

<b>FORMAT</b>		
1. Name of resource	<b>SHARE Hazards in Museum Collections: a collections care how to guide</b>	
2. Location	<a href="https://www.sharemuseumseast.org.uk/wp-content/uploads/2013/08/How-To-Guide-Hazards.pdf#:~:text=Hazards%20which%20may%20be%20present%20in%20museum%20collections,treated%20with%20pesticides%20to%20help%20prevent%20insect%20damage.">https://www.sharemuseumseast.org.uk/wp-content/uploads/2013/08/How-To-Guide-Hazards.pdf#:~:text=Hazards%20which%20may%20be%20present%20in%20museum%20collections,treated%20with%20pesticides%20to%20help%20prevent%20insect%20damage.</a>	
3. Alternative location		
4. Author[s]	SHARE (Museum Development East of England)	
5. Publisher/producer/host	SHARE (Museum Development East of England)	
6. Year	2012	
7. Suggested citation	Rae, A. (2012). SHARE Hazards in Museum Collections: a collections care how to guide. SHARE, available at <a href="https://www.sharemuseumseast.org.uk/wp-content/uploads/2013/08/How-To-Guide-Hazards.pdf#:~:text=Hazards%20which%20may%20be%20present%20in%20museum%20collections,treated%20with%20pesticides%20to%20help%20prevent%20insect%20damage.">https://www.sharemuseumseast.org.uk/wp-content/uploads/2013/08/How-To-Guide-Hazards.pdf#:~:text=Hazards%20which%20may%20be%20present%20in%20museum%20collections,treated%20with%20pesticides%20to%20help%20prevent%20insect%20damage.</a>	
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	Yes
	Toolkit/Framework/Roadmap	Yes
	Sign-post to other resource (database)	
	Case studies	
	Other	
12. If this is part of an initiative, what is the initiative?	"This How To Guide is one of a series of collections care guides published by Norfolk Museums and Archaeology Service in partnership with the Collections Trust" (p.3)	
<b>COLLECTIONS AND COLLECTIONS-BASED INSTITUTIONS</b>		
13. Explicit links to collections	Yes	
14. Explicit links to museums/libraries/archives	Yes	
	Museums	X

15. Types of institutions the resource covers	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		
<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	
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	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>“This How To Guide is one of a series of collections care guides published by Norfolk Museums and Archaeology Service in partnership with the Collections Trust. It provides an introduction to the recognition and management of hazards in museum collections, and is a starting point for managing associated risks. The guide covers some of the most commonly occurring hazards in museum collections and points you to other resources where you can find out more.” (p.3)</b>
21. Intended audience of resource	Museums and museum workers
22. Process of development	
23. Organisation/structure/contents	<ul style="list-style-type: none"> <li>• Hazards in museum collections: a Collections Care How To Guide</li> <li>• What do we mean by hazards?</li> </ul>

	<ul style="list-style-type: none"> <li>• Managing hazards in collections</li> <li>• <b>Hazards in museum collections</b></li> <li>• Hazards which may be present in museum collections</li> <li>• What are the risks to people?</li> <li>• What are the risks to the collections?</li> <li>• <b>Do...</b></li> <li>• <b>Don't...</b></li> <li>• <b>Where can I find out more?</b></li> </ul>
<b>FRAMEWORKS</b>	
<p>24. Framework structure</p>	<p>The lists of 'dos' and 'don'ts' on p.7 can be considered as a framework:</p> <p><b>Do</b></p> <p>Do remember that in the majority of cases the level of exposure to toxic materials will be very low.</p> <p>Do get specialist help if you suspect you may have radioactive materials, damaged asbestos or nitrate film in the collection. A conservator, curator or other specialist will be able to identify them for you and give advice on measures you can take to minimise risk.</p> <p>Do follow Health and Safety Executive guidance at all times.</p> <p>Do make sure everyone who comes into contact with the collection follows basic good hygiene practises:</p> <ul style="list-style-type: none"> <li>• Never eat or drink in a collection area</li> <li>• Always wash your hands after handling any objects</li> <li>• Wear nitrile gloves to handle any objects where there may be a risk</li> </ul> <p>Do make sure people know which objects pose a risk:</p> <ul style="list-style-type: none"> <li>• Identify the objects involved</li> <li>• Use a labelling system on the objects and boxes containing them</li> <li>• Update the collection data-base</li> </ul> <p>Do restrict access to suspect objects and minimise handling and use, until you have sought advice.</p> <p>Do make sure that no potentially hazardous objects are accessible to the public in open displays, handling collections or school boxes.</p> <p>Do check regulations or get specialist advice before disposing of hazardous materials or contaminated packing.</p> <p>Do look out for signs which may indicate problem objects, such as white powders or crystals on surfaces, leaking bottles, batteries, discoloured and brittle packing materials</p>

