

FORMAT		
<b>1. Name of resource</b>	<b>Green Museums: A Step by Step Guide</b>	
2. Location	<a href="https://www.leicestershire.gov.uk/sites/default/files/Green-Museums-2009.pdf">https://www.leicestershire.gov.uk/sites/default/files/Green-Museums-2009.pdf</a>	
3. Alternative location		
4. Author[s]		
5. Publisher/producer/host	Groundwork Derby & Derbyshire's Green Museums programme initiated and funded by Museums, Libraries and Archives East Midlands, and Renaissance East Midlands.	
6. Year		
7. Suggested citation	Groundwork Derby & Derbyshire's Green Museums. Green Museums: A Step by Step Guide. Available at <a href="https://www.leicestershire.gov.uk/sites/default/files/Green-Museums-2009.pdf">https://www.leicestershire.gov.uk/sites/default/files/Green-Museums-2009.pdf</a>	
8. Languages in which available	English	
9. Geographic area resource relates to	UK, but global relevance	
10. Does the resource relate to a specific time frame?	No	
<b>11. Type</b>	Report	
	Toolkit/Framework/Roadmap	Yes
	Sign-post to other resource (database)	
	Case studies	Yes
12. Part of an initiative?	Groundwork Derby & Derbyshire's Green Museums programme initiated and funded by Museums, Libraries and Archives East Midlands, and Renaissance East Midlands	
COLLECTIONS AND COLLECTIONS-BASED INSTITUTIONS		
13. Explicit links to collections	Yes	
14. Explicit links to museums/libraries/archives	Yes	
<b>15. Types of institutions relevant to</b>	Museums	X
	Archives	X
	Libraries	X
	Other	X
<b>16. Does the resource relate to specific disciplines?</b>	Arts, humanities and social sciences: philosophy, psychology, religion, social sciences, law, politics, language, arts and recreation, architecture,	

	<b>literature, history, geography and ethnology, anthropology, archaeology</b>			
	<b>Science, natural history, technology, medicine, engineering, manufacturing</b>	X		
17. If no explicit links to collections, justification for inclusion				
<b>HOW IT CONTRIBUTES TO SUSTAINABLE DEVELOPMENT</b>				
<b>18. Collections-related activities the resource relates to (mark all that apply)</b>				
<b>Develop collections to protect and safeguard wider cultural and natural heritage more effectively</b> , for example by targeting collecting to threatened forms of heritage in strategic ways				
<b>Use collections to promote learning and educational opportunities that contribute to sustainable development more effectively</b> , for example education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development and/or skills development relating to collections		X		
<b>Use collections to promote cultural participation/social inclusion more effectively</b> , for example by reducing barriers to participation, to ensure no-one is 'left behind'				
<b>Use collections to promote sustainable tourism more effectively</b> , for example by developing new products based on local cultural heritage, and/or considering the rights of stakeholder groups in relation to collections		X		
<b>Use collections to support research that contributes to sustainable development</b> (including all forms of personal and self-directed research at all levels that make use of stored collections) more effectively, for example by providing effective facilities, collections and information to meet researchers' needs				
<b>Make decisions around collections that contribute to sustainable development more effectively</b>				
i. employment (recruiting, staff training, staff safety)				
ii. energy consumption, greenhouse gas emissions, reduction, monitoring and reporting		X		
iii. waste management and reduction of waste		X		
iv. transport (forms of transport, energy use)		X		
v. commercial activities including copyright and IP				
vi. governance and management				
vii. security, disaster preparedness and risk reduction				
<b>Direct external leadership, partnerships and collaborations</b>				

towards sustainable development more effectively, for example by developing impactful partnerships	
<b>19. Does the resource relate clearly to any international conventions (mark all that apply)?</b>	
Culture conventions:	
1952, 71 Protection of Copyright and Neighbouring Rights	
1954 Protection of Cultural Property in the Event of Armed Conflict	
1970 Fighting Against the Illicit Trafficking of Cultural Property	
1972 Protection of the World Cultural and Natural Heritage	
2001 Protection of the Underwater Cultural Heritage	
2003 Safeguarding of the Intangible Cultural Heritage	
2005 Protection and Promotion of the Diversity of Cultural Expressions	
Rio Conventions:	
Convention on Biological Diversity (CBD), Convention to Combat Desertification (UNCCD), Framework Convention on Climate Change (UNFCCC)	X
<b>AIMS AND CONTENT</b>	
<b>20. What issues does the resource aim to address?</b>	<p><b>"Whoever said "it's not easy being green" (and I think it was Kermit the Frog) was not entirely right. Being green is not that difficult in itself. Actually, it can be surprisingly easy to make a difference (and surprisingly cheap), but sometimes we just need a helping hand to work out where to begin, or where to go next. That's where this guide comes in. It aims to help museums take a close look at their operation and work out the most practical way to become a little (or a lot) greener.</b></p> <p><b>Not being green is no longer an option. The dangers to the planet are well documented, and there is considerable political pressure to reduce our individual and collective carbon footprint. But aside from that, museums have a particular responsibility in this field. They are, after all, primarily about sustainability, and are unique in having responsibilities to people of the past, present, and future to ensure that collections remain in good shape and accessible for years to come.</b></p> <p><b>Museums shape our view of the world. They help us understand who we are and the world in which we live. They influence how we think and the way in which we behave. They are, therefore, uniquely placed to help change attitudes towards all sorts of contemporary issues. Museums are ideally placed to make a difference.</b></p> <p><b>So take this guide, use it and remember that a greener</b></p>

