FORMAT			
1. **Name of resource**	**Greening Libraries Report**		
2. Location	https://read.alia.org.au/greening-libraries-report		
3. Alternative location	N/A		
4. Author[s]	Jane Garner, Kasey Garrison, Sabine Wardle, Karen Bell and Sarah Redshaw, Charles Sturt University		
5. Publisher/producer/ host	Australian Library and Information Association (ALIA)		
6. Year	2022		
7. Suggested citation	Jane Garner, Kasey Garrison, Sabine Wardle, Karen Bell and Sarah Redshaw (2022). Greening Libraries Report. Retrieved from https://read.alia.org.au/greening-libraries-report.		
8. Languages in which available	English		
9. Geographic area resource relates to	Australia		
10. Does the resource relate to a specific time frame?	No		
11. Type	Report		X
	Toolkit/Framework/Roadmap		
	Sign-post to other resource (database)		
	Case studies		
	Other		
12. If this is part of an initiative, what is the initiative?			
COLLECTIONS AND COLLECTIONS-BASED INSTITUTIONS			
13. Explicit links to collections	Yes		
14. Explicit links to museums/libraries/archives	Yes		
15. Types of institutions the resource covers	**Museums**		
	Archives		
	Libraries	X	
	Other		
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,**	X	

	geography and ethnology, anthropology, archaeology	
	Science, natural history, technology, medicine, engineering, manufacturing	X
17. If no explicit links to collections, justification for inclusion		

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	X
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	
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)	
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)	
v. commercial activities including copyright and IP	
vi. governance and management	X
vii. security, disaster preparedness and risk reduction	X
Direct external leadership, partnerships and collaborations towards sustainable development more effectively, for example	X

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	
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)	
AIMS AND CONTENT	
20. What issues does the resource aim to address?	"The report aims to highlight examples of best practice and inform the creation of a toolkit for libraries to help them support environmental action, further the greening libraries movement as well as exemplify sustainability practices that are consistent with United Nations Sustainable Development Goals." (P.5)
21. Intended audience of resource	Librarians, library staff members, researchers and other related professionals in the library and information science field.
22. Process of development	"This report is the second output from the Greening Libraries research project, and was commissioned by the Australian Library and Information Association (ALIA) with the support of the Council of Australian University Librarians (CAUL)." (Report P. 2)
23. Organisation/structure/contents	Contents Acknowledgements Aim Introduction A Review of the Literature Case Studies Recommendations Conclusions Limitations References
FRAMEWORKS	
24. Framework structure	Sustainability Tracking, Assessment & Rating System (STARS) (P.16) Learning in Future Environments (LiFE) Index (P.26)

25. Relevant policy considerations	Yes
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)	X
Planet (environmental sustainability)	X
Prosperity (economic sustainability)	X
Peace	
Partnerships	X

29. CROSS-CUTTING CONSIDERATIONS COVERED BY RESOURCE (mark all that apply)	
Gender perspectives	X
North and South perspectives	

HOW THE RESOURCE CONTRIBUTES TO AGENDA 2030 AND THE SDGs

HOW AGENDA 2030 AND THE SDGs FEATURE IN THE RESOURCE

30. SDGs and Agenda 2030 specifically mentioned?	Yes
31. SDGs specifically mentioned?	Yes, SDGs 3 (good health and well-being), 4 (quality education), 11 (sustainable cities and communities), 13 (climate action), 16 (peace, justice and strong institutions), and 17 (partnerships for the goals)
32. SDG targets specifically mentioned?	No
33. SDG indicators specifically mentioned?	No

SDGs AND SDG TARGETS AND LINKAGES

34. Comments on SDG linkages	This resource presents the efforts by several libraries in Australia and one library in the US in 'greening' which includes aspects from building maintenance to community engagement. This helps address SDG targets 3.4 (promotion of well-being and mental health in libraries), 4.7 (education and acquisition of skills for sustainable development), 7.3 (effective management and use of energy in libraries), 11.6 (reduce the environmental impact

	of cities by waste management), 11.7 (universal access to safe and inclusive public spaces), 12.5 (libraries as a platform to disseminate information and to increase awareness of sustainable development and climate change), 12.8 (information for sustainable lifestyles), 13.3 (enhancement of awareness raising and institutional capacity on climate change), 16.10 (public access to information), 17.14 (incorporate sustainable development considerations into library policies), and 17.17 (libraries' partnerships with international organisations, local and regional groups and communities to further contribute to the SDGs).
35. SDGs and SDG targets the resource helps advance	
SDG 3: Ensure healthy lives and promote well-being for all at all ages 3.4 By 2030, reduce by one third premature mortality from non-communicable diseases through prevention and treatment 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. Proportion of users of collections facilities reporting positive well-being during and as a result of activities relating to collections. Number and proportion of programmes relating to collections that incorporate wellbeing considerations and perspectives. Number of targeted programmes drawing on collections that address issues relating to non-communicable diseases, supporting prevention and treatment.
SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all 4.7 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	Numbers of people in each type of programme drawing on collections from different demographic groups. Increases in numbers of people in each type of programme from different demographic groups. Proportion of people involved in such programmes in relation to overall audience size. Evidence that learners have acquired knowledge and skills to promote sustainable development.

and appreciation of cultural diversity and of culture's contribution to sustainable development	
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 11. Make cities and human settlements inclusive, safe, resilient and sustainable 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	Plans in place to reduce negative impacts on air quality, and volume and forms of waste. Plans in place to eliminate waste of all forms as soon as possible.
SDG 11. Make cities and human settlements inclusive, safe, resilient and sustainable 11.7 By 2030, provide universal access to safe, inclusive and accessible, green and public spaces, in particular for women and children, older persons and persons with disabilities	Numbers of people accessing collecting institutions from different demographic groups, notably women, children, older people and persons with disabilities. Increases in numbers of people accessing collecting institutions from different demographic groups.
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 12.8 By 2030, ensure that people everywhere have the relevant information	*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*

and awareness for sustainable development and lifestyles in harmony with nature	Extent to which global citizenship education and education for sustainable development (including climate change education) are mainstreamed in formal, informal and non-formal education programmes and activities drawing on and related to collections.
SDG 13. Take urgent action to combat climate change and its impacts 13.3 Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning	Plans in place to enhance positive contributions to addressing climate change through use of collections Plans in place to reduce negative contributions of collections-related functions, e.g. measuring greenhouse emissions with plans and targets in place to reduce them.
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. 16.10 Ensure public access to information and protect fundamental freedoms, in accordance with national legislation and international agreements	Adopt and implement constitutional, statutory and/or policy guarantees for public access to information. Plans in place, and plans implemented to enhance public access to information relating to collections. Plans in place, and plans implemented to support fundamental freedoms, in line with human rights, national and international agreements and legislation.
SDG 17. Partnerships for the goals 17.14 Enhance policy coherence for sustainable development	Proportion of policies that incorporate sustainable development considerations, linking to SDGs and indicators Incorporation of policy considerations from outside the collections sector into policies of collections-based institutions, to facilitate partnerships and effectiveness.
SDG 17. Partnerships for the goals 17.17 Encourage and promote effective public, public-private and civil society partnerships, building on the experience and resourcing strategies of partnerships	*17.17.1 Amount of United States dollars committed to public-private and civil society partnerships* Number and/or increase in number, and diversity of local, national and regional multi-stakeholder (public, public-private and civil society) partnerships that address the SDGs drawing on collections, or that otherwise involve collections-based organizations and institutions.

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