FORMAT			
1. Name of resource	KEEKS- Climate and Energy Efficient Kitchens in Schools		
2. Location	https://www.keeks-projekte.de/		
3. Alternative location	https://www.sustainable-public-meal.eu/en/tools/climate-protection/		
4. Author[s]	CLIKIS-Network		
5. Publisher/producer/ host	CLIKIS-Network		
6. Year			
7. Suggested citation	KEEKS – Climate- and energy-efficient kitchen in schools, https://www.keeks-projekte.de/		
8. Languages in which available	German translate automatically also], English summary in Stratkit (alternative location)		
9. Geographic area resource relates to	Europe, with wider relevance		
10. Does the resource relate to a specific time frame?			
11. Type	Report		
	Toolkit/Framework/Roadmap	Yes	
	Sign-post to other resource		
	Case studies	Yes	
	Other	Yes (training videos, app of recipes, eCookbook, posters)	
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	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	X	

	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 be used by collecting institutions to plan and implement initiatives that support sustainable development through catering, procurement of food and food-waste management.	

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	
iii. waste management and reduction of waste	X
iv. transport (forms of transport, energy use)	
v. commercial activities including copyright and IP	X
vi. governance and management	X
vii. security, disaster preparedness and risk reduction	

Direct external leadership, partnerships and collaborations towards sustainable development more effectively, for example by developing impactful partnerships	X
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?	"Who has never been to a canteen in a school, a hospital or at a public museum? Public catering is an essential service provided by governments for their citizens. Its procurement is a relevant part of public spending. At the same time, the food system as a whole is facing several challenges. Public procurement and catering services can be part of the change towards sustainability." (Background) "StratKIT aims at making public procurement and catering services more sustainable in the Baltic Sea Region. Therefore, it • identifies solutions to the challenges; • develops and tests regional strategies; • inspires and motivates procurers and caterers to use their opportunities." (Project) "The Sustainable Public Meal Toolkit provides experience-based advice on how to set up innovative strategies and activities for sustainable public procurement and catering services. The toolkit was developed in the Baltic Sea Region countries but can be used in many more places due to the generic descriptions in the tools. Start the change in your municipality, your company, your school, your hospital, or elsewhere!" (Toolkit)
21. Intended audience of resource	[Those involved in procurement and management of food and catering in public institutions]

22. Process of development		
23. Organisation/structure/contents	**BACKGROUND** **Public procurement and catering services (PPCS)** **Visual model of PPCS** **Sustainability challenges of the food system and the PPCS** Environmental Health Socio-economic **Policies and regulations for transition** Sustainable Development Climate Change Agriculture and Food policy Circular Economy Health and nutrition **Public procurement policies** A common ground National and regional policies **INSPIRATIONS** [good practice case studies searchable by catering topic, including food waste, food quality, socio-economic aspects, education and training; and by country] **NETWORK** [network for those working on sustainable food procurement to take part in] **TOOLKIT** "More than fifty tools are available for stakeholders involved in the provision of public meals, whether they be policymakers, procurers, caterers, producers, suppliers, consumers, or other public and private bodies. To find tools suitable for your situation, you can either browse them all or find collections of tools for different topics in the thematic gateways. Add the most suitable tools to your own collection to download and print." (Toolkit)	
FRAMEWORKS		
24. Framework structure		
25. Relevant policy considerations	Yes	
26. Resources for implementation identified	Yes	
27. Specific assessment points/indicators/mi	Yes	

