collections-based activities take place? Do they take part in these activities?

Use the table to the right to start mapping these stakeholders.

This exercise helps ensure that no group is overlooked and that your activities are inclusive and equitable.

Children and youth present in the wider community and who take part in your collections-based activities						
Groups of children and youth	Are they present in the wider community? (select one)			Do they take part in your collections-based activities on an equal basis with others, or are they under-represented?		
	Yes	No	Not sure	Yes	No	Not sure
Children and youth with disabilities						
Ethnic/linguistic minorities, including Indigenous Peoples						
Refugees, asylum seekers, stateless persons, internally displaced persons						
Migrants						
Boys and young men						
Girls and young women						



Stage 1 Situation analysis

STEP 3: Mapping the stakeholders

Children and youth present in the wider community and who take part in your collections-based activities
(continued)

Groups of children and youth	Are they present in the wider community? (select one)			Do they take part in your collections-based activities on an equal basis with others, or are they under-represented?		
	Yes	No	Not sure	Yes	No	Not sure
LGBTQIA+ children and youth						
Children and youth experiencing poverty						
Unaccompanied minors						
Other children and youth in vulnerable situations (who?)						

Stage 1 Situation analysis

STEP 3: Mapping the stakeholders

Take time to reflect on the groups of children and youth who are currently under-represented in your collections-based activities.

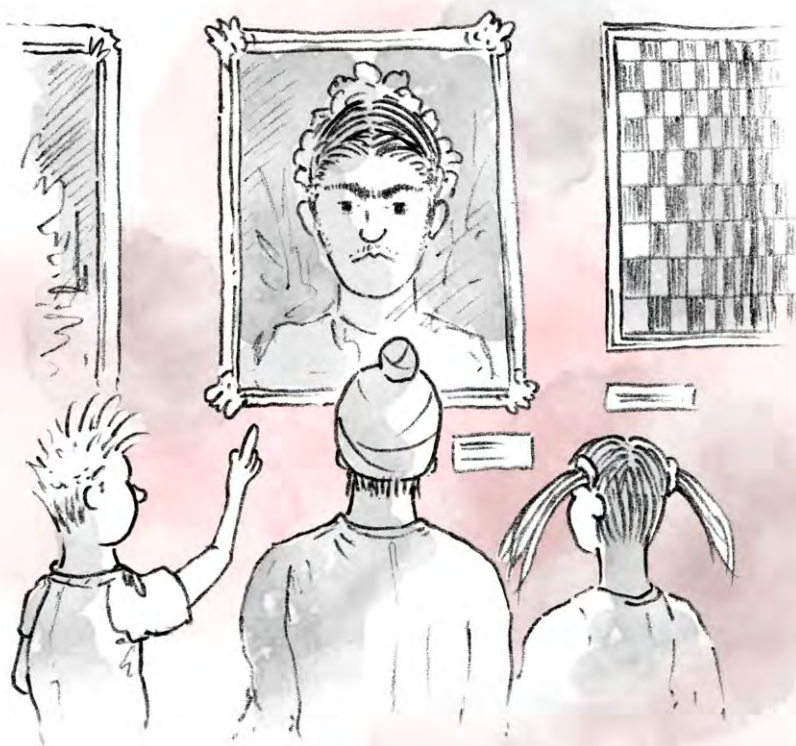
What are your first thoughts on how the situation could be improved when developing new collections-based ESD activities?

Which group or groups should be prioritized?

Consider what is missing and what actions might be needed.

Record your reflections in the box to the right.





Collections-based organizations as duty-bearers for collections-based ESD

Collections-based ESD is affected by many actors: the state, which passes laws and sets funding; agencies that deliver upon the state's responsibilities and decisions; local authorities that oversee cultural institutions; formal educators in schools; and non-formal and informal educators outside of schools. These are all 'duty-bearers' for education and learning, as their activities affect the availability, accessibility, acceptability and quality of ESD.

In addition to the actors listed above, museums, libraries and archives are themselves duty-bearers. Their institutional mandates typically include providing educational and learning opportunities for the public, making them central players in this work. Recognizing these organizations as duty-bearers highlights their responsibility not only to preserve collections but also to actively use them as tools for education and lifelong learning.

ACTION:

Consider the staff structure of a collections-based organization, either one you work in or one you know. Which staff affect the provision and quality of ESD activities? Place each role in the most relevant box in the table to the right.

Some roles may appear more than once (particularly in smaller organizations), while others may not appear at all. You can complete this exercise individually, in small groups or with the whole staff to identify which roles are most important for each element of the 3AQ framework.

Staff roles and collections-based ESD

3AQ

Collections-based organization staff roles

Availability of Education for Sustainable Development (ESD) activities for education and lifelong learning: who decides what collections there are and the programmes they are used in?

Accessibility of ESD activities: who decides how people and groups can use collections?



Staff roles and collections-based ESD (continued)

3AQ

Collections-based organization staff roles

Acceptability/appropriateness of ESD activities: who ensures that collections-based learning considers cultural contexts and people's interests?

Quality of collections-based ESD activities: who decides what skills staff should have or should develop? Who decides what collections can be used for learning, how activities are resourced, or what partnerships are involved?

Stage 1 Situation analysis

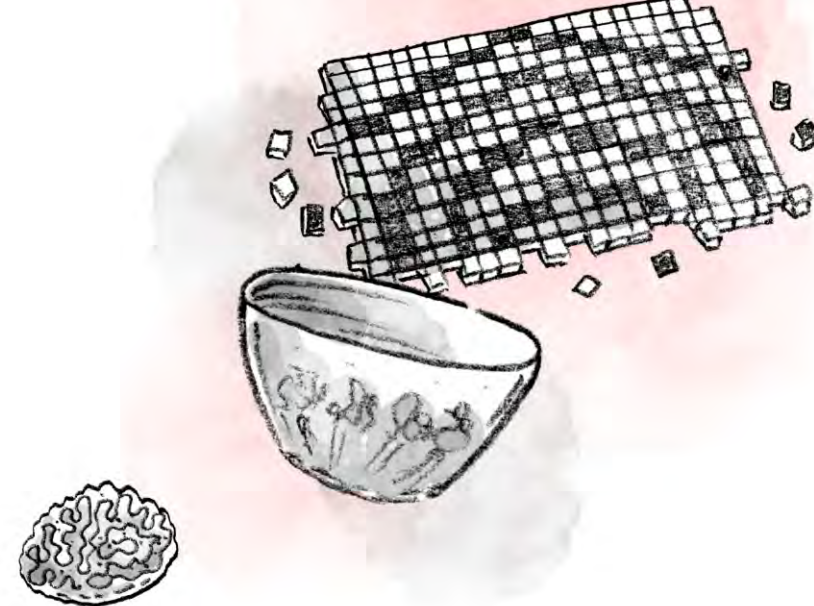
STEP 3: Mapping the stakeholders

Take time to reflect on which staff can be empowered to support collections-based ESD more effectively. Record your thoughts in the box to the right.



STEP 4: Understanding barriers

In this step, you will explore the reasons why children and youth, in all their diversity, may not be making full use of collections for Education for Sustainable Development (ESD) in your context.



ACTION:

Consider the groups of children and youth in the community you identified in Step 3. Reflect on the barriers that may prevent them from accessing, participating in and benefiting from collections-based ESD activities. Some of these barriers may be created outside the collections-based organization, but some of them may be created by the organization itself.



- Do any of these groups face barriers, for example, financial, physical, environmental, communication, informational or other barriers? If so, what are they?
- Are the institutions or activities perceived as safe and welcoming by these children and youth? Are there organizational practices or conditions that might make some groups feel excluded or unwelcome?
- Are the collections and learning activities relevant and responsive? Do people belonging to these groups consider the education and learning activities meaningful and aligned with their needs and interests?
- Do you currently have access to the information needed to answer these questions? If not, how could you obtain it?

Stage 1 Situation analysis

STEP 4: Understanding barriers

Use the table to the right to document your reflections.

Barriers affecting groups of children and youth, and suggestions to remove these barriers

Groups of children and youth	Barriers they currently face	How those barriers could be removed



Stage 1 Situation analysis

STEP 4: Understanding barriers

We will continue to explore these barriers – and what can be done to remove them – in later steps.

Barriers affecting groups of children and youth, and suggestions to remove these barriers (continued)

Groups of children and youth	Barriers they currently face	How those barriers could be removed

STEP 5: Identifying capacity gaps

In this step, you will identify gaps between what should be happening and what is actually happening in your context in terms of providing effective collections-based Education for Sustainable Development (ESD) activities for children and youth.



The following aspects of collections-based ESD contribute to improving the availability, accessibility, acceptability/ appropriateness and quality of education and learning experiences:

- **accessible and inclusive learning** – ensuring that children and youth in all their diversity are able to participate;
- **learning content and transformative learning** – focusing on what people learn and how that learning motivates and supports positive change; and
- **educators' skills and development** – recognizing that the people leading these activities need appropriate support and training to make them effective.

ACTION:

Fill out the three tables to assess how collections-based education and learning for children and youth is currently being approached in your context.

This will help you identify what is already in place and what might still be missing.

You will come back to these tables later to explore their contents in more detail and see how they can guide your next steps.

Accessible and inclusive learning: ensuring all children and youth in all their diversity are able to participate

Aspects of accessible and inclusive learning	Rating (select one for each aspect)	What is currently missing (collections, programmes, skills, resources)?
Collections-based learning is accessible and inclusive	Not at all	
	Partly	
	Substantially	
	Completely	
The museum, library or archive hosting the activities is considered safe and welcoming by all people	Not at all	
	Partly	
	Substantially	
	Completely	



Stage 1 Situation analysis

STEP 5: Identifying capacity gaps

Accessible and inclusive learning: ensuring all children and youth in all their diversity are able to participate
(continued)

Aspects of accessible and inclusive learning	Rating (select one for each aspect)		What is currently missing (collections, programmes, skills, resources)?
<p>Education and learning activities consider the needs and interests of children and youth at risk of being marginalized</p>	Not at all		
	Partly		
	Substantially		
	Completely		
<p>Barriers to learning (e.g. financial, physical, environmental, communication, informational) are identified and progressively removed for all individuals and groups</p>	Not at all		
	Partly		
	Substantially		
	Completely		



Stage 1 Situation analysis

STEP 5: Identifying capacity gaps

Learning content and transformative learning for ESD: what people learn and how it inspires change

Aspects of learning content and transformative learning for ESD	Rating (select one for each aspect)		What is currently missing (collections, programmes, skills, resources)?
Learners understand the human right to education and related human rights	Not at all		
	Partly		
	Substantially		
	Completely		
Activities cover ESD themes (cultural diversity and tolerance, gender equality, human rights, peace and non-violence, climate change, environmental sustainability, human survival and well-being, sustainable consumption and production)	Not at all		
	Partly		
	Substantially		
	Completely		



Learning content and transformative learning for ESD: what people learn and how it inspires change (continued)

Aspects of learning content and transformative learning for ESD	Rating (select one for each aspect)		What is currently missing (collections, programmes, skills, resources)?
<p>Activities for ESD cover all three learning domains of knowledge, motivation/attitudes and practical skills</p>	Not at all		
	Partly		
	Substantially		
	Completely		
<p>Educational activities promote sustainable development competences</p>	Not at all		
	Partly		
	Substantially		
	Completely		



Stage 1 Situation analysis

STEP 5: Identifying capacity gaps

Learning content and transformative learning for ESD: what people learn and how it inspires change (continued)

Aspects of learning content and transformative learning for ESD	Rating (select one for each aspect)	What is currently missing (collections, programmes, skills, resources)?
Transformative learning promotes active, inclusive, free and meaningful participation in activities	Not at all	
	Partly	
	Substantially	
	Completely	
Learning methods go beyond simple teaching	Not at all	
	Partly	
	Substantially	
	Completely	



Stage 1 Situation analysis

STEP 5: Identifying capacity gaps

Educators' skills and development: people leading the activities need the right support and training to make them effective

Educators' skills and competences	Rating (select one for each aspect)	What skills/competences could be developed?
Museum/library/archive-based staff involved in education and learning have appropriate skills to promote and deliver transformative collections-based Education for Sustainable Development	Not at all	
	Partly	
	Substantially	
	Completely	
Non-museum/library/archive-based educators (e.g. teachers, accompanying adults) are empowered to make effective use of collections, exhibits and collections information for ESD	Not at all	
	Partly	
	Substantially	
	Completely	

These tables are intended to help you shape stronger, more effective collections-based ESD interventions, which you will explore further in Stage 2.

It can be highly valuable to invite children and young people or their representatives to complete the tables as well. Their inputs will give you insights from the perspective of rights-holders. If you choose to involve them, make sure the questions are presented in age-appropriate ways. It is also important to gather views from a wide range of groups, especially those who may be marginalized or excluded for various reasons.



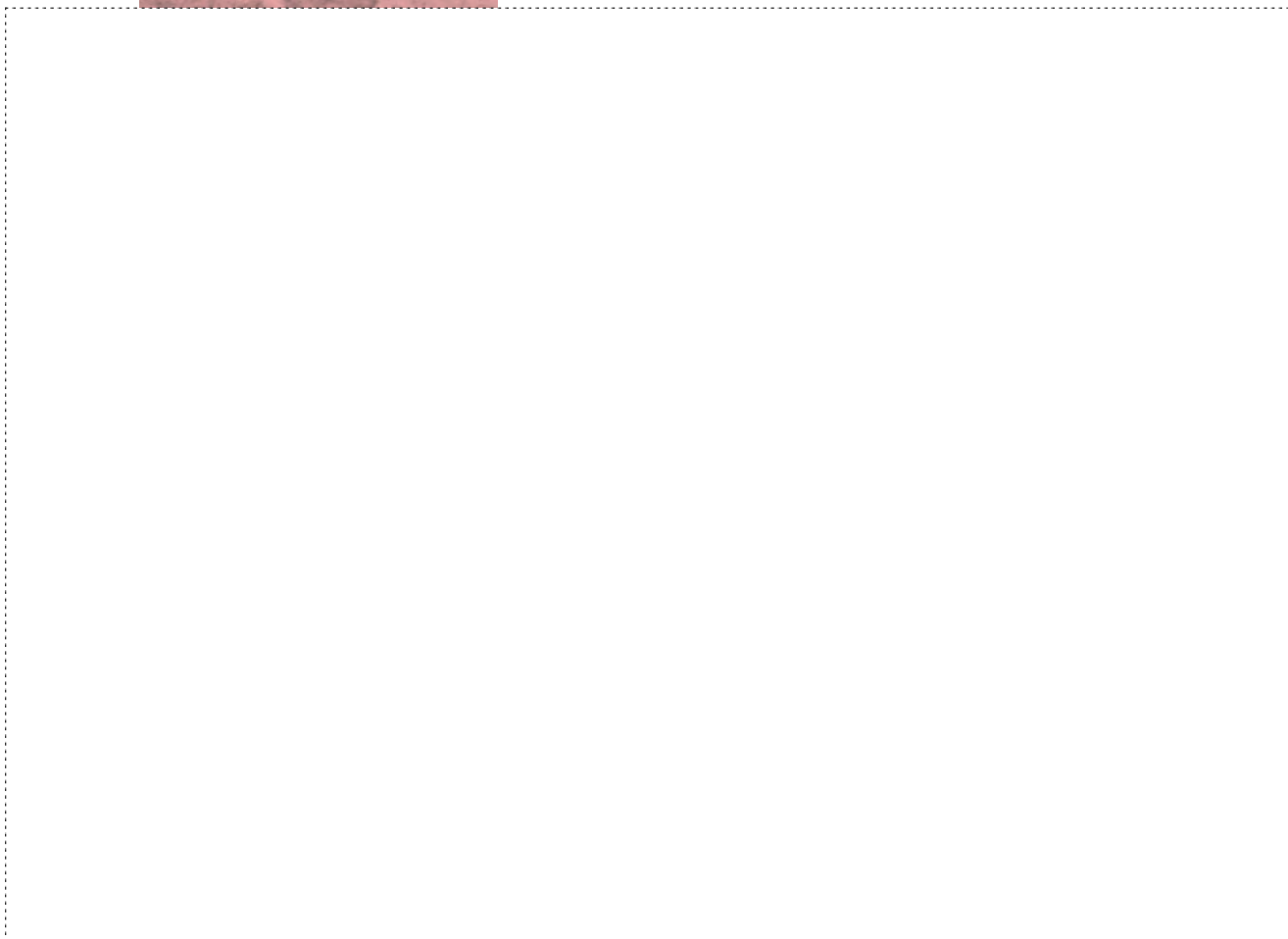
Stage 1 Situation analysis

STEP 5: Identifying capacity gaps

Once you have completed the tables, take a moment to reflect:

- Which groups of children and youth do you want to focus on for a new collections-based ESD activity?
- Which topics or types of activities do you want to prioritize in a new collections-based ESD activity?
- What actions will best support the rights-holders and duty-bearers?

Record your thoughts in the box to the right.



Summary of Stage 1

By working through this section, you should now have:

- developed a solid understanding of human rights challenges and opportunities linked to collections-based Education for Sustainable Development (ESD) initiatives for children and youth in your context;
- identified key groups of children and young people as rights-holders, along with the duty-bearers responsible for ensuring their rights are fulfilled;
- reflected on how the museum, library or archive you work in or with is currently supporting and providing transformative collections-based ESD activities for children and youth in all their diversity; and
- begun to identify a programme or intervention to advance collections-based ESD, drawing on the HRBA.

Stage 1 Situation analysis

Summary of Stage 1

ACTION:

Before concluding this stage, take a moment to review the key considerations and milestones in the checklist to the right.

This will help you confirm that your situation analysis is complete and that you are ready to move forwards with integrating the HRBA into your collections-based ESD activities for children and youth.

Stage 1 Checklist				
Considerations	Have you done this?	Yes	No	Not sure
General	The situation analysis has identified a problem grounded in human rights and supported by human rights data.			
	The stakeholder mapping has identified both rights-holders (in all their diversity) and duty-bearers.			
Stakeholders	The most marginalized or underserved groups were prioritized when exploring the situation.			
	The gaps that affect rights-holders and duty-bearers have been identified.			
Capacities	Stakeholders, including rights-holders and duty-bearers, have been consulted and involved in drawing conclusions and setting priorities.			
	The results of the situation analysis will be shared openly.			
Conclusions				

In practice:
Using the situation analysis
to create an HRBA problem
statement and identify
priority groups



1

Sarah wanted to explore how the library she worked in supported children and youth to learn about current topics.

