| FORMAT | | | |
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| **1. Name of resource** | **Local Government Association Sustainable Procurement Toolkit** | | |
| 2. Location | https://www.local.gov.uk/publications/sustainable-procurement-delivering-local-economic-social-and-environmental-priorities | | |
| 3. Alternative location | | | |
| 4. Author[s] | Local Government Association, UK | | |
| 5. Publisher/producer/host | Local Government Association, UK | | |
| 6. Year | | | |
| 7. Suggested citation | Local Government Association, Sustainable Procurement Toolkit | | |
| 8. Languages in which available | English | | |
| 9. Geographic area resource relates to | UK but 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 | | |
| 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 recreation, architecture,** | | |

| | literature, history, geography and ethnology, anthropology, archaeology | |
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| | **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 procurement practices. | |

**HOW IT CONTRIBUTES TO SUSTAINABLE DEVELOPMENT**

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

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| **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 | |

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| **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?** | "Sustainable Procurement is a process whereby organisations meet their needs for goods, services, works and utilities in a way that achieves value for money on a whole life basis in terms of generating benefits not only to the organisation, but also to society and the local economy, whilst minimising damage to the environment. Embedding sustainability into procurement can support the objectives of an organisation as set out in relevant policies and strategies and can be adapted to reflect the nature of the contract.<br>Many sustainability benefits can be achieved through supplier engagement before the procurement process begins which is essential to allow the market to understand and prepare their response to tender requirements.<br>Also key is the approach to selection of suppliers, the inclusion of relevant and proportionate requirements in the specification, the evaluation of relevant and proportionate award criteria, and an effective contract management process." (p.7) |
| 21. Intended audience of resource | "It is intended that all councils and a range of key stakeholders will benefit from using this toolkit, in part or in whole. For example:<br>**Councils:**<br>• who have limited resources and need to know where and how to start in using this mechanism to secure local priorities |

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| | • who need broad up-to-date guidance on how to embed economic, social and environmental value in commissioning, procurement and management of contracts<br>• who want guidance on specific themes or are keen to take their approach to the next level.<br>**Particular stakeholders:**<br>The toolkit is intended to help those who have responsibility for commissioning, procurement and management of contracts. Relevant stakeholders include:<br>▪ those involved in setting policy, designing, commissioning services, setting budgets and procurement requirements. This may include chief executives, councillors, heads of service, heads of planning, procurers, specifiers, budget holders and others<br>▪ those involved in procuring requirements<br>▪ those involved in managing contracts and undertaking supplier relationship management<br>▪ subject matter experts, such as climate change and others." (p.12) |
| 22. Process of development | |
| 23. Organisation/structure/contents | Some key terms used in this toolkit  5<br>Council priorities  11<br>Who is this toolkit for? 12<br>What is included? 13<br>Disclaimer 14<br>Top tips: starting out or limited resources? 16<br>Top tips: clear intended outcomes  17<br>Top tips: prioritise effort  18<br>Top tips: commissioning/pre-procurement  21<br>Top tips: procurement  24<br>Top tips: contract and supplier management  27<br>Topic guidance: determining relevance  29<br>Topic: climate change – general  33<br>Topic: climate change – energy  37<br>Topic: climate change – embodied carbon  55<br>Topic: climate change – adaptation  72<br>Topic: climate change – vehicles 83<br>Topic: resources, waste and circular economy  118<br>Topic: jobs and skills 148<br>Topic: MSMEs and VCSEs  167<br>Topic: reducing inequality 183<br>Topic: ethical procurement  200<br>Topic: health and wellbeing  225<br>Topic: healthy communities  240 |

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| FRAMEWORKS | | |
| 24. Framework structure | The top tips sections can be considered as frameworks | |
| 25. Relevant policy considerations | Yes | |
| 26. Resources for implementation identified | Yes | |
| 27. Specific assessment points/indicators/milestones/action plan for monitoring | Yes | |

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| **28. ASPECTS OF SUSTAINABILITY COVERED BY RESOURCE (mark all that apply)** | |
| People (social sustainability) | X |
| Planet (environmental sustainability) | X |
| Prosperity (economic sustainability) | X |
| Peace | X |
| Partnerships | X |
| **29. CROSS-CUTTING CONSIDERATIONS COVERED BY RESOURCE (mark all that apply)** | |
| Gender perspectives | X |
| North and South perspectives | X |