	<b>society really can begin with Green Museums.” (p.4)</b>
<b>21. Intended audience of resource</b>	Museums
22. Process of development	<p>“Green Museums is an initiative to enable the region’s museums to reduce their environmental impact. It has been commissioned in 2 parts, both funded and coordinated by Renaissance East Midlands and MLA East Midlands.</p> <p>Part one, a survey carried out by De Montfort University found that 80% of museums in the East Midlands are already taking important steps to improve their environmental performance.</p> <ul style="list-style-type: none"> <li>• 35% of museums are actively aware of their environmental footprint and are already taking action to reduce their environmental impact.</li> <li>• 80% have systems in place for recycling and 60% regularly buy recycled goods.</li> <li>• Nearly three quarters of sites recognise they have a role in environmental education of visitors and 42% have organised environmentally themed events or activities.</li> </ul> <p>Part two, delivered by Groundwork Derby &amp; Derbyshire, provided one-to-one support for six museums and the development of this guide, a step-by-step guide, available to all museums in the East Midlands and the UK.”</p>
23. Organisation/structure/contents	<p><b>Introduction:</b></p> <p>0.1 Introduction by MLA P4      0.2 Why Green Museums P5      0.3 Flow Diagram of the Process P6</p> <p><b>1. Monitoring data 9</b>  <b>2. Walk around tool 17</b>  <b>3. Target scorecard 29</b>  <b>4. Action plan 35</b>  <b>5. Implementation 39</b></p> <p><b>Supporting information</b></p> <p>A. Environmental Legislation P43      B. Case Studies P47      C. Walk around Tool (Support) P49      D. Funding Opportunities P83      E. Other Supporting Links P87</p>
<b>FRAMEWORKS</b>	
24. Framework structure	<p><b>1. Monitoring data (p.9)</b>      [turnover; numbers of visitors, volunteers; utilities; transport fuel; waste; used resources; interactive Excel sheet calculates carbon footprint]</p>

	<p><b>2. Walk around tool (p.17)</b>  Section 1 deals with the property details i.e. is your museum listed or in a conservation area  Section 2 deals with your management of Waste  Section 3 deals with the Boiler Room or where the boiler is located  Section 4 deals with the Toilets  Section 5 deals with the External Grounds  Sections 6 -8 are meant to be used for each room, excluding the rooms already covered above. The topics covered are lighting, energy and insulation/ventilation. You can change the room number as appropriate.  Section 9 deals with office equipment and this may be used for several rooms if equipment is dispersed. If so, it is worth making a note what is located where.</p> <p><b>3. Target scorecard 29</b>  <b>4. Action plan 35</b>  <b>5. Implementation 39</b></p>
25. Relevant policy considerations	Yes
26. Resources for implementation identified	Yes
27. Specific assessment points/indicators/milestones/action plan for monitoring	Yes
<b>28. ASPECTS OF SUSTAINABILITY COVERED BY RESOURCE (mark all that apply)</b>	
People (social sustainability)	
Planet (environmental sustainability)	X
Prosperity (economic sustainability)	X
Peace	
Partnerships	
<b>29. CROSS-CUTTING CONSIDERATIONS COVERED BY RESOURCE (mark all that apply)</b>	
Gender perspectives	
North and South perspectives	
<b>HOW THE RESOURCE CONTRIBUTES TO AGENDA 2030 AND THE SDGs</b>	
<b>HOW AGENDA 2030 AND THE SDGs FEATURE IN THE RESOURCE</b>	
30. SDGs and Agenda 2030 specifically mentioned?	No