Stage 1 Situation analysis

In practice

2



She read the UN Committee on Economic, Social and Cultural Rights concluding observations for her country. It stated that children and youth with disabilities were at particular risk of being marginalized in education and cultural activities.

3



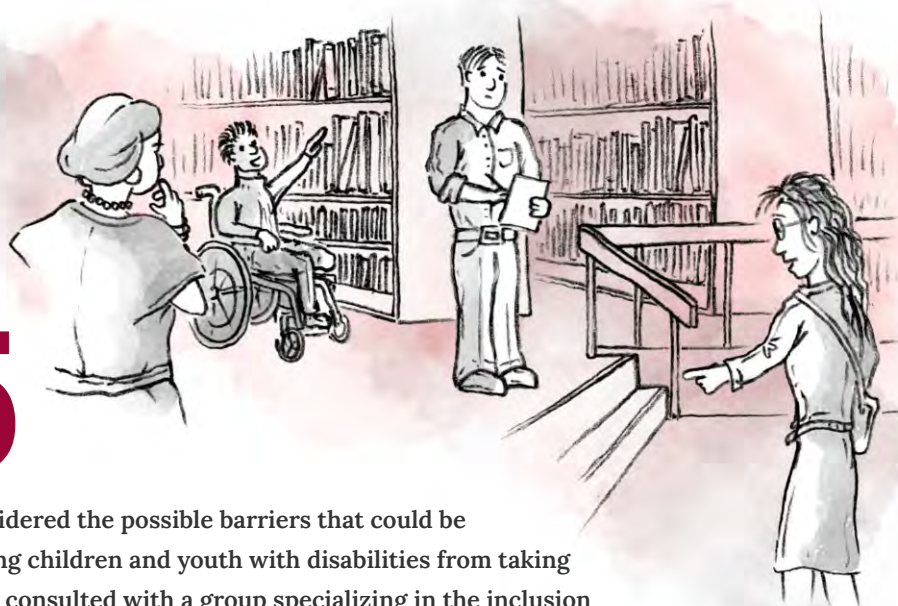
She mapped the groups of children and youth who took part in the library's education programmes. Children and youth with disabilities were under-represented, compared to the local population.

4



Sarah made a problem statement that 'Children and youth with disabilities are not currently able to participate fully in library education and learning programmes'.

5



She considered the possible barriers that could be preventing children and youth with disabilities from taking part, and consulted with a group specializing in the inclusion of persons with disabilities in education and learning.

6

She reviewed the library's accessibility and its learning programmes, to identify barriers and capacity gaps in the organization.

7



As a result, Sarah had a list of barriers and gaps that could be used to suggest actions to make her library's programmes more accessible and inclusive for children and youth with disabilities.

Planning a collections-based ESD activity

In this stage, you will begin shaping the goals and actions needed to embed the HRBA into a collections-based Education for Sustainable Development (ESD) activity for children and youth.

Your planning will build directly on the situation analysis you completed in Stage 1, ensuring the activity you design is meaningful and relevant to those involved.

Stage 2

2

[Back to contents](#)

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Objectives of planning a collections-based ESD activity

Good planning helps you to:

1. identify who will take part and how they will be involved;
2. define clear objectives for the activity;
3. identify the specific actions that will help you meet the objectives; and
4. understand how to monitor and evaluate the activity to track progress and impact.

STEP 1: Shaping your ESD idea

ACTION

Take a moment to think about the collections-based ESD activity you want to organize for children and youth.

Aim for something meaningful and ambitious enough to make a difference, but still realistic and manageable so it has a strong chance of success.

Answer the following questions in a precise and focused way to start shaping the activity.

What type of collections-based ESD activity are you considering developing?
(Describe the format, theme and focus of the activity.)

Who will take part, and how?
(Specify age groups, levels of participation, and how you will include marginalized or underserved groups.)



Stage 2 Planning a collections-based ESD activity

STEP 1: Shaping your ESD idea

Remember to base the activity on the information you collected in the gap analysis in Stage 1, Step 5.

How will participants – or their representatives – be consulted in developing the activity?

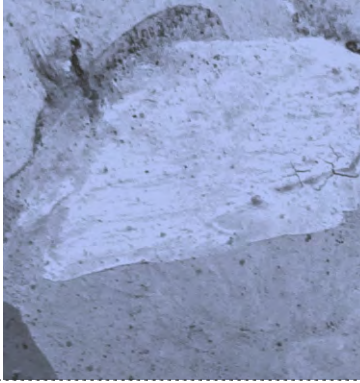
(Consider meaningful, age-appropriate and accessible ways to involve them.)

How will the activity advance the rights of people and specific groups, based on your situation analysis?



Stage 2 Planning a collections-based ESD activity

STEP 1: Shaping your ESD idea



How will it prioritize those who are currently marginalized or underserved?
(Draw directly on the findings from your situation analysis.)

How will it strengthen the collections-based organization's ability to understand and fulfil its human rights responsibilities?
(Consider how the activity will improve availability, accessibility, acceptability/appropriateness and/or quality issues.)

STEP 2: Ensuring accessible and inclusive learning

Children and youth belonging to many social groups face barriers in learning, due to personal characteristics such as age, sexual orientation and gender identity/expression, disability, nationality, ethnicity, language, religion, migration status, socioeconomic status or others.

Accessible and inclusive education is a set of values, principles and practices that seek meaningful, effective and quality education and learning experiences for all people. To promote accessible and inclusive learning, it is important to ensure that:

- **Barriers to learning are identified and progressively removed**, so that every learner has a fair chance to engage meaningfully with collections-based experiences.
- **Museums, libraries and archives are considered safe and welcoming**. When learners – notably people from disadvantaged and marginalized groups – feel respected, valued and comfortable, they are far more able to engage meaningfully with collections and learning activities.
- **Collections and learning activities are relevant and responsive** to the needs and requirements of children and youth, notably those from disadvantaged or marginalized groups. People need to see themselves and their interests reflected in both the collections and the activities built around them.

You already explored these issues in your Stage 1 situation analysis. In this step, you will build on that work.

ACTION

Visit the [Danish Institute for Human Rights Guide to the SDGs](#) and look at SDG 4.5, which focuses on removing barriers in education.

On that webpage, look at the CRC (Convention on the Rights of the Child), ICESCR (Covenant on Economic, Social and Cultural Rights), CEDAW (Convention on the Elimination of All Forms of Discrimination Against Women) and any other agreements relevant to your activity.

Reflect on how your new collections-based ESD activity will support the right to education for the groups you have identified.

There are many additional resources that can help you plan and deliver accessible and inclusive learning, including:

S. Bahram. 10 Best Practices of Accessible Museums Websites

UNESCO. 2017. A Guide for Ensuring Inclusion and Equity in Education

CILIP. 2023. Managing Safe and Inclusive Public Library Spaces

de Vrijer, S. and J. Matena (eds.). 2020. Diversity and Inclusion Code
(Web pages translate automatically.) This gives a step-by-step approach to assessing diversity and inclusion, as well as case studies.

International Federation of Library Associations and Institutions (IFLA) has produced many **standards and guidelines, including specific measures to promote accessibility and inclusion**. These are available in a number of languages. Examples include:

- **IFLA Guidelines for Library-Based Literacy Programs (2003)**
- **IFLA Guidelines for Library Services to Children aged 0-18 (2018)**

Ensuring accessible and inclusive learning involves working with children and youth who belong to groups at risk of marginalization, including persons with disabilities, members of ethnic-linguistic minorities, displaced persons (refugees, asylum seekers, stateless children, internally displaced people), migrants, women and girls, and LGBTQIA+ persons.

For each group, this section provides quick access to:

- 1) key international law standards relevant to the group;
.....
- 2) human rights-compliant terminology for communicating with and about the group;
.....
- 3) guidance on collecting data for monitoring and evaluation purposes (subject to laws and policies);
.....
- 4) inclusive practices; and
.....
- 5) additional resources.
.....

You can use this section to understand the relevant human rights context and guidance, apply appropriate terminology, collect data on children and youth in a respectful and rights-compliant way, embed inclusive practices into your collections-based education and learning activities, and explore further reading on each topic.

It is also important to remember that children and youth from other groups may be at risk of marginalization. These include unaccompanied or separated children, those living in rural areas, homeless children and others. You can refer to the general checklist provided in this section to ensure these groups are also considered.

Finally, keep intersectionality in mind. Personal characteristics – such as age, gender, nationality, disability and ethnicity – can interact in ways that increase vulnerability and shape how children and youth experience barriers.

CHILDREN AND YOUTH WITH DISABILITIES

Main international standards

- UN Convention on the Rights of Persons with Disabilities (UNCRPD)
- UN Committee on the Rights of Persons with Disabilities, including:
 - CRPD, General Comment No. 2, Article 9: Accessibility (2014) - Plain English version
 - CRPD, General Comment No. 4, Article 24: Right to inclusive education (2016)
- UN Convention on the Rights of the Child
- UN Committee on the Rights of the Child, including:
 - CRC, General Comment No. 9: The rights of children with disabilities (2006)
- UN Special Rapporteur on the rights of persons with disabilities

Human rights-compliant terminology

- Consult Chapter 5 of the Human Rights Compliant Terminology Guide to ensure that communication with and about persons with disabilities reflects good practice.

Data collection

It is important to collect data on whether children and youth with disabilities will participate in learning activities, so that activities can be tailored to their specific needs. Before using these guidelines you should refer to relevant laws and policies on data collection.

The Washington Group Short Set of Questions on Disability Functioning (WGSSQDF) is an internationally recognized methodology for assessing functional abilities. Disability is understood as the interaction between a person's functional limitations and environmental barriers (physical, social, cultural or legislative) that may restrict their participation in society. The methodology assesses six functional domains: vision, hearing, mobility, remembering, self-care and communication. There are several versions of the assessment:

- The **Short Set** (for adults 18+) consists of six questions. Each question has four possible answers: 1. No difficulty; 2. Some difficulty; 3. A lot of difficulty; 4. Cannot do at all. A person is considered to have a disability if they respond 3 or 4 to any question.
- The **Child Functioning Module** for children aged 2 to 4 is completed by primary caregivers. It assesses difficulties in the following functional domains: vision, hearing, mobility, communication/comprehension, behaviour and learning, dexterity and playing.

Stage 2 Planning a collections-based ESD activity

STEP 2: Ensuring accessible and inclusive learning

- The **Child Functioning Module – Teacher Version**, for children aged 5 to 17, is also completed by primary caregivers. It assesses difficulties in the following functional domains: vision, hearing, mobility, communication/comprehension, learning, remembering, concentrating, accepting change, behaviour, relationships and emotions.

Inclusive practices

- **Commit to inclusion.**
 - Ensure that the organizational mission and policies explicitly address the inclusion of persons with disabilities, for example, through a mission statement or education and learning policy.
- **Promote participation.**
 - Involve children and youth with disabilities, their parents and caregivers, and representative associations and organizations in the design, implementation, monitoring and evaluation of educational programmes. Ensure accessible communication throughout the consultation process.

- **Ensure accessibility of buildings and places, transportation, information and communication.**
 - **Buildings and places:** Consider whether the building or facility where the educational activity takes place has wheelchair ramps, elevators or lifts, accessible sanitary facilities, clear signage (including braille and easy-to-understand formats) and staff who can guide persons with disabilities or communicate in sign language if needed.
 - **Transportation:** Consider transportation needs of children and youth with disabilities and, where possible, provide or facilitate transport to support their participation in the activity.
 - **Information and communication:** Provide information in formats that meet diverse sensory, cognitive and physical needs. In particular:
 - **For persons with visual impairments,** consider providing information in braille, tactile images, an appropriate font size (Calibri 14 or larger), text that is not justified, audio description of images and the use of computer accessibility features. Offer the option to respond verbally rather than in writing.
 - **For persons with hearing impairments,** consider using sign language interpretation and captions for films, meetings or events.

- **For persons with intellectual and psychosocial disabilities**, consider producing ‘easy-to-read, easy-to-understand’ materials by simplifying text or using images instead of written content. All materials should be developed and tested with people with learning difficulties and finalized based on their input.
 - **For persons with communication difficulties**, consider how activities are organized, for example, by including work in pairs, peer tutoring or seating close to the teacher or facilitator.
 - **Where information is to be provided digitally/online**, work to ensure that it is also available in other formats for people who do not use or have access to a computer.
- **Invest in staff diversity and training.**
 - Ensure that all professionals are equipped with the knowledge and skills needed to interact with children and youth of diverse abilities, and to support them in achieving positive educational outcomes.
 - Offer presentations, workshops or training for professionals working with children and youth with a diverse range of abilities, covering relevant rights and legal standards, human rights-compliant terminology, appropriate data collection methods and principles, and inclusive practices.

Stage 2 Planning a collections-based ESD activity

STEP 2: Ensuring accessible and inclusive learning

- Consider offering staff or volunteer positions to persons with disabilities to help develop education and learning activities. Their expertise and lived experience can significantly strengthen learning activities, promote equal rights for children and youth with disabilities, and help overcome barriers.
- **Build and nurture strong partnerships.**
 - Develop and maintain partnerships with organizations representing persons with disabilities to ensure their voices are heard, they are included in decision-making related to the educational activities, and their training, translation and interpretation needs are supported.
- **Be involved in awareness-raising and advocacy.**
 - Carry out awareness-raising activities for the public to counter negative attitudes, discrimination and stigmatization that children and youth with disabilities often face.
 - Organize events to mark relevant United Nations observances, such as World Braille Day (4 January), World Down Syndrome Day (21 March), World Autism Awareness Day (2 April), the International Day of Deafblindness (27 June), the International Day of Sign Languages (23 September) and the International Day of Persons with Disabilities (3 December).

Stage 2 Planning a collections-based ESD activity

STEP 2: Ensuring accessible and inclusive learning

Additional resources

[IFLA Guidelines for Easy-to-Read Materials \(2010\)](#)

[IFLA Guidelines for Library Services to Persons with Dyslexia \(2015\)](#)

[IFLA Guidelines For Making Libraries Accessible For People With Disabilities \(2024\)](#)

[OHCHR. Promoting the Rights of Persons with Disabilities through the Sustainable Development Goals: A Resource Package \(SDG-CRPD Resource Package\)](#)

[Research Centre for Museums and Galleries, University of Leicester, Rethinking Disability Representation](#)

[Taylor, M. \(ed.\). Disability: a Toolkit for Museums Working Towards Inclusion](#)

This resource includes checklists and suggested actions (including actions that do not cost anything).

[UN Guidance on Inclusive Terminology for Persons with Disabilities](#)

CHILDREN AND YOUTH BELONGING TO ETHNIC AND/OR LINGUISTIC MINORITIES, INCLUDING INDIGENOUS PEOPLES

Main international standards

- UN International Convention on the Elimination of All Forms of Racial Discrimination
- UN Committee on the Elimination of Racial Discrimination, including:
 - CERD, General Recommendation No. 23: Indigenous Peoples (1997)
 - CERD, General Recommendation No. 25: Gender-Related Dimensions of Racial Discrimination (2000)
 - CERD, General Recommendation No. 27: Discrimination Against Roma (2000)
- UN Convention on the Rights of the Child
- UN Committee on the Rights of the Child, in particular:
 - CRC, General Comment No. 11: Indigenous Children and Their Rights under the Convention (2009)
- UN Declaration on the Rights of Indigenous Peoples

- UN Special Rapporteur on the rights of Indigenous Peoples
- UN Special Rapporteur on minority issues

Human rights-compliant terminology

Consult Chapter 1 of the Human Rights Compliant Terminology Guide to ensure that your communication with and about national, ethnic, religious and linguistic minorities reflects good practice.

Data collection

It is important to collect data on whether persons belonging to ethnic and/or linguistic minorities, including Indigenous Peoples, will participate in learning activities, so that activities can be tailored to their specific needs. Before using these guidelines you should refer to relevant laws and policies on data collection.

To assess whether an individual belongs to an ethnic and/or linguistic minority, you can ask:

- *Do you self-identify as a minority?* In addition to “yes” and “no”, always provide the option of not answering.
- *What is your ethnicity?* Use an open-ended format and always offer the option to not answer.

Always apply the principle of self-identification when collecting data on ethnic and/or linguistic minorities. Self-identification means that people may choose whether to disclose or withhold information about their personal characteristics. All questions should include a non-response option (for example, “I prefer not to respond”).

Ensure all staff involved in data collection are suitably trained, for example in gender and cultural awareness.

Inclusive practices

- **Commit to inclusion.**
 - Ensure that the organizational mission and policies explicitly address the inclusion of persons belonging to ethnic and/or linguistic minorities, for instance, through a mission statement.
- **Promote participation.**
 - Involve children and youth from ethnic and/or linguistic minorities, as well as community leaders, associations and organizations representing them, in the design, implementation, monitoring and evaluation of educational programmes,

ensuring they are tailored to their needs. Develop appropriate modalities for communication, consultation and dialogue. Community leaders and mediators (such as Indigenous leaders or Roma community mediators) can play an important role.

- Consider giving visibility to the experiences of ethnic and/or linguistic minorities by representing the work of minority artists in collections or by organizing exhibitions on minority cultures. This supports the safeguarding of cultural memory and heritage while encouraging participation in the cultural life of the wider community. Promote freedom of expression and avoid reinforcing stereotypes.
- **Ensure accessibility of buildings and places, transportation, information and communication.**
 - If children and youth belonging to ethnic and/or linguistic minorities also have a disability, consider the guidance provided in the previous section.
 - Ensure that the language used in educational and learning activities is accessible to children and youth. Where possible, offer activities in minority languages, including by partnering with relevant organizations or contracting translation and interpretation services.
 - Ensure that collection labels are accessible by translating them into minority languages where needed.

