

FORMAT		
1. Name of resource	Climate Action for Museums: A Practical Toolkit to Guide Your Sustainability Journey	
2. Location	https://www.museums.ab.ca/get-involved/climate-action/climate-action-toolkit.aspx	
3. Alternative location		
4. Author[s]	Green Economy Canada	
5. Publisher/producer/host	Alberta Museums Association	
6. Year	2022	
7. Suggested citation	Green Economy Canada (2022). Climate Action for Museums: A Practical Toolkit to Guide Your Sustainability Journey. Alberta Museums Association, available at https://www.museums.ab.ca/get-involved/climate-action/climate-action-toolkit.aspx	
8. Languages in which available	English	
9. Geographic area resource relates to	Canada, but with global relevance	
10. Does the resource relate to a specific time frame?		
11. Type	Report	
	Toolkit/Framework/Roadmap	Yes
	Sign-post to other resource (database)	
	Case studies	Yes
	Other	
12. If this is part of an initiative, what is the initiative?		
COLLECTIONS AND COLLECTIONS-BASED INSTITUTIONS		
13. Explicit links to collections	Yes	
14. Explicit links to museums/libraries/archives	Yes	
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, 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		
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		
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		X
iii. waste management and reduction of waste		X
iv. transport (forms of transport, energy use)		X
v. commercial activities including copyright and IP		X
vi. governance and management		X
vii. security, disaster preparedness and risk reduction		X
Direct external leadership, partnerships and collaborations towards sustainable development more effectively , for example by developing impactful partnerships		
19. Does the resource relate clearly to any international conventions (mark all that apply)?		
Culture conventions:		
1952, 71 Protection of Copyright and Neighbouring Rights		

1954 Protection of Cultural Property in the Event of Armed Conflict	
1970 Fighting Against the Illicit Trafficking of Cultural Property	
1972 Protection of the World Cultural and Natural Heritage	
2001 Protection of the Underwater Cultural Heritage	
2003 Safeguarding of the Intangible Cultural Heritage	
2005 Protection and Promotion of the Diversity of Cultural Expressions	
Rio Conventions:	
Convention on Biological Diversity (CBD), Convention to Combat Desertification (UNCCD), Framework Convention on Climate Change (UNFCCC)	X
AIMS AND CONTENT	
20. What issues does the resource aim to address?	<p>“This resource is intended to empower museums to embed environmental sustainability into the core of how they operate.</p> <p>The Climate Action Toolkit provides information tailored to museums on the various steps they can take to reduce their greenhouse gas emissions and green their operations. The toolkit features climate action case studies from museums across Canada, including the Royal Alberta Museum and the Kerry Wood Nature Centre. It also includes practical instructions for how museums can assess their current greenhouse gas emissions, create an action plan to reduce those emissions, and put that plan in place to meet meaningful goals.” (p.1)</p>
21. Intended audience of resource	Museums wanting to “green their operations and embed environmental sustainability into the core of how they operate” (p.4)
22. Process of development	“The AMA would like to thank Green Economy Canada for their assistance in creating this toolkit and their work leading a series of workshop with pilot museums in the Edmonton area, including the Alberta Aviation Museum, the Art Gallery of Alberta, Musée Héritage Museum, Strathcona County Museum, and TELUS World of Science – Edmonton.”
23. Organisation/structure/contents	<ol style="list-style-type: none"> 1) Introduction 2) The Business Case for Sustainability 3) Getting Started 4) Identifying Your Impacts 5) Developing Your Action Plan 6) Setting a Meaningful Reduction Target 7) Making Progress Towards Your Goals 8) Appendices: <ul style="list-style-type: none"> Sustainable Projects Cheat Sheet Green Team Guide Green Team Toolkit
FRAMEWORKS	
24. Framework structure	Each section consists of lists of steps that can be considered as frameworks (see the resource for further detail).

