

<b>FORMAT</b>		
1. Name of resource	<b>Collections Toolkit: how to interpret present day concerns about climate change using collections in rural museums</b>	
2. Location	<a href="http://www.ruralmuseums.org.uk/wp-content/uploads/2018/03/RMN-Collections-Toolkit-Final.pdf">http://www.ruralmuseums.org.uk/wp-content/uploads/2018/03/RMN-Collections-Toolkit-Final.pdf</a>	
3. Alternative location		
4. Author[s]	H. McGowan and J. Hall	
5. Publisher/producer/host	Rural Museums Network	
6. Year	2008	
7. Suggested citation	McGowan, H. and J. Hall (2008). Collections Toolkit: how to interpret present day concerns about climate change using collections in rural museums, available at	
8. Languages in which available	English	
9. Geographic area resource relates to	UK, but with global relevance	
10. Does the resource relate to a specific time frame?		
<b>11. Type</b>	Report	Yes
	Toolkit/Framework/Roadmap	Yes
	Sign-post to other resource (database)	
	Case studies	Yes
	Other	
12. If this is part of an initiative, what is the initiative?	"This toolkit has been produced as part of the Rural Museums Network's Turning Green project. Funded by a Subject Specialist Network grant from the English MLA, it is a UK-wide project aimed at helping museums (at present specifically rural museums) address their own carbon footprint and interpret climate change for their audiences."	
<b>COLLECTIONS AND COLLECTIONS-BASED INSTITUTIONS</b>		
13. Explicit links to collections	Yes	
14. Explicit links to museums/libraries/archives	Yes	
<b>15. Types of institutions the resource covers</b>	<b>Museums</b>	X
	<b>Archives</b>	X
	<b>Libraries</b>	X
	<b>Other</b>	X

16. Does the resource relate to specific disciplines?	Arts, humanities and social sciences: philosophy, psychology, religion, social sciences, law, politics, language, arts and recreation, architecture, literature, history, geography and ethnology, anthropology, archaeology	X
	Science, natural history, technology, medicine, engineering, manufacturing	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'		X
<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		
<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)		X
ii. energy consumption, greenhouse gas emissions, reduction, monitoring and reporting		
iii. waste management and reduction of waste		

iv.	transport (forms of transport, energy use)	
v.	commercial activities including copyright and IP	
vi.	governance and management	
vii.	security, disaster preparedness and risk reduction	
<b>Direct external leadership, partnerships and collaborations towards sustainable development more effectively</b> , 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>	<b>“The toolkit looks at ways of interpreting present day concerns about climate change using objects from the past – collections which may be medieval, 17th, 19th or early 20th century – and gives examples where these can be helpful. These messages can be interpreted through labels in cased displays, interpretation panels both indoors and out, printed and web-based material, costumed interpreters and demonstrations.” (p.2)</b>	
21. Intended audience of resource	[Museums and museum workers, especially in rural museums]	
22. Process of development	“Hilary McGowan and Jon Hall were appointed by the Network to produce the Carbon Calculator, this toolkit and organise the Turning Green Conference held at the Museum of English Rural Life in February 2008. Under the direction of the Rural Museums Network's steering group – Stuart Gillis, Roy Brigden, Duncan Dornan and Catherine Wilson – many people have helped us to write this toolkit and we are grateful to you all. Our special thanks go to Maurice Davies who stimulated so much lively debate at the Conference and to David Walker of Somerset County Museums Service for his thoughtful and creative contributions.” (p.1)	

23. Organisation/structure/contents	1. Scope of toolkit, introduction and background 2 1.1 What this toolkit does 2 1.2 Introduction 2 1.3 International background and the British perspective 2 2 Green Facts 4 3 Checklist of green questions to ask yourself 5 4 Matrix of themes and collections 6 5 Details of matrix: the object groupings 7 5.1 Farm implements, hand tools and related objects 7 5.2 Food related-equipment, agricultural and domestic 7 5.3 Clothing, including working dress and soft furnishings 7 5.4 Domestic tools and implements 7 5.5 Buildings, domestic and agricultural, related tools and contents 7 5.6 Craft machinery and tools 7 6 Ideas and themes 8 6.1 The best of times, the worst of times? 8 6.2 Growing your own: everything but the squeak 9 6.3 Growing your own: food miles v. local 9 6.4 Making your own: make do and mend 10 6.5 Recycling 10 6.6 Technology in rural life 11 7 How these ideas can work in practice 12 8 Bibliography 16 8.1 Organisations and websites 16 8.2 Publications 17 8.3 Periodicals 18
<b>FRAMEWORKS</b>	
24. Framework structure	
25. Relevant policy considerations	Yes
26. Resources for implementation identified	Yes
27. Specific assessment points/indicators/milestones/action plan for monitoring	No
<b>28. ASPECTS OF SUSTAINABILITY COVERED BY RESOURCE (mark all that apply)</b>	
People (social sustainability)	X
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 can help make use of collections to support Education for Sustainable Development (SDG 4.7), lifestyles in harmony with nature (SDG 12.8) and climate education, awareness and action (SDG 13.3). The resource can also help equip collections professionals with skills to support educational programmes on climate themes (SDG 4.4)
<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> 4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship	<p>Number of young people and adults in skills-development activities and programmes drawing on collections, for employment, decent jobs and entrepreneurship</p> <p>Increase in number of young people and adults in such programmes</p> <p>Number and proportion of staff who have received training in the last year, to better support their contribution to the SDGs.</p> <p>Programs and processes in place to ensure the availability of a skilled workforce.</p>
<b>SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning</b>	Numbers of people in each type of programme drawing on collections from different demographic groups.

<p><b>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</p>	<p>Increases in numbers of people in each type of programme from different demographic groups.</p> <p>Proportion of people involved in such programmes in relation to overall audience size.</p> <p>Evidence that learners have acquired knowledge and skills to promote sustainable development.</p>				
<p><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</p>	<p><b>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</b></p> <p>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>				
<p><b>SDG 13. Take urgent action to combat climate change and its impacts</b> 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>				
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7	8	9	10	11	12
13	14	15	16	17	