- **Invest in staff diversity and training.**

- Ensure that all professionals are equipped with the knowledge and skills needed to interact effectively with children and youth from ethnic and/or linguistic minorities, and to support them in achieving positive educational outcomes.
- Offer presentations, workshops or training for professionals working with these groups on relevant rights and legal standards; human rights-compliant terminology; appropriate data collection methods and principles; and inclusive education and learning.
- Consider opening staff or volunteer positions to persons belonging to ethnic and/or linguistic minorities. Their expertise and lived experience can play a key role in the success of learning activities, the promotion of equal rights and the overcoming of barriers.

- **Build and nurture strong partnerships.**

- Develop and maintain partnerships with organizations representing ethnic and/or linguistic minorities to ensure their voices are heard, they are included in decision-making related to the educational activities, and they can support training,

translation and interpretation. Such organizations can also help encourage participation among children and youth (for example, in cases of low participation among girls, Roma children, etc.).

- **Be involved in awareness-raising and advocacy.**
 - Carry out awareness-raising activities for the public to challenge prejudices and negative stereotypes about ethnic and/or linguistic minorities and to promote tolerance.
 - Organize events to mark relevant United Nations observances, such as the [International Day for the Elimination of Racial Discrimination](#) (21 March), [World Day for Cultural Diversity for Dialogue and Development](#) (21 May), the [International Day for Women and Girls of African Descent](#) (25 July), the [International Day of the World's Indigenous Peoples](#) (9 August), the [International Day for People of African Descent](#) (31 August) and the [International Day of the World's Indigenous Women and Girls](#) (5 September).

Additional resources

[IFLA Multicultural Communities: Guidelines for Library Services \(3rd edition\) \(2011\)](#)

[IFLA/UNESCO Multicultural Library Manifesto \(2012\)](#)

DISPLACED AND MIGRANT CHILDREN AND YOUTH (REFUGEES, ASYLUM SEEKERS, STATELESS PERSONS, INTERNALLY DISPLACED PERSONS, MIGRANTS)

Main international standards

- UN International Convention on the Elimination of All Forms of Racial Discrimination
- UN Committee on the Elimination of Racial Discrimination, including:
 - CERD, General Recommendation No. 30: Discrimination Against Non-Citizens (2004)
- UN International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families
- UN Convention on the Rights of the Child
- UN Committee on the Protection of the Rights of All Migrant Workers and Members of their Families and the Committee on the Rights of the Child, including:
 - Joint General Comment No. 4 (CMW) and No. 23 (CRC): State Obligations Regarding the Human Rights of Children in the Context of International Migration in Countries of Origin, Transit, Destination and Return (2017)
 - Joint General Comment No. 3 (CMW) and No. 22 (CRC): General Principles Regarding the Human Rights of Children in the Context of International Migration (2017)

Stage 2 Planning a collections-based ESD activity

STEP 2: Ensuring accessible and inclusive learning

- UN Convention relating to the Status of Refugees (“the 1951 Refugee Convention”) and the Protocol relating to the Status of Refugees
- UN Convention relating to the Status of Stateless Persons
- UN Special Rapporteur on the human rights of migrants
- UN Special Rapporteur on the human rights of internally displaced persons

Human rights-compliant terminology

Consult Chapter 1 of the Human Rights Compliant Terminology Guide to ensure that you follow good practice in communicating with and about migrants, refugees, asylum seekers and other displaced children and youth.

Data collection

It is important to collect data on whether refugees, asylum seekers, migrants or displaced persons will participate in learning activities, so that activities can be tailored to their specific needs. Before using these guidelines you should refer to relevant laws and policies on data collection.

To assess whether an individual is a migrant or is displaced, you can ask following question (noting that people may require assistance depending on age and language):

- *What is your current displacement or migration status in this country? (Check all that apply)*
 - Asylum seeker/refugee claimant
 - Asylum seeker (granted)/refugee
 - Asylum seeker/refugee claimant, failed
 - Citizen
 - Migrant
 - Stateless
 - Internally displaced
 - Don't know
 - Other [specify]: _____

Inclusive practices

- **Commit to inclusion.**
 - Ensure that the organizational mission and policies explicitly address the inclusion of displaced and migrant persons, for example, through a mission statement or relevant policy.
- **Promote participation.**
 - Involve children and youth from displaced and migrant communities, as well as community leaders, associations and organizations representing them, in the design, implementation, monitoring and evaluation of educational and learning programmes, so that these are tailored to their needs.
 - Consider giving visibility to the topic of displacement and migration by representing the work of displaced and migrant artists in collections or by organizing exhibitions on the topics of displacement and migration. This supports displaced and migrant individuals and communities in safeguarding their cultural memory and heritage, while encouraging participation in the cultural life of the host community.

- **Ensure accessibility of buildings and places, transportation, information and communication.**
 - If children and youth from displaced and migrant communities also have a disability, please refer to the guidance on children and youth with disabilities earlier in this section.
 - Ensure that the language used in the educational activity is accessible to children and youth. Where possible, offer the activity in their language, including by partnering with organizations or contracting translation and interpretation services.
 - Ensure that collection labels are accessible by translating them into the languages spoken by displaced and migrant children and youth, where needed.
- **Invest in staff diversity and training.**
 - Ensure that all professionals are equipped with the knowledge and skills needed to interact effectively with children and youth from displaced and migrant communities and support them in achieving positive educational outcomes.
 - Offer presentations, workshops or trainings for professionals working with displaced and migrant children and youth on relevant rights and legal standards; human rights-compliant terminology; appropriate data collection methods and principles; and inclusive education and learning.

- Consider opening staff or volunteer positions to displaced and migrant persons. Their expertise and lived experience can play a key role in the success of education and learning activities, the promotion of equal rights and the overcoming of barriers.
- **Build and nurture strong partnerships.**
 - Develop and maintain partnerships with organizations representing displaced and migrant persons to ensure their voices are heard, they are included in decision-making related to education and learning activities, and to support training, translation and interpretation.
- **Be involved in awareness-raising and advocacy.**
 - Carry out awareness-raising activities for the public to challenge negative attitudes or stereotypes about displaced and migrant persons and to promote tolerance.
 - Organize events to mark relevant United Nations observances, such as **International Mother Tongue Day** (21 February), **World Refugee Day** (20 June) and **International Migrants Day** (18 December). Make efforts to bring together host communities and displaced and migrant persons.

Additional resource

[IFLA Guidelines for Libraries Supporting Displaced Persons: Refugees | Migrants | Immigrants | Asylum seekers \(2024\)](#)

BOYS, GIRLS AND LGBTQIA+

Main international standards

- UN Convention on the Elimination of All Forms of Discrimination against Women
- UN Committee on the Elimination of Discrimination Against Women, including:
 - CEDAW, General recommendation No. 36 on the right of girls and women to education (2017)
 - CEDAW, General recommendation No. 39 on the rights of Indigenous women and girls (2022)
 - CEDAW, General recommendation No. 34 on the rights of rural women (2016)
- UN Convention on the Rights of the Child
- UN Committee on the Rights of the Child
- UN Independent Expert on sexual orientation and gender identity

Human rights-compliant terminology

Consult Chapter 2 of the **Human Rights Compliant Terminology Guide** on gender inclusive communication and Chapter 3 on compliant communication about LGBTQIA+ people.

Data collection

It is important to collect data on the gender of persons participating in learning activities, so that activities can be tailored to their specific needs. Before using these guidelines you should refer to relevant laws and policies on data collection.

You can ask the following question:

- *How do you identify yourself?* Provide the following response options: boy/man; girl/woman; non-binary; other; or I prefer not to answer.

Always apply the principle of self-identification when collecting data on gender. Self-identification means that individuals may choose whether to disclose or withhold information about their personal characteristics. Therefore, questions about personal identity should always be voluntary and include a non-response option (for example, “I prefer not to respond”).

Ensure all staff involved in data collection are suitably trained.

Inclusive practices

- **Commit to inclusion.**
 - Ensure that the organizational mission and policies explicitly address the inclusion of people of different genders and LGBTQIA+ persons.
- **Promote participation.**
 - Involve boys, girls and members of LGBTQIA+ organizations in the design, implementation, monitoring and evaluation of educational programmes, ensuring they are tailored to their needs.
 - Promote reflection on collections from a gender or LGBTQIA+ perspective, or organize exhibitions exploring these perspectives. You may need to undertake research as a first step to understand how your collection relates to the history of gender issues or the LGBTQIA+ community in your city, region or country.

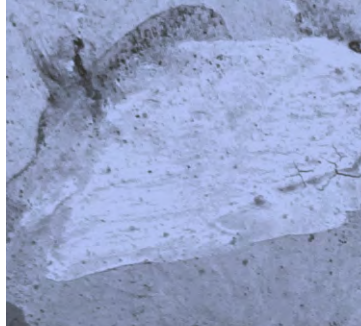
- **Ensure accessibility of buildings and places, transportation, information and communication.**
 - If boys, girls or LGBTQIA+ participants also have a disability, consider the guidance provided earlier in this section on Children and youth with disabilities.
 - Consider whether the building or facility has bathrooms that are accessible to people of different genders.
- **Invest in staff diversity and training.**
 - Ensure that all professionals are equipped with the knowledge and skills needed to interact effectively with children and youth from a gender and LGBTQIA+ perspective and to support them in achieving positive educational outcomes.
 - Offer presentations, workshops or trainings for professionals working with boys, girls and LGBTQIA+ youth on relevant rights and legal standards; human rights-compliant terminology; appropriate data collection methods and principles; and inclusive practices.
 - Consider offering staff or volunteer positions to persons of different genders or LGBTQIA+ persons. Their expertise and lived experience can play a key role in the success of educational and learning activities, the promotion of equal rights and the overcoming of barriers.

- **Build and nurture strong partnerships.**
 - Develop and maintain partnerships with organizations representing persons of different gender identities or sexual orientations to ensure their voices are heard, they are included in decision-making related to educational activities, and they can support training and appropriate language use. They can also help increase participation among children and youth (for example, in cases of low participation among specific gender identities or sexual orientations).
- **Be involved in awareness-raising and advocacy.**
 - Carry out awareness-raising activities for the public to challenge negative attitudes or stereotypes about LGBTQIA+ persons and to promote tolerance.
 - Organize events to mark relevant United Nations observances, such as **International Women’s Day** (8 March) and the **International Day Against Homophobia, Biphobia and Transphobia (IDAHOBIT)** (17 May).

Additional resources

[NEMO, LGBTQIA+ inclusion in European museums: An incomplete guideline \(2024\)](#)

[Research Centre for Museums and Galleries, University of Leicester, Trans-Inclusive Culture: Guidance on advancing trans inclusion for museums, galleries, archives and heritage organisations \(2023\)](#)



CHECKLIST

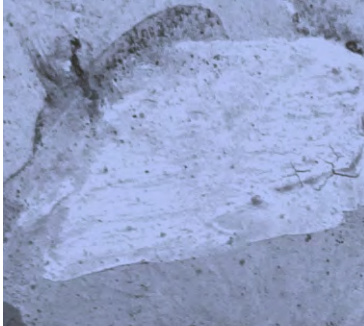
INCLUSIVE COLLECTIONS-BASED EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Use this checklist to promote accessible, inclusive learning for children and youth at risk of marginalization. It can guide reflection on current collections-based ESD activities or help shape new initiatives.

Checklist. Inclusive collections-based ESD

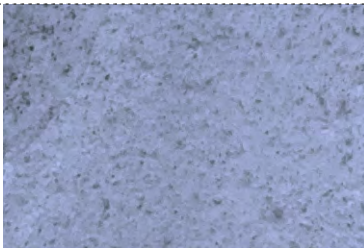
Area of focus	Yes	No	Not sure
A child's rights-approach			
Does the activity respect the dignity, well-being, and development of every child?			
Does the activity uphold the four principles of the Convention on the Rights of the Child (non-discrimination; best interest of the child; right to life, survival and development; right to be heard)?			
Data collection, analysis and storage			
Do you collect disaggregated data on all participating children and youth (subject to laws and policies)?			
Do you follow the principle of self-determination in data collection?			
Do rights-holders have control over the data process (collection, storage, interpretation, use and sharing)?			
Do you ensure legal compliance, and data protection by storing information securely and avoiding the sharing of personally identifiable data?			

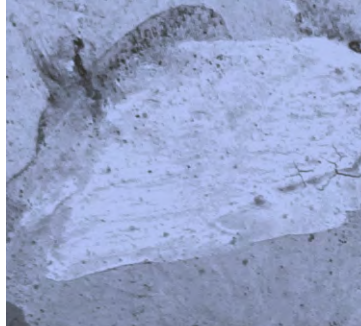




Checklist. Inclusive collections-based ESD (continued)

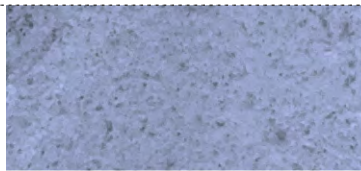
Area of focus	Yes	No	Not sure
Training for educators and staff			
Do you provide training on inclusion so that educators and staff can address the needs of specific groups of learners?			
Do educators have a basic understanding of human rights, disability and gender issues?			
Do you provide training on data collection and processing, subject to relevant laws and policies?			
Do some educators come from vulnerable or marginalized groups, contributing their expertise and lived experience to help remove barriers in the learning environment?			
Participation			
Do you view individuals from specific groups, their families and representative organizations as key partners in inclusive education?			





Checklist. Inclusive collections-based ESD (continued)

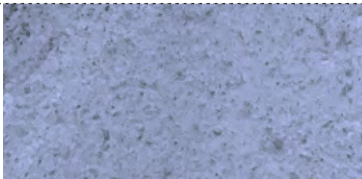
Area of focus	Yes	No	Not sure
Are these people consulted and actively involved in all stages of educational activities (planning, designing, implementing, monitoring and evaluation)?			
Partnership			
Do you collaborate with civil society and grassroots organizations representing specific groups to tailor activities to their needs?			
When participation from some groups of children and youth is low, do you conduct outreach or awareness-raising with parents and community members on the importance of education?			
Advocacy			
Do you work to eliminate prejudices and social or cultural barriers that prevent some groups from participating in education and learning activities?			
Do you mark relevant UN observances to raise awareness of issues affecting vulnerable groups?			

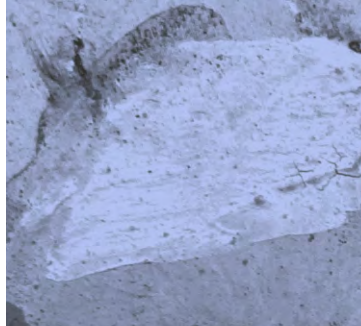




Checklist. Inclusive collections-based ESD (continued)

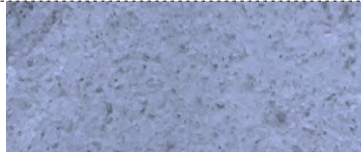
Area of focus	Yes	No	Not sure
Inclusion			
Do children and youth from marginalized groups participate alongside their peers, without isolation or segregation?			
Do learning content, methods and environments reflect individual needs, strengths and aspirations, following a 'whole-person' approach?			
Is your education and learning approach sensitive to age, gender, disability and minority status?			
Accessibility of educational activities			
Are your educational facilities and buildings physically accessible?			
Can you provide safe and reliable transportation for specific groups of learners who would otherwise be unable to attend?			
Is information and communication accessible to all participants?			

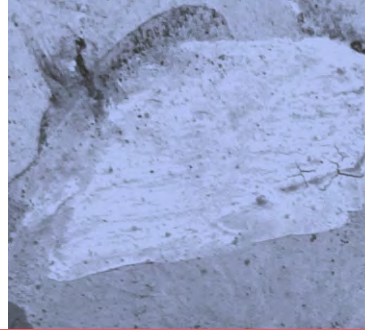




Checklist. Inclusive collections-based ESD (continued)

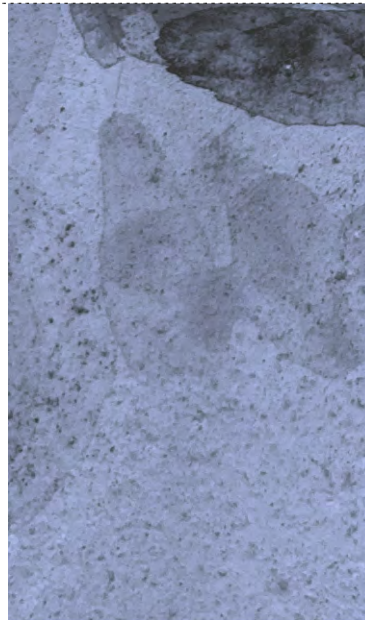
Area of focus	Yes	No	Not sure
Is your activity accessible to persons with visual impairments (blind or partially sighted)?			
Is your activity accessible to persons with hearing impairments (deaf or hard-of-hearing)?			
Is your activity accessible to persons with intellectual or psychosocial disabilities?			
Is your activity accessible to persons with social communication difficulties?			
Acceptability of educational activities			
Do activities reflect the diverse identities, cultures, interests and languages of all participating groups?			
Is the content, format and language culturally relevant and acceptable, especially for marginalized groups?			
Do you collaborate with minorities and Indigenous Peoples to develop culturally appropriate programmes that support their right to maintain their cultural identity and values?			





Checklist. Inclusive collections-based ESD (continued)

Area of focus	Yes	No	Not sure
Feedback mechanism and reporting channels			
Can individuals from specific groups provide confidential feedback on activities?			
Are there safe, sensitive procedures for reporting discriminatory or unsafe behaviour?			
Psychosocial support			
Do you have referral mechanisms for psychosocial counselling or other support when needed?			



STEP 3: Developing learning objectives and methods

In this step, you will explore the learning content of transformative ESD and apply it to your collections-based ESD programmes and activities under development. You will explore:



- integrating the human right to education and related human rights in activities;
- embedding ESD themes in collections-based activities;
- developing learning objectives that cover knowledge, motivation, attitudes and practical skills;
- building competences for ESD;
- applying transformative learning approaches; and
- moving beyond simple 'teaching'.

