FORMAT		
1. Name of resource	**FAIC Climate Resilience Resources for Cultural Heritage**	
2. Location	https://www.resilience.culturalheritage.org/	
3. Alternative location		
4. Author[s]	Foundation for Advancement in Conservation (FAIC)	
5. Publisher/producer/host	Foundation for Advancement in Conservation (FAIC)	
6. Year	2024	
7. Suggested citation	FAIC Climate Resilience Resources for Cultural Heritage, https://www.resilience.culturalheritage.org/	
8. Languages in which available	English, some aspects in Spanish. Web pages translate automatically	
9. Geographic area resource relates to	US and its territories, with wider relevance	
10. Does the resource relate to a specific time frame?		
11. Type	Report	
	Toolkit/Framework/Roadmap	Web-based tool for assessing climate risk
	Sign-post to other resource (database)	
	Case studies	
	Other	Online learning modules, Web-based tool for assessing climate risk at a locality
12. Part of an initiative?	"This project is the first action item of Held in Trust, a four-year cooperative agreement between the National Endowment for the Humanities (NEH) and the Foundation for Advancement in Conservation (FAIC)."	
COLLECTIONS AND COLLECTIONS-BASED INSTITUTIONS		
13. Explicit links to collections	Yes	
14. Explicit links to museums/libraries/archives	Yes	
15. Types of institutions relevant to	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		
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)	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	X
vii. security, disaster preparedness and risk reduction	X
Direct external leadership, partnerships and collaborations towards sustainable development more effectively, for example by developing impactful partnerships	X
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?	"Cultural Resources are the heritage that communities seek to protect and preserve in a changed and changing climate. No matter your role, what it is you are caring for, the size of your institution, or the amount of available assets, resilience in the face of escalating climate change is essential. Engaging Cultural Resource stewards in climate resilience is critical since you are in a unique position of trust and responsibility within the community and as such have a powerful role to play in effecting positive change. The climate is exhibiting the cumulative effects of over 250 years of pollutants pumped into the air and the warming has resulted in numerous negative impacts such as extreme temperatures and increased drought and wildfires. These impacts have diminished the earth's ability to absorb the added carbon and as our knowledge of the warming climate evolves, we are beginning to understand the long-term consequences. There are different perspectives of how to respond to the changing climate. Some may believe that the Earth is a

	living organism and it is important to maintain a balance between the Sun and the Earth in respect for natural resources. Others may believe that activities where natural resources are leveraged are acceptable such as using the Sun for solar. No matter your opinion, there is an opportunity for cultural resources and their communities to consider the impacts of a changing climate and if appropriate, use the Resources. **The Resources aim to change and broaden the approach to how cultural resources can be made sustainable and resilient in the face of our changing climate. It is meant to encourage a critical change in the way we think about efforts of preservation and adaptation and seeks to expand the two-way relationship and collaborative actions between cultural resources and communities"**
21. Intended audience of resource	[People working with cultural heritage resources, e.g. in museums, libraries, archives]
22. Process of development	"In 2021, members of the Held in Trust Climate Crisis and Environmental Impact Working Group identified the sector's urgent need for resources to respond to the effects of the climate crisis on cultural heritage sites and collections in the United States and its Territories. In 2022, FAIC received supplementary NEH funding to develop the Climate Resilience Resources for Cultural Heritage which began to be available to the public in fall 2023." (About)
23. Organisation/structure /contents	**Home** **Assess Climate Risk:** "Use the interactive map tool to estimate the risk of climate hazards now and in the future for your particular location." **Build Resilience Strategy:** "Learning modules will provide an approach to developing a climate resilience strategy and effectively building resilience. The modules include activities, tools, templates, examples, references, and additional resources and are available in Spanish and English." **Collaborative Action:** "Users now have the resources to explore related to forming and sustaining learning groups– how to build resilience together as a community as practiced by the project's learning groups in New Mexico and Puerto Rico. Participants will also share examples of their climate work, opportunities and how they overcame roadblocks together through May 2024." **About:** [Background to the project]
FRAMEWORKS	
24. Framework structure	The modules of the 'Build Resilience Strategy' section can be considered as a framework (see the resource).

25. Relevant policy considerations	Yes
26. Resources for implementation identified	Yes
27. Specific assessment points/indicators/miles tones/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	X
Partnerships	X

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	Implementing the resource helps address a range of SDG targets, including: 1.5 (build the resilience of the poor), 2.5 (preserve seeds and associated knowledge), 4.4 (staff skills), 4.7 (Education for Sustainable Development), 9.1 (sustainable infrastructure), 11.4 (strengthen efforts to protect and safeguard cultural and natural heritage), 11.5 (reduce the impact of disasters), 11.B (integrated policies, including for Disaster Risk Reduction), 12.8 (information for lifestyles in harmony with nature), 13.1 (climate adaptation and preparation for natural hazards), 13.3 (climate education and action), 13.B (strengthen resilience in developing countries), 16.6 (effective, accountable and transparent institutions), 17.16 and 17.7 (global and local partnerships, respectively).

