FORMAT			
1. **Name of resource**	**Marine Debris and Plastic Source Pollution Toolkit for Colleges and Universities**		
2. Location	https://www.epa.gov/sites/default/files/2016-03/documents/marine-debris-toolkit-epar9-2015.pdf		
3. Alternative location			
4. Author[s]	Product Stewardship Institute		
5. Publisher/producer/host	US Environmental Protection Agency Region 9		
6. Year	2015		
7. Suggested citation	Product Stewardship Institute (2015). Marine Debris and Plastic Source Pollution Toolkit for Colleges and Universities. US Environmental Protection Agency Region 9, available at https://www.epa.gov/sites/default/files/2016-03/documents/marine-debris-toolkit-epar9-2015.pdf		
8. Languages in which available	English		
9. Geographic area resource relates to	US, but with global relevance		
10. Does the resource relate to a specific time frame?			
11. **Type**	Report	Yes	
	Toolkit/Framework/Roadmap	Yes	
	Sign-post to other resource (database)	Yes	
	Case studies		
	Other		
12. If this is part of an initiative, what is the initiative?			
COLLECTIONS AND COLLECTIONS-BASED INSTITUTIONS			
13. Explicit links to collections	No		
14. Explicit links to museums/libraries/archives	No		
15. **Types of institutions the resource covers**	Museums	X	
	Archives	X	
	Libraries	X	
	Other	X	
16. **Does the resource relate to specific disciplines?**	**Arts, humanities and social sciences: philosophy, psychology, religion, social sciences,**	X	

	law, politics, language, arts and recreation, architecture, literature, history, geography and ethnology, anthropology, archaeology	
	Science, natural history, technology, medicine, engineering, manufacturing	X
17. If no explicit links to collections, justification for inclusion	The resource can help inform education, training and operational activities that can help reduce plastic pollution.	

HOW IT CONTRIBUTES TO SUSTAINABLE DEVELOPMENT

18. Collections-related activities the resource relates to (mark all that apply)

Develop collections to protect and safeguard wider cultural and natural heritage more effectively, for example by targeting collecting to threatened forms of heritage in strategic ways	
Use collections to promote learning and educational opportunities that contribute to sustainable development more effectively, for example education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development and/or skills development relating to collections	X
Use collections to promote cultural participation/social inclusion more effectively, for example by reducing barriers to participation, to ensure no-one is 'left behind'	
Use collections to promote sustainable tourism more effectively, for example by developing new products based on local cultural heritage, and/or considering the rights of stakeholder groups in relation to collections	
Use collections to support research that contributes to sustainable development (including all forms of personal and self-directed research at all levels that make use of stored collections) more effectively, for example by providing effective facilities, collections and information to meet researchers' needs	
Make decisions around collections that contribute to sustainable development more effectively	
i. employment (recruiting, staff training, staff safety)	X
ii. energy consumption, greenhouse gas emissions, reduction, monitoring and reporting	
iii. waste management and reduction of waste	X
iv. transport (forms of transport, energy use)	

v. commercial activities including copyright and IP	
vi. governance and management	
vii. security, disaster preparedness and risk reduction	
Direct external leadership, partnerships and collaborations towards sustainable development more effectively, for example by developing impactful partnerships	
19. Does the resource relate clearly to any international conventions (mark all that apply)?	
Culture conventions:	
1952, 71 Protection of Copyright and Neighbouring Rights	
1954 Protection of Cultural Property in the Event of Armed Conflict	
1970 Fighting Against the Illicit Trafficking of Cultural Property	
1972 Protection of the World Cultural and Natural Heritage	X
2001 Protection of the Underwater Cultural Heritage	X
2003 Safeguarding of the Intangible Cultural Heritage	
2005 Protection and Promotion of the Diversity of Cultural Expressions	
Rio Conventions:	
Convention on Biological Diversity (CBD), Convention to Combat Desertification (UNCCD), Framework Convention on Climate Change (UNFCCC)	X
AIMS AND CONTENT	
20. What issues does the resource aim to address?	"**According to the Ocean Conservancy, six of the top 10 contributors to marine debris are single-use, or disposable, plastic products. They include food and beverage container caps and lids, beverage bottles, plastic bags, food wrappers, flatware (i.e., cups, plates, and cutlery), and drinking straws. Known as "food service ware," such single-use plastic utensils and containers pose a threat to marine environments because they do not fully break down or decompose. When littered, or caught by the wind, these items get washed into stormwater drains that empty into streams, rivers, bays, and other waterways." (p.1)** "**Many plastic food service ware items originate on college and university campuses—in cafeterias, snack rooms, cafés, and eateries with take-out dining options. That's why we created this Campus Plastic Source Reduction Toolkit…** **By following the steps in the toolkit, you can help your college or university reduce plastic waste through source reduction—the process of minimizing the amount of plastic used. Together, we can cut down on plastic waste**