Including the human right to education and related human rights in activities

Educating people about human rights is a crucial part of both Education for Sustainable Development (ESD) and the Human Rights-Based Approach (HRBA). Children and youth have a right to learn about their rights. If activities are successful in this aspect, all participants in collections-based ESD should be aware of and understand the human right to education and its related human rights. In teaching people about the right to education, you can emphasize that it supports the realization of other rights; that everyone holds these rights equally; that human rights cannot be separated or ranked in importance; that they are connected; and that they cannot be taken away. You may need to modify the language to be age-appropriate and consult with learners or their representatives to understand what terms would be appropriate to use.

The child-friendly version of the Convention on the Rights of the Child states:

“29. Aims of education - Children’s education should help them fully develop their personalities, talents and abilities. It should teach them to understand their own rights, and to respect other people’s rights, cultures and differences. It should help them to live peacefully and protect the environment.”

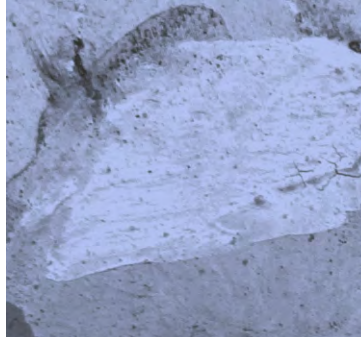
UNICEF UK has developed a **‘Rights-Respecting Schools’ programme**, supported by many resources that could be used in collections-based organizations.

ACTION

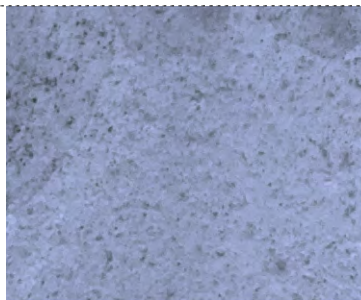
As you design your new collections-based ESD activity, think about how you will inform learners of their right to education and lifelong learning, or discuss it with them.

This could involve drawing attention to stories, objects or themes within the collection that illustrate these rights, or creating moments in the activity when learners can reflect on what these rights mean for them.

Use the space to the right to capture your reflections and any ideas that emerge.



A large, empty rectangular area with a dashed border, intended for capturing reflections and ideas.



Including ESD themes in collections-based activities

The following pages provide working definitions for each of the eight ESD themes of SDG 4.7, along with suggested learning topics, related SDGs and examples of relevant collections. These can serve as useful starting points as you design your new collections-based ESD activity. Remember that collections-based ESD is a creative process: many indirect or unexpected connections can be made by those developing and delivering collections-based ESD, as well as by learners themselves. Try to avoid seeing the table as just a checklist with boxes to be ticked off – look beyond the obvious and explore wider connections.

1. – 8.



ESD theme and working definition

Cultural diversity and tolerance

“Learning for or about cultural diversity (in terms of language, ethnicity, race, religion and other forms of cultural diversity). Includes the development of tolerance and/or appreciation of cultural diversity and mutual respect.”

UNESCO 2019

Examples of learning content

Exploring different cultures around the world

Multicultural societies

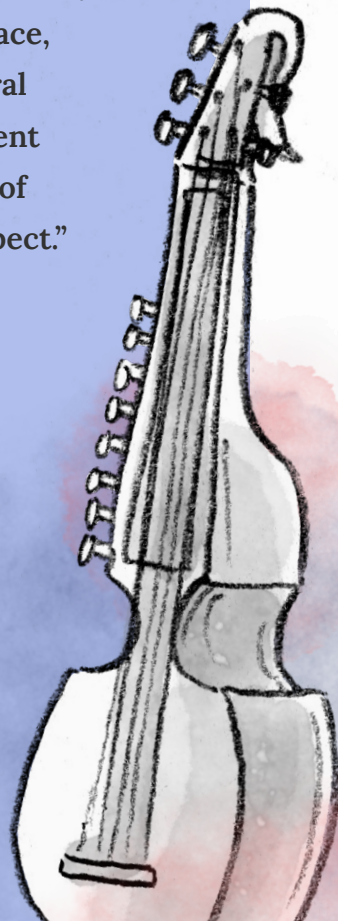
History of contact between different cultural groups

Addressing poverty and inequality

International or intercultural understanding, solidarity and cooperation

Intercultural and interreligious dialogue

Local, national and/or global citizenship



1.



Cultural diversity and tolerance



1.

Links to SDGs

SDG 1 - No poverty



SDG 4 - Quality education



SDG 10 - Reduced inequalities



SDG 11 - Sustainable cities and communities



SDG 16 - Peace, justice and strong institutions



Examples of collections that can be used to explore this theme

Anthropology and archaeology

Design (e.g. textiles)

Historical including social history

Art

Archives



ESD theme and working definition

Gender equality

“Gender equality focuses on the rights of both men and women to develop their personal abilities and make choices without the limitations set by stereotypes, rigid gender roles and prejudices.”

UNESCO 2019

Examples of learning content

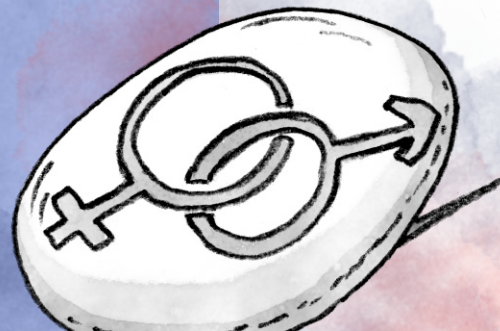
Roles of women and girls in different societies through history and around the world

Combating gender stereotypes

Role models

Understanding current opportunities for women and girls, men and boys, and gender-diverse people

2.



Links to SDGs

SDG 5 - Gender equality



Also included as part of many other SDGs

Examples of collections that can be used to explore this theme

Science and technology

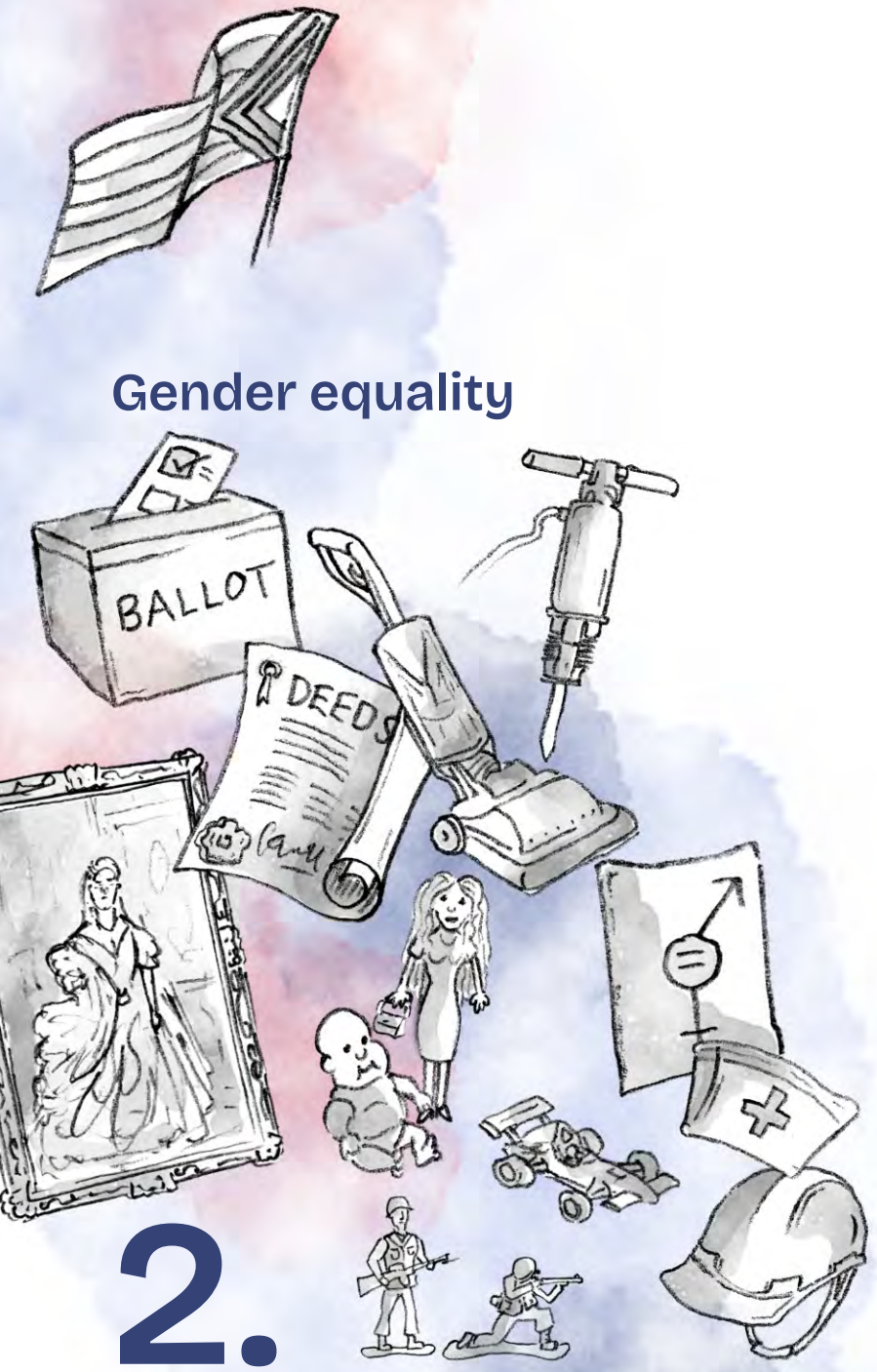
Anthropology and archaeology

Historical including social history

Art

Archives

Gender equality



ESD theme and working definition

Human rights

“Rights we have simply because we exist as human beings.”

OHCHR

Examples of learning content

Equality, justice and fairness

Civil, political, economic, social, cultural and environmental rights

History of rights

Explore different rights

Dignity, respect and standing up for rights

Countries' commitments to rights

Civil rights movements

Workers' rights movements

Rights of underserved and marginalized groups

Rights of nature

Equality, inclusion and non-discrimination, e.g. by gender, caste, race, class, disability

3.





Human rights



3.

Links to SDGs

Spread across the 17 SDGs

Specifically included as part of:

SDG 10 - Reduced inequalities



SDG 16 - Peace, justice and strong institutions



Examples of collections that can be used to explore this theme

Anthropology and archaeology

Historical including social history

Art

Archives



ESD theme and working definition

Peace and non-violence

“Learning for or about peace-building, mediation, conflict prevention and resolution, peace education, education for non-violence, reconciliation, living together peacefully.”

UNESCO 2019

Examples of learning content

Current and historical conflicts, their causes and impacts

Peace movements

Peacekeeping and peacebuilding

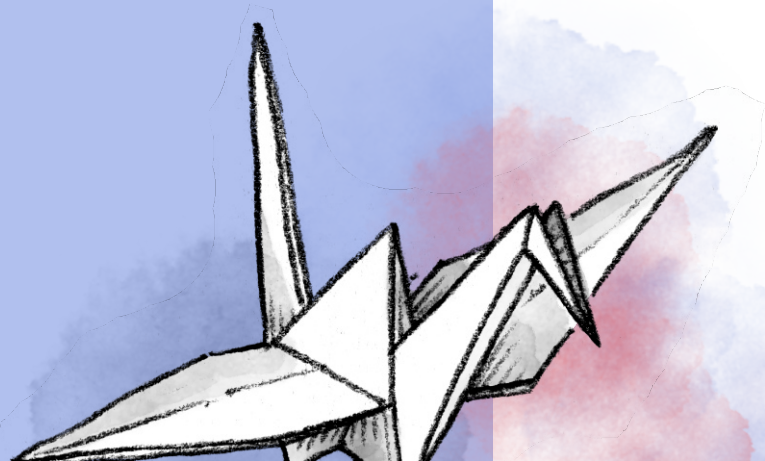
Non-violence movements

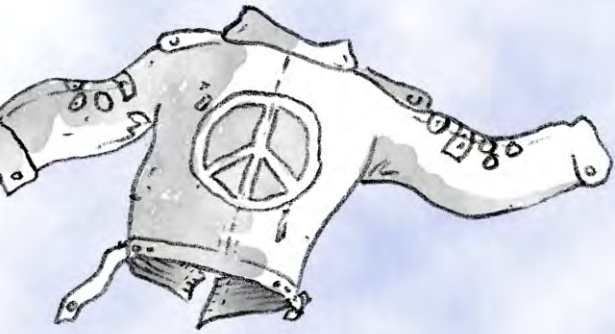
Friendly relations among peoples and nations

Challenging negative stereotypes, promoting peaceful solutions, learning to live together, preventing extremism

Preventing other forms of violence, including bullying, verbal abuse and gender-based violence

4.





Peace and non-violence



Links to SDGs

SDG 11 - Sustainable cities and communities



SDG 16 - Peace, justice and strong institutions



Examples of collections that can be used to explore this theme

Historical including social history

Military

Archives



4.

ESD theme and working definition

Climate change

“Climate change education helps people understand and address the impacts of the climate crisis, empowering them with the knowledge, skills, values and attitudes needed to act as agents of change.”

UNESCO

Examples of learning content

Causes of climate change

Climate mitigation

Climate adaptation

Disaster Risk Reduction

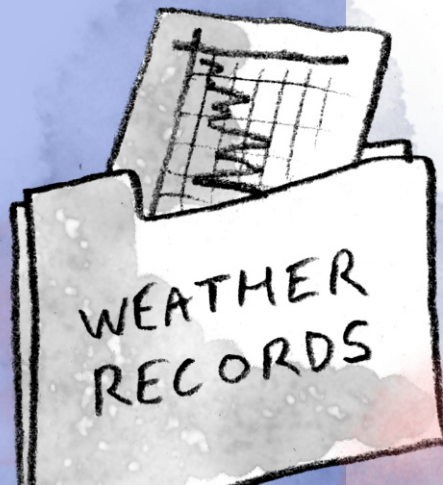
Climate justice

Green energy

Just transition

Local and Indigenous knowledge

5.



Climate change

Links to SDGs

SDG 13 - Climate action



Also covered in most other SDGs

Examples of collections that can be used to explore this theme

Natural history

Science and technology

Anthropology and archaeology

Historical including social history

Art

Archives



5.

ESD theme and working definition

Environmental sustainability

“Learning for or about environmental sustainability as responsible interaction with the environment to avoid depletion or degradation and to allow for environmental quality and health.”

UNESCO 2019

Examples of learning content

Climate change, pollution and biodiversity crises

Sustainable use of nature

Biodiversity conservation

Biodiversity and geodiversity

Ecosystems and ecosystem restoration

Caring for the planet, protecting nature

Environmental justice

Links to SDGs

SDG 2 - Zero hunger



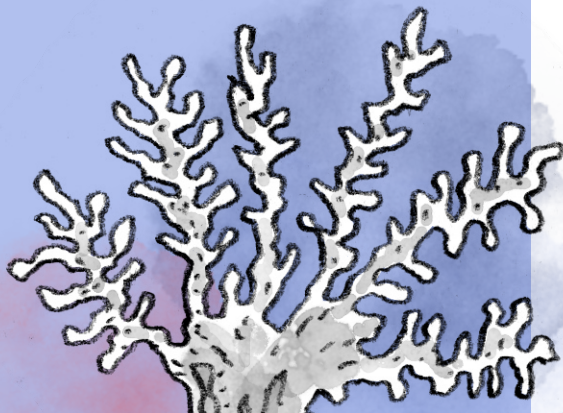
SDG 6 - Clean water and sanitation

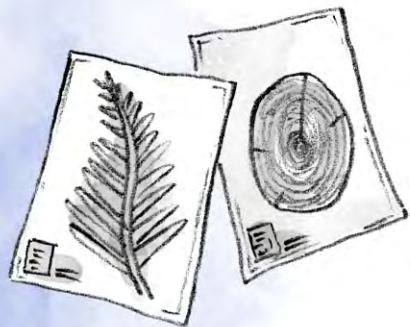


SDG 7 - Clean energy



6.





Environmental sustainability



6.

Stage 2 Planning a collections-based ESD activity STEP 3: Developing learning objectives and methods

SDG 11 - Sustainable cities and communities



SDG 12 - Responsible consumption and production



SDG 13 - Climate action



SDG 14 - Life below water



SDG 15 - Life on land



Examples of collections that can be used to explore this theme

Natural history

Science and technology

Anthropology and archaeology

Design (e.g. textiles)

Historical including social history

Art

Archives



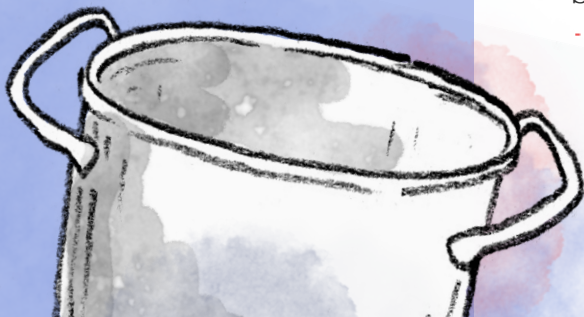
ESD theme and working definition

Sustainable consumption and production

“Learning for or about sustainable consumption as the use of resources, products and services that have a minimal impact on the environment. Sustainable consumption and production are about promoting resource and energy efficiency, sustainable infrastructure and green jobs.”

UNESCO 2019

7.



Examples of learning content

Over-consumption and mass-consumption

Responsible and sustainable lifestyles

Green economy, green jobs

Green energy

Links to SDGs

SDG 6 - Clean water and sanitation



SDG 7 - Clean energy



SDG 8 - Decent work and economic growth



SDG 9 - Industry, infrastructure and innovation



SDG 12 - Responsible consumption and production





Sustainable consumption and production



Examples of collections that can be used to explore this theme

Natural history

Medical

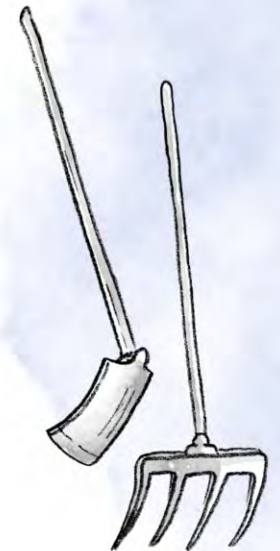
Science and technology

Anthropology and archaeology

Historical including social history

Art

Archives



ESD theme and working definition

Human survival and well-being

“Learning for or about human survival and well-being, defined as social well-being and harmony including in future generations due to healthy environmental systems.”

