FORMAT			
1. Name of resource	**Environmental and Climate Action Dialogue Guide for Museums, Cultural Centers, and Historic Sites**		
2. Location	https://www.sitesofconscience.org/member_resources/environmental-climate-justice-dialogue-guide/		
3. Alternative location			
4. Author[s]	Rafael Citrón Ortiz Latino Center		
5. Publisher/producer/ host	Rafael Citrón Ortiz Latino Center		
6. Year	2015		
7. Suggested citation	Rafael Citrón Ortiz Latino Center (2015). Environmental and Climate Action Dialogue Guide for Museums, Cultural Centers, and Historic Sites. Rafael Citrón Ortiz Latino Center, available at https://www.sitesofconscience.org/member_resources/environmental-climate-justice-dialogue-guide/		
8. Languages in which available	English, Spanish		
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)		
	Case studies		
	Other	Dialogue plans	
12. If this is part of an initiative, what is the initiative?			
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,**	X	

	language, arts and recreation, architecture, literature, history, geography and ethnology, anthropology, archaeology	
	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)	
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?	"Museums and cultural centers have been called upon to provide critical perspectives on present-day social debates, because they provide inclusive space for people to consider multiple perspectives and learn from each other's stories. Personal and group identity is always in flux, just as culture is always changing with new circumstances and generations. Community museums and cultural centers have the power to help people shape identity in meaningful ways, by drawing on cultural heritage to address contemporary issues. This Guide can help you to discuss environmental and climate issues with your community, utilizing institutional and regional assets, such as people's diverse cultural values and practices that are friendly to the environment. Use this guide to: • Create your own dialogue program, and train staff to facilitate. • Bring your collections to life, using cultural heritage to address contemporary issues, connecting past and present. • Understand your community better, connecting local social issues affecting residents to environmental and climate issues. • Give visitors a meaningful experience that will prompt them to inquire more and even take climate action."

21. Intended audience of resource	[Museums and similar institutions]	
22. Process of development		
23. Organisation/structure/contents	**Part 1** **Defining Key Concepts for Civic Dialogue, pages 3 – 4** **Part 2** **Civic Dialogue Models, pages 5 – 15** **Part 3** **Tips & Resources, pages 16 – 26**	
FRAMEWORKS		
24. Framework structure	The resource includes a number of model dialogue plans that can be considered as frameworks.	
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)	X	
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?	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 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 to engage people with climate change, supporting SDG 4.4 (skills for work). The resource also supports SDG targets around inclusion and participation, including SDG 10.2 (universal social, economic and political inclusion), 11.7 (safe and welcoming green and public spaces) and 16.10 (protect the right to information.
35. SDGs and SDG targets the resource helps advance	
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 a culture of peace and non-	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.

violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development	
SDG 10. Reduce inequality within and between countries 10.2 By 2030, empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status	Collections development to ensure that collections effectively meet the needs of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status. Numbers and proportions of people making use of collections in relation to the demographic of the local population. Numbers and proportions of people involved in focused programmes aimed at promoting social, economic and political inclusion. Numbers and proportions of people from different demographic groups involved in decision-making processes relating to collections and collections-based institutions. Number and types of partnerships that build relationships with marginalized groups, individuals and communities.
SDG 11. Make cities and human settlements inclusive, safe, resilient and sustainable 11.7 By 2030, provide universal access to safe, inclusive and accessible, green and public spaces, in particular for women and children, older persons and persons with disabilities	Numbers of people accessing collecting institutions from different demographic groups, notably women, children, older people and persons with disabilities. Increases in numbers of people accessing collecting institutions from different demographic groups. Measures taken to remove barriers to access green and public spaces. Extent of green space provided by collections institutions.
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	***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

and lifestyles in harmony with nature	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 13.3 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 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.

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7	8	9	10	11	12
13	14	15	16	17	