

FORMAT		
1. Name of resource	Plastic Pollution Primer and Action Toolkit	
2. Location	https://www.earthday.org/wp-content/uploads/Plastic-Pollution-Primer-and-Action-Toolkit.pdf	
3. Alternative location		
4. Author[s]	Earth Day Network	
5. Publisher/producer/host	Earth Day Network	
6. Year	2018	
7. Suggested citation	Earth Day Network (2018). Plastic Pollution Primer and Action Toolkit. Earth Day Network, available at https://www.earthday.org/wp-content/uploads/Plastic-Pollution-Primer-and-Action-Toolkit.pdf	
8. Languages in which available	English	
9. Geographic area resource relates to	Global	
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	Yes
	Other	Yes, plastic calculator
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, 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		X
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?	<p>“Plastic pollution is one of the most important environmental problems that we face today. It impacts the environment and our health and wellbeing. We have all contributed to this problem – mostly unknowingly – and we must work to reduce and ultimately to End Plastic Pollution.</p> <p>Earth Day Network is committed to proactively be part of the solution and has created this Plastic Pollution Primer and Action Toolkit to support anyone who wants to contribute too. Our experience of almost 50 years has taught us that people care about their communities and will act to resolve problems when they have access to relevant information and tools to help them.</p> <p>Through the use of this toolkit you will be able to assess your current consumption of plastics and determine how you as an individual can lower your own plastic pollution impact. This is what we call your plastic pollution footprint. We have included a very simple to use plastic pollution footprint calculator and tracker that will allow you to monitor your progress as you reduce your plastic consumption and help to rid the world of this problem. It is important to note that the best behavior when it comes to disposing of plastics varies drastically</p>	

	<p>by location. We have done our best to include advice and recommendations that are applicable across many different contexts and locations, but not all will necessarily be useful to you.</p> <p>This document is just the initial step to learning about this problem, what you can do and what resources are available to you and your community. The more you talk to others and learn about how your community and city are managing their consumption and disposal of plastics, the better prepared you will be to develop a Personal Plastic Reduction Plan” (p.3)</p>
21. Intended audience of resource	[Anyone who wants to reduce their plastic footprint]
22. Process of development	
23. Organisation/structure/contents	<p>Introduction 3</p> <p>The Harmful Side of Plastics 4</p> <p>Plastic Pollution in the Ocean 9</p> <p>Microplastics 17</p> <p>Plastic Pollution and Our Health 21</p> <p>Plastic Pollution Footprint Calculator 23</p> <p>Reduce 26</p> <p>Refuse 30</p> <p>Reuse 34</p> <p>Recycle 38</p> <p>Remove 44</p> <p>Personal Plastic Reduction Plan 48</p>
FRAMEWORKS	
24. Framework structure	The resource is structured around the waste hierarchy that can be considered as a framework: reduce, refuse, reuse, recycle, remove. See the resource for further details on each phase of the framework.
25. Relevant policy considerations	No
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	<p>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:</p> <p>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).</p> <p>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).</p>

	<p>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), sustainable use and conservation of nature (15.1) and preventing degradation of natural habitats (15.5).</p> <p>4. 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).</p>
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 in place to ensure the availability of a skilled workforce.</p>
<p>SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</p> <p>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</p>	<p>Numbers of people in each type of programme drawing on collections from different demographic groups.</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>

culture's contribution to 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 8.9 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 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	<i>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</i> 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.

	<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, 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.</p> <p>Number and diversity of educational, awareness-raising, research programmes, and partnerships that aim to strengthen protection of cultural and natural heritage.</p>
<p>SDG 11. Make cities and human settlements inclusive, safe, resilient and sustainable</p> <p>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</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>
<p>SDG 11. Make cities and human settlements inclusive, safe, resilient and sustainable</p> <p>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</p>	<p>Numbers of people accessing collecting institutions from different demographic groups, notably women, children, older people and persons with disabilities.</p> <p>Increases in numbers of people accessing collecting institutions from different demographic groups.</p> <p>Measures taken to remove barriers to access green and public spaces.</p> <p>Extent of green space provided by collections institutions.</p>
<p>SDG 12 Ensure sustainable consumption and production patterns</p> <p>12.2 By 2030, achieve the sustainable management and efficient use of natural resources</p>	<p>Reduction of material footprint in terms of reductions in consumption of biomass, fossil fuels, metal ores and non-metal ores.</p>

<p>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</p>	<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>
<p>SDG 12 Ensure sustainable consumption and production patterns 12.5 By 2030, substantially reduce waste generation through prevention, reduction, recycling and reuse</p>	<p>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.</p>
<p>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</p>	<p>Clear visions, strategies and plans in place for all aspects of sustainability – environmental, social and economic (people, planet, prosperity)- across all areas of activity.</p> <p>Visions, strategies and plans relating to sustainability to be publicly available and incorporated into planning documents.</p> <p>Commitments to be in line with local, regional, national and/or international targets and ambitions.</p> <p>Incorporation of sustainability into reporting for funders and other stakeholders, including the public. Reporting to include commitments and progress towards targets.</p>
<p>SDG 12 Ensure sustainable consumption and production patterns 12.7 Promote public procurement practices that are sustainable, in accordance with national policies and priorities</p>	<p>Incorporation of sustainability considerations into procurement, in terms of advertisement and invitation to tender, contracts, and selection criteria for suppliers.</p>

<p>SDG 12 Ensure sustainable consumption and production patterns</p> <p>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><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></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>SDG 14 Conserve and sustainably use the oceans, seas and marine resources for sustainable development</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>SDG 14 Conserve and sustainably use the oceans, seas and marine resources for sustainable development</p> <p>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</p>	<p>Proportion of marine and coastal areas in a good ecological condition</p> <p>Numbers of educational and awareness-raising programmes, research activities, and partnerships drawing on collections aiming to support protection of marine and coastal areas.</p>
<p>SDG 14 Conserve and sustainably use the oceans, seas and marine resources for sustainable development</p> <p>14.7 By 2030, increase the economic benefits to Small Island developing States and least developed countries from the sustainable use of</p>	<p>Number of activities that support sustainable tourism relating to Small Island developing States and least developed countries.</p> <p>Economic benefits by value to Small Island Developing States and least developed countries.</p>

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 15.1 By 2020, ensure the conservation, restoration and sustainable use of terrestrial and inland freshwater ecosystems and their services, in particular forests, wetlands, mountains and drylands, in line with obligations under international agreements		Proportion of terrestrial and inland freshwater systems in a good ecological condition. Information on, programmes relating to, collections development, and partnerships relating to terrestrial and freshwater systems 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 15.5 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	