UNESCO 2019

[note the emphasis on people in relation to the natural environment]

8.



Examples of learning content

Human health

Human health and the natural environment

Environmental rights and rights of nature

Poverty and alleviation

Hazards and risks

Environmental health as it pertains to human well-being

Health of the planet for future generations

Sustainable cities and communities

Links to SDGs

SDG 1 - No poverty

SDG 2 - Zero hunger





Human survival and well-being



8.

SDG 3 - Good health and well-being



SDG 6 - Clean water and sanitation



SDG 10 - Reduced inequalities



SDG 11 - Sustainable cities and communities



SDG 12 - Responsible consumption and production



Examples of collections that can be used to explore this theme

Natural history

Medical

Science and technology

Anthropology and archaeology

Historical including social history

Art

Archives



You can strengthen your support for these eight ESD themes by:

- reviewing existing collections-based education and learning activities to identify where they already contribute and planning how to integrate the ESD themes more concretely;
- developing new programmes that support one or more of the themes; and
- monitoring, evaluating and communicating your activities through the lens of these themes, demonstrating how they connect to the Sustainable Development Goals.



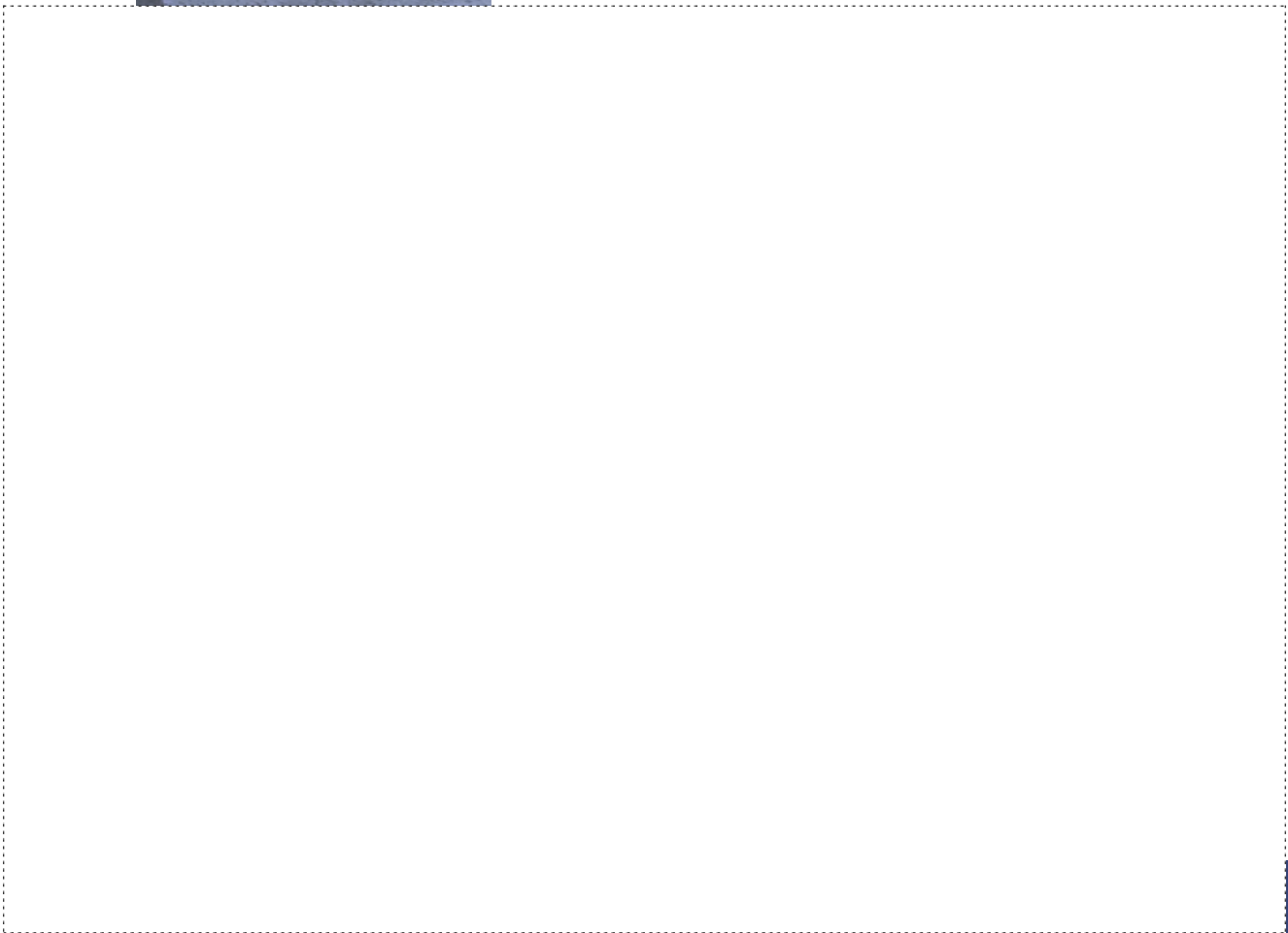
ACTION

Consider the new collections-based ESD activity that you are developing.

Which ESD theme(s) does it address?

Which specific topics will be explored?

Which SDGs are most closely related (choose up to three)?



Stage 2 Planning a collections-based ESD activity

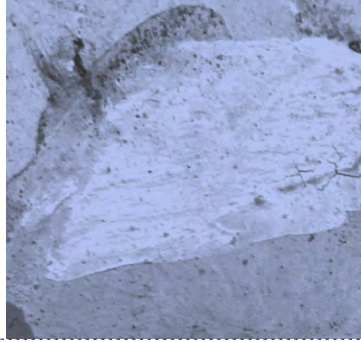
STEP 3: Developing learning objectives and methods

Consider the new collections-based ESD activity that you are developing.

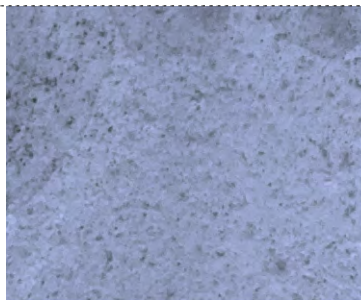
Which collections will be involved?

How will they be used?

What additional collections or types of collections could enrich learners' experience?



A large, empty rectangular area with a dashed border, intended for notes or answers to the questions on the left.



Learning objectives that cover knowledge, motivation, attitudes and practical skills

Education for Sustainable Development is widely recognized as having three interconnected learning domains: cognitive, socioemotional and behavioural. These represent, respectively, the development of knowledge, attitudes and motivation, and practical skills. Another way of thinking about it is as 'heads' (knowledge), 'hearts' (motivation and attitude) and 'hands' (practical skills), or 'to know', 'to care' and 'to act'.



UNESCO's **Education for Sustainable Development Goals: learning objectives** is a fundamental resource for educators of all kinds.

It offers guidance on:

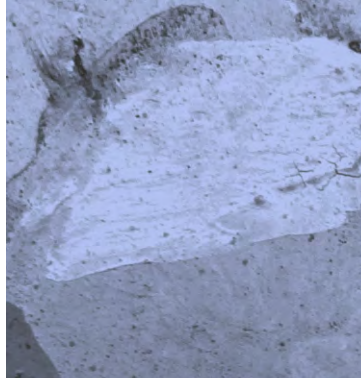
- learning objectives across knowledge, motivation/attitudes and practical skills for each Sustainable Development Goal;
- topics to explore within education and learning activities for each SDG; and
- suggested learning activities for each SDG.

ACTION

Consult UNESCO's [ESD Learning Objectives](#) document and look up the SDGs you identified as most relevant to your new ESD activity.

From the lists of suggested learning objectives, choose one or a few objectives for each dimension: cognitive (knowledge), socioemotional (motivation/attitude) and behavioural (skills). Record your selected objectives in the space to the right.

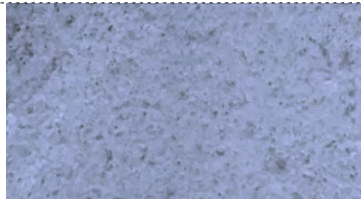
Be intentional and selective, as each objective you choose will need to be monitored and evaluated as part of your activity.



Cognitive (knowledge) learning objective(s):

Socioemotional learning objective(s):

Behavioural learning objective(s):



In practice:
**Designing collections-based
education activities around
ESD themes**

1

Francois worked in a small museum.
He observed that the museum was hardly
used by secondary school students.



Stage 2 Planning a collections-based ESD activity

In practice



Francois wanted to develop a new learning programme for secondary school students using the museum collections.



Francois looked up SDG 10 and 17 in the UNESCO guide Education for Sustainable Development Goals: Learning Objectives. He considered which museum collections could be used by students to explore these SDGs and the topic of Cultural diversity and tolerance.

3



He talked with a school teacher who was teaching about 'Cultural diversity and tolerance', one of the eight ESD themes.

6



He picked out learning objectives for knowledge, socioemotional and behavioural aspects of education that were related to cultural diversity and tolerance. He took the learning objectives from the UNESCO guide.

7

Francois now had the topic, as well as the learning objectives, to help shape the programme itself, with some input from the students.

4



The teacher asked his class what topics they wanted to explore. They were especially interested in SDG 10 (Reduced inequalities) and SDG 17 (Partnerships for the goals).

8



Francois met the students in the museum, with the teacher. The students selected which museum objects they wanted to use in their education session to explore the relationships between cultural diversity and tolerance, inequalities, and local and global partnerships for a better future.

Competences for ESD

ESD activities can help learners develop a broad set of competences for sustainable development, as outlined in UNESCO's Education for Sustainable Development Goals: learning objectives.

Collections-based ESD can support these competences. Many organizations and education systems use their own competence frameworks, and you may already be working with one or more of these. If you use another framework, consider how your activity will support these competences.

Put simply, the competences cover:

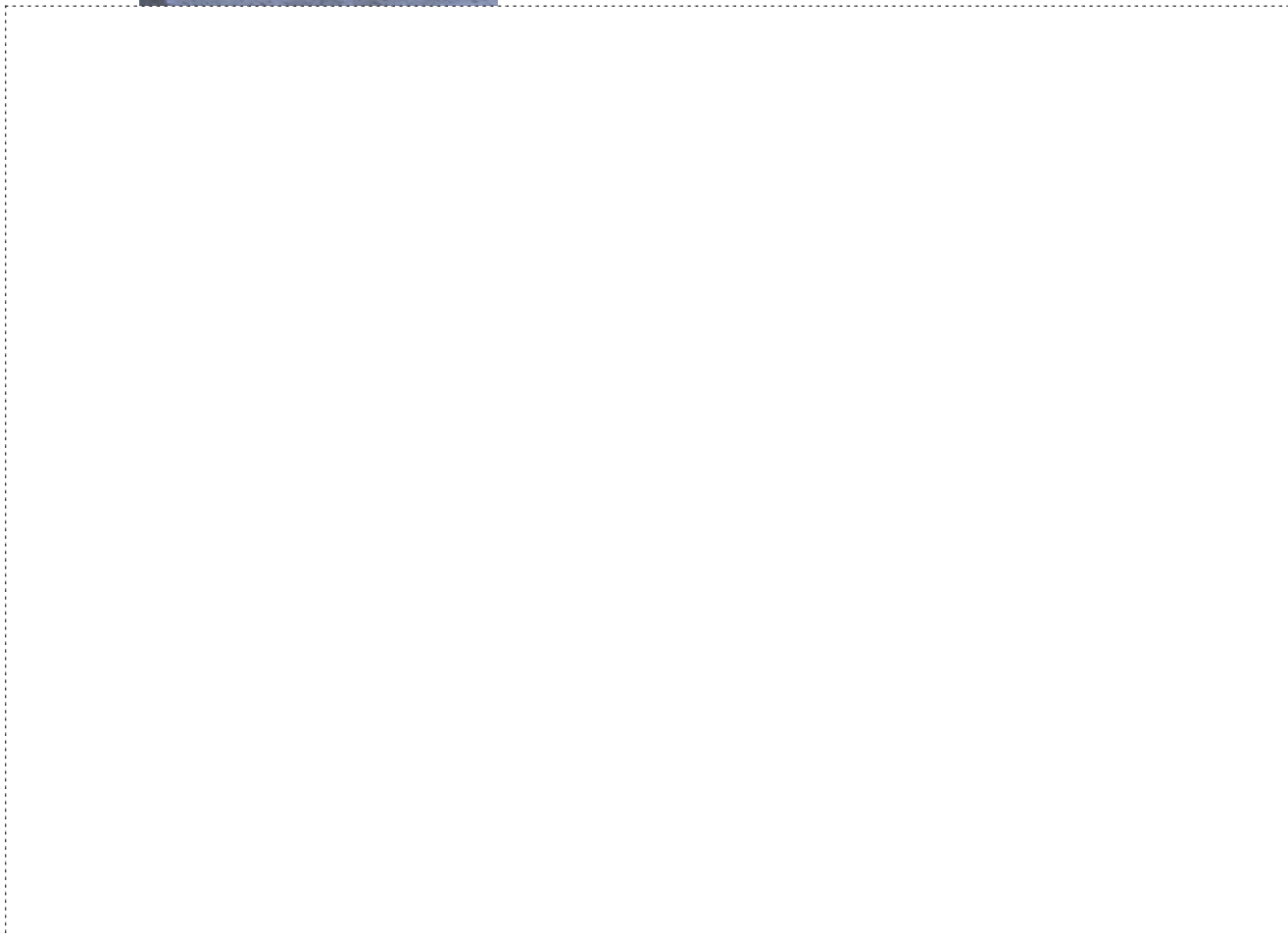
- **systems thinking:** understanding relationships, cause and effect;
- **anticipation:** considering cause and effect and exploring possible and desirable futures;
- **strategic competency:** developing plans to address challenges;
- **collaboration:** working effectively with others;
- **critical thinking:** questioning assumptions;
- **self-awareness:** reflecting on one's role in society; and
- **integrated problem-solving:** bringing together different sources of knowledge and skills to address challenges.

ACTION

Consider how your collections-based ESD activities support these competences.

What, if anything, do you want to strengthen in new activities?

Record your thoughts in the box to the right.



**In practice:
Incorporating sustainable
development competences
in collections-based education**

1

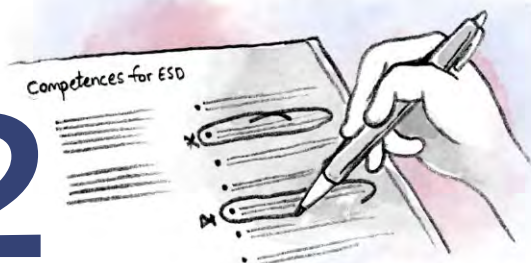
Cecilia worked in an archive. She wanted to strengthen sustainable development competences in a learning activity for primary school children exploring climate change.



Stage 2 Planning a collections-based ESD activity

In practice

2



She wanted to focus on systems thinking and anticipatory competences.

3



Cecilia selected archival records from the collection for an educational activity, including photographs of a coal mine, the town, workers and natural habitats, as well as documents such as fuel bills and local environmental reports. She selected records from two different moments in the past: 100 years ago and 50 years ago.

4



In the activity, participants were asked to make connections between energy, jobs and climate change. They compared the sets of objects from 100 years ago and 50 years ago. They also discussed the present situation, what the future could be like, and what they wanted the future to be like.

5

Lastly, students were asked to evaluate what they had explored and learned.

6



Cecilia gave participants a card with two questions: 'Did you explore connections, causes and impacts of climate change?' and 'Did you look ahead to what the future could be like?' to monitor systems thinking and anticipatory competences. For each question, participants answered 'yes', 'no' or 'not sure'.

Transformative learning

Transformative learning focuses on how people can change the world – how they learn, make sense of their experiences, and put that learning into action. Collections-based ESD activities offer rich opportunities for transformative learning, especially when learners engage with objects, stories or materials in ways that feel relevant, meaningful and connected to their own lives.

UNESCO's **Teaching and Learning Transformative Engagement** identifies four pathways to support transformative learning. The table on the next page provides examples of topics and collections-based activities that can support each pathway.



