

FORMAT		
1. Name of resource	Energy Communication Toolkit	
2. Location	<a href="https://www.sciencemuseumgroup.org.uk/project/communicating-material-cultures-of-energy-five-challenges-for-energy-communication/#:~:text=The%20Energy%20Communication%20Toolkit%20is,researchers%20across%20fields%20and%20disciplines.">https://www.sciencemuseumgroup.org.uk/project/communicating-material-cultures-of-energy-five-challenges-for-energy-communication/#:~:text=The%20Energy%20Communication%20Toolkit%20is,researchers%20across%20fields%20and%20disciplines.</a>	
3. Alternative location	<a href="http://www7.bbk.ac.uk/mce/research/energy-communication/">http://www7.bbk.ac.uk/mce/research/energy-communication/</a>	
4. Author[s]	H. Shin and H. Chappells	
5. Publisher/producer/host	Science Museum Group	
6. Year	2021	
7. Suggested citation	Shin and Chappells (2021), Energy Communication Toolkit.	
8. Languages in which available	English	
9. Geographic area resource relates to	United Kingdom, but with global relevance	
10. Does the resource relate to a specific time frame?		
11. Type	Report	
	Toolkit/Framework/Roadmap	Yes
	Sign-post to other resource (database)	
	Case studies	Yes
	Other	
12. If this is part of an initiative, what is the initiative?	"This toolkit has been developed as part of the Communicating Material Cultures of Energy (C-MCE) project, based in the Science Museum, London and Birkbeck College, University of London, conducted between 2018 and 2019" (p.3).	
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	X
16. Does the resource relate to specific disciplines?	Arts, humanities and social sciences: philosophy, psychology, religion, social sciences, law, politics, language, arts and recreation,	X

	architecture, literature, history, geography and ethnology, anthropology, archaeology	
	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</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		
<b>Make decisions around collections that contribute to sustainable development more effectively</b>		
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	
<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)	
<b>AIMS AND CONTENT</b>	
<b>20. What issues does the resource aim to address?</b>	<p><b>“Despite the broadening of the energy communication field, few extant studies have shed light on the inherent challenges associated with the act of communicating energy issues. Foregrounding such challenges would be of interest to those who are involved directly in energy communication, as well as those who want to understand how energy-related knowledge is communicated in society. As an initial examination of this topic, this toolkit primarily takes stock of insights derived from contemporary communication practices, but it is also informed by recent research from the field of communication studies and the social science of energy. As much as this toolkit contributes to the understanding of what it means to communicate energy, it is first and foremost intended to help energy communicators reflect on how they communicate energy. An interactive toolkit format is adopted because energy communication is very much a practice-oriented field. This toolkit introduces some theoretical concepts and insights to readers, but our main concern is to encourage users to experiment, play with, modify and act upon the ideas and templates provided in ways that inform their practice of energy communication. Designed in this way, the toolkit bridges the gap between ideas and practice, between textbook-style instructions and the trial and error of learning by doing. The tools provided in each chapter act as templates to help communicators anticipate challenges prior to implementing an energy communication project. Equally,</b></p>