31. SDGs specifically mentioned?	No
32. SDG targets specifically mentioned?	No
33. SDG indicators specifically mentioned?	No
<b>SDGs AND SDG TARGETS AND LINKAGES</b>	
34. Comments on SDG linkages	The resource supports several targets in SDGs 6 (Clean water and sanitation); 7 (Affordable and clean energy), 8 (Decent work and economic growth), notably 8.9 (Promote beneficial and sustainable tourism); 12 (Responsible consumption and production); 13 (Take urgent climate action); and 17.14. Education for sustainable development (4.7, 12.8, 13.3) is mentioned.
<b>35. SDGs and SDG targets the resource helps advance</b>	
<b>SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</b>  4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development	Numbers of people in each type of programme drawing on collections from different demographic groups.  Increases in numbers of people in each type of programme from different demographic groups.  Proportion of people involved in such programmes in relation to overall audience size.  Evidence that learners have acquired knowledge and skills to promote sustainable development.
<b>SDG 6. Ensure availability and sustainable management of water and sanitation for all</b>  6.3 By 2030, improve water quality by reducing pollution, eliminating	Amount of pollutants, and reduction in pollutants, to water systems.  Plans in place for the identification, reduction, replacement and recycling of hazardous chemical and materials, to prevent their release into water systems, with plans to

<p>dumping and minimizing release of hazardous chemicals and materials, halving the proportion of untreated wastewater and substantially</p>	<p>eliminate their use as soon as possible.</p>
<p><b>SDG 6. Ensure availability and sustainable management of water and sanitation for all</b></p> <p>6.4 By 2030, substantially increase water-use efficiency across all sectors and ensure sustainable withdrawals and supply of freshwater to address water scarcity and substantially reduce the number of people suffering from water scarcity</p>	<p>Reductions in water use, increase in water recycling, preventing water shortages in vicinity.</p> <p>Information on, programmes relating to, and partnerships relating to water use drawing on collections and collections-based institutions in place, to support efficient use of water.</p>
<p><b>SDG 7. Ensure access to affordable, reliable, sustainable and modern energy for all</b></p> <p>7.2 By 2030, increase substantially the share of renewable energy in the global energy mix</p>	<p>Proportion of energy that comes from renewable sources.</p> <p>Date to achieve net zero, and milestones towards that date.</p>
<p><b>SDG 7. Ensure access to affordable, reliable, sustainable and modern energy for all</b></p> <p>7.3 By 2030, double the global rate of improvement in energy efficiency</p>	<p>Reduction in energy use.</p> <p>Upgrade of old equipment to more efficient equipment.</p> <p>Uptake of renewable sources of energy.</p>
<p><b>SDG 8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all</b></p> <p>8.4 Improve progressively, through 2030, global resource efficiency in consumption and production and endeavour</p>	<p>Plans in place to increase resource efficiency, reduce consumption, and to decouple economic growth from environmental degradation.</p>

<p>to decouple economic growth from environmental degradation, in accordance with the 10-Year Framework of Programmes on Sustainable Consumption and Production, with developed countries taking the lead</p>	
<p><b>SDG 8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all</b></p> <p>8.9 By 2030, devise and implement policies to promote sustainable tourism that creates jobs and promotes local culture and products</p>	<p>Numbers of jobs created or supported that relate to sustainable tourism drawing on local products (e.g. craft producers).</p> <p>Develop and implement plans to reduce and remove negative impacts of tourism.</p> <p>Numbers of activities and/or products drawing on local culture.</p> <p>Value to artisans and source communities of activities and products drawing on local culture.</p>
<p><b>SDG 9. Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation</b></p> <p>9.4 By 2030, upgrade infrastructure and retrofit industries to make them sustainable, with increased resource-use efficiency and greater adoption of clean and environmentally sound technologies and industrial processes, with all countries taking action in accordance with their respective capabilities</p>	<p>Number and proportion of collections facilities that:</p> <ol style="list-style-type: none"> <li>1. make efficient use of resources, with an ongoing drive for efficiencies and reductions in energy use and waste of all forms.</li> <li>2. use clean and environmentally sound technologies, including climate-friendly energy sources and materials, with an ongoing commitment to reduce greenhouse gas emissions and waste of all forms.</li> <li>3. adopt and/or prioritise collections-related processes and practices to reduce greenhouse gas emissions and waste of all forms.</li> </ol>
<p><b>SDG 11. Make cities and human settlements inclusive, safe, resilient and sustainable</b></p> <p>11.4 Strengthen efforts to protect and safeguard the</p>	<p><b>11.4.1 Total expenditure (public and private) per capita spent on the preservation, protection and conservation of all cultural and natural heritage, by type of heritage</b></p> <p>Plans, policies and procedures in place for the safe use of</p>