Stage 2 Planning a collections-based ESD activity

STEP 3: Developing learning objectives and methods

Transformative learning pathway	Examples of topics that can support this pathway	Examples of collections-based activities
Learning about facts and issues	Historical events Other cultures Science and technology	Critical thinking and media literacy through exploration of historical accounts, media, propaganda and archives
Exposure to new/other realities	Historical events Past and current conflicts, social and environmental challenges Lives and traditions of people belonging to different cultures, whether historical, in other places, or of marginalized people and groups	Project-based explorations based on collection items such as museum objects, archives and books
Exposure to diverse views	Historical events Diversity within and between cultures Intersecting identities	Exploration of people’s biographies: different viewpoints on the same event through archives and books, notably firsthand accounts (drama and role-play may be useful approaches for learners)
Guides for action	Biographies and activities of historical and contemporary change-makers Historical and contemporary figures who have defeated injustice through non-violent means	Exploration of people’s biographies: personal collections of objects, writings of individuals in archives and books

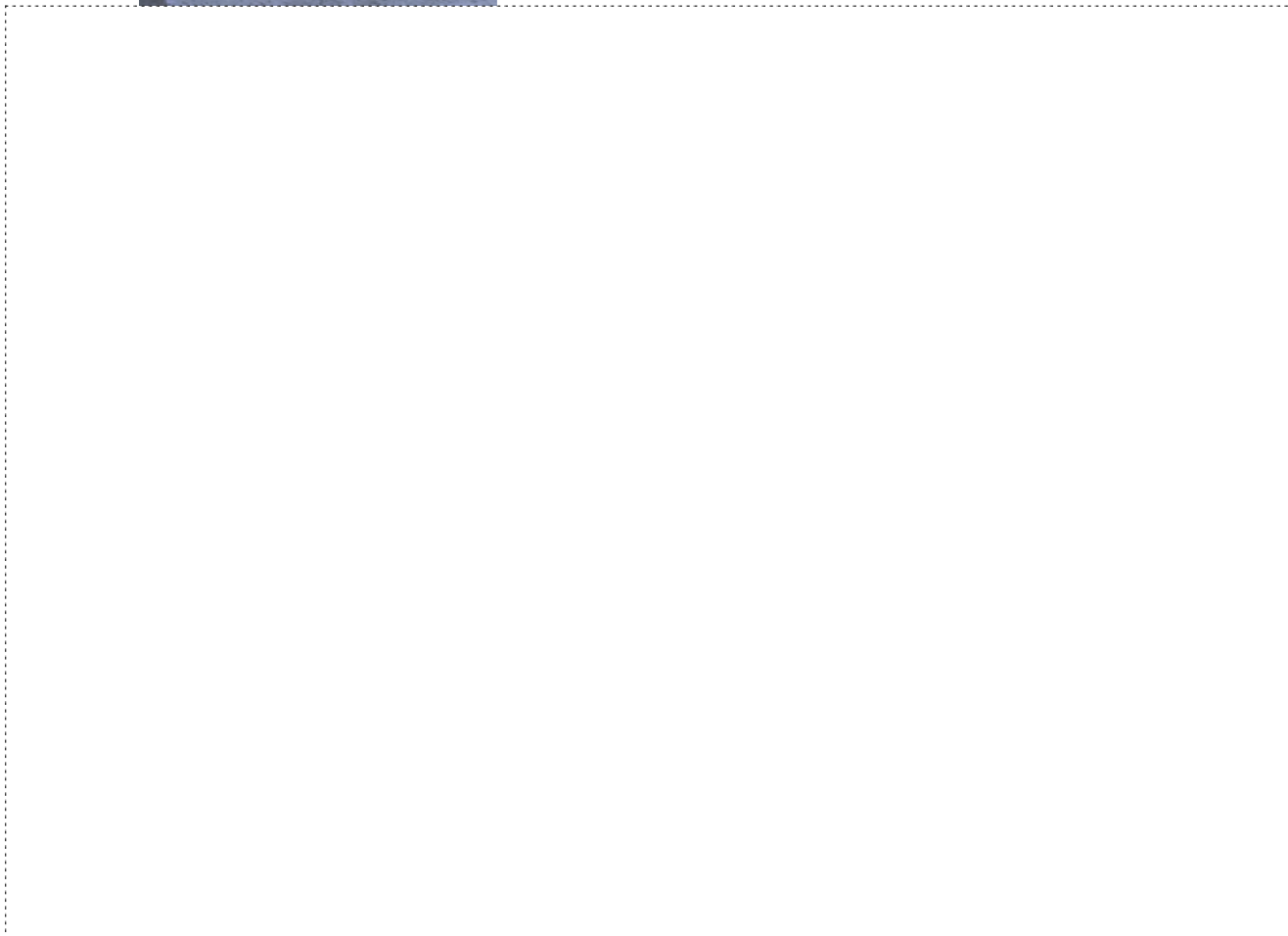
ACTION

Which of these pathways are already included in your collections-based ESD activities, and which pathway(s) would you like to incorporate into a new activity?

Identify the types of collections and the kinds of activities that will help you activate these pathways or note any additional methods you plan to use.

Be specific, as your choices will shape how you design, monitor and evaluate the activity.

Use the space to the right to capture your reflections and any ideas that emerge.



In addition to the pathways, transformative learning and empowerment are strengthened by an enabling environment that supports:

- **human rights principles** guiding the design and practice of learning spaces;
- **opportunities for self-expression**, allowing people to share their perspectives and ideas; and
- **collections-based ESD learning** that takes place where and when people want it, ensuring accessibility and relevance.

Creating these conditions helps ensure that learning activities are truly transformative.

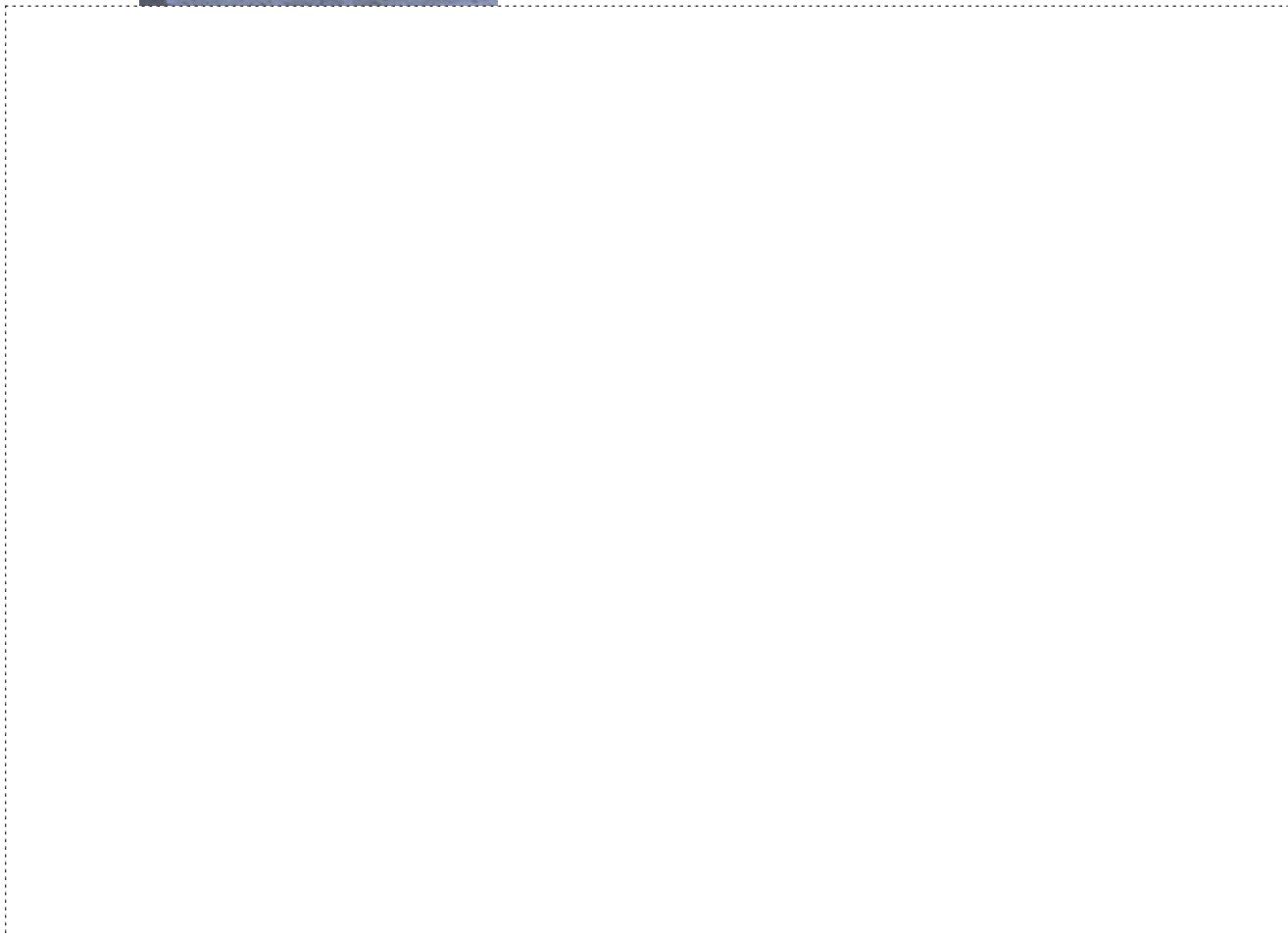


ACTION

Reflect on how your new collections-based ESD activity promotes active participation, learner choice, inclusivity and personal relevance.

Consider all the decisions you have made so far in this toolkit and think about how you can ensure that the activity reflects learners' interests, needs and preferred ways of engaging.

Use the space to the right to capture your reflections.



The importance of going beyond simple 'teaching'

Collections-based activities are not restricted in the same way as school-based education. People can potentially visit collections-based organizations when they choose, explore topics that interest them, and participate in a wide range of activities. Learning methods that move beyond the traditional model of a teacher delivering information help enrich and complement these experiences.



Collections-based activities can be used in many creative and collaborative ways. As a non-prescriptive list, these learning activities may include:

- taking part in, or developing and giving, guided visits through exhibitions
- extended placements and internships
- volunteering opportunities
- mentoring
- peer-learning activities
- interdisciplinary activities
- project-based activities



Stage 2 Planning a collections-based ESD activity

STEP 3: Developing learning objectives and methods

object biographies

inquiry-based activities

listening to and presenting talks

creative workshops

creating artworks

dialogue sessions

watching and/or creating films and videos

theatre and dance

games and competitions

scavenger/treasure hunts

storytelling

role-playing, simulations and historical re-enactments

science labs

mock trials and debates

field visits (to other heritage institutions or other places)

twinning activities between organizations and places

meetings with authorities

online meetings with external partners, e.g. groups in other countries

writing or re-writing object labels or exhibition text panels

creating mini-exhibitions, community exhibitions or contributing to 'main' exhibitions

creating online content on collections and related themes

forming 'alternative' collections or personal collections to communicate ideas

All these activities can be developed by or for individuals or groups.

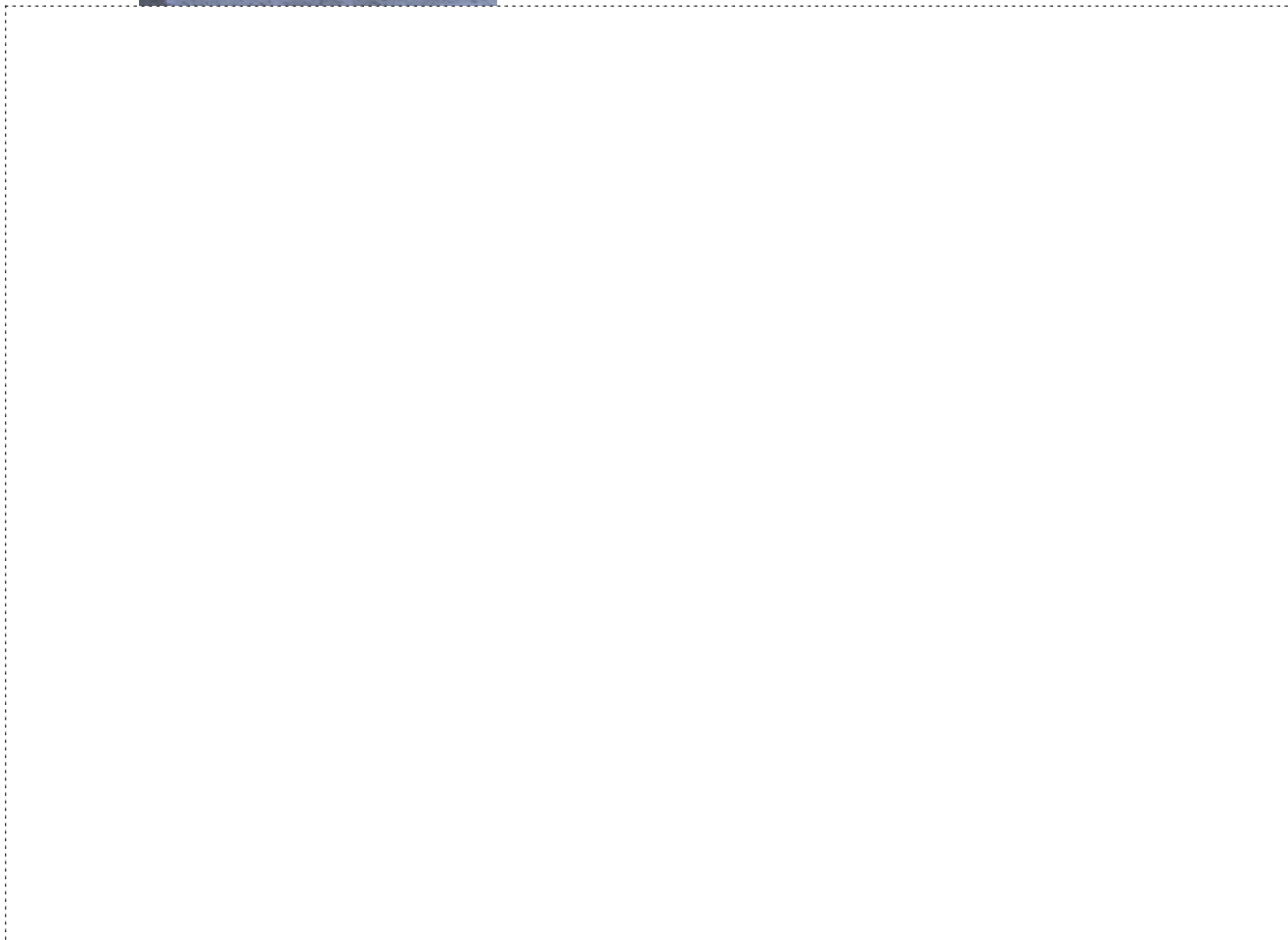
ACTION

Take a moment to reconsider how you will use collections in your new ESD activity.

Reflect on which collections-based activities you want to develop to move beyond simple teaching.

Think about the activities the children and youth involved would want to do and how you can you find out (i.e. by asking them or their representatives).

Use the space to the right to capture your reflections and any ideas that emerge.



STEP 4: Strengthening duty-bearers' capacities

The Human Rights-Based Approach aims to strengthen the capacities of duty-bearers to understand and fulfil their rights-based responsibilities.

For educators working with heritage collections, this may include developing their ability to:

- **promote** accessible and inclusive learning;
- **develop and deliver** learning content and transformative learning for ESD;
- **monitor and evaluate** collections-based ESD; and
- more broadly, to **understand and apply** ESD approaches, the SDGs and/or the HRBA.



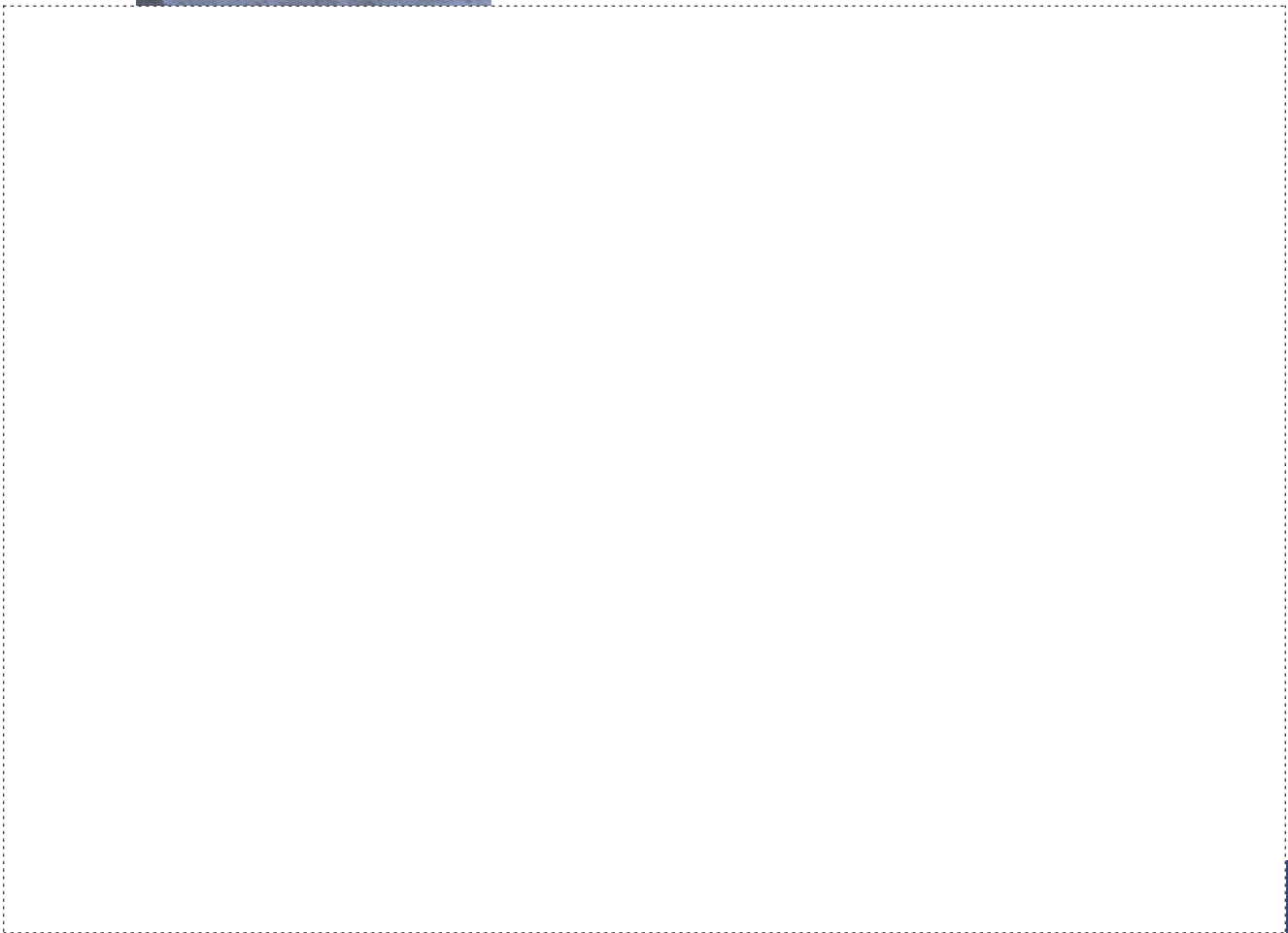
ACTION

Consider the collections-based ESD activity you are developing.

What knowledge, motivation, attitudes, practical skills and cross-cutting competences do educators need to deliver this activity effectively?