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?	Yes
31. SDGs specifically mentioned?	Yes
32. SDG targets specifically mentioned?	No
33. SDG indicators specifically mentioned?	No
SDGs AND SDG TARGETS AND LINKAGES	
34. Comments on SDG linkages	<p>Implementing the resource helps support a number of SDG targets, overall, embracing sustainable practices and reporting supports SDGs 12.6 and 12.7 (sustainable procurement).</p> <p>The resource can help collections-based institutions to support a number of education-based SDG targets, in relation to staff skills including 4.4 (skills for work), 12.8 (information for lifestyles in harmony with nature), and 13.3 (climate change awareness, education and institutional capacity).</p> <p>As well, this resource links to 6.4 (efficient water management), 7.2 (uptake of renewable energy), 7.3 (increasing energy efficiency) and 9.4 (upgrading infrastructure to be sustainable), 11.2 (support sustainable</p>

	transport), 11.6 (reduce the environmental impact of cities), 12.2 (sustainable use of natural resources), 12.3 (reduce food waste), 12.5 (reducing waste generation), and 13.1 (adapting to climate change in all countries).
35. SDGs and SDG targets the resource helps advance	
<p>SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</p> <p>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>	<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 to ensure the availability of a skilled workforce. (GRI)</p> <p>Average hours of training per year per employee by gender, and by employee category. (GRI)</p> <p>Total estimated number of individuals receiving training from the company as a result of the initiative. (e.g. employees, suppliers, distributors) (Business Call to Action)</p>
<p>SDG 6. Ensure availability and sustainable management of water and sanitation for all</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 in place, to support efficient use of water</p>
<p>SDG 7. Ensure access to affordable, reliable, sustainable and modern energy for all</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>SDG 7. Ensure access to affordable, reliable, sustainable and modern energy for all 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>SDG 9. Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation 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"> 1. make efficient use of resources, with an ongoing drive for efficiencies and reductions in energy use and waste of all forms. 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. 3. adopt and/or prioritise collections-related processes and practices to reduce greenhouse gas emissions and waste of all forms.
<p>SDG 11. Make cities and human settlements inclusive, safe, resilient and sustainable 11.2 By 2030, provide access to safe, affordable, accessible and sustainable transport systems for all, improving road safety, notably by expanding public transport, with special attention to the needs of those in vulnerable situations, women, children, persons with disabilities and older persons</p>	<p>Plans in place to ensure safe, affordable, accessible and sustainable transport systems for all, in terms of accessing collections-based institutions,</p> <p>Plans in place to use collections-based institutions to provide education and awareness of public transport systems and their development.</p> <p>Special attention to those in vulnerable situations, including women, children, disabled and older people, taken in plans regarding public transport.</p>
<p>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</p>	<p>Plans in place to reduce negative impacts on air quality, and volume and forms of waste.</p> <p>Plans in place to eliminate waste of all forms as soon as possible.</p>

special attention to air quality and municipal and other waste management	
SDG 12 Ensure sustainable consumption and production patterns SDG 12.2 By 2030, achieve the sustainable management and efficient use of natural resources	Reduction of material footprint in terms of reductions in consumption of biomass, fossil fuels, metal ores and non-metal ores.
SDG 12 Ensure sustainable consumption and production patterns 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	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. Policies and plans in place to reduce and eliminate food waste 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 13. Take urgent action to combat climate change and its impacts 13.1 Strengthen resilience and adaptive capacity to climate-related hazards and natural disasters in all countries		Plans in place for near and longer term to actively adapt to climate-related hazards and natural disasters.			
SDG 13. Take urgent action to combat climate change and its impacts 13.3 Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning		Plans in place to enhance positive contributions to addressing climate change through use of collections. Plans in place to ensure collections, collections institutions and broader society can adapt effectively to climate change. Plans in place for effective education and awareness raising on climate change mitigation, adaptation, impact reduction and early warning. 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.			
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7	8	9	10	11	12
13	14	15	16	17	