FORMAT			
1. Name of resource	**Branding Biodiversity toolkit: the new nature message**		
2. Location	https://www.wearefuterra.com/wp-content/uploads/2015/10/Branding_Biodiversity.pdf		
3. Alternative location			
4. Author[s]	Futerra		
5. Publisher/producer/ host	Futerra		
6. Year	2010		
7. Suggested citation	Futerra (2010). Branding Biodiversity: the new nature message. Futerra, available at https://www.wearefuterra.com/wp-content/uploads/2015/10/Branding_Biodiversity.pdf		
8. Languages in which available	English		
9. Geographic area resource relates to	Global		
10. Does the resource relate to a specific time frame?	No		
11. Type	Report		
	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?	International Year of Biodiversity		
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**	Yes	
	Archives	Yes	
	Libraries	Yes	
	Other	Yes	
16. Types of collections/disciplines the resource covers	**Arts, humanities and social sciences: philosophy, psychology, religion, social sciences, law, politics, language, arts and recreation, architecture,**	Yes	

	literature, history, geography and ethnology, anthropology, archaeology	
	Science, natural history, technology, medicine, engineering, manufacturing	Yes
17. If no explicit links to collections, justification for inclusion	The resource can be used by collections-based institutions to provide constructive experiences relating to nature, through exhibitions, programmes and other activities.	

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)	
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?	**"Imagine the incredible complexity that makes up life on earth, bottled up for mass appeal. What if the word 'biodiversity' represented not just a set of scientific concepts, but emotions of awe and wonder? Could biodiversity communications then trigger worldwide action to protect it?** **We believe so. We've explored the psychological evidence to find out what actually drives people to conserve nature. We've taken a critical look at today's biodiversity messages to see whether they align with the emotions of the people they are aimed at. And we've combined these with the principles of branding, not simply logos and slogans, but a coherent set of values and promises which will trigger action. The results are both provocative and exciting. They challenge us to deliver a new nature message." (p.4)**
21. Intended audience of resource	[anyone involved in communications or programmes involving nature and nature conservation]
22. Process of development	
23. Organisation/structure/contents	Branding biodiversity Biodiversity of the brain Today's message Less loss More love Target need Add action The formula What to say

	Building the brand Making it happen Personalise, humanise, publicise Welcome to brand biodiversity
FRAMEWORKS	
24. Framework structure	The resource presents a formula with four elements that can be considered as a framework: The resource outlines how nature is typically communicated in four ways: loss, love, need and action. Love and action messages facilitate public change Need and action messages facilitate policy change
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)	
Planet (environmental sustainability)	X
Prosperity (economic sustainability)	
Peace	
Partnerships	

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?	No
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 support skills development for those involved in education and interpretation activities relating to nature and the environment (SDG 4.4) and Education for Sustainable Development (SDG 4.7), as well as developing knowledge for sustainable development and lifestyles in harmony with nature (SDG 12.8) and climate awareness and education (SDG 13.3), which can contribute to strengthening efforts to safeguard and protect natural heritage (part of SDG 11.4).

35. SDGs and SDG targets the resource helps advance

SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all 4.4 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	Number of young people and adults in skills-development activities and programmes drawing on collections, for 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-	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.

violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development	
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	*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* 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 12.8 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 13.3 Improve education, awareness-raising and human and institutional	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.

capacity on climate change mitigation, adaptation, impact reduction and early warning	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.				
1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	