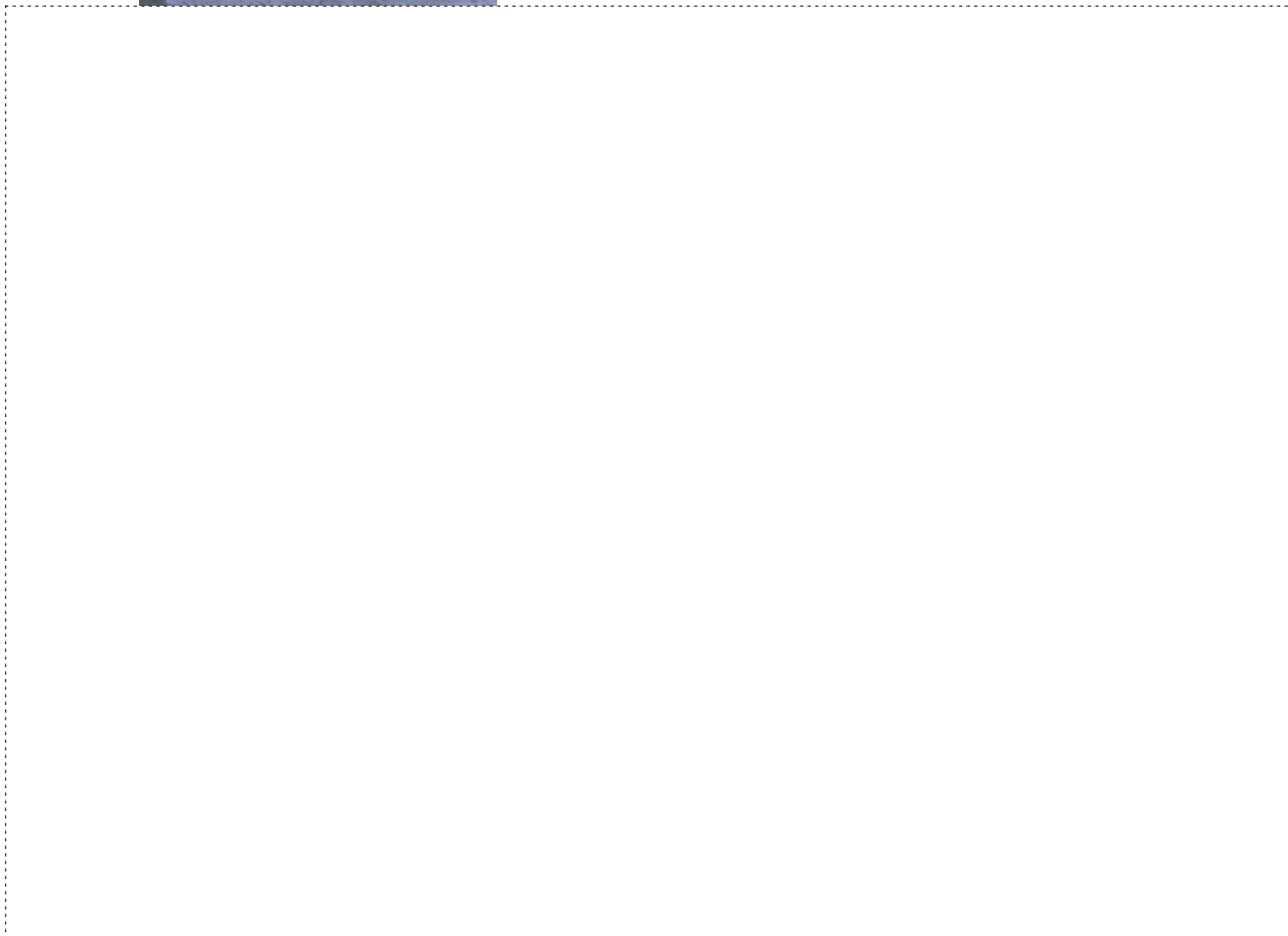
Which of these capacities are already strong, and which require further development?

Use the space to the right to capture your reflections and any ideas that emerge.



What staff development needs have been identified, and how will these be met – for example, through this toolkit, training courses, time for reading, peer-to-peer support, mentoring or other forms of professional learning?

Use the space to the right to record your ideas.



STEP 5: Establishing a monitoring and evaluation framework



















Monitoring and evaluation of a Human Rights-Based Approach (HRBA) project involves assessing how the capacities of both the rights-holders and duty-bearers change over time.

The monitoring and evaluation framework on the following pages focuses on three key areas for collections-based ESD activities: accessible and inclusive learning, ESD learning objectives and methods, and educators' skills and competences. The framework is intentionally flexible. Depending on your context, you may choose to gather feedback before and after an activity, or once after an activity. Remember that you have already completed a baseline assessment in the capacity gap analysis in Stage 1, Step 5, which you may wish to refer back to.



















The questions provided can be adapted to suit the specific context of your activity, ensuring they remain relevant and meaningful for participants. Depending on your needs, closed questions can be answered using Yes/No/Not sure response options, or with a Likert scale (e.g. 1-3 or 1-5) to capture more nuance.

Stage 2 Planning a collections-based ESD activity













STEP 5: Establishing a monitoring and evaluation framework

Monitoring and evaluation framework: accessible and inclusive learning						
Aspects of accessible and inclusive learning		Monitoring and evaluation questions (by age group)			Indicators	
Barriers to learning are identified and progressively removed	6-12 years	Were you able to take part in the activity?				Number/proportion/percentage of participants reporting that they were able to access collections for learning about ESD (<i>disaggregated by vulnerable group</i>)
	12+	In the activity, were all children and youth included and treated with respect?				
Museums, libraries and archives are considered safe and welcoming	6-12 years	During the activity, did you feel welcomed, safe and listened to?				Number/proportion/percentage of participants stating that the collections-based organization hosting the activity was safe and welcoming (<i>disaggregated by vulnerable group</i>)
	12+	During the activity, did you feel included, safe and respected by the facilitators and other adults, and were you able to express your opinions?				
Collections and learning activities are relevant and responsive	6-12 years	Did the objects you used in the activity feel familiar?				Number/proportion/percentage of participants stating that they could access collections relevant to their interests and/or identity (<i>disaggregated by vulnerable group</i>)
	12+	Did the objects used in the activity help you connect with your interests, identity, culture or traditions?				



Monitoring and evaluation framework: ESD learning objectives and methods						
Aspects learning objectives and methods		Monitoring and evaluation questions (by age group)			Indicators	
Including ESD themes in collections-based ESD	6–12 years	During the activity, did you learn about caring for nature or helping others?				Number/proportion/percentage of participants agreeing that they had opportunities to explore one or more ESD themes (<i>disaggregated by vulnerable group</i>)
	12+	During the activity, did you learn about global and social themes such as climate change, equality or conflicts?				
Learning objectives that cover knowledge, motivation/attitudes and practical skills	6–12 years	Did the activity help you explore ideas, feelings and actions?				Number/proportion/percentage of participants agreeing that they had opportunities to connect thoughts, feelings and actions (<i>disaggregated by vulnerable group</i>)
	12+	Did the activity help you explore your thoughts and feelings about the topics addressed and what actions you might want to take afterwards?				
Competences for ESD	6–12 years	Did you work with other people during the activity?				Number/proportion/percentage of participants who developed sustainable development competences (<i>disaggregated by vulnerable group</i>)
	12+	Do you feel able to make positive changes on your own and with others?				



Monitoring and evaluation framework: ESD learning objectives and methods (continued)						
Aspects learning objectives and methods		Monitoring and evaluation questions (by age group)			Indicators	
Transformative learning	6–12 years	Did the activity make you want to help others or do something nice for nature?				Number/proportion/percentage of participants agreeing that the collections-based activity empowered them to transform the world in ways that matter to them (disaggregated by vulnerable group)
	12+	Did the activity encourage you to take action and make a positive difference for people and for the planet?				
The importance of going beyond simple ‘teaching’	6–12 years	Did you have the chance to be creative during the activity?				Number/proportion/percentage of participants who state that the museum supported their creative learning (disaggregated by vulnerable group)
	12+	During the activity, did you improve your ability to work with others and find creative ways to solve a problem?				

Stage 2 Planning a collections-based ESD activity

STEP 5: Establishing a monitoring and evaluation framework

Monitoring and evaluation framework: educators' skills and competences					
Educators' skills and competences	Monitoring and evaluation statements (Agree/Neutral/Disagree for each statement)				Indicators
Staff from the collections-based organization involved in education and learning have appropriate skills to promote and deliver transformative collections-based ESD activities	Select the statements that apply. As a result of the activities I was involved in, I have:	Agree	Neutral	Disagree	Number/proportion/percentage of staff involved in education and learning who developed their skills to promote and deliver transformative collections-based Education for Sustainable Development
	A better understanding of the right to education, related human rights and the Human Rights-Based Approach				
	Greater familiarity with the SDGs and how they relate to education and learning				
	More confidence in working with some or all of the eight ESD themes				
	Greater ability to connect the eight ESD themes with appropriate knowledge, motivation and practical skills to identify appropriate learning objectives				
	More familiarity with sustainable development competences (my own and learners')				
	Improved ability to promote learners' active, inclusive, free and meaningful participation in activities				
	More familiarity with a range of learning methods that go beyond simple teaching				



Stage 2 Planning a collections-based ESD activity

STEP 5: Establishing a monitoring and evaluation framework

Monitoring and evaluation framework: educators' skills and competences (continued)					
Educators' skills and competences	Monitoring and evaluation statements (Agree/Neutral/Disagree for each statement)				Indicators
Educators of all kinds who are not staff from the collections-based organization are empowered to make effective use of its collections, exhibits and collections-related information for ESD	Select the statements that apply. As a result of the activities I was involved in, I have:	Agree	Neutral	Disagree	Number/proportion/percentage of non-staff educators of all kinds who were empowered to make more effective use of collections, exhibits and collections-related information for ESD
	A better understanding of the right to education, related human rights and the Human Rights-Based Approach				
	Greater familiarity with the SDGs and how they relate to education and learning				
	More confidence in working with some or all of the eight ESD themes				
	Greater ability to connect the eight ESD themes with appropriate knowledge, motivation and practical skills to identify appropriate learning objectives				
	More familiarity with sustainable development competences (my own and learners')				
	Improved ability to promote learners' active, inclusive, free and meaningful participation in activities				
	More familiarity with a range of learning methods that go beyond simple teaching				

ACTION

Looking at the monitoring and evaluation tables on the previous pages, identify which aspects you intend to monitor and evaluate concerning your new collections-based ESD activity.

Use the space to the right to capture your reflections and any ideas that emerge.



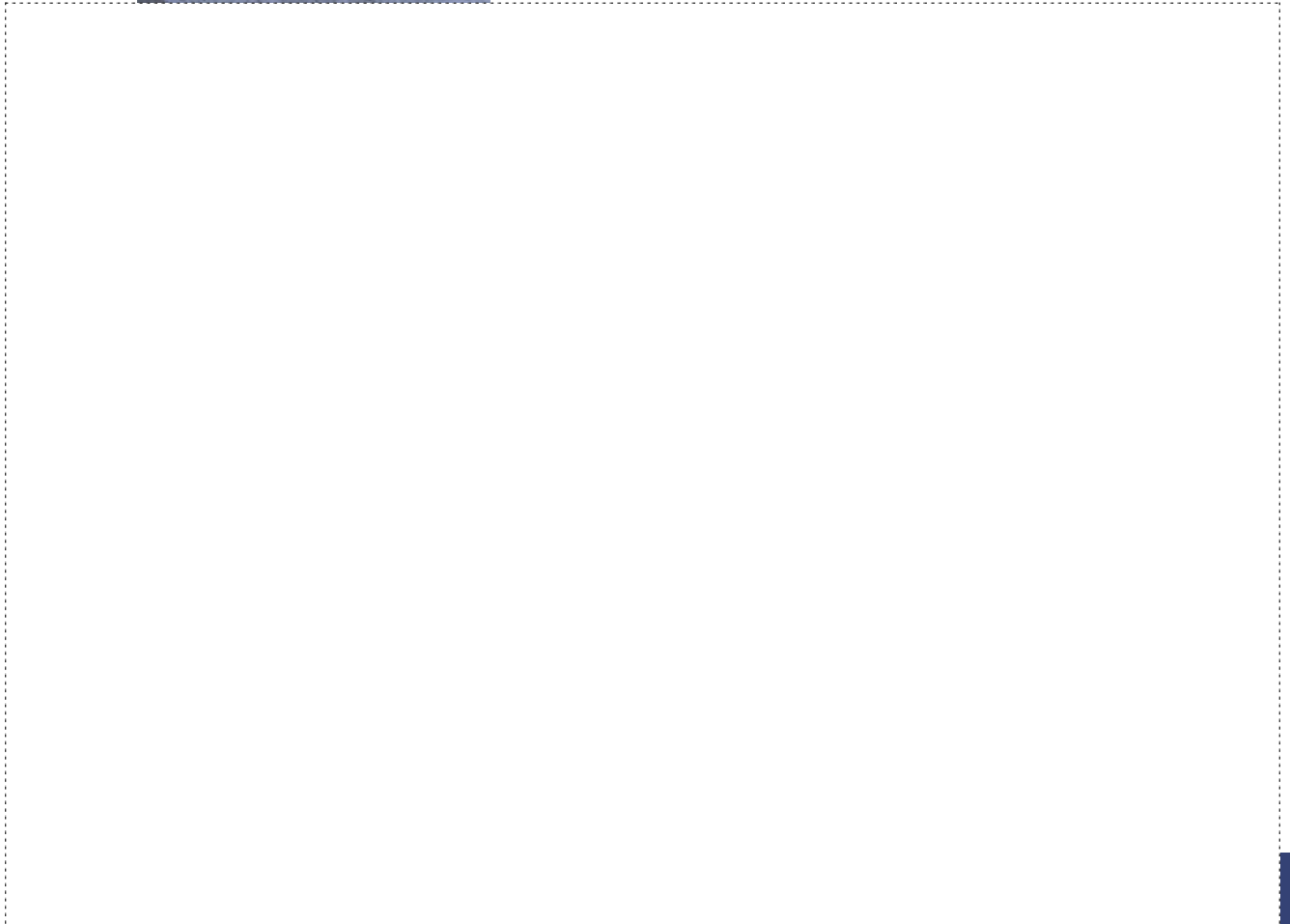
Stage 2 Planning a collections-based ESD activity

STEP 5: Establishing a monitoring and evaluation framework

Decide whether you will conduct a before-and-after evaluation, or if you will collect feedback once after an activity.

This choice may depend on the time available, the nature of the activity, and whether you want to compare progress against the baseline assessment completed in Stage 1, Step 5.

Use the space to the right to capture your reflections and any ideas that emerge.



Stage 2 Planning a collections-based ESD activity

STEP 5: Establishing a monitoring and evaluation framework

Identify who will be responsible for carrying out the monitoring and evaluation.

Consider how this person or team will be briefed, supported and prepared – for example, through clear instructions, templates or opportunities for peer-to-peer support.

Use the space to the right to capture your reflections and any ideas that emerge.



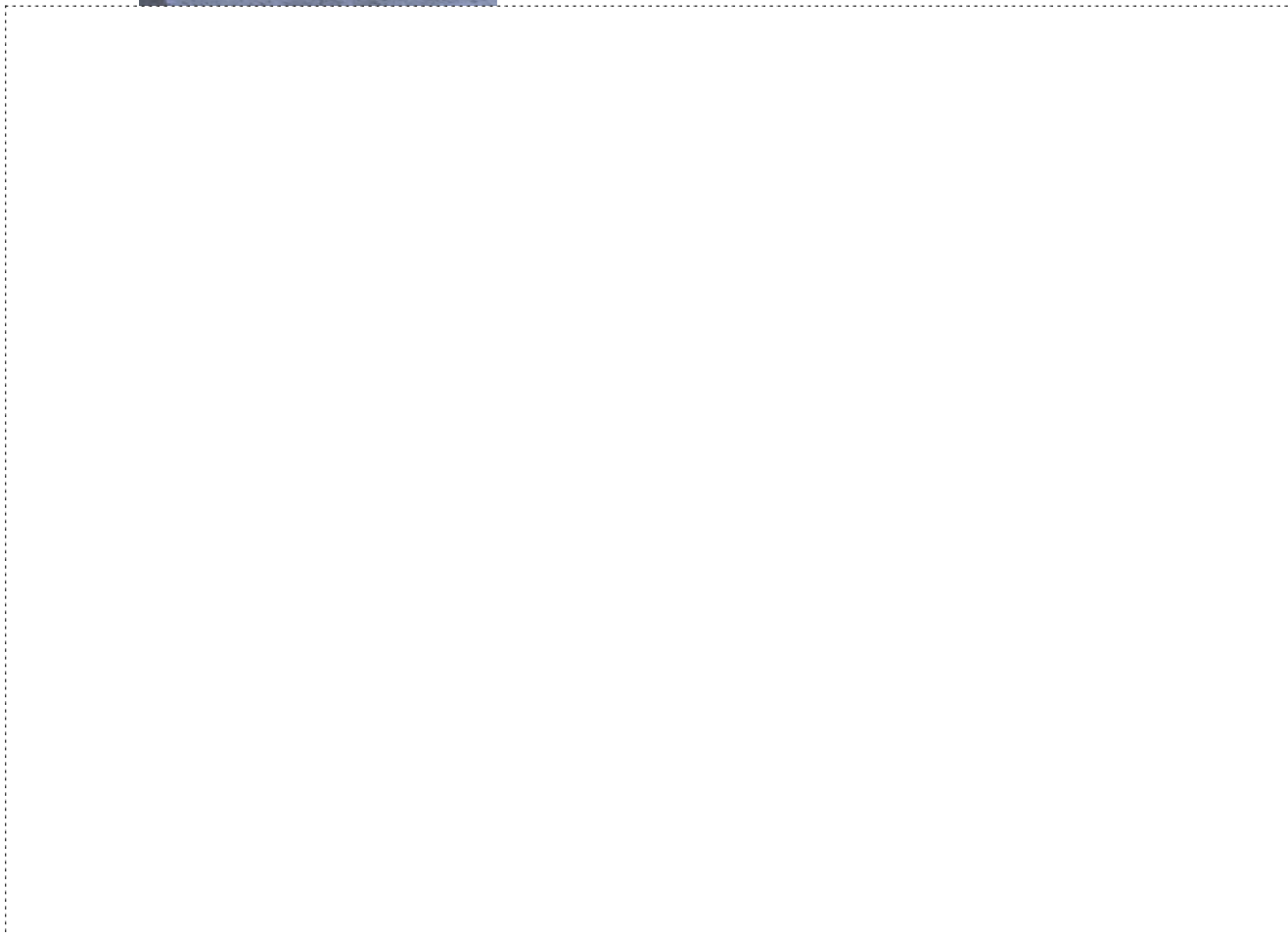
Stage 2 Planning a collections-based ESD activity

STEP 5: Establishing a monitoring and evaluation framework

Reflect on how you will collect information in ways that respect people's privacy and comply with national laws.

