FORMAT			
1. Name of resource	**Communicating flood risks in a changing climate:** **9 principles for promoting public engagement**		
2. Location	https://climateoutreach.org/resources/communicating-flood-risks-in-a-changing-climate/		
3. Alternative location			
4. Author[s]	Climate Outreach		
5. Publisher/producer/host	Climate Outreach		
6. Year	2015		
7. Suggested citation	Messling, L., Corner, A., Clarke, J., Pidgeon, N.F., Demski, C. and Capstick, S. (2015). Communicating flood risks in a changing climate. Oxford: Climate Outreach. http://www.climateoutreach.org/resources		
8. Languages in which available	English, French		
9. Geographic area resource relates to	UK focus, but has Global relevance		
10. Does the resource relate to a specific time frame?			
11. Type	Report		Yes
	Toolkit/Framework/Roadmap		Yes
	Sign-post to other resource		Yes
	Case studies		Yes
	Other		Yes (video)
12. If this is part of an initiative, what is the initiative?	There is an accompanying video of a webinar that presents the 9 principles at https://climateoutreach.org/resources/communicating-flood-risks-in-a-changing-climate/		
COLLECTIONS AND COLLECTIONS-BASED INSTITUTIONS			
13. Explicit links to collections	No		
14. Explicit links to museums/libraries/archives	No		
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**	X	

	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	The resource can be used by collecting institutions to inform the development of educational programmes relating to climate change.	

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	
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)	X
ii. energy consumption, greenhouse gas emissions, reduction, monitoring and reporting	
iii. waste management and reduction of waste	
iv. transport (forms of transport, energy use)	
v. commercial activities including copyright and IP	
vi. governance and management	
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)	X

AIMS AND CONTENT

20. What issues does the resource aim to address?	"How can we engage individuals and communities more effectively around flood risks in a changing climate?" **"This is a practical resource for campaigners, policy makers and those working with communities directly affected by flooding too. Its purpose is to help build community resilience for future climate impacts as well as develop more productive conversations about climate change within the context of flooding."** **(https://climateoutreach.org/resources/communicating-flood-risks-in-a-changing-climate/)**
21. Intended audience of resource	"Campaigners, policy makers and those working with communities directly affected by flooding too."
22. Process of development	"There is a long history of academic interest in how individuals and communities in the UK have responded to floods and other extreme weather events. And there have been some practical responses to the challenges communities in flood-affected areas face (from the emergency plans of regional councils, to the resources of organisations like the Environment Agency). But in a changing climate, floods will happen more often, and will be more intense. As a result, a growing number of research studies and practical initiatives have focused on how members of the public engage with flooding in the context of climate change. In response to this burgeoning field of expertise and knowledge, and as part of a project led by the Understanding Risk group at Cardiff University

	(supported by the Economic and Social Research Council, Climate Change Consortium for Wales and the Sustainable Places Research Institute), Climate Outreach convened a one day workshop in Oxford in June 2015. The workshop brought together researchers and practitioners from academia, civil society and the policy arena, with expertise from across the natural and social sciences. The purpose of the workshop was to share and synthesise knowledge. How can individuals and communities be more effectively engaged around flood risks in a changing climate? This synthesis report is the outcome of the Oxford workshop, showcasing the latest and most relevant academic research, and drawing on valuable learning from a range of practical projects and initiatives. It reflects the key points of consensus from the workshop, representing a powerful statement from a diverse cross-section of experts. It is a resource for practitioners - from those working with communities directly affected by flooding, to campaigners and policy-makers at the national level - to use when engaging the public around flooding and wider climate impacts." (p.4)
23. Organisation/structure/contents	The report is organized around the 9 principles, described under Framework structure, followed by a 'further reading' section of publications, relevant projects and reports.
FRAMEWORKS	
24. Framework structure	Nine principles of best-practice public engagement [in communicating flood risks in a changing climate]: 1. Climate scientists can quantify the role of human influence in individual flooding events; specifically whether they are made more or less likely in a changing climate: Reduced uncertainty 2. There is growing evidence that flooding and climate change are linked in the public mind: Window of opportunity 3. Conversations about climate change should ideally begin before (not during) flood events when communities are under pressure: Pro-active approach 4. Communication and engagement around flood events must be carried out sensitively, or they will backfire: The right delivery 5. Statistical information and accurate scientific data are crucial, but trusted 'peer' messengers and personal stories are vital for achieving public engagement: Trusted peer communicators 6. Flooding and climate impacts cannot be separated from the wider social context that determines communities'