lestones/action plan for monitoring	
28. ASPECTS OF SUSTAINABILITY COVERED BY RESOURCE (mark all that apply)	
People (social sustainability)	X
Planet (environmental sustainability)	X
Prosperity (economic sustainability)	X
Peace	
Partnerships	X
29. CROSS-CUTTING CONSIDERATIONS COVERED BY RESOURCE (mark all that apply)	
Gender perspectives	X
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 is strongly connected to SDGs 12.6 (adopt sustainable practices) and 12.7 (sustainable procurement), as well as 12.2 (sustainable use of natural resources), 12.3 (reduce food waste), 12.5 (reduce waste generation), 12.8 and 4.7 and 13.3 (information and education for sustainable development and climate action). The resource also supports SDGs relating to social inclusion and health, ecosystem conservation, and effective partnerships. These include SDGS 2.1 (access to safe, nutritious and sustainable food), 2.2 (end malnutrition), 2.3 (increased income of small-scale food producers), 2.4 (ensure sustainable food production), 3.4 (promote mental health and wellbeing), 4.4 (skills for work), 6.3 (reduce water pollution), 6.6 (protect and restore water-related ecosystems), 8.8 (protect labour rights), 10.2 (promote universal social, economic and political inclusion), 11.4 (protect cultural and natural heritage), 11.7 (safe and

	welcoming green and public places), 14.1 (reduce marine pollution), 14.2 (protect marine and coastal ecosystems), 14.4 (sustainable harvesting of fish), 15.3 (sustainable use of land), 15.A (mobilise financial support to conserve biodiversity and ecosystems), 17.17 (encourage effective partnerships).
35. SDGs and SDG targets the resource helps advance	
SDG 2: End hunger, achieve food security and improved nutrition and promote sustainable agriculture 2.1 By 2030, end hunger and ensure access by all people, in particular the poor and people in vulnerable situations, including infants, to safe, nutritious and sufficient food all year round	Number of educational programmes incorporating food security, nutrition and seasonal diet perspectives. Collections development related to food security, nutrition and seasonal diets, as appropriate Number of targeted educational, awareness-raising and partnership programmes relating to food and nutrition, drawing on collections, aimed at vulnerable and marginalized groups. Number of research activities drawing on collections that relate to resilient agricultural practices, helping mitigate and adapt to climate change, flooding and other disasters.
SDG 2: End hunger, achieve food security and improved nutrition and promote sustainable agriculture 2.2 By 2030, end all forms of malnutrition, including achieving, by 2025, the internationally agreed targets on stunting and wasting in children under 5 years of age, and address the nutritional needs of adolescent girls, pregnant and lactating women and older persons	Number of educational programmes incorporating health and food perspectives. Collections development related to malnutrition and nutrition, where appropriate. Number of targeted educational, awareness-raising and partnership programmes relating to food and nutrition, drawing on collections, aimed at vulnerable and marginalized groups. Number of research activities drawing on collections that relate to nutrition and addressing malnutrition. Number of partnership programmes that directly support ending of malnutrition through provisioning of food and other dietary needs.
SDG 2: End hunger, achieve food security and improved nutrition and promote sustainable agriculture 2.3 By 2030, double the agricultural productivity and incomes of small-scale	Collections development that can support programmes related to small-scale food producers, for example by ensuring that traditional knowledge is preserved and maintained.

food producers, in particular women, indigenous peoples, family farmers, pastoralists and fishers, including through secure and equal access to land, other productive resources and inputs, knowledge, financial services, markets and opportunities for value addition and non-farm employment	Number of educational, awareness-raising, research and partnership programmes based on collections that support small-scale food producers, both in terms of supporting the producers themselves, and that support others to support them. Policies and plans in place to ensure that tourism activities support (and do not infringe upon) people's rights of access to land for agricultural purposes. Provide markets for small-scale food producers' products.
SDG 2: End hunger, achieve food security and improved nutrition and promote sustainable agriculture 2.4 By 2030, ensure sustainable food production systems to implement resilient agricultural practices that increase productivity and production, that help maintain ecosystems, that strengthen capacity for adaptation to climate change, extreme weather, drought, flooding and other disasters and that progressively improve land and soil quality.	Collections development related to sustainable food production where appropriate. Number of educational and awareness-raising programmes incorporating sustainable food production perspectives, and that aim to reduce the impact of disasters on communities. Number of targeted programmes that support those most exposed and vulnerable to disasters, whether locally or farther afield. Number of research activities drawing on collections that relate to resilient agricultural practices, helping mitigate and adapt to climate change, flooding and other disasters. Policies and plans in place to eliminate unsustainable food production from supply chains and in any food provision in collections-based institutions. Number of partnership activities drawing on collections that contribute to Disaster Risk Reduction plans, supporting resilient agricultural practices, and helping mitigate and adapt to climate change, flooding and other disasters.
SDG 3: Ensure healthy lives and promote well-being for all at all ages 3.4 By 2030, reduce by one third premature mortality from non-communicable diseases through prevention and treatment	Plans, policies and procedures in place for the safe use of collections, notably in relation to chemical, physical, biological and other forms of hazard. Proportion of users of collections facilities reporting positive well-being during and as a result of activities relating to collections.

