

<b>FORMAT</b>		
1. Name of resource	<b>Adapting Our Culture: A toolkit for cultural organisations planning for a climate changed future</b>	
2. Location	<a href="https://www.culturaladaptations.com/news/adapting-our-culture-toolkit-launched/">https://www.culturaladaptations.com/news/adapting-our-culture-toolkit-launched/</a>	
3. Alternative location		
4. Author[s]	C. Patterson (lead author)	
5. Publisher/producer/host	Adaptation Scotland	
6. Year	2021	
7. Suggested citation	Patterson, C. and others (2021). Adapting Our Culture: A toolkit for cultural organisations planning for a climate changed future. Cultural Adaptations, available at <a href="https://www.culturaladaptations.com/news/adapting-our-culture-toolkit-launched/">https://www.culturaladaptations.com/news/adapting-our-culture-toolkit-launched/</a>	
8. Languages in which available	English	
9. Geographic area resource relates to	Europe, but with global relevance	
10. Does the resource relate to a specific time frame?		
<b>11. Type</b>	Report	
	Toolkit/Framework/Roadmap	Yes
	Sign-post to other resource (database)	
	Case studies	Yes
	Other	Yes videos
12. If this is part of an initiative, what is the initiative?	"Cultural Adaptations is a co-operation project funded by the European Union's Creative Europe programme, running from October 2018 to March 2021, and led by Creative Carbon Scotland. The project focuses on culture's role in society's adaptation to climate change, and the Adaptation issues that cultural organisations themselves need to think about."	
<b>COLLECTIONS AND COLLECTIONS-BASED INSTITUTIONS</b>		
13. Explicit links to collections	No	
14. Explicit links to museums/libraries/archives	Yes	
<b>15. Types of institutions the resource covers</b>	<b>Museums</b>	<b>X</b>
	<b>Archives</b>	<b>X</b>
	<b>Libraries</b>	<b>X</b>
	<b>Other</b>	<b>X</b>

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, 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	Collections-based institutions can use the resource to plan how to use collections to support climate adaptation initiatives and programmes.	
<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		X
<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		X
<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		X
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	
<b>Direct external leadership, partnerships and collaborations towards sustainable development more effectively</b> , for example by developing impactful partnerships		X
<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		X
2001 Protection of the Underwater Cultural Heritage		
2003 Safeguarding of the Intangible Cultural Heritage		X
2005 Protection and Promotion of the Diversity of Cultural Expressions		X
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><b>“This toolkit is designed to support cultural organisations and institutions who are planning for a sustainable, resilient and climate-changed future...</b></p> <p><b>This toolkit will help you:</b></p> <ol style="list-style-type: none"> <li><b>1. Explore what adaptation to climate change is</b></li> <li><b>2. Identify how climate changes will impact your organisation and your work</b></li> <li><b>3. Help you develop your first adaptation action plan” (p.4)</b></li> </ol>	
21. Intended audience of resource	<p>“• For the purposes of this toolkit, a ‘cultural organisation’ is defined as any organisation, venue, office, studio, festival or educational institution operating in the arts and cultural sector. This includes organisations within the performing arts, fine arts, music, literature, and film and TV.</p> <p>• Although primarily designed for organisations based in Europe, much of the advice and resources supplied in this toolkit will be relevant for those in other countries and continents around the world.” (p.4)</p>	
22. Process of development	<p>“This publication is part of the Cultural Adaptations project (EUCAN). Between 2018 - 2021 it sought to find creative,</p>	

	innovative and place-based methods to adapt to climate change, and to support the adaptation of the cultural sector.” (p.2)
23. Organisation/structure/contents	<p><b>Introduction: How to use this toolkit</b>  Who is this toolkit for?  Why create a toolkit for Culture?  What will this toolkit help you do?  How should you use this toolkit?</p> <p><b>Section A: Understanding the impacts of climate change</b>  Experiences in a changing climate  What is climate change adaptation?  What is happening in your local area?  Why should the cultural sector adapt to climate change?</p> <p><b>Section B. How will climate change impact your cultural organisation?</b>  Beginning with your business model  Adapting your operations  Adaptation through creativity  Adapting as part of your community</p> <p><b>Section C: Creating your adaptation action plan</b>  Identify risks  Form actions  Prioritise actions  Identify resources and support  Communicate adaptation action plan</p> <p>Appendix 1: Ideas for adaptation actions  Appendix 2: Template for an adapted business model</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)	X