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| **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 | 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), 12.4 (management of chemicals), 12.5 (reduce waste generation), 8.4 (promote the circular economy); 12.8, 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 peaceful and inclusive societies. These include 3.4 (promote mental health and wellbeing), 4.4 (skills for work), 5.1 (end discrimination against women and girls) and 5.C (policies for gender equality), 6.3 (reduce water pollution), 6.6 (protect and restore water-related ecosystems), 7.2 (adopt renewable energy sources, 7.3 (improve energy efficiency), 8.3 (policies for productivity and job creation), 8.5 (full employment and decent work), 8.8 (protect labour rights), 9.1 (develop sustainable infrastructure, 9.4 retrofit infrastructure to be sustainable), 10.2 (promote universal social, economic and political inclusion), 10.3 and 10.4 (policies for social inclusion and equality), 13.1 (promote climate adaptation in all countries, 14.1 (reduce marine pollution), 16.B (promote and enforce non-discriminatory laws and policies). |
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| **35. SDGs and SDG targets the resource helps advance** | |
| **SDG 3: Ensure healthy lives and promote well-being for all at all ages**<br>3.4 By 2030, reduce by one third premature mortality from non-communicable diseases through prevention and treatment and promote mental health and well-being | Plans, policies and procedures in place for the safe use of collections, notably in relation to chemical, physical, biological and other forms of hazard.<br><br>Proportion of users of collections facilities reporting positive well-being during and as a result of activities relating to collections.<br><br>Number and proportion of programmes relating to collections that incorporate wellbeing considerations and perspectives.<br><br>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**<br>4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, | Number of young people and adults in skills-development activities and programmes drawing on collections, for employment, decent jobs and entrepreneurship<br><br>Increase in number of young people and adults in such programmes<br><br>Number and proportion of staff who have received training in the last year, to better support their contribution to the SDGs. |

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| decent jobs and entrepreneurship | 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**<br>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.<br><br>Increases in numbers of people in each type of programme from different demographic groups.<br><br>Proportion of people involved in such programmes in relation to overall audience size.<br><br>Evidence that learners have acquired knowledge and skills to promote sustainable development. |
| **SDG 5. Achieve gender equality and empower all women and girls**<br>5.1 End all forms of discrimination against all women and girls everywhere | Number and proportion of programmes taking proactive steps to identify, reduce and remove discriminatory practices and processes relating to collections and collection-based institutions. |
| **SDG 5. Achieve gender equality and empower all women and girls**<br>5.C Adopt and strengthen sound policies and enforceable legislation for the promotion of gender equality and the empowerment of all women and girls at all levels | Number and proportion of policies relating to collections and collections-based institutions that incorporate gender perspectives to promote gender equality and empowerment of all women and girls at all levels. |
| **SDG 6. Ensure availability and sustainable management of water and sanitation for all** | Amount of pollutants, and reduction in pollutants, to water systems. |

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| 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 | 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 7. Ensure access to affordable, reliable, sustainable and modern energy for all** 7.2 By 2030, increase substantially the share of renewable energy in the global energy mix | Proportion of energy that comes from renewable sources. Date to achieve net zero, and milestones towards that date. |
| **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 | Reduction in energy use. Upgrade of old equipment to more efficient equipment. Uptake of renewable sources of energy. |
| **SDG 8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all** 8.3 Promote development-oriented policies that support productive activities, decent job creation, entrepreneurship, | Development-oriented policies in place for the range of activities, or development-oriented considerations are included in other policies. Number of micro-, small- and medium-sized enterprises supported. Number and proportion of formalised arrangements with micro-, small- and medium-sized enterprises. |

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| creativity and innovation, and encourage the formalization and growth of micro-, small- and medium-sized enterprises, including through access to financial services | Total value of financial services or financial support provided to micro-, small and medium-sized enterprises. |
| **SDG 8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all** 8.4 Improve progressively, through 2030, global resource efficiency in consumption and production and endeavour to decouple economic growth from environmental degradation, in accordance with the 10-Year Framework of Programmes on Sustainable Consumption and Production, with developed countries taking the lead | Plans in place to increase resource efficiency, reduce consumption, and to decouple economic growth from environmental degradation. |
| **SDG 8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all** 8.5 By 2030, achieve full and productive employment and decent work for all women and men, including for young people and persons with disabilities, and equal pay for work of equal value | Increase in number of people in full and productive employment relating to collections, through job creation and recruitment. Increase in proportion of existing staff working with collections in productive employment. Increase in number of men, women, young people and persons with disabilities in development and training programmes drawing on collections that support them in employment. Removal of pay disparities by gender and/or other status for those working with collections. Policies and plans in place to ensure that all suppliers and others in the supply chain are in decent and productive work. |