and promote mental health and well-being	Number and proportion of programmes relating to collections that incorporate wellbeing considerations and perspectives. Number of targeted programmes drawing on collections that address issues relating to non-communicable diseases, supporting prevention and treatment.
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, eliminating dumping and minimizing release of hazardous chemicals and materials, halving the proportion of untreated wastewater and substantially	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 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 8.8 Protect labour rights and promote safe and secure working environments for all workers, including migrant workers, in particular women migrants, and those in precarious employment	Number and proportions of staff working with collections in safe and secure working environments. Number of accidents and other health and safety incidents reported. Training and support provided for staff to ensure their wellbeing, health and safety. Education, awareness-raising and partnership programmes drawing on collections that address labour rights, notably those of migrant workers and others in precarious employment. Reduction of numbers and proportions of staff on short-term or zero-hours contracts. Fair pay policies and procedures in place to prevent exploitation. Procurement policies that ensure that collecting institutions make use of people who are in decent employment, and that avoid exploitation throughout the supply chain.

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. Number and proportion of educational and participatory programmes that promote participation irrespective of social 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 11.7 By 2030, provide universal access to safe, inclusive and accessible, green and public spaces, in particular for women and children, older persons and persons with disabilities	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. Measures taken to remove barriers to access green and public spaces. Extent of green space provided by collections institutions.
SDG 12 Ensure sustainable consumption and production patterns 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	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.

sustainability information into their reporting cycle	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 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.
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 13.3 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.
SDG 14 Conserve and sustainably use the oceans, seas and marine resources for sustainable development 14.1 By 2025, prevent and significantly reduce marine	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.

pollution of all kinds, in particular from land-based activities, including marine debris and nutrient pollution	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 14.4 By 2020, effectively regulate harvesting and end overfishing, illegal, unreported and unregulated fishing and destructive fishing practices and implement science-based management plans, in order to restore fish stocks in the shortest time feasible, at least to levels that can produce maximum sustainable yield as determined by their biological characteristics	Number of activities drawing on collections that support sustainable management of fisheries.
SDG 15 Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably	Proportion of soils and land area in a good ecological condition, with reference to desertification, drought and floods.

manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss 15.3 By 2030, combat desertification, restore degraded land and soil, including land affected by desertification, drought and floods, and strive to achieve a land degradation-neutral world			Information on, programmes relating to, collections development, and partnerships relating to soils and land use (with reference to desertification, drought and floods) drawing on collections in place, to support their protection and effective functioning.		
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.A Mobilize and significantly increase financial resources from all sources to conserve and sustainably use biodiversity and ecosystems			Revenue generated to conserve and sustainably use biodiversity and ecosystems. Direct financial support given to projects and organisations for conservation and/or sustainable use of biodiversity and ecosystems.		
SDG 17. Partnerships for the goals 17.17 Encourage and promote effective public, public-private and civil society partnerships, building on the experience and resourcing strategies of partnerships			*17.17.1 Amount of United States dollars committed to public-private and civil society partnerships* Number and/or increase in number, and diversity of local, national and regional multi-stakeholder (public, public-private and civil society) partnerships that address the SDGs drawing on collections, or that otherwise involve collections-based organisations and institutions.		
1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	