FORMAT			
1. Name of resource	Tāmaki Paenga Hira Sustainability Action Plan		
2. Location	https://www.aucklandmuseum.com/your-museum/about/our-organisation/sustainability		
3. Alternative location			
4. Author[s]	Auckland Museum Green Team		
5. Publisher/producer/host	Auckland Museum		
6. Year	2021		
7. Suggested citation	Auckland Museum Green Team (2021). Tāmaki Paenga Hira Sustainability Action Plan. Auckland Museum, available at https://www.aucklandmuseum.com/your-museum/about/our-organisation/sustainability		
8. Languages in which available	English (web page translates automatically)		
9. Geographic area resource relates to	Aotearoa New Zealand		
10. Does the resource relate to a specific time frame?	2021-2024		
11. Type	Report		
	Toolkit/Framework/Roadmap	Yes	
	Sign-post to other resource (database)		
	Case studies		
	Other	Organisational plan	
12. If this is part of an initiative, what is the initiative?	"Our three-year Sustainability Action Plan focuses our attention on the areas we can influence and have the most significant positive impact. The plan sets the foundation for our long-term net-zero target by 2050 and reinforces our organisation-wide commitment to reduce our impact on the environment and inspire others to do the same." (web page)		
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	X	
	Archives	X	
	Libraries	X	
	Other		
	Arts, humanities and social sciences: philosophy,	X	

16. Types of collections/disciplines the resource covers	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		

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'	X
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	X
Make decisions around collections that contribute to sustainable development more effectively	X
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)	
v. commercial activities including copyright and IP	
vi. governance and management	X

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	
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 plan sets the foundation for [..] long-term net-zero target by 2050 and reinforces [...] organisation-wide commitment to reduce our impact on the environment and inspire others to do the same." [web page]
21.	**Intended audience of resource**	Tāmaki Paenga Hira Auckland Museum staff; Auckland region citizens and Aotearoa New Zealand
22.	Process of development	Auckland Council has declared a climate emergency. Tāmaki Paenga Hira Auckland Museum aims to support the sustainability ambitions of the city, outlined in the Auckland Plan 2050 and Te Tāruke-ā-Tāwhiri: Auckland's Climate Plan. Tāmaki Paenga Hira Auckland Museum's goal is to contribute to the city's sustainability and to build cohesive and sustainable communities.
23.	Organisation/structure /contents	The plan will deliver on 5 outcomes: Outcome 1: Reduce the environmental impacts of how we deliver our services and operate our building Outcome 2: Protect and promote indigenous culture and natural heritage Outcome 3: Provide environmental and sustainability education for our communities Outcome 4: Operate with highly engaged staff and volunteers who champion sustainability initiatives Outcome 5: Reflect an integrated achievement of economic, environmental and social goals of development through taking a holistic view of sustainability (p. 6).

FRAMEWORKS	
24. Framework structure	The plan is organized around four pou (pillars) 1. Our people 2. Our place 3. Our communities 4. Our mahi (work) It explores how each outcome will deliver on SDGs 4, 8, 11, 12, 13, 14, 15 within the context of the four pou (p. 7)
25. Relevant policy considerations	Yes Zero Carbon Bill, Auckland Plan 2050,
26. Resources for implementation identified	Yes
27. Specific assessment points/indicators/mile stones/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	X
Partnerships	X
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?	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 closely linked to SDGs 4.7 (education for sustainable development), 11.4 (protecting and safeguarding cultural and natural heritage), 12.5 (waste generation) and 13.3 (climate change education and awareness), as well as sustainable tourism (8.9) and scientific knowledge (14A).
35. SDGs and SDG targets the resource helps advance	
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 and appreciation of cultural diversity and of culture's contribution to sustainable development	Evidence that learners have acquired knowledge and skills to promote sustainable development.
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	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	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. Plans, policies and procedures in place for the identification, safeguarding and protection of cultural and natural heritage at risk.

		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. Number and diversity of educational, awareness-raising, research programmes, and partnerships that aim to strengthen protection of cultural and natural heritage.
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 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 14 Conserve and sustainably use the oceans, seas and marine resources for sustainable development 14.A Increase scientific knowledge, develop research capacity and transfer marine technology, taking into account the Intergovernmental Oceanographic Commission Criteria and Guidelines on the Transfer of Marine Technology, in order to improve ocean health and to enhance the contribution of marine biodiversity to the development of developing countries, in particular small island developing States and least developed countries		Number of collections-related activities that aim to increase scientific knowledge, and develop research capacity for the conservation and management of marine biodiversity, and to support its sustainable use.

1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	