

<b>FORMAT</b>		
1. Name of resource	<b>Communicating climate change: A practitioner's guide Insights from Africa, Asia and Latin America</b>	
2. Location	<a href="https://unfccc.int/sites/default/files/resource/Communicating%20climate%20change%20Insights%20from%20CDKNs%20experience.pdf">https://unfccc.int/sites/default/files/resource/Communicating%20climate%20change Insights%20from%20CDKNs%20experience.pdf</a>	
3. Alternative location	<a href="https://reliefweb.int/report/world/communicating-climate-change-practitioner-s-guide-insights-africa-asia-and-latin">https://reliefweb.int/report/world/communicating-climate-change-practitioner-s-guide-insights-africa-asia-and-latin</a>	
4. Author[s]	Climate and Development Knowledge Network	
5. Publisher/producer/host	Climate and Development Knowledge Network	
6. Year	2019	
7. Suggested citation	Dupar, M., McNamara, L. and M. Pacha (2019). Communicating climate change: A practitioner's guide. Climate and Development Knowledge Network, available at <a href="https://unfccc.int/sites/default/files/resource/Communicating%20climate%20change Insights%20from%20CDKNs%20experience.pdf">https://unfccc.int/sites/default/files/resource/Communicating%20climate%20change Insights%20from%20CDKNs%20experience.pdf</a>	
8. Languages in which available	English	
9. Geographic area resource relates to	Global South, 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	
12. If this is part of an initiative, what is the initiative?		
<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>	Museums	X
	Archives	X
	Libraries	X
	Other	X
	<b>Arts, humanities and social sciences: philosophy,</b>	X

<p>16. Does the resource relate to specific disciplines?</p>	<p>psychology, religion, social sciences, law, politics, language, arts and recreation, architecture, literature, history, geography and ethnology, anthropology, archaeology</p>	
	<p>Science, natural history, technology, medicine, engineering, manufacturing</p>	<p>X</p>
<p>17. If no explicit links to collections, justification for inclusion</p>	<p>The resource can inform climate education and awareness programmes developed by collections-based institutions.</p>	
<p><b>HOW IT CONTRIBUTES TO SUSTAINABLE DEVELOPMENT</b></p>		
<p><b>18. Collections-related activities the resource relates to (mark all that apply)</b></p>		
<p><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</p>		
<p><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</p>	<p>X</p>	
<p><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'</p>		
<p><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</p>		
<p><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</p>		
<p><b>Make decisions around collections that contribute to sustainable development more effectively</b></p>		
<p>i. employment (recruiting, staff training, staff safety)</p>		
<p>ii. energy consumption, greenhouse gas emissions, reduction, monitoring and reporting</p>		
<p>iii. waste management and reduction of waste</p>		
<p>iv. transport (forms of transport, energy use)</p>		
<p>v. commercial activities including copyright and IP</p>		

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><b>“This guide shares tips for communicating climate change effectively. It is intended for communications practitioners and other champions of climate action working in developing countries. If you have ever tried to explain to colleagues in your organisation, policy-makers, or the broader public how the climate is changing, how it affects them, and what they can do about it, then this guide is for you. Whether you are in government, business, civil society or academia, when we refer to ‘climate communicators’, we are talking about you!</b></p> <p><b>This guide is focused on climate communications in developing countries because a large amount has already been written and debated on how best to communicate climate issues in industrialised countries. A large, body of literature centres on convincing a sceptical or apathetic public in North America, Europe or Australasia of the reality of climate change. This guide is written by CDKN’s Knowledge Management and Communications staff, who have been working, by contrast, in dozens of low-and middle-income countries in South Asia and Southeast Asia, sub-Saharan Africa, Latin America and the Caribbean since 2010. Our communications have aimed to raise awareness of:</b></p> <ul style="list-style-type: none"> <li>• the physical science of climate change;</li> <li>• the impacts of climate change on poverty and development;</li> <li>• the potential for building resilience to</li> </ul>

	<p>climate change; and • the opportunities of embracing a low-emission economy.</p> <p><b>Further tips on engaging with developing country public and policy audiences have been contributed by colleagues in research programmes” (p.4)</b></p>
21. Intended audience of resource	[Climate change communicators]
22. Process of development	<p>“This guide was written by Mairi Dupar, CDKN Technical Advisor and Managing Editor. She coordinated, and then led, CDKN’s Knowledge Management and Communications work stream from 2010 to 2017. Extensive review comments to this edition were provided by Lisa McNamara, who currently leads CDKN’s Knowledge Management activities; Maria Jose Pacha, who has coordinated CDKN’s Knowledge Management and Learning in Latin America and the Caribbean since 2015; and Charlotte Rye, previously Communications Officer for CDKN and for Building Resilience and Adaptation to Climate Extremes and Disasters (BRACED).”</p>
23. Organisation/structure/contents	<p>1 About this guide 4</p> <p>2 General principles for effective communication 8</p> <p>Developing a good communications campaign 9</p> <p>3 Getting the climate change framing right 14</p> <p>Framing the impacts of climate change and the benefits of adaptation action 15</p> <p>Framing specific adaptation solutions 19</p> <p>Framing specific mitigation solutions 20</p> <p>Linking climate change accurately to extreme weather 22</p> <p>4 Partnerships for impact 24</p> <p>Crowdsourcing information to support climate action 24</p> <p>Turning up the volume of voices that haven’t been heard 26</p> <p>Mainstreaming climate messages 27</p> <p>Exposing new angles and telling the human stories through investigative journalism 28</p> <p>5 Creative presentation 30</p> <p>Mapping changes in the climate and climate-related hazards 30</p> <p>Mapping climate-related risks 32</p> <p>6 Engaging with public policy and its implementation 34</p> <p>Appealing across government 34</p> <p>The power of witness 34</p> <p>Role plays put officials in the ‘hot seat’ 35</p> <p>Engaging with opposing views 35</p> <p>7 Making good science go viral 38</p> <p>8 Walking the walk 40</p> <p>Case studies [many] 44</p>

FRAMEWORKS	
24. Framework structure	The resource provides many good practices and advice, that can be considered as frameworks (see resource).
25. Relevant policy considerations	Yes
26. Resources for implementation identified	Yes
27. Specific assessment points/indicators/milestones/action plan for monitoring	No
28. ASPECTS OF SUSTAINABILITY COVERED BY RESOURCE (mark all that apply)	
People (social sustainability)	X
Planet (environmental sustainability)	X
Prosperity (economic sustainability)	X
Peace	X
Partnerships	X
29. CROSS-CUTTING CONSIDERATIONS COVERED BY RESOURCE (mark all that apply)	
Gender perspectives	X
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 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 is closely linked to SDGs 4.7 (education for sustainable development), 12.8 (lifestyles in harmony with nature) and 13.3 (climate change education and awareness). These can contribute to many additional SDGs and targets.
35. SDGs and SDG targets the resource helps advance	

<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 12 Ensure sustainable consumption and production patterns</b></p> <p>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></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>				
1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	