

<b>FORMAT</b>		
1. Name of resource	<b>CLEAN Network (Climate Literacy and Energy Awareness Network)</b>	
2. Location	<a href="https://cleanet.org/index.html">https://cleanet.org/index.html</a>	
3. Alternative location		
4. Author[s]		
5. Publisher/producer/host	CLEAN Network	
6. Year		
7. Suggested citation	CLEAN Climate Literacy and Energy Awareness Network, available at <a href="https://cleanet.org/index.html">https://cleanet.org/index.html</a>	
8. Languages in which available	English, Spanish (some)	
9. Geographic area resource relates to	Global	
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)	Yes
	Case studies	
	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	No	
<b>15. Types of institutions the resource covers</b>	Museums	X
	Archives	X
	Libraries	X
	Other	X
<b>16. Does the resource relate to specific disciplines?</b>	<b>Arts, humanities and social sciences: philosophy, psychology, religion, social sciences, law, politics, language, arts and recreation, architecture, literature, history, geography and ethnology, anthropology, archaeology</b>	X

	<b>Science, natural history, technology, medicine, engineering, manufacturing</b>	X
17. If no explicit links to collections, justification for inclusion	The CLEAN website consists of peer-reviewed resources and guidance for teaching about climate change, it can be used by all kinds of collections-based institutions to develop and refine their educational programmes to support climate education, awareness and action.	
<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		
<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)	X
<b>AIMS AND CONTENT</b>	
<b>20. What issues does the resource aim to address?</b>	<p><b>“CLEAN's primary effort is to steward the collection of climate and energy science educational resources and to support a community of professionals committed to improving climate and energy literacy.</b></p> <p><b>The three key components of the CLEAN project are:</b></p> <ol style="list-style-type: none"> <li><b>1. The CLEAN Collection of Climate and Energy Science resources- high-quality, digital resources, including learning activities, visualizations, videos, and short demonstrations/experiments, geared toward educators of students in secondary through undergraduate levels.</b></li> <li><b>2. Guidance in Teaching Climate and Energy Science; pages designed to help educators understand and be equipped to teach the big ideas in climate and energy science.</b></li> <li><b>3. The CLEAN Network; a community of professionals committed to improving climate and energy literacy.”</b> <b>(About this project)</b></li> </ol>
21. Intended audience of resource	Educators, especially of secondary and undergraduate students, as well as informal educators.
22. Process of development	“The Climate Literacy and Energy Awareness Network (CLEAN) Portal was launched in 2010 as a National Science Digital Library (NSDL) Pathways project. It is led by the science education expertise of the Cooperative Institute for Research in Environmental Science (CIRES) at the University of Colorado Boulder and the Science Education Resource Center (SERC) at Carleton College. As of 2012, CLEAN has been syndicated to NOAA's climate.gov portal.” (About this

	project)
23. Organisation/structure/contents	<p>The Climate and Energy Educational Resources collection includes over 700 items for teaching of climate change and energy awareness.</p> <p>The site is organized as follows:</p> <ul style="list-style-type: none"> <li>• Climate and energy educational resources</li> <li>• Teaching climate and energy (including Spanish translations, and a section on culturally relevant climate teaching)</li> <li>• Tools for educators (including managing controversy, webinars and other resources)</li> <li>• CLEAN Network</li> <li>• TrACE (search the tri-agency climate education collection)</li> <li>• Get involved</li> <li>• About this project</li> </ul>
<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	No
<b>28. ASPECTS OF SUSTAINABILITY COVERED BY RESOURCE (mark all that apply)</b>	
People (social sustainability)	
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	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	No

2030 specifically mentioned?	
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 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). The resource also supports staff to have relevant and appropriate resources and skills for teaching on climate change and energy awareness, supporting SDG 4.4 (skills for work).
<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, decent jobs and entrepreneurship	<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 in place to ensure the availability of a skilled workforce.</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	<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>

and appreciation of cultural diversity and of culture's contribution to sustainable development					
<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		<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>  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 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 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.			
1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	