

<b>FORMAT</b>		
<b>1. Name of resource</b>	<b>Sustainability in Conservation Practice</b>	
2. Location	<a href="https://www.tandfonline.com/doi/pdf/10.1080/19455224.2011.566013?needAccess=true">https://www.tandfonline.com/doi/pdf/10.1080/19455224.2011.566013?needAccess=true</a>	
3. Alternative location		
4. Author[s]	Da Silva, M. and J. Henderson	
5. Publisher/producer/host	Journal of the Institute of Conservation	
6. Year	2011	
7. Suggested citation	Da Silva, M. and J. Henderson (2011). Sustainability in Conservation Practice. Journal of the Institute of Conservation 34(1): 5-15, DOI <a href="https://doi.org/10.1080/19455224.2011.566013">https://doi.org/10.1080/19455224.2011.566013</a> .	
8. Languages in which available	English	
9. Geographic area resource relates to	UK, but with global relevance	
10. Does the resource relate to a specific time frame?		
<b>11. Type</b>	Report	Yes
	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?		
<b>COLLECTIONS AND COLLECTIONS-BASED INSTITUTIONS</b>		
13. Explicit links to collections	Yes	
14. Explicit links to museums/libraries/archives	Yes	
<b>15. Types of institutions the resource covers</b>	Museums	X
	Archives	X
	Libraries	X
	Other	X
<b>16. Does the resource relate to specific disciplines?</b>	<b>Arts, humanities and social sciences: philosophy, psychology, religion, social sciences, law, politics, language, arts and recreation, architecture, literature,</b>	X

	<b>history, geography and ethnology, anthropology, archaeology</b>	
	<b>Science, natural history, technology, medicine, engineering, manufacturing</b>	X
17. If no explicit links to collections, justification for inclusion		
<b>HOW IT CONTRIBUTES TO SUSTAINABLE DEVELOPMENT</b>		
<b>18. Collections-related activities the resource relates to (mark all that apply)</b>		
<b>Develop collections to protect and safeguard wider cultural and natural heritage more effectively</b> , for example by targeting collecting to threatened forms of heritage in strategic ways		
<b>Use collections to promote learning and educational opportunities that contribute to sustainable development more effectively</b> , 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		
<b>Use collections to promote cultural participation/social inclusion more effectively</b> , for example by reducing barriers to participation, to ensure no-one is 'left behind'		
<b>Use collections to promote sustainable tourism more effectively</b> , for example by developing new products based on local cultural heritage, and/or considering the rights of stakeholder groups in relation to collections		
<b>Use collections to support research that contributes to sustainable development</b> (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		
<b>Make decisions around collections that contribute to sustainable development more effectively</b>		
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		
vi. governance and management		X

vii. security, disaster preparedness and risk reduction	
<b>Direct external leadership, partnerships and collaborations towards sustainable development more effectively</b> , for example by developing impactful partnerships	
<b>19. Does the resource relate clearly to any international conventions (mark all that apply)?</b>	
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
<b>AIMS AND CONTENT</b>	
<b>20. What issues does the resource aim to address?</b>	<b>“The goal of the benchmarks proposed is to develop realistic recommendations for improvements whilst accepting that conservation practices, like almost all human activities, will have some negative environmental consequences. To fulfil sustainability goals, changes in both the application of conservation and the mentality of conservators is required. Ultimately, practising environmental sustainability is about making personal choices. Are you prepared to walk 10m to recycle your waste, reducing your contribution to landfill? Or are you content to continue with a rate of resource consumption that could ultimately result in climate destruction? Few of the recommendations made in this paper are required legally, but all could contribute to a greener future.” (p.5-6)</b>
21. Intended audience of resource	[Conservators, notably those in the UK]
22. Process of development	
23. Organisation/structure/contents	Introduction External pressures to become sustainable Environmental sustainability within the museum sector Current practice in environmental sustainability in conservation

	<p>Environmentally sustainable benchmarks in collections care</p> <p>1 compliance with regulations, targets and best practice;</p> <p>2 waste management;</p> <p>3 sustainable procurement;</p> <p>4 energy management and use of other natural resources;</p> <p>5 pollution management;</p> <p>6 staff involvement;</p> <p>7 visitor involvement and communication;</p> <p>8 review of the success of sustainability efforts.</p> <p>Actions for the future</p> <p>Conclusion</p>
<b>FRAMEWORKS</b>	
24. Framework structure	<p>The eight benchmarks can be considered as a framework. For each benchmark, a series of indicators are presented representing basic, good and best practice. See the resource for further details. The eight benchmarks are:</p> <p>1 compliance with regulations, targets and best practice;</p> <p>2 waste management;</p> <p>3 sustainable procurement;</p> <p>4 energy management and use of other natural resources;</p> <p>5 pollution management;</p> <p>6 staff involvement;</p> <p>7 visitor involvement and communication;</p> <p>8 review of the success of sustainability efforts.</p>
25. Relevant policy considerations	No
26. Resources for implementation identified	Yes
27. Specific assessment points/indicators/milestones/action plan for monitoring	Yes
<b>28. ASPECTS OF SUSTAINABILITY COVERED BY RESOURCE (mark all that apply)</b>	
People (social sustainability)	
Planet (environmental sustainability)	X
Prosperity (economic sustainability)	
Peace	
Partnerships	
<b>29. CROSS-CUTTING CONSIDERATIONS COVERED BY RESOURCE (mark all that apply)</b>	