	<p>these tools can be used to identify issues during or after a project in order to improve future communication. Another envisaged use of the toolkit is to increase readers' understanding of energy communication as a distinctive field and to appreciate the value of approaching this communication challenge as a dynamic and participatory process.</p> <p>A core premise underlying this toolkit is that better communication of energy issues can be achieved by understanding the distinctive characteristics of energy and how it is encountered within society in diverse ways. The following four energy characteristics are identified as fundamental issues that comprise the main challenges for energy communication:</p> <ol style="list-style-type: none"> <li>1. Energy is a technical subject that is also related to everyday life.</li> <li>2. Energy has both visible and invisible dimensions.</li> <li>3. Energy use is mediated by material objects.</li> <li>4. Energy is a public and social concern.</li> </ol> <p>The five tools in this toolkit are designed to address these four issues from a communication perspective; however, they are not intended to tell readers how to conduct energy communication. Rather, they are intended to be used as a set of adaptive methods to help communicators reflect on their communicative practices by using their own projects as examples. The exercises also offer somewhat unconventional methods through which to plan and review communication projects in order to reconsider the fundamental question of how to approach energy communication" (p.5-7).</p>
<p>21. Intended audience of resource</p>	<p>Energy communicators, such as "local energy campaigners ... curators of science museums, academic researchers, educators, artists, policymakers and energy-conscious citizens" (p.5).</p>
<p>22. Process of development</p>	<p>"This toolkit has been developed as part of the Communicating Material Cultures of Energy (CMCE) project, based in the Science Museum, London and Birkbeck College, University of London, conducted between 2018 and 2019. The project served as a platform for a multidisciplinary dialogue between academics and practitioners concerning public communication of energy-related information. With partners and collaborators drawn from diverse communication sectors, the project organisers facilitated a series of knowledge exchange sessions and a conference to discuss the core challenges facing energy communicators in the UK and beyond.</p>

	The contents and tools herein are based on the insights and information gained through the CMCE project. The authors acknowledge the generous support and assistance from project participants, who shared invaluable knowledge and practical observations based on their real life experiences in designing and implementing communication projects, campaigns and trials. Participants also provided opportunities to experience their innovative communication activities first-hand during interactive sessions at the final C-MCE conference event” (p.3).
23. Organisation/structure/contents	<b>About this toolkit</b> <b>Introduction: Communication Matters</b> <b>1. Scoping an Energy Communication Project</b> Tool 1: Project Mapping <b>2. Knowing Energy</b> Tool 2: Energy Glossary <b>3. Visible/Invisible Energy</b> Tool 3: Communication Mood Board <b>4. Energy Objects and Communication</b> Tool 4: Boundary Objects Diagram <b>5. Engaging the Public with Energy Communication</b> <b>Final Remarks</b> Tool 5: Public Engagement Spectrum and Matrix
<b>FRAMEWORKS</b>	
24. Framework structure	
25. Relevant policy considerations	No
26. Resources for implementation identified	Yes
27. Specific assessment points/indicators/milestones/action plan for monitoring	No
<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	
Partnerships	
<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	<p>This resource's aims to improve science communication of energy topics supports 4.4 (skills for work) 4.7 (education for sustainable development), and 12.8 (climate change education).</p> <p>Its focus on the audience perspectives supports 10.2 (social inclusion) and advocating for a dynamic and participatory communication process supports 16.7 (responsive, inclusive, participatory and representative decision making).</p>
<b>35. SDGs and SDG targets the resource helps advance</b>	
<p><b>SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</b></p> <p>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</p>	<p>Number of young people and adults in skills-development activities and programmes drawing on collections, for employment, decent jobs and entrepreneurship</p> <p>Increase in number of young people and adults in such programmes</p> <p>Number and proportion of staff who have received training in the last year, to better support their contribution to the SDGs.</p> <p>Programs and processes to ensure the availability of a skilled workforce. (GRI)</p> <p>Average hours of training per year per employee by gender, and by employee category. (GRI)</p>

	<p>Total estimated number of individuals receiving training from the company as a result of the initiative. (e.g. employees, suppliers, distributors) (Business Call to Action)</p>
<p><b>SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</b></p> <p>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 10. Reduce inequality within and between countries</b></p> <p>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</p>	<p>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.</p> <p>Numbers and proportions of people making use of collections in relation to the demographic of the local population</p> <p>Numbers and proportions of people involved in focused programmes aimed at promoting social, economic and political inclusion</p>

			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.		
<b>SDG 12 Ensure sustainable consumption and production patterns</b>			<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>		
12.8 By 2030, ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature			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.		
<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>			<b><i>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</i></b>		
16.7 Ensure responsive, inclusive, participatory and representative decision-making at all levels			<b><i>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</i></b>		
			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.		
1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	