sustainability)	
Prosperity (economic sustainability)	X
Peace	X
Partnerships	X
<b>29. CROSS-CUTTING CONSIDERATIONS COVERED BY RESOURCE (mark all that apply)</b>	
Gender perspectives	X
North and South perspectives	X
<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 12.6 (implement sustainable practices) and targets in SDG 13 (take urgent climate action), notably SDG 13.3 (climate change education and institutional capacity for addressing climate change), which also supports SDG 11.5 (reducing the impact of disasters). The resource can support staff training (SDG 4.4), and SDG targets relating to Education for Sustainable Development (4.7) and lifestyles in harmony with nature (12.8). Building effective, accountable and transparent institutions supports SDG 16.6. Ensuring tourism activities are sustainable in light of climate change supports SDG 8.9 (sustainable tourism).
<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> 4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment,	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.

<p>decent jobs and entrepreneurship</p>	<p>Programs and processes in place to ensure the availability of a skilled workforce.</p>
<p><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</p>	<p>Numbers of people in each type of programme drawing on collections from different demographic groups.</p> <p>Increases in numbers of people in each type of programme from different demographic groups.</p> <p>Proportion of people involved in such programmes in relation to overall audience size.</p> <p>Evidence that learners have acquired knowledge and skills to promote sustainable development.</p>
<p><b>SDG 8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all</b> 8.9 By 2030, devise and implement policies to promote sustainable tourism that creates jobs and promotes local culture and products</p>	<p>Numbers of jobs created or supported that relate to sustainable tourism drawing on local products (e.g. craft producers).</p> <p>Develop and implement plans to reduce and remove negative impacts of tourism.</p> <p>Numbers of activities and/or products drawing on local culture.</p> <p>Value to artisans and source communities of activities and products drawing on local culture.</p>
<p><b>SDG 11. Make cities and human settlements inclusive, safe, resilient and sustainable</b> 11.5 By 2030, significantly reduce the number of deaths and the number of people affected and substantially decrease the</p>	<p>Collections-based research that supports the understanding and management of disasters of all kinds.</p> <p>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.</p> <p>Plans in place to ensure collections-based institutions</p>

<p>direct economic losses relative to global gross domestic product caused by disasters, including water-related disasters, with a focus on protecting the poor and people in vulnerable situations</p>	<p>steadily work to reduce their contributions to disaster risk, for example by reducing pollution and waste of all kinds.</p> <p>Plans in place to ensure collections-based institutions, and people related to them (including workers) are protected from economic losses as a result of disasters.</p> <p>Plans in place to provide special support/protection to poor and vulnerable people and groups in and following disasters.</p>
<p><b>SDG 12 Ensure sustainable consumption and production patterns</b> 12.6 Encourage companies, especially large and transnational companies, to adopt sustainable practices and to integrate sustainability information into their reporting cycle</p>	<p>Clear visions, strategies and plans in place for all aspects of sustainability – environmental, social and economic (people, planet, prosperity)- across all areas of activity.</p> <p>Visions, strategies and plans relating to sustainability to be publicly available and incorporated into planning documents.</p> <p>Commitments to be in line with local, regional, national and/or international targets and ambitions.</p> <p>Incorporation of sustainability into reporting for funders and other stakeholders, including the public. Reporting to include commitments and progress towards targets.</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><i>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</i></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> 13.3 Improve education, awareness-raising and human and institutional capacity on climate change</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</p>

mitigation, adaptation, impact reduction and early warning		<p>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 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.</b></p> <p>16.6 Develop effective, accountable and transparent institutions at all levels</p>		<p><b>16.6.2 Proportion of the population [audience/users/non-users] satisfied with their last experience of public services</b></p> <p>Access to information, and accountability policies and mechanisms, in place.</p> <p>Effective institutional arrangements, both for own working and for working in partnership with other sectors, in place.</p> <p>Plans and arrangements in place for extraordinary circumstances such as natural and human-caused disasters.</p> <p>Effective arrangements in place to fulfil legal and social obligations and responsibilities.</p> <p>Effective arrangements in place for transparent communication and reporting of institutional performance.</p> <p>Effective arrangements in place for transparent decision-making and accountability.</p>			
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13	14	15	16	17	