Gender perspectives	
North and South perspectives	
<b>HOW THE RESOURCE CONTRIBUTES TO AGENDA 2030 AND THE SDGs</b>	
<b>HOW AGENDA 2030 AND THE SDGs FEATURE IN THE RESOURCE</b>	
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
<b>SDGs AND SDG TARGETS AND LINKAGES</b>	
34. Comments on SDG linkages	<p>The resource can help collections-based institutions plan their activities to reduce their negative impacts on the environment, and develop effective educational activities promoting the environmental dimension of sustainable development. 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), 12.8 (information for lifestyles in harmony with nature and sustainable development) and 13.3 (climate change awareness and education, among staff and the public).</p> <p>2. Targets relating to the responsible use of natural resources and reduction of waste and pollution: 6.3 (improving water quality, which includes reducing pollution), 6.4 (efficient use of water), 7.2 (adopting renewable energy), 7.3 (improving energy efficiency), 11.2 (sustainable transport), 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 conservation of water bodies (6.6), conservation of natural and cultural heritage (11.4), reducing the environmental impact of cities (11.6), 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. Compliance with regulations relating to the environment (16.B, promote and support laws and policies for sustainable development).</p>
<b>35. SDGs and SDG targets the resource helps advance</b>	
<p><b>SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</b> 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><b>SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</b> 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</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>

<p><b>SDG 6. Ensure availability and sustainable management of water and sanitation for all</b></p> <p>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</p>	<p>Amount of pollutants, and reduction in pollutants, to water systems.</p> <p>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.</p>
<p><b>SDG 6. Ensure availability and sustainable management of water and sanitation for all</b></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 and collections-based institutions in place, to support efficient use of water.</p>
<p><b>SDG 6. Ensure availability and sustainable management of water and sanitation for all</b></p> <p>6.6 By 2020, protect and restore water-related ecosystems, including mountains, forests, wetlands, rivers, aquifers and lakes</p>	<p>Proportion of water-related ecosystems, including mountains, forests, wetlands, rivers, aquifers and lakes in a good ecological condition.</p> <p>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.</p>
<p><b>SDG 7. Ensure access to affordable, reliable, sustainable and modern energy for all</b></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><b>SDG 7. Ensure access to affordable, reliable,</b></p>	

<p><b>sustainable and modern energy for all</b> 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><b>SDG 11. Make cities and human settlements inclusive, safe, resilient and sustainable</b> 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><b>SDG 11. Make cities and human settlements inclusive, safe, resilient and sustainable</b> 11.4 Strengthen efforts to protect and safeguard the world's cultural and natural heritage</p>	<p><b><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></b></p> <p>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> <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><b>SDG 11. Make cities and human settlements</b></p>	



<p><b>inclusive, safe, resilient and sustainable</b> 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><b>SDG 12 Ensure sustainable consumption and production patterns</b> 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><b>SDG 12 Ensure sustainable consumption and production patterns</b> 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><b>SDG 12 Ensure sustainable consumption and production patterns</b> 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><b>SDG 12 Ensure sustainable consumption and production patterns</b> 12.6 Encourage companies, especially large and transnational companies, to adopt sustainable practices and to integrate</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>sustainability information into their reporting cycle</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><b>SDG 12 Ensure sustainable consumption and production patterns</b> 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><b>SDG 12 Ensure sustainable consumption and production patterns</b> 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><b><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></b></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><b>SDG 13. Take urgent action to combat climate change and its impacts</b> 13.3 Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning</p>	<p>Plans in place to enhance positive contributions to addressing climate change through use of collections.</p> <p>Plans in place to ensure collections, collections institutions and broader society can adapt effectively to climate change.</p> <p>Plans in place for effective education and awareness raising on climate change mitigation, adaptation, impact reduction and early warning.</p> <p>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.</p>
<p><b>SDG 14 Conserve and sustainably use the oceans, seas and marine resources for sustainable development</b></p>	<p>Number of collections-related programmes, for example research and education, that aim to reduce marine pollution.</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>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><b>SDG 14 Conserve and sustainably use the oceans, seas and marine resources for sustainable development</b>  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><b>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</b>  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</p>	<p>Proportion of terrestrial and inland freshwater systems in a good ecological condition.</p> <p>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.</p>
<p><b>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</b></p>	<p>Number and proportion of habitats, notably endangered habitats, and species with favourable conservation status, with special reference to locally, nationally and globally endangered species.</p> <p>Information on, programmes relating to, collections development, and partnerships relating to habitats and</p>

<p>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</p>	<p>species drawing on collections in place, to support their protection and continued existence.</p> <p>Measures taken to enhance biodiversity value of green space associated with collections institutions.</p>				
<p><b>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.</b> 16.B Promote and enforce non-discriminatory laws and policies for sustainable development</p>	<p><b><i>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</i></b></p> <p>Number and proportion of policies that incorporate sustainable development considerations, in the full sense of recognizing all three of social, economic and environmental considerations.</p>				
1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	