

<b>FORMAT</b>		
1. Name of resource	<b>TROP ICSU: Teaching Climate Change</b>	
2. Location	<a href="https://climatescienceteaching.org/">https://climatescienceteaching.org/</a>	
3. Alternative location		
4. Author[s]		
5. Publisher/producer/host	International Union of Biological Sciences (IUBS) and the International Union for Quaternary Research (INQUA)	
6. Year		
7. Suggested citation	TROP ICSU: Teaching Climate Change, available at <a href="https://climatescienceteaching.org/">https://climatescienceteaching.org/</a>	
8. Languages in which available	English	
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	Yes
	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	No	
<b>15. Types of institutions the resource covers</b>	<b>Museums</b>	X
	<b>Archives</b>	X
	<b>Libraries</b>	X
	<b>Other</b>	X
<b>16. Does the resource relate to specific disciplines?</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>Science, natural history, technology, medicine, engineering, manufacturing</b>	X
17. If no explicit links to collections, justification for inclusion	The resource can be used by collecting institutions to inform the development of educational programmes relating to climate change.	
<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'		
<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)		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		
<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</b>		

<b>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>“Climate change is considered to be the most critical factor affecting sustainable and equitable development, increasing conflicts, and causing massive extinction of species. Its impact is inseparable from our day-to-day life, now and in future, so is both a problem to be addressed by action policies, and a problem that requires education and that can be adopted for more effective teaching.</b></p> <p><b>The TROP ICSU project collects and curates educational resources for teachers and self-learners to learn about Climate Change. The quality of life of future generations is largely dependent on the quality of education that we impart to today’s students.</b></p> <p><b>The goal is not to introduce Climate Education as a stand-alone topic, but to integrate it with the core curriculum of Science, Mathematics, and Social Sciences.” (home page)</b></p>
<b>21. Intended audience of resource</b>	Educators and self-learners
22. Process of development	<p>“TROP ICSU (“Trans-disciplinary Research Oriented Pedagogy for Improving Climate Studies and Understanding”) is a global project funded by the International Council of Science. The project is led by International Union of Biological Sciences (IUBS) and co-led by International Union For Quaternary Research (INQUA).</p> <p>Strategy We collate and curate digital/ICT-based teaching resources that integrate climate studies across the curriculum of Science, Mathematics, Social Sciences and Humanities. These teaching resources are locally rooted in their context, but globally relevant for their science.</p>

	<p>Methodology</p> <p>TROP ICSU meticulously follows a methodology adopted along with various steps taken to review and validate the educational resources collated under this project.”</p> <p>(Project)</p>
23. Organisation/structure/contents	<p>Educational resources are searchable through two main routes:</p> <p>1. Teaching tools: individual resources from researchers and educators, that can be used to teach a topic in the core curriculum of a particular discipline with the help of a climate-related example.</p> <p>2. Lesson plans: each lesson plan consists of a set of teaching tools and a write-up, packaged in the form of a step-by-step guide for the classroom.</p> <p>Further sections of the website cover:</p> <ul style="list-style-type: none"> <li>• Project</li> <li>• For teaching, for learning</li> <li>• What is climate change?</li> <li>• News</li> <li>• Resources</li> <li>• Team</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	Yes
<b>28. ASPECTS OF SUSTAINABILITY COVERED BY RESOURCE (mark all that apply)</b>	
People (social sustainability)	X
Planet (environmental sustainability)	X
Prosperity (economic sustainability)	X
Peace	X
Partnerships	X
<b>29. CROSS-CUTTING CONSIDERATIONS COVERED BY RESOURCE (mark all that apply)</b>	

Gender perspectives	X
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 2030 specifically mentioned?	Yes
31. SDGs specifically mentioned?	Yes
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 can be used by collections-based institutions for staff training and development (SDG 4.4), and to support educational and participatory activities linked to climate change (SDGs 4.7, 12.8, 13.3).
<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	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.
<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,	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.

<p>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>Evidence that learners have acquired knowledge and skills to promote sustainable development.</p>				
<p><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</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> 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>				
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13	14	15	16	17	