	and reduce the amount of marine debris polluting the planet's oceans and waterways." (p.2)
21. Intended audience of resource	[Colleges and universities, but relevant to a wider range of organisations and institutions]
22. Process of development	"PSI prepared this toolkit for the EPA Region 9 Marine Debris Team as part of our project requirements under Grant 00T98301WS. We would like to thank the many individuals from the University of California campuses at Santa Barbara, San Diego, and San Francisco, as well as the University of California Office of the President, who contributed their time, effort, and expertise to this project. We would also like to thank the following organizations for their contributions: Plastic Pollution Coalition, California Product Stewardship Council, Clean Water Fund California, and As You Sow. Finally, we would like to thank the County of Santa Barbara Public Works Department, San Diego Environmental Services Department, and San Francisco Department of the Environment for their input on source reduction policies." (p.iv) "The toolkit was piloted at three University of California (UC) campuses—Santa Barbara (UCSB), San Diego (UCSD), and San Francisco (UCSF)" (p.2)
23. Organisation/structure/contents	Introduction... 1 .... 41 **Step One: Determine Your Campus's Plastic Footprint** **Section I: Background Information** Basics About Your Campus Recycling and Composting Opportunities Summary of Existing Efforts on Campus Initial Review of Sources of Plastic **Section II: Which Disposable Plastics Are Used On Campus?** Visual Inventory: Disposable Plastic Found on Campus Surveying Stormwater Catch Basins **Section III: Which Disposable Plastics Do We Buy, Use, and Throw Away on Campus?.** Procurement Inventory: Sources of Disposable Food Service Plastic. **Section IV: What Does This Information Mean for Our Campus?** **Step Two: Create a Source Reduction Plan**

	Guidelines to creating a source reduction plan **Source reduction plans in action: Case Studies** Case Study 1: University of California Santa Barbara (UC Case Study 2: University of California San Francisco (UCSF) Case Study 3: University of California San Diego (UCSD) SB) **Source Reduction Resources** Best Management Practices Campus Water Bottle Filling Stations Reusable To-Go Containers Reusable To-Go Cutlery Vendors of Compostable and Recyclable Food Service Ware and Bags **Step Three: Change Campus Procurement Practices** Guide to Integrating Plastic Source Reduction Into Procurement Systems Procurement Resources Sample Bid Specification Sample Leasing Agreements **Step Four: Establish Source Reduction Policies** **Policies Influencing Consumer Behavior** Voluntary Policies Mandatory Policies **Procurement Policies** Voluntary Policies Mandatory Policies Real-Life Policy Examples Model Policy Language 73 1. Model Ordinance Banning Sale of Drinking Water in Single-Serve PET Bottles. 2. Model Ordinance Banning Expanded Polystyrene (EPS) Foam-based Disposable Food Service Ware by Food Vendors 3. Model Ordinance Banning Single-use Carry-out Bags 4. Model Ordinance for Regulating Take-out Food Packaging 5. Model Ordinance Requiring Re-Usable Food Service Ware for Restaurants Serving Food And Beverages For On-Site Dining
FRAMEWORKS	
24. Framework structure	The resource is structured as a framework, in four sections. It notes "This toolkit is made up of four distinct steps. It is