world's cultural and natural heritage	<p>collections for a variety of purposes, protecting and safeguarding both collections and those who use them.</p> <p>Plans, policies and procedures in place for the identification, safeguarding and protection of cultural and natural heritage at risk</p> <p>Collecting programmes in place to protect and safeguard cultural and natural heritage, addressing the needs of communities and stakeholders.</p> <p>Number and diversity of educational, awareness-raising, research programmes, and partnerships that aim to strengthen protection of cultural and natural heritage.</p>
<b>SDG 12 Ensure sustainable consumption and production patterns</b> SDG 12.2 By 2030, achieve the sustainable management and efficient use of natural resources	<p>Reduction of material footprint in terms of reductions in consumption of biomass, fossil fuels, metal ores and non-metal ores.</p>
<b>SDG 12 Ensure sustainable consumption and production patterns</b> 12.3 By 2030, halve per capita global food waste at the retail and consumer levels and reduce food losses along production and supply chains, including post-harvest losses	<p>Quantities, and reduction in quantities, of food waste, both in terms of waste going for treatment, and waste going to landfill or being otherwise discarded into the environment.</p> <p>Policies and plans in place to reduce and eliminate food waste as soon as possible.</p>
<b>SDG 12 Ensure sustainable consumption and production patterns</b> 12.4 By 2020, achieve the environmentally sound management of chemicals and all wastes throughout their life cycle, in accordance with agreed international frameworks, and significantly reduce their release to air, water and soil in order to minimize their adverse impacts on human health	<p>Quantities, and reduction in quantities, of chemicals of all kinds, including chemicals used in maintenance of collections facilities, and chemicals used in care and preparation of collections, and all wastes throughout their life cycle, reducing release to air, water and soil.</p> <p>Plans in place to eliminate the use and release of hazardous chemicals and harmful wastes of all kinds into the natural environment as soon as possible.</p>

and the environment	
<b>SDG 12 Ensure sustainable consumption and production patterns</b> 12.5 By 2030, substantially reduce waste generation through prevention, reduction, recycling and reuse	Quantity and reductions in quantity of waste of all kinds, including avoidance/prevention of waste production, reuse, and recycling. Quantity of material recycled in comparison with quantity sent to landfill. Increases in recycling rate in comparison with landfill.
<b>SDG 12 Ensure sustainable consumption and production patterns</b> 12.6 Encourage companies, especially large and transnational companies, to adopt sustainable practices and to integrate sustainability information into their reporting cycle	Clear visions, strategies and plans in place for all aspects of sustainability – environmental, social and economic (people, planet, prosperity)- across all areas of activity.  Visions, strategies and plans relating to sustainability to be publicly available and incorporated into planning documents.  Commitments to be in line with local, regional, national and/or international targets and ambitions.  Incorporation of sustainability into reporting for funders and other stakeholders, including the public. Reporting to include commitments and progress towards targets.
<b>SDG 12 Ensure sustainable consumption and production patterns</b> 12.7 Promote public procurement practices that are sustainable, in accordance with national policies and priorities	Incorporation of sustainability considerations into procurement, in terms of advertisement and invitation to tender, contracts, and selection criteria for suppliers.
<b>SDG 12 Ensure sustainable consumption and production patterns</b> 12.8 By 2030, ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature	<b><i>12.8.1 Extent to which (i) global citizenship education and (ii) education for sustainable development (including climate change education) are mainstreamed in (a) national education policies; (b) curricula; (c) teacher education; and (d) student assessment</i></b>  Extent to which global citizenship education and education for sustainable development (including climate change education) are mainstreamed in formal, informal and non-formal education programmes and activities drawing on and related to collections.

<p><b>SDG 13. Take urgent action to combat climate change and its impacts</b></p> <p>13.3 Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning</p>	<p>Plans in place to enhance positive contributions to addressing climate change through use of collections. Plans in place to ensure collections, collections institutions and broader society can adapt effectively to climate change.</p> <p>Plans in place for effective education and awareness raising on climate change mitigation, adaptation, impact reduction and early warning.</p> <p>Plans in place to reduce negative contributions of collections-related functions, e.g. measuring greenhouse emissions with plans and targets in place to reduce them.</p>					
<p><b>SDG 14 Conserve and sustainably use the oceans, seas and marine resources for sustainable development</b></p> <p>14.1 By 2025, prevent and significantly reduce marine pollution of all kinds, in particular from land-based activities, including marine debris and nutrient pollution</p>	<p>Number of collections-related programmes, for example research and education, that aim to reduce marine pollution.</p> <p>Quantity, and reduction, of waste of all sorts, with plans in place to eliminate waste of all sorts as soon as possible.</p> <p>Quantity, and reduction, of plastic waste, with plans in place to eliminate the production and release of plastic waste as soon as possible.</p>					
<p><b>SDG 17. Partnerships for the goals</b></p> <p>17.14 Enhance policy coherence for sustainable development</p>	<p>Proportion of policies that incorporate sustainable development considerations, linking to SDGs and targets.</p> <p>Incorporation of policy considerations from outside the collections sector into policies of collections-based institutions, to facilitate partnerships and effectiveness.</p>					
1	2	3	4	5	6	
7	8	9	10	11	12	
13	14	15	16	17		