

FORMAT		
1. Name of resource	Getting Climate Ready: a guide for schools on climate action	
2. Location	https://www.unclearn.org/wp-content/uploads/library/246740e.pdf	
3. Alternative location	https://www.unesco.de/sites/default/files/2019-03/Getting_Climate-Ready-Guide_Schools.pdf	
4. Author[s]	N. Gibb	
5. Publisher/producer/host	UNESCO	
6. Year	2016	
7. Suggested citation	Gibb, N. (2016). Getting Climate Ready: a guide for schools on climate action. UNESCO, available at https://www.unclearn.org/wp-content/uploads/library/246740e.pdf	
8. Languages in which available	English	
9. Geographic area resource relates to	Worldwide	
10. Does the resource relate to a specific time frame?	2015-30	
11. Type	Report	Yes
	Toolkit/Framework/Roadmap	
	Sign-post to other resource (database)	
	Case studies	Yes
	Other	
12. If this is part of an initiative, what is the initiative?	Education 2030	
COLLECTIONS AND COLLECTIONS-BASED INSTITUTIONS		
13. Explicit links to collections	No	
14. Explicit links to museums/libraries/archives	No	
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,	X

	technology, medicine, engineering, manufacturing	
17. If no explicit links to collections, justification for inclusion	Museums, libraries and archives have a lot in common in schools, in that they often support education in different forms. The guidelines can be used by collections-based institutions to incorporate climate-readiness and sustainability into their educational and other programmes.	
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, and that support sustainable development 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'		
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		X
iii. waste management and reduction of waste		X
iv. transport (forms of transport, energy use)		X
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		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?	“Do you want to help create a healthier, fairer, more environmentally sustainable society? Do you want to empower children and young people to do the same? Do you want to make your school more climate-friendly? If so, this guide is for you!” (p.4)
21. Intended audience of resource	[teachers and those responsible for management of schools; the principles also apply to those working in other educational settings, including museums, libraries and archives]
22. Process of development	“The guidelines and examples are based on a survey looking at climate action projects at 55 schools in 12 countries. All schools in the survey are part of UNESCO’s Associated Schools Project Network (ASPnet). In addition, this guide draws on examples and research published in peer-reviewed journals, books, national and international guidelines and frameworks and programme websites.” (p.4)
23. Organisation/structure/contents	<p>“The guide is organized in four parts.</p> <p>Part 1, which you are now reading, explains why you and your school should take on a whole-school approach to climate action. Part 2 outlines how your school can plan, put into practice, and evaluate your own strategies and visions for reducing climate change. Part 3 provides six guidelines that suggest how to concretely include climate action in your school governance, teaching and learning, campus and facility management, and partnerships with the community. The guidelines are accompanied by examples showing how schools around the world are taking action. At the end of this guide, in Part 4, you will find a table to help you monitor action in the thematic areas along the six guidelines.” (p.4)</p>
FRAMEWORKS	
24. Framework structure	<p>The whole-school approach to climate action can be considered as a framework. This has four components, which are explored in the guide.</p> <p>School Governance Guideline # 1 Creating A Climate Action Team</p> <p>Teaching and Learning Guideline # 2 Teach Climate Change in All Subject Areas Guideline # 3 Teach Critical, Creative and Futures Thinking Guideline # 4 Empower Students to Take Action</p>

	<p>Facilities and Operations Guideline # 5 Make Your School a Model of Climate Action</p> <p>Community Partnerships Guideline # 6 Build Community Partnerships for Learning and Teaching</p>
25. Relevant policy considerations	Yes
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	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?	Yes
31. SDGs specifically mentioned?	Yes
32. SDG targets specifically mentioned?	Yes
33. SDG indicators specifically mentioned?	No
SDGs AND SDG TARGETS AND LINKAGES	
34. Comments on SDG linkages	The resource is most closely linked to SDGs 4.7 (Education for Sustainable Development, SDG 12.8 (Promote lifestyles in harmony with nature), and SDG 13.3 (Build knowledge and capacity to meet climate change), which applies both to institutions and to members of the public. Implementing the resource also supports SDG 12.6 (Encourage companies to adopt sustainable practices and sustainability reporting). The staff training element supports SDG 4.4 (skills for work), and taking climate action in organisations supports SDG 16.6 (Effective,

	accountable and transparent organisations). The partnership element supports SDG 17.17 (multisector partnerships).
35. SDGs and SDG targets the resource helps advance	
<p>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</p>	<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>
<p>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 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 12 Ensure sustainable consumption and production patterns 12.6 Encourage companies, especially large and transnational companies, to adopt sustainable practices and to integrate sustainability information into their reporting cycle</p>	<p>Clear visions, strategies and plans in place for all aspects of sustainability – environmental, social and economic (people, planet, prosperity)- across all areas of activity.</p> <p>Visions, strategies and plans relating to sustainability to be publicly available and incorporated into planning documents.</p> <p>Commitments to be in line with local, regional, national and/or international targets and ambitions.</p> <p>Incorporation of sustainability into reporting for funders and</p>

	<p>other stakeholders, including the public. Reporting to include commitments and progress towards targets.</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>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</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 13.3 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>
<p>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</p>	<p>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.</p> <p>Effective institutional arrangements, both for own working and for working in partnership with other sectors, in place.</p> <p>Plans and arrangements in place for extraordinary circumstances such as natural and human-caused disasters.</p> <p>Effective arrangements in place to fulfil legal and social obligations and responsibilities.</p> <p>Effective arrangements in place for transparent communication and reporting of institutional performance.</p> <p>Effective arrangements in place for transparent decision-making and accountability.</p>
<p>SDG 17. Partnerships for the goals 17.17 Encourage and promote</p>	<p>17.17.1 Amount of United States dollars committed to public-private and civil society partnerships</p>

effective public, public-private and civil society partnerships, building on the experience and resourcing strategies of 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	