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| **SDG 8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all**<br>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.<br><br>Number of accidents and other health and safety incidents reported.<br><br>Training and support provided for staff to ensure their wellbeing, health and safety.<br><br>Education, awareness-raising and partnership programmes drawing on collections that address labour rights, notably those of migrant workers and others in precarious employment.<br><br>Reduction of numbers and proportions of staff on short-term or zero-hours contracts.<br><br>Fair pay policies and procedures in place to prevent exploitation.<br><br>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 9. Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation**<br>9.1 Develop quality, reliable, sustainable and resilient infrastructure, including regional and transborder infrastructure, to support economic development and human well-being, with a focus on affordable and equitable access for all | Development of research-useful collections to support reliable, sustainable and resilient use by researchers and others.<br><br>Number and proportion of collections facilities and stores that support economic development and human well-being.<br><br>Number and proportion of collections facilities and stores that provide affordable and equitable access for all.<br><br>Investment in collections facilities.<br><br>Inclusion of collections information in regional and transborder initiatives, notably via digital access for discoverability. |
| **SDG 9. Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation** | Number and proportion of collections facilities that:<br>1.make efficient use of resources, with an ongoing drive for efficiencies and reductions in energy use and waste of all forms. |

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| 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 | 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.<br><br>3. adopt and/or prioritise collections-related processes and practices to reduce greenhouse gas emissions and waste of all forms. |
| **SDG 10. Reduce inequality within and between countries**<br>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.<br><br>Number and proportion of educational and participatory programmes that promote participation irrespective of social or other status.<br><br>Numbers and proportions of people making use of collections in relation to the demographic of the local population.<br><br>Numbers and proportions of people involved in focused programmes aimed at promoting social, economic and political inclusion.<br><br>Numbers and proportions of people from different demographic groups involved in decision-making processes relating to collections and collections-based institutions.<br><br>Number and types of partnerships that build relationships with marginalized groups, individuals and communities. |
| **SDG 10. Reduce inequality within and between countries**<br>10.3 Ensure equal opportunity and reduce inequalities of outcome, including by eliminating discriminatory laws, policies and practices and promoting appropriate | Identification of discriminatory policies and practices, with clear plans to address these, to ensure equal opportunity for all and reduce inequalities of outcome.<br><br>Collections development to uphold and promote legislation and anti-discriminatory perspectives, with the aim of reducing inequality within and between countries. |

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| legislation, policies and action in this regard | Education and participatory programmes that promote anti-discriminatory legislation, policies and action, with the aim of reducing inequality within and between countries.<br><br>Research that supports anti-discriminatory legislation, policies and action, with the aim of reducing inequality within and between countries.<br><br>Participation in partnerships that promote anti-discriminatory legislation, policies and action, with the aim of reducing inequality within and between countries. |
| **SDG 10. Reduce inequality within and between countries**<br>10.4 Adopt policies, especially fiscal, wage and social protection policies, and progressively achieve greater equality | Number and proportion of policies that proactively address equality issues relating to fiscal, wage and social protection considerations. |
| **SDG 12 Ensure sustainable consumption and production patterns**<br>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**<br>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.<br><br>Policies and plans in place to reduce and eliminate food waste as soon as possible. |
| **SDG 12 Ensure sustainable consumption and production patterns**<br>12.4 By 2020, achieve the environmentally sound management of chemicals and all wastes throughout their life cycle, in accordance with agreed international frameworks, | 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.<br><br>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. |

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| and significantly reduce their release to air, water and soil in order to minimize their adverse impacts on human health and the environment | |
| **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.<br><br>Visions, strategies and plans relating to sustainability to be publicly available and incorporated into planning documents.<br><br>Commitments to be in line with local, regional, national and/or international targets and ambitions.<br><br>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 | *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*<br><br>Extent to which global citizenship education and education for sustainable development (including climate change |

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| and lifestyles in harmony with nature | 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**<br>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 withstand and actively adapt to climate-related hazards and natural disasters. |
| **SDG 13. Take urgent action to combat climate change and its impacts**<br>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.<br><br>Plans in place for effective education and awareness raising on climate change mitigation, adaptation, impact reduction and early warning.<br><br>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**<br>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.<br><br>Quantity, and reduction, of waste of all sorts, with plans in place to eliminate waste of all sorts as soon as possible.<br><br>Quantity, and reduction, of plastic waste, with plans in place to eliminate the production and release of plastic waste as soon as possible. |
| **SDG 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.**<br>16.B Promote and enforce non-discriminatory laws | *16.B.1 Proportion of population [audience/users/non-users] reporting having personally felt discriminated against or harassed in the previous 12 months on the basis of a ground of discrimination prohibited under international human rights law*<br><br>Number and proportion of policies that incorporate sustainable development considerations, in the full sense of |

| and policies for sustainable development | | recognizing all three of social, economic and environmental considerations. | | | |
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