	<p>or sticky droplets on plastics.</p> <p><b>Don't</b>  Don't panic! Most of these hazards have been around in the collection for many years. You have time to plan and prioritise improvements.  Don't think you have to know what every material is before you can take action. Use simple precautions such as clear labelling and reducing handling to minimise risks to people's health even if, for instance, you don't know what an historic pharmacy collection contains.  Then seek advice.  Don't undertake activities which generate or disturb dust where you suspect a hazardous material.  Don't be complacent; hazards will not just go away and ignoring them could result in serious illness or injury as well as breaking the law.</p>
25. Relevant policy considerations	Yes
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)	X
Planet (environmental sustainability)	X
Prosperity (economic sustainability)	
Peace	X
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 the care and use of collections, considering collections hazards, notably chemical hazards. Implementing the resource can support the achievement of a number of SDG targets linked to chemicals, pollution, and safe working conditions and services for the public, including the following:</p> <p>Targets relating to the reduction of waste and pollution: 6.3 (improving water quality, which includes reducing pollution), 11.4 (protect and safeguard cultural and natural heritage), 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) and 14.1 (reducing marine pollution).</p> <p>These contribute to targets relating to safe and welcoming green and public places (11.7) and safe and inclusive learning environments (4.A).</p> <p>In terms of working conditions, the resource supports SDG 3.9 (preventing illness from hazardous chemicals) and 8.8 (protect labour rights and safe working conditions).</p>
<b>35. SDGs and SDG targets the resource helps advance</b>	
<p><b>SDG 3: Ensure healthy lives and promote well-being for all at all ages</b> 3.9 By 2030, substantially reduce the number of deaths and illnesses from hazardous chemicals and air, water and soil pollution and contamination</p>	<p>Plans, policies and procedures in place to prevent harmful exposure to hazardous chemicals associated with collections, or collections-related activities.</p> <p>Plans, policies and procedures in place to ensure hazardous chemicals and other forms of pollutant are properly managed and disposed of, to prevent release into the natural environment.</p>
<p><b>SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</b></p>	<p>Number and proportion of education facilities that are child, disability and gender sensitive.</p>

<p>4.A Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all</p>	<p>Proportion of education facilities that provide safe, non-violent, inclusive and effective learning environments for all.</p> <p>Number and type of initiatives to improve effectiveness of learning environments.</p> <p>Support given to other education facilities to make them more inclusive and effective.</p>
<p><b>SDG 6. Ensure availability and sustainable management of water and sanitation for all</b> 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 8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all</b> 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</p>	<p>Number and proportions of staff working with collections in safe and secure working environments.</p> <p>Number of accidents and other health and safety incidents reported.</p> <p>Training and support provided for staff to ensure their wellbeing, health and safety.</p> <p>Education, awareness-raising and partnership programmes drawing on collections that address labour rights, notably those of migrant workers and others in precarious employment.</p> <p>Reduction of numbers and proportions of staff on short-term or zero-hours contracts.</p> <p>Fair pay policies and procedures in place to prevent exploitation.</p> <p>Procurement policies that ensure that collecting institutions make use of people who are in decent employment, and that avoid exploitation throughout the supply chain.</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>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</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 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 11. Make cities and human settlements inclusive, safe, resilient and sustainable</b> 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><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 14 Conserve and sustainably use the oceans, seas and marine resources for sustainable development</b> 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>				
1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	