	important that you follow these steps in the order that they are presented here, as each step lays the foundation for the next." (p.2) STEP 1: Determine Your Campus's Plastic Footprint – Using the Plastic Footprinting Tool, identify the types and sources of disposable plastic currently procured by and used on your college or university campus. STEP 2: Create a Source Reduction Plan – Develop and carry out a campus-wide plan to reduce or eliminate the use of disposable plastic items and promote the use of reusable alternatives. STEP 3: Change Your Campus's Procurement Practices – Identify alternative, less environmentally impactful products and help your campus ensure environmentally preferable procurement. STEP 4: Establish Source Reduction Policies – Implement campus-wide (and even municipal) policies that encourage source reduction.
25. Relevant policy considerations	Yes
26. Resources for implementation identified	Yes
27. Specific assessment points/indicators/milestones/action plan for monitoring	Yes

28. ASPECTS OF SUSTAINABILITY COVERED BY RESOURCE (mark all that apply)	
People (social sustainability)	
Planet (environmental sustainability)	X
Prosperity (economic sustainability)	
Peace	
Partnerships	

29. CROSS-CUTTING CONSIDERATIONS COVERED BY RESOURCE (mark all that apply)	
Gender perspectives	
North and South perspectives	

HOW THE RESOURCE CONTRIBUTES TO AGENDA 2030 AND THE SDGs	
HOW AGENDA 2030 AND THE SDGs FEATURE IN THE RESOURCE	
30. SDGs and Agenda 2030 specifically mentioned?	No
31. SDGs specifically mentioned?	No

32. SDG targets specifically mentioned?	No
33. SDG indicators specifically mentioned?	No
SDGs AND SDG TARGETS AND LINKAGES	
34. Comments on SDG linkages	The resource can help collections-based institutions plan their own plastic reduction activities, and develop effective educational activities around plastic reduction and how to reduce it. These support a number of SDG targets, including:

1. Targets relating to education and skills: 4.4 (skills for work), 4.7 (Education for Sustainable Development, which includes citizenship, respect for human rights and cultural diversity) and 12.8 (information for lifestyles in harmony with nature and sustainable development).

2. Targets relating to the reduction of waste and pollution: 6.3 (improving water quality, which includes reducing pollution), 11.6 (reducing the environmental impact of cities), 12.2 (sustainable management and efficient use of natural resources), 12.4 (environmentally sound management of chemicals and all wastes throughout their life cycle, preventing their release into the environment), 12.5 (substantially reduce waste generation through prevention, reduction, recycling and reuse), 12.6 (adopt sustainable practices and sustainability reporting), 12.7 (promote sustainable procurement) and 14.1 (reducing marine pollution).

3. These contribute to targets relating to safe and welcoming green and public places (11.7), conservation of water bodies (6.6), conservation of natural and cultural heritage (11.4), the conservation and sustainable use of marine and coastal areas (14.2) and preventing degradation of natural habitats (15.5).

4. Promoting inclusive activities for pollution reduction supports 10.2 (universal social, economic and political inclusion), 11.A (promoting effective links between rural and urban areas) and 11.B (Disaster Risk Reduction, including social inclusion).

5. Specific targets relating to tourism, which can be responsible for large amounts of plastic pollution, |

	including 8.9 (sustainable tourism) and 14.7 (increasing benefits of tourism to island states).
35. SDGs and SDG targets the resource helps advance	
SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all 4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship	Number of young people and adults in skills-development activities and programmes drawing on collections, for employment, decent jobs and entrepreneurship

Increase in number of young people and adults in such programmes

Number and proportion of staff who have received training in the last year, to better support their contribution to the SDGs.