	ability to cope with stress and trauma: Local dynamics 7. Communities that have been affected multiple times offer powerful opportunities for learning (but also have a right to forget): Different experiences 8. It is important to strike the right balance between the 'local' and 'global' aspect of flooding (as a climate impact): A personal connection 9. Communications should empower people to respond and adapt to future flood risks - focusing on preparedness and support rather than 'getting back to normal': Focus on preparedness "Some of the principles focus on engaging and supporting communities directly affected by flooding. Others refer to ways of communicating with a wider public (including those communities that have not yet been flooded but are at risk). Taken together, they offer a resource which distills the most relevant academic research into a format that practitioners can use to more effectively communicate flood risks in a changing climate." Each of the 9 principles is explored
25. Relevant policy considerations	No
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)	
Peace	X
Partnerships	

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

HOW THE RESOURCE CONTRIBUTES TO AGENDA 2030 AND THE SDGs	
HOW AGENDA 2030 AND THE SDGs FEATURE IN THE RESOURCE	
30. SDGs and Agenda	No

2030 specifically mentioned?	
31. SDGs specifically mentioned?	No
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 can be used by collecting institutions for staff training and development (SDG 4.4), and to support educational and participatory activities linked to climate change (SDGs 4.7, 12.2, 13.3), with the aim of contributing to disaster risk reduction in communities, which contributes to a number of SDGs and targets.
35. SDGs and SDG targets the resource helps advance	
SDG 1: End poverty in all its forms everywhere 1.5 By 2030, build resilience of the poor and those in vulnerable situations and reduce their exposure and vulnerability to climate-related extreme events and other economic, social and environmental shocks and disasters.	Number of collecting programmes that aim to build resilience to climate-related events and other shocks and disasters, for example by forming collections that can contribute to related educational and research programmes. Number of educational programmes drawing on collections that incorporate resilience perspectives. Number of targeted programmes drawing on collections that are aimed at vulnerable groups, to build their resilience to climate-related and other shocks and disasters. Number of research programmes drawing on collections that are aimed at building resilience to climate-related and other shocks and disasters. ***Strengthen the resilience of employees, communities and suppliers by paying at a minimum the living wage and offering insurance to employees and their families, such as accident insurance; and by paying fair prices to all suppliers***
SDG 2: End hunger, achieve food security and improved nutrition and promote sustainable agriculture	Collections development related to sustainable food production where appropriate.

2.4 By 2030, ensure sustainable food production systems to implement resilient agricultural practices that increase productivity and production, that help maintain ecosystems, that strengthen capacity for adaptation to climate change, extreme weather, drought, flooding and other disasters and that progressively improve land and soil quality.	Number of educational and awareness-raising programmes incorporating sustainable food production perspectives, and that aim to reduce the impact of disasters on communities. Number of targeted programmes that support those most exposed and vulnerable to disasters, whether locally or farther afield. Number of research activities drawing on collections that relate to resilient agricultural practices, helping mitigate and adapt to climate change, flooding and other disasters. Policies and plans in place to eliminate unsustainable food production from supply chains and in any food provision in collections-based institutions. Number of partnership activities drawing on collections that contribute to Disaster Risk Reduction plans, supporting resilient agricultural practices, and helping mitigate and adapt to climate change, flooding and other disasters.
SDG 3: Ensure healthy lives and promote well-being for all at all ages 3.D Strengthen the capacity of all countries, in particular developing countries, for early warning, risk reduction and management of national and global health risks.	Number of collecting initiatives that aim to build capacity for risk reduction to national and global health risks, for example by storing and preserving collections that may be of use in post-disaster scenarios, or that can be used in early warning and risk communication activities. Number of educational programmes incorporating perspectives on early warning, risk reduction and management of national and global health risks. Number of awareness raising programmes that target marginalized and vulnerable groups most exposed to health risks. Plans in place for early warning, risk reduction and management to national and global health risks. Relationships and partnerships in place for risk reduction and management in light of national and global health risks.
SDG 4. Ensure inclusive and equitable quality education and promote lifelong	Number of young people and adults in skills-development activities and programmes drawing on collections, for