This may include using anonymous forms, avoiding unnecessary collection of personal data, storing information securely or ensuring participation in feedback activities is voluntary.

Use the space to the right to capture your reflections and any ideas that emerge.



Use your responses to these prompts to shape your monitoring and evaluation plan.

STEP 6: Safeguarding children and youth

When working with children and youth, there are particular sensitivities to consider to ensure safeguarding and create a safe environment. This section offers suggestions for managing these sensitivities. These should be treated as guidelines, recognizing that specific requirements will vary depending on the local context, including national laws, organizational policies and established good practice.

permission

well-being

data protection



safety

privacy

Data protection

When engaging with children and youth, you may collect sensitive personal data that must be protected to maintain privacy and prevent unintended disclosure.

Anonymize data. Where possible, use anonymized data in both internal and external communication to protect individuals' identities.

Informed consent for the use of personal identity. If you need to share information internally or externally (for example, in a report or media communication) that could reveal participants' identities, you must obtain consent to use their personal data, including photographs and videos. Consent may be given orally or, where possible, in writing. Ensure that the person giving consent understands what they are agreeing to. For minors, consent must be provided by their parents or legal representatives. Participants should be informed that they may withdraw their consent at any time.

Ensure safe data processing and storage. Establish clear procedures for securely processing and storing data. This should include assigning named responsibilities within the organization. Data retention periods may depend on donor requirements and national laws, but as a general principle, personal data should be kept only for as long as necessary.

Follow the six principles of the Human Rights-Based Approach to Data (HRBAD): Participation, data disaggregation, self-identification, transparency, privacy and accountability.

Creating a safe environment

It is important to recognize that some children and youth may be experiencing difficult situations or may have experienced them in the past. For example, they may face protection concerns such as violence or be living in socially or economically challenging circumstances. During education and learning activities, you may also explore themes that could be sensitive or triggering for some participants. These may relate to health and well-being (including mental health), gender and sexuality, conflict and displacement, poverty, or other personal or social issues. As a result, the child or young person may become upset, withdrawn, angry or stressed.



If you find yourself in such a situation, you may consider following these steps:

- **Adopt a sensitive and supportive approach:** Respond with empathy and acknowledge the difficulty the child or young person may be experiencing. Offer them choice and control over whether they wish to continue with the activity or take a break.
- **Recognize signs of emotional discomfort and use simple well-being techniques:** These can help children and youth feel more settled and stay connected to the present moment.
 - **Grounding:** Invite them to take a slow breath and pay attention to their surroundings by naming things they can hear, see or feel. Doing this out loud can make the exercise more engaging.
 - **Butterfly-hug:** Invite them to cross their hands over their chest to make a butterfly shape and gently tap from one side to the other until they feel calmer.
 - **Breathing:** Slow, steady breathing can help people feel more at ease, for example, by taking a few deep breaths or a double inhalation.
- **Liaise with accompanying adults:** If children or youth are accompanied by adults – such as teachers, group leaders, parents or guardians – speak with them before or during the activity to understand whether certain topics or approaches may be stressful or triggering for participants.
- **Provide information on support measures:** Where appropriate, share information about sources of support, such as relevant community organizations or civil society groups.

Summary of Stage 2

Having worked through this section, you should have:

- identified who will take part in your collections-based ESD activity and how they will participate;
- defined objectives for the activity, including promoting accessible and inclusive learning, embedding ESD content in programmes, and supporting staff development;
- identified the specific actions that will help you meet these objectives; and
- developed a monitoring and evaluation plan for the activity.

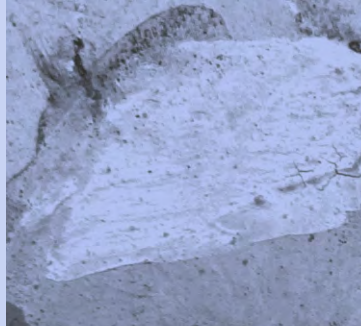
ACTION

Before ending this section, review and complete the checklist on the next page.

If you find that you cannot yet tick one of the boxes, return to the corresponding part of Stage 2 to strengthen that area of your planning.

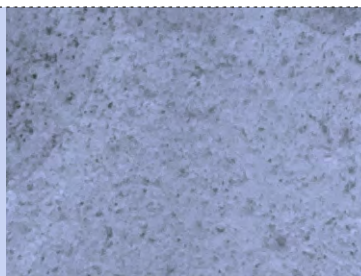
Stage 2 Planning a collections-based ESD activity

Summary of Stage 2



Stage 2 Checklist

Step	Considerations	Have you done this?	Yes	No	Not sure
1	General	The collections-based ESD activity is informed by the situation analysis from Stage 1.			
2	Promote accessible and inclusive learning	The activity is guided by human rights.			
		The activity will promote accessible and inclusive learning for all participants.			
3	Develop learning objectives and methods	Learning objectives and competences for the collections-based ESD activity have been developed, and relevant objects from the collection have been selected.			
4	Strengthen duty-bearers' capacities	Skills required by educators to deliver or facilitate the collections-based ESD activity have been identified, along with training needs and methods (as required).			
5	Establish a monitoring and evaluation framework	A monitoring and evaluation framework has been developed.			
6	Safeguard children and youth	Safeguarding considerations have been factored into the project.			



Implementing a collections-based ESD activity

In this stage, you will implement your collections-based ESD activity, putting your planning into practice and engaging learners directly with collections, methods and experiences.

3

Stage 3

Objectives of delivering a collections-based ESD activity using the HRBA

Implementing your plans using the HRBA helps ensure that the project remains aligned with human rights principles throughout delivery. This includes:

- non-discriminatory practices;
- promotion of active, free, inclusive and meaningful participation; and
- promotion of transparency and accountability.

STEP 1: Non-discriminatory practices

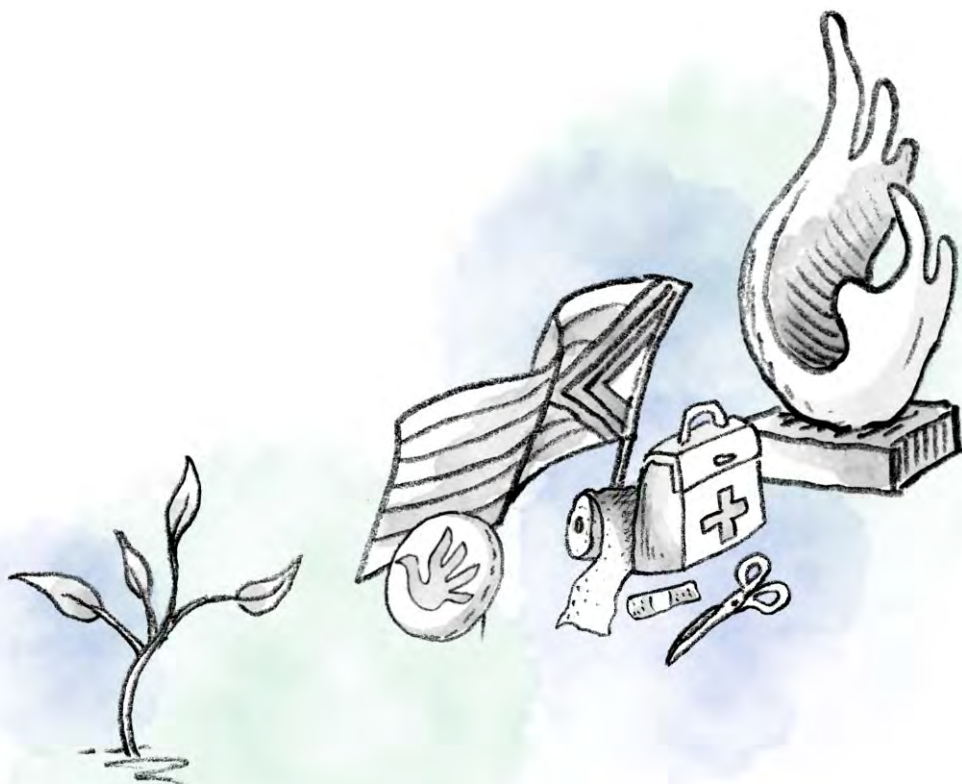
Even when a project is designed to reduce discrimination, unintended discriminatory practices can emerge during implementation. These may relate to timing, location, communication or assumptions about participants. With careful attention and planning, such barriers can be identified, mitigated and removed.

ACTION

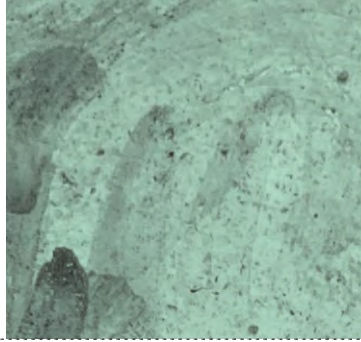
- Ensure that planned activities are held at times when participants, in all their diversity, can take part.
- Ensure that activities are held in places – whether in-person or online – that are accessible to participants in all their diversity.
- Ensure that activities do not unintentionally exclude particular groups, for example, by avoiding scheduling during religious days or celebrations.
- Ensure that communication methods – verbal, written, digital/online or other – are accessible and appropriate to participants' specific needs.
- Ensure that activities reflect the interests and aspirations of participants, both as groups and as individuals, through consultation, planning and reference to the summaries at the ends of Stages 1 and 2.

STEP 2: Active, free, inclusive and meaningful participation

Meaningful participation – that is active, inclusive and free – means that people are genuinely involved in decisions that will affect them. This requires deliberate action at every stage of decision-making:



- **before decisions are made** - involve participants in shaping goals and priorities;
- **during decision-making** - include participants in making and examining decisions about collections-based ESD they will take part in;
- **after decisions are made** - include participants in reviewing progress and challenges, share information effectively and involve them in shaping the further development of programmes; and
- **strengthening educators' capacities** - educators should be involved actively, freely, inclusively and meaningfully in their own development, to ensure that they are empowered to support collections-based ESD.



Stage 3 Implementing a collections-based ESD activity

STEP 2: Active, free, inclusive and meaningful participation

ACTION

Outline how stakeholders – participants in collections-based ESD activities and others (e.g. their representatives, educators) – will be involved in decision-making.



STEP 3: Accountability and transparency

You should already have developed your monitoring and evaluation plan in Stage 2, Step 5. To implement it effectively, you will need to ensure that monitoring and evaluation activities are carried out as planned. If you intend to conduct before-and-after evaluations, make sure the 'before' evaluation is scheduled prior to the start of your collections-based ESD activity. This process also includes evaluating educators' capacities.

ACTION

- Ensure that monitoring and evaluation activities are implemented as set out in Stage 2, Step 5.
- Ensure that stakeholders are kept informed about how programmes are being developed and delivered.
- Ensure that communications present a balanced picture, including both successes and challenges.
- Ensure that communications respect people's rights to privacy and non-disclosure of personal information.

Summary of Stage 3

Having worked through this section, you should have:

- ensured that your project does not introduce discriminatory practices during implementation;
- promoted active, free, inclusive and meaningful participation by all people involved – rights-holders and duty-bearers; and
- promoted transparency and accountability throughout the implementation of the project.

ACTION

Before ending this section, review and complete the checklist on the next page.

If you find that you cannot yet tick one of the boxes, return to the corresponding part of Stage 3 to strengthen that area of your planning.

This section is designed to be used during implementation – not only at the end – so you have time to make any necessary adjustments before the activity is completed.

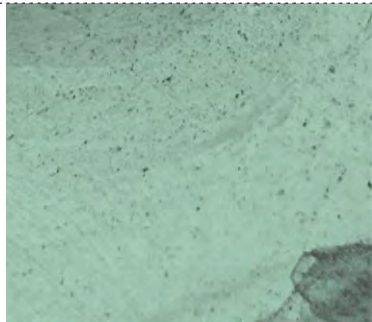
Stage 3 Implementing a collections-based ESD activity

Summary of Stage 3



Stage 3 Checklist

Step	Considerations	Have you done this?	Yes	No	Not sure
1	Non-discriminatory practices	Participants (rights-holders and/or their representatives) identified in the planning stage have been able to take part in the collections-based ESD activity.			
		The most marginalized or underserved groups were able to take part in the activity.			
		Educators (duty-bearers) who were expected to take part have been able to do so.			
2	Active, free, inclusive and meaningful participation	Participants helped shape the goals and priorities of the activity.			
		Participants took part in decisions during the activity.			
		Participants were involved in reviewing progress and challenges of the ESD activity.			
		Educators were involved in decision-making before, during and after the activity.			



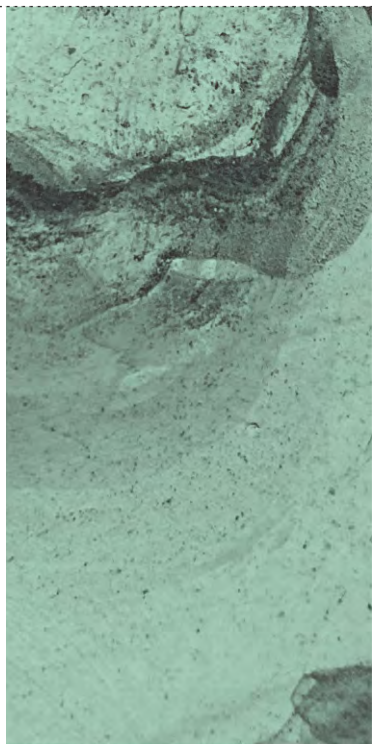
Stage 3 Implementing a collections-based ESD activity

Summary of Stage 3



Stage 3 Checklist (continued)

Step	Considerations	Have you done this?	Yes	No	Not sure
3	Accountability and transparency	All significant aspects of the activity were monitored and evaluated in accordance with the monitoring and evaluation plan developed in Stage 2, Step 5.			
		Monitoring and evaluation covered both learners' development and duty-bearers' development.			
		Stakeholders were kept informed about the activity as it developed.			



Stage 3 Implementing a collections-based ESD activity

In practice

2



As part of the ESD session's monitoring and evaluation, participants were asked to answer the question: "Were you able to take part in the activity?"

Participants were also asked to describe themselves, in a free way based on the Human Rights-Based Approach to Data. The monitoring showed that youth from migrant backgrounds were less able to take part than others.

3



As this was an issue relating to accessible and inclusive education, Salmah reviewed the activity and referred back to Stage 2, Step 2 in the toolkit.

4



Salmah used the Checklist (p89-94) on Inclusive Collections-based Education for Sustainable Development to highlight areas that might need attention.

5

Salmah revised the education session and consulted with teachers to check that the possible issues had been addressed.

6



When the activity was run again, the monitoring showed that youth from migrant backgrounds were more able to participate than previously.

Communicating impact

Stage 4

You have identified a sustainable development challenge and developed an educational or learning activity for children and youth, drawing on heritage collections. You have implemented the activity, and monitored and evaluated it.

The collections-based ESD activity is not yet complete: you still need to communicate the project.

4

Communication is essential because it helps to:

- **empower** learners by recognizing their contributions;
.....
- **demonstrate** the work of the organization;
.....
- **ensure accountability**; and
.....
- **contribute to the wider movement** advancing sustainable development locally and globally.
.....

Options for communicating the project include:

- **internal communications** to colleagues across the organization;
.....
- **external communications** to authorities and other collections-based and related organizations; and
.....
- contributions to **local, regional and national reporting** on the SDGs and on ESD.
.....

Stage 4 Communicating impact

You should communicate:

- **what you did and why** it was important, drawing on your problem statement;
.....
- **who took part**;
.....
- **how participants contributed** to the development of the activity;
.....
- **the objectives of the activity**, including knowledge, motivation/attitude and skills for learners, and the capacity shifts for educators and the organization;
.....
- **which sustainable development competences** were developed by learners and educators;
.....
- **which collections were used** and how they contributed to the activity;
.....
- **how the objectives were met**, using both quantitative and qualitative information;
.....
- **the level of achievement in relation to the objectives**: whether results were acceptable, good or outstanding, based on the goals you set; and
.....
- **how staff and the organization developed** through the project.
.....



You can create opportunities for participants to contribute to how the story of the activity is told. What would they want to share? What lessons were learned?

Important reminders:

- always refer to the right to education and related rights; and
- always refer to which of the eight ESD themes were addressed, and which SDGs and SDG targets were involved.

Rights-based impact narratives: Emphasize the rights of participants and how your activity helped to respect, protect and fulfil them. Emphasize how the activity supported people to develop their knowledge, motivation and practical skills so that they could change the world.

SDG-aligned communication: You can use the SDGs to communicate the goals and impacts of an educational and learning activity. When you do so, remember that not everyone will be familiar with the SDGs or their aims. Refer to the challenges that the SDGs aim to address, making them active and intentional, and rooted in the challenges and opportunities of the real world. Use the SDG and target icons in communications.

Communication methods: Use a range of methods to reach different stakeholders, as there is no 'one size fits all'. You can use a mix of formal and informal methods such as reports, newsletters, blog posts, story telling and other methods.

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<https://towched.eu/outcomes/>



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STAGE 1

Step 2: Exploring the issue

UN Committee on Economic, Social and Cultural Rights' concluding observations for your country

<https://www.ohchr.org/en/treaty-bodies/cescr>



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<https://dashboards.sdindex.org>



Country Profiles page

<https://dashboards.sdindex.org/profiles>



Voluntary National Review

<https://hlpf.un.org/vnrs>



VNRs Countries page

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17 SDGs

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STAGE 2

Step 2: Ensuring accessible and inclusive learning

Danish Institute for Human Rights Guide to the SDGs

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CHILDREN AND YOUTH WITH DISABILITIES

Main international standards

UN Convention on the Rights of Persons with Disabilities (UNCRPD)

<https://www.ohchr.org/en/instruments-mechanisms/instruments/convention-rights-persons-disabilities>



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World Down Syndrome Day

<https://www.un.org/en/observances/down-syndrome-day>



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UN International Convention on the Elimination of All Forms of Racial Discrimination

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International Migrants Day

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