

<b>FORMAT</b>		
1. Name of resource	<b>Public Engagement on Climate Change – The Role of the Cultural and Creative Sectors</b>	
2. Location	<a href="https://www.creativeireland.gov.ie/en/news/public-engagement-on-climate-change-the-role-of-the-cultural-and-creative-sectors/">https://www.creativeireland.gov.ie/en/news/public-engagement-on-climate-change-the-role-of-the-cultural-and-creative-sectors/</a>	
3. Alternative location		
4. Author[s]		
5. Publisher/producer/host	Creative Ireland	
6. Year	2021	
7. Suggested citation	Creative Ireland, Public Engagement on Climate Change – The Role of the Cultural and Creative Sectors, available at <a href="https://www.creativeireland.gov.ie/en/news/public-engagement-on-climate-change-the-role-of-the-cultural-and-creative-sectors/">https://www.creativeireland.gov.ie/en/news/public-engagement-on-climate-change-the-role-of-the-cultural-and-creative-sectors/</a>	
8. Languages in which available	English	
9. Geographic area resource relates to	Ireland, but with global relevance	
10. Does the resource relate to a specific time frame?		
<b>11. Type</b>	Report	Yes
	Toolkit/Framework/Roadmap	
	Sign-post to other resource (database)	
	Case studies	Yes
	Other	Yes, videos
12. If this is part of an initiative, what is the initiative?	“The vision and intent of the Creative Ireland Programme is to promote collaboration between different levels of government and engagement with the broad cultural sector, creative practitioners, creative industries and the public.” (p.4 of the report)	
<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. Types of collections/disciplines the resource covers</b>	Arts, humanities and social sciences: philosophy, psychology, religion, social sciences, law, politics, language, arts and recreation, architecture, literature, history, geography and ethnology, anthropology, archaeology	X
	Science, natural history, technology, medicine, engineering, manufacturing	
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		X
<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'		X
<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		
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	
<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>	<p>“In 2019 the Creative Ireland Programme began looking at how the cultural and creative sectors could play a greater role in public engagement on climate change.</p> <p>We began with a report which included:  high level literature review (policy, grey, academic literature)  scoping exercise to identify and map projects  interviews with 32 stakeholders”</p>	
21. Intended audience of resource	[Cultural and creative sectors, policy makers]	
22. Process of development	<p>“This research [for the report] was undertaken by MCO Projects on behalf of the Creative Ireland Programme Office. The Creative Ireland Programme is a five-year interdepartmental all-of-Government initiative, running from 2017 to 2022, which aims to place creativity at the centre of public policy and to promote individual, community and national wellbeing through culture-based programmes.” (p.4 of report)</p>	
23. Organisation/structure	The contents of the report are as follows:	

re/contents	<p>Introduction</p> <p>Context</p> <p>Background</p> <p>The Government of Ireland Climate Action Plan</p> <p>Public Engagement with Climate Change and Climate Action</p> <p>Culture and Public Engagement with Climate Change in Ireland</p> <p>Projects and Initiatives in Ireland</p> <p>Heritage and Public Engagement with Climate Change</p> <p>Potential for Local Level Collaborations</p> <p>Creative Ireland</p> <p>The Climate Action Regional Offices</p> <p>The National Dialogue on Climate Action</p> <p>Conclusions &amp; Recommendations</p> <p>Considerations for the Cultural and Creative sectors</p> <p>Opportunities for the Department of Culture, Heritage and the Gaeltacht</p> <p>Conclusions</p> <p>6. Annexes</p>
<b>FRAMEWORKS</b>	
24. Framework structure	
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	X
<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	The resource is most closely linked with SDG 13.3 (climate education and awareness) and 11.B (inclusive Disaster Risk Reduction), 13.1 (addressing climate change in all countries), and incorporating cultural perspectives into national planning (13.2), as well as 4.7 (Education for Sustainable Development) and 12.8 (lifestyles in harmony with nature), and 17.17 (multistakeholder partnerships).
<b>35. SDGs and SDG targets the resource helps advance</b>	
<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	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.
<b>SDG 11. Make cities and human settlements inclusive, safe, resilient and sustainable</b>	<b><i>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</i></b>

<p>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</p>	<p><b>2015-2030a</b></p> <p>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.</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>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</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> 13.1 Strengthen resilience and adaptive capacity to climate-related hazards and natural disasters in all countries</p>	<p>Plans in place for near and longer term to withstand and actively adapt to climate-related hazards and natural disasters.</p>
<p><b>SDG 13. Take urgent action to combat climate change and its impacts</b> 13.2 Integrate climate change measures into national policies, strategies and planning</p>	<p>National organisations, institutions and networks relating to collections and collections-based institutions to have integrated climate change measures into policies, strategies and planning relating to collections and collections-based institutions, including funding and other resourcing considerations.</p>

<p><b>SDG 13. Take urgent action to combat climate change and its impacts</b></p> <p>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. 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 17. Partnerships for the goals</b></p> <p>17.17 Encourage and promote effective public, public-private and civil society partnerships, building on the experience and resourcing strategies of partnerships</p>	<p><b><i>17.17.1 Amount of United States dollars committed to public-private and civil society partnerships</i></b></p> <p>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 organisations and institutions.</p>				
1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	