learning opportunities for all 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	employment, decent jobs and entrepreneurship Increase in number of young people and adults in such programmes Number and proportion of staff who have received training in the last year, to better support their contribution to the SDGs. 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 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. 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.
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 10. Reduce inequality within and between countries 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. Numbers and proportions of people making use of collections in relation to the demographic of the local population Numbers and proportions of people involved in focused programmes aimed at promoting social, economic and political inclusion Numbers and proportions of people from different demographic groups involved in decision-making processes relating to collections and collections-based institutions Number and types of partnerships that build relationships with marginalized groups, individuals and communities.
SDG 11. Make cities and human settlements inclusive, safe, resilient and sustainable 11.3 By 2030, enhance inclusive and sustainable urbanization and capacity for participatory, integrated and sustainable human settlement planning and management in all countries	***11.3.2 Proportion of cities with a direct participation structure of civil society in urban planning and management that operate regularly and democratically*** Plans in place for collections-based institutions to facilitate the incorporation of communities' views into local planning and town management processes in a regular way. Plans in place for collections-based institutions to facilitate the incorporation of minorities' views into local planning and town management processes in a regular way.
SDG 11. Make cities and human settlements inclusive, safe, resilient and sustainable 11.5 By 2030, significantly reduce the number of deaths and the number of people affected and substantially decrease the direct economic losses relative to global gross domestic product caused by disasters, including water-	Collections-based research that supports the understanding and management of disasters of all kinds. Plans in place for public education and awareness drawing on collections and collections-based institutions to reduce exposure and vulnerability to disasters of all kinds. Plans in place to ensure collections-based institutions steadily work to reduce their contributions to disaster risk, for example by reducing pollution and waste of all kinds. Plans in place to ensure collections-based institutions, and

related disasters, with a focus on protecting the poor and people in vulnerable situations	people related to them (including workers) are protected from economic losses as a result of disasters. Plans in place to provide special support/protection to poor and vulnerable people and groups in and following disasters.
SDG 11. Make cities and human settlements inclusive, safe, resilient and sustainable 11.A Support positive economic, social and environmental links between urban, peri-urban and rural areas by strengthening national and regional development planning	Considerations of regional economic, social and environmental trends and risks incorporated into collecting institutions' planning. Participation in local and regional planning, to foster access to services, cultural participation, prevent exclusion, and support equitable urbanisation. Ensure data collection and metrics can be useful for planning in conjunction with other sectors and between urban and rural areas. Number of outreach and other activities that promote awareness and accessibility of collecting institutions in urban and rural areas, and that promote awareness of regional development plans and risks, with opportunities for people and communities to input into such plans.
SDG 11. Make cities and human settlements inclusive, safe, resilient and sustainable 11.B By 2020, substantially increase the number of cities and human settlements adopting and implementing integrated policies and plans towards inclusion, resource efficiency, mitigation and adaptation to climate change, resilience to disasters, and develop and implement, in line with the Sendai Framework for Disaster Risk Reduction 2015-2030, holistic disaster risk management at all levels	***11.B.1 Proportion of local governments that adopt and implement local disaster risk reduction strategies in line with the Sendai Framework for Disaster Risk Reduction 2015-2030a*** Disaster Risk Reduction strategies and plans in place, in line with the Sendai Framework for Disaster Risk Reduction, to ensure collecting institutions and collections are factored into planning, and contribute effectively to Disaster Risk Reduction.

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 and lifestyles in harmony with nature	***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*** 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 13.1 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 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. Plans in place for effective education and awareness raising on climate change mitigation, adaptation, impact reduction and early warning. 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. 16.7 Ensure responsive, inclusive, participatory and representative decision-making at all levels	***16.7.1 Proportions of positions (by sex, age, persons with disabilities and population groups) in public institutions (national and local legislatures, public service, and judiciary) compared to national distributions*** ***16.7.2 Proportion of population [audience/users/non-users] who believe decision-making is inclusive and responsive, by sex, age, disability and population group*** Decision-making addresses societal, environmental and economic challenges related to the community, considering short-term and long-term risks and opportunities.

	Decision-making draws on diverse backgrounds, viewpoints and interests, reflecting a broad base of stakeholders, and working to promote inclusion and provide effective services for all of society.
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. Plans and procedures in place for public access to information relating to the operation and management of collections-based institutions. Complaint mechanism in place for public to use where public access to information and fundamental freedoms not supported or fulfilled.

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13	14	15	16	17	