

FORMAT		
1. Name of resource	We Need to Talk About Climate Change (workshop summary and workshop facilitator's pack)	
2. Location	https://curatingtomorrow236646048.wordpress.com/2023/09/09/we-need-to-talk-about-climate-change/	
3. Alternative location		
4. Author[s]	A. Woodham, C. de Massol, J. Orchard-Webb, S. Penrhyn Jones, B. Onciul, H. McGhie, G. Marshall	
5. Publisher/producer/host	Troubled Waters Project	
6. Year	2017	
7. Suggested citation	Woodham, A., de Massol, C., Orchard-Webb, J., Penrhyn Jones, S., Onciul, B, McGhie, H. and G. Marshall (2017). We Need to Talk About Climate Change (workshop summary and workshop facilitator's pack). Troubled Waters Project, available at https://curatingtomorrow236646048.wordpress.com/2023/09/09/we-need-to-talk-about-climate-change/	
8. Languages in which available	English	
9. Geographic area resource relates to	Global	
10. Does the resource relate to a specific time frame?		
11. Type	Report	
	Toolkit/Framework/Roadmap	Yes
	Sign-post to other resource (database)	Yes
	Case studies	
	Other	
12. If this is part of an initiative, what is the initiative?	The 'We need to talk about climate change' workshop was funded by the [UK] Arts and Humanities Research Council as part of the Troubled Waters – Reaching Out project (AH/P00959X/1)	
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, architecture, literature, history, geography and ethnology, anthropology, archaeology	X
	Science, natural history, technology, medicine, engineering, manufacturing	X
17. If no explicit links to collections, justification for inclusion		
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'		X
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)		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	
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?	<p>“This workshop facilitation pack outlines the premise, format and resources we drew upon for the ‘We need to talk about Climate Change’ workshop at the Manchester Museum, Manchester, UK, on 7 April 2017. The aim of this workshop was to come together to explore existing heritage sector practices; share new approaches to engagement and communication around climate change; and to help forge positive connections and modes of collaboration. For example, learning tools (like this facilitation guide) were requested by participants so they might initiate/animate conversations with their own audiences.”</p>	
21. Intended audience of resource	Heritage sector, notably people involved in developing and delivering public-facing activities (events, exhibitions, educational programmes).	
22. Process of development	<p>The resource was developed for and from a workshop held at Manchester Museum in April 2017. The resource consists of a Workshop Summary document, and a facilitator’s pack for others to run similar workshops.</p> <p>15 individuals from a range of large and small heritage organisations attended the workshop. There was representation from those working in or with local</p>	

	<p>authority, national and university museums, world heritage sites, heritage conservation and advisory bodies, and international heritage organisations. Below is a summary of participants' comments on what they hoped to learn more about during the workshop. This acts as a helpful indication of what may concern other heritage professionals, and illustrates an appetite for further dialogue and shared learning in this area. "Why do heritage practitioners care about climate change and what do they want to achieve?" "How do heritage practitioners demonstrate this 'care'?" "What does successful climate change communication/engagement look like?" "What are the changes that can be made to heritage practice?" "What is the role heritage can play in how communities deal with climate change?" "How are others in the sector communicating the issues of climate change?" "What are the opportunities to collaborate?" "What is the impact of climate change on the historic environment?"</p>
<p>23. Organisation/structure/contents</p>	<p>Workshop Summary https://kclpure.kcl.ac.uk/ws/portalfiles/portal/107979688/HERITAGE_AND_CLIMATE_CHANGE_WORKSHOP_SUMMARY.pdf):</p> <ol style="list-style-type: none"> 1. Workshop format 2. Overarching questions 3. The participants 4. Summary of discussions and key themes 5. Final reflections, what did the participants feel they had got out of the workshop? <p>Resources and acknowledgements</p> <p>Workshop Facilitation Pack https://enduringconnections.com/wp-content/uploads/2017/06/CLIMATE-CHANGE-FACILITATORS-PACK.pdf)</p> <p>Workshop overarching questions Facilitator session guide (description of format for the day, purpose, detail, timings, facilitator roles for each activity).</p> <p>The workshop includes an activity where participants explore collections and collecting institutions to reframe climate change stories.</p>
<p>FRAMEWORKS</p>	

24. Framework structure	<p>The workshop is framed around four questions, that can be considered as a framework:</p> <ol style="list-style-type: none"> 1. Should the heritage sector communicate climate change at all? What would a 'devil's advocate' say for leaving it well alone?! On the basis of what principles/aspects of mission does it get involved? 2. Assuming yes... can it play an important role within climate communication? Why and how? 3. How is the heritage sector currently communicating/engaging people with climate change? 4. What are the potential barriers to these strategies (internal or external to the organisation), and how might they be overcome (perhaps through collaboration; sharing ideas; a different approach to engagement and so on)?
25. Relevant policy considerations	No
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)	X
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	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 can be used by collecting institutions for staff training and development (SDG 4.4) to support educational activities linked to climate change (SDGs 4.7, 12.8, 13.1, 13.3), contributing to disaster preparedness and Disaster Risk Reduction (SDGs 1.5, 13.1, 11.5).
35. SDGs and SDG targets the resource helps advance	
SDG 1: End poverty in all its forms everywhere 1.5 By 2030, build resilience of the poor and those in vulnerable situations and reduce their exposure and vulnerability to climate-related extreme events and other economic, social and environmental shocks and disasters.	Number of collecting programmes that aim to build resilience to climate-related events and other shocks and disasters, for example by forming collections that can contribute to related educational and research programmes. Number of educational programmes drawing on collections that incorporate resilience perspectives. Number of targeted programmes drawing on collections that are aimed at vulnerable groups, to build their resilience to climate-related and other shocks and disasters. Number of research programmes drawing on collections that are aimed at building resilience to climate-related and other shocks and disasters. <i>Strengthen the resilience of employees, communities and suppliers by paying at a minimum the living wage and offering insurance to employees and their families, such as accident insurance; and by paying fair prices to all suppliers</i>
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	Number of young people and adults in skills-development activities and programmes drawing on collections, for employment, decent jobs and entrepreneurship

<p>relevant skills, including technical and vocational skills, 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 in place to ensure the availability of a skilled workforce.</p>
<p>SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</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>SDG 11. Make cities and human settlements inclusive, safe, resilient and sustainable</p> <p>11.5 By 2030, significantly reduce the number of deaths and the number of people affected and substantially decrease the direct economic losses relative to global gross</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>domestic product caused by disasters, including water-related disasters, with a focus on protecting the poor and people in vulnerable situations</p>	<p>Plans in place to ensure collections-based institutions 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>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</p>	<p><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></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>SDG 13. Take urgent action to combat climate change and its impacts 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>SDG 13. Take urgent action to combat climate change and its impacts 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>

			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.		
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.					
16.10 Ensure public access to information and protect fundamental freedoms, in accordance with national legislation and international agreements			Adopt and implement constitutional, statutory and/or policy guarantees for public access to information.		
			Plans in place, and plans implemented to enhance public access to information relating to collections.		
			Plans in place, and plans implemented to support fundamental freedoms, in line with human rights, national and international agreements and legislation.		
			Plans and procedures in place for public access to information relating to the operation and management of collections-based institutions.		
			Complaint mechanism in place for public to use where public access to information and fundamental freedoms not supported or fulfilled.		
1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	