Programs and processes in place to ensure the availability of a skilled workforce. |
| **SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all** 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. |
| **SDG 6. Ensure availability and sustainable management of water and sanitation for all** 6.3 By 2030, improve water quality by reducing pollution, | Amount of pollutants, and reduction in pollutants, to water systems.

Plans in place for the identification, reduction, replacement and recycling of hazardous chemical and |

eliminating dumping and minimizing release of hazardous chemicals and materials, halving the proportion of untreated wastewater and substantially	materials, to prevent their release into water systems, with plans to eliminate their use as soon as possible.
SDG 6. Ensure availability and sustainable management of water and sanitation for all 6.6 By 2020, protect and restore water-related ecosystems, including mountains, forests, wetlands, rivers, aquifers and lakes	Proportion of water-related ecosystems, including mountains, forests, wetlands, rivers, aquifers and lakes in a good ecological condition. Information on, programmes relating to, and partnerships relating to water-related ecosystems drawing on collections and collections-based institutions in place, to support protection of these as effective nature-based solutions and ecosystem services.
SDG 8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all 8.9 By 2030, devise and implement policies to promote sustainable tourism that creates jobs and promotes local culture and products	Numbers of jobs created or supported that relate to sustainable tourism drawing on local products (e.g. craft producers). Develop and implement plans to reduce and remove negative impacts of tourism. Numbers of activities and/or products drawing on local culture. Value to artisans and source communities of activities and products drawing on local culture.
SDG 10. Reduce inequality within and between countries 10.2 By 2030, empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status	Collections development to ensure that collections effectively meet the needs of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status. Numbers and proportions of people making use of collections in relation to the demographic of the local population. Numbers and proportions of people involved in focused programmes aimed at promoting social, economic and political inclusion. Numbers and proportions of people from different demographic groups involved in decision-making

| | processes relating to collections and collections-based institutions.

Number and types of partnerships that build relationships with marginalized groups, individuals and communities. |
|---|---|
| **SDG 11. Make cities and human settlements inclusive, safe, resilient and sustainable**
11.4 Strengthen efforts to protect and safeguard the world's cultural and natural heritage | ***11.4.1 Total expenditure (public and private) per capita spent on the preservation, protection and conservation of all cultural and natural heritage, by type of heritage***

Plans, policies and procedures in place for the safe use of collections for a variety of purposes, protecting and safeguarding both collections and those who use them.

Plans, policies and procedures in place for the identification, safeguarding and protection of cultural and natural heritage at risk.

Collecting programmes in place to protect, safeguard and make use of cultural and natural heritage, addressing the needs of communities and stakeholders, and ensuring that collections can be an effective resource for sustainable development.

Number and diversity of educational, awareness-raising, research programmes, and partnerships that aim to strengthen protection of cultural and natural heritage. |
| **SDG 11. Make cities and human settlements inclusive, safe, resilient and sustainable**
11.6 By 2030, reduce the adverse per capita environmental impact of cities, including by paying special attention to air quality and municipal and other waste management | Plans in place to reduce negative impacts on air quality, and volume and forms of waste.

Plans in place to eliminate waste of all forms as soon as possible. |
| **SDG 11. Make cities and human settlements inclusive, safe, resilient and sustainable**
11.7 By 2030, provide universal access to safe, inclusive and accessible, green and public spaces, in | Numbers of people accessing collecting institutions from different demographic groups, notably women, children, older people and persons with disabilities.

Increases in numbers of people accessing collecting institutions from different demographic groups. |