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. ***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***
SDG 2: End hunger, achieve food security and improved nutrition and promote sustainable agriculture 2.5 By 2020, maintain the genetic diversity of seeds, cultivated plants and farmed and domesticated animals and their related wild species, including through soundly managed and diversified seed and plant banks at the national, regional and international levels, and promote access to and fair and equitable sharing of benefits arising from the utilization of genetic resources and associated traditional knowledge, as internationally agreed	Collections development related to genetic diversity of seeds, cultivated plants, farmed and domesticated animals (notably of local or at-risk varieties) and related wild species, for example in herbaria, museums, seed and gene banks, and seed libraries. Number of educational programmes related to genetic diversity of domesticated plants, animals and wild relatives. Number of educational programmes related to fair and equitable benefits of use of genetic resources and associated traditional knowledge, following international agreements (e.g. Nagoya Protocol). Number of educational and awareness programmes for people to ensure that they are aware of their rights and protections in terms of traditional knowledge, and exploitation of genetic resources.

	Number of research activities that help understand traditional knowledge, and genetic diversity of crop plants and animals.
	Ensure that producers of crop plants and animals are fairly compensated.
	Policies and procedures in place to ensure seed banks are soundly managed, in terms of risk management and emergency planning.
	Policies and procedures in place to ensure legal compliance with fair and equitable benefits of use of genetic resources and associated traditional knowledge, following international agreements (e.g. Nagoya Protocol).
	Number of partnerships at national, regional and international levels, as appropriate, to soundly manage seed and plant banks.
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	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.

a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development	
SDG 9. Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation 9.1 Develop quality, reliable, sustainable and resilient infrastructure, including regional and transborder infrastructure, to support economic development and human well-being, with a focus on affordable and equitable access for all	Development of research-useful collections to support reliable, sustainable and resilient use by researchers and others. Number and proportion of collections facilities and stores that support economic development and human well-being. Number and proportion of collections facilities and stores that provide affordable and equitable access for all. Investment in collections facilities. Inclusion of collections information in regional and transborder initiatives, notably via digital access for discoverability.
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 11. Make cities and human settlements inclusive, safe, resilient and sustainable 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 domestic product caused by disasters, including water-related disasters, with a focus on protecting the poor and people in vulnerable situations	Collections-based research that supports the understanding and management of disasters of all kinds.

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.

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.

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.

Plans in place to provide special support/protection to poor and vulnerable people and groups in and following disasters. |
| **SDG 11. Make cities and human settlements inclusive, safe, resilient and sustainable** 11.B By 2020, substantially increase the number of cities and human settlements adopting and implementing integrated policies and plans towards inclusion, resource efficiency, mitigation and adaptation to climate change, resilience to disasters, and develop and implement, in line with the Sendai Framework for Disaster Risk Reduction 2015-2030, holistic disaster risk management at all levels | ***11.B.1 Proportion of local governments that adopt and implement local disaster risk reduction strategies in line with the Sendai Framework for Disaster Risk Reduction 2015-2030a***

Disaster Risk Reduction strategies and plans in place, in line with the Sendai Framework for Disaster Risk Reduction, to ensure collecting institutions and collections are factored into planning, and contribute effectively to Disaster Risk Reduction.

Collections-based institutions included in local plans for social inclusion, resource use, and Disaster Risk Reduction. |
| **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 13.1 Strengthen resilience and adaptive capacity to climate-related hazards and natural disasters in all countries	Plans in place for near and longer term to withstand and actively adapt to climate-related hazards and natural disasters.
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	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. 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.
SDG 13. Take urgent action to combat climate change and its impacts 13.B Promote mechanisms for raising capacity for effective climate change-related planning and management in least developed countries and small island developing States, including focusing on women, youth and local and marginalized communities.	Number of initiatives (educational, awareness-raising, research, and/or partnerships) drawing on collections and collections-based institutions that build capacity for climate change planning and management in least developed countries and small island developing States. Number of targeted initiatives drawing on collections and collections-based institutions aimed at building capacity for women, youth and local and marginalized communities in least developed countries and small island developing States.
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. 16.6 Develop effective, accountable and transparent institutions at all levels	*16.6.2 Proportion of the population [audience/users/non-users] satisfied with their last experience of public services* Access to information, and accountability policies and mechanisms, in place. Effective institutional arrangements, both for own working and for working in partnership with other sectors, in place.

	Plans and arrangements in place for extraordinary circumstances such as natural and human-caused disasters. Effective arrangements in place to fulfil legal and social obligations and responsibilities. Effective arrangements in place for transparent communication and reporting of institutional performance. Effective arrangements in place for transparent decision-making and accountability.
SDG 17. Partnerships for the goals 17.16 Enhance the global partnership for sustainable development, complemented by multi-stakeholder partnerships that mobilize and share knowledge, expertise, technology and financial resources, to support the achievement of the sustainable development goals in all countries, in particular developing countries	Number and/or increase in number, and diversity of global and international multi-stakeholder partnerships that share collection-related knowledge, expertise, technology and financial resources to address the SDGs, or that otherwise involve collections-based organisations and institutions. Number and/or increase in number, and diversity of global and international multi-stakeholder partnerships involving developing countries that share collection-related knowledge, expertise, technology and financial resources to address the SDGs.
SDG 17. Partnerships for the goals 17.17 Encourage and promote effective public, public-private and civil society partnerships, building on the experience and resourcing strategies of partnerships	***17.17.1 Amount of United States dollars committed to public-private and civil society partnerships*** Number and/or increase in number, and diversity of local, national and regional multi-stakeholder (public, public-private and civil society) partnerships that address the SDGs drawing on collections, or that otherwise involve collections-based organisations and institutions.

1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	