particular for women and children, older persons and persons with disabilities	Measures taken to remove barriers to access green and public spaces. Extent of green space provided by collections institutions.
SDG 11. Make cities and human settlements inclusive, safe, resilient and sustainable 11.A Support positive economic, social and environmental links between urban, peri-urban and rural areas by strengthening national and regional development planning	Considerations of regional economic, social and environmental trends and risks incorporated into collecting institutions' planning. Participation in local and regional planning, to foster access to services, cultural participation, prevent exclusion, and support equitable urbanisation. Ensure data collection and metrics can be useful for planning in conjunction with other sectors and between urban and rural areas. Number of outreach and other activities that promote awareness and accessibility of collecting institutions in urban and rural areas, and that promote awareness of regional development plans and risks, with opportunities for people and communities to input into such plans.
SDG 11. Make cities and human settlements inclusive, safe, resilient and sustainable 11.B By 2020, substantially increase the number of cities and human settlements adopting and implementing integrated policies and plans towards inclusion, resource efficiency, mitigation and adaptation to climate change, resilience to disasters, and develop and implement, in line with the Sendai Framework for Disaster Risk Reduction 2015-2030, holistic disaster risk management at all levels	***11.B.1 Proportion of local governments that adopt and implement local disaster risk reduction strategies in line with the Sendai Framework for Disaster Risk Reduction 2015-2030a*** Disaster Risk Reduction strategies and plans in place, in line with the Sendai Framework for Disaster Risk Reduction, to ensure collecting institutions and collections are factored into planning, and contribute effectively to Disaster Risk Reduction.
SDG 12 Ensure sustainable consumption and production patterns 12.2 By 2030, achieve the sustainable management and	Reduction of material footprint in terms of reductions in consumption of biomass, fossil fuels, metal ores and non-metal ores.

efficient use of natural resources	
SDG 12 Ensure sustainable consumption and production patterns 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 and the environment	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. 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.
SDG 12 Ensure sustainable consumption and production patterns 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.
SDG 12 Ensure sustainable consumption and production patterns 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.
SDG 12 Ensure sustainable consumption and production patterns 12.7 Promote public procurement practices that are sustainable, in	Incorporation of sustainability considerations into procurement, in terms of advertisement and invitation to tender, contracts, and selection criteria for suppliers.

accordance with national policies and priorities	
SDG 12 Ensure sustainable consumption and production patterns 12.8 By 2030, ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature	***12.8.1 Extent to which (i) global citizenship education and (ii) education for sustainable development (including climate change education) are mainstreamed in (a) national education policies; (b) curricula; (c) teacher education; and (d) student assessment*** Extent to which global citizenship education and education for sustainable development (including climate change education) are mainstreamed in formal, informal and non-formal education programmes and activities drawing on and related to collections.
SDG 14 Conserve and sustainably use the oceans, seas and marine resources for sustainable development 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	Number of collections-related programmes, for example research and education, that aim to reduce marine pollution. Quantity, and reduction, of waste of all sorts, with plans in place to eliminate waste of all sorts as soon as possible. Quantity, and reduction, of plastic waste, with plans in place to eliminate the production and release of plastic waste as soon as possible.
SDG 14 Conserve and sustainably use the oceans, seas and marine resources for sustainable development 14.2 By 2020, sustainably manage and protect marine and coastal ecosystems to avoid significant adverse impacts, including by strengthening their resilience, and take action for their restoration in order to achieve healthy and productive oceans	Proportion of marine and coastal areas in a good ecological condition Numbers of educational and awareness-raising programmes, research activities, and partnerships drawing on collections aiming to support protection of marine and coastal areas.
SDG 14 Conserve and sustainably use the oceans, seas and marine resources for sustainable development 14.7 By 2030, increase the economic benefits to Small Island developing States and	Number of activities that support sustainable tourism relating to Small Island developing States and least developed countries. Economic benefits by value to Small Island Developing States and least developed countries.

least developed countries from the sustainable use of marine resources, including through sustainable management of fisheries, aquaculture and tourism					
SDG 15 Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss 15.5 Take urgent and significant action to reduce the degradation of natural habitats, halt the loss of biodiversity and, by 2020, protect and prevent the extinction of threatened species		Number and proportion of habitats, notably endangered habitats, and species with favourable conservation status, with special reference to locally, nationally and globally endangered species. Information on, programmes relating to, collections development, and partnerships relating to habitats and species drawing on collections in place, to support their protection and continued existence. Measures taken to enhance biodiversity value of green space associated with collections institutions.			
1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	