

<b>FORMAT</b>		
1. Name of resource	Mary Robinson Foundation Principles of Climate Justice	
2. Location	<a href="https://www.mrfcj.org/principles-of-climate-justice/">https://www.mrfcj.org/principles-of-climate-justice/</a>	
3. Alternative location		
4. Author[s]	Mary Robinson Foundation	
5. Publisher/producer/host	Mary Robinson Foundation	
6. Year	2022	
7. Suggested citation	Mary Robinson Foundation (2022), Principles of Climate Justice, <a href="https://www.mrfcj.org/principles-of-climate-justice/">https://www.mrfcj.org/principles-of-climate-justice/</a>	
8. Languages in which available	English (web pages translate automatically)	
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)	Yes
	Case studies	Yes
	Other	Transcripts and statements, collection of essays
12. Part of an initiative?		
<b>COLLECTIONS AND COLLECTIONS-BASED INSTITUTIONS</b>		
13. Explicit links to collections	No	
14. Explicit links to museums/libraries/archives	No	
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,	X

	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	The principles can be applied to collections-based institutions, in terms of how they develop their education and participation programmes, and their climate actions more broadly.	
<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)	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)		
v. commercial activities including copyright and IP		
vi. governance and management	X	

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	X
<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>“Climate justice links human rights and development to achieve a human-centred approach, safeguarding the rights of the most vulnerable people and sharing the burdens and benefits of climate change and its impacts equitably and fairly. Climate justice is informed by science, responds to science and acknowledges the need for equitable stewardship of the world’s resources...</b></p> <p><b>These principles are rooted in the frameworks of international and regional human rights law and do not require the breaking of any new ground on the part of those who ought, in the name of climate justice, to be willing to take them on.</b></p> <p><b>The following Principles of Climate Justice have been adopted by the Board and are operative in the Foundation’s activities.”</b></p>
21. Intended audience of resource	Public and organisations
22. Process of development	<p>“Guided by core principles the Mary Robinson Foundation – Climate Justice dedicates itself to action in order to realise its vision of a world engaged in the advancing of climate justice.</p> <p>The draft principles were developed and discussed by the Mary Robinson Foundation – Climate Justice based on the common understanding of key principles, concepts and</p>

	opportunities identified at a meeting of a small group of people from all parts of the world who have been working on climate justice issues. The meeting was supported by the Rockefeller Brothers Foundation in Pocantico in July 2011.”
23. Organisation/structure /contents	[organized under the Principles of Climate Justice, see framework section below]
<b>FRAMEWORKS</b>	
24. Framework structure	The Principles of Climate Justice are set out as a framework (see the resource for further information): <ul style="list-style-type: none"> <li>• Respect and Protect Human Rights</li> <li>• Support the Right to Development</li> <li>• Share Benefits and Burdens Equitably</li> <li>• Ensure that Decisions on Climate Change are Participatory, Transparent and Accountable</li> <li>• Highlight Gender Equality and Equity</li> <li>• Harness the Transformative Power of Education for Climate Stewardship</li> <li>• Use Effective Partnerships to Secure Climate Justice</li> </ul>
25. Relevant policy considerations	Yes
26. Resources for implementation identified	No
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)	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?	No
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	<p>Working to support the Principles contributes to a wide range of SDG targets, including:</p> <p>1.4 (access to basic services), 1.5 (reduce the vulnerability of the poor to climate and other impacts), 4.4 (skills for work), 4.7 (Education for Sustainable Development), 5.1 (end gender based discrimination), 10.2 (universal inclusion), 11.5 (reduce the impact of disasters), 12.2 (sustainable use of natural resources), 12.8 (education for sustainable lifestyles), 13.1 (climate adaptation), 13.2 (national planning for climate change), 13.3 (climate education and institutional capacity), 13.B (climate action for Global South countries), 16.3 (access to justice), 16.6 (effective, accountable and transparent institutions), 16.7 (inclusive decision making), 16.10 (protect the right to information), 16.B (support laws and policies for sustainable development), 17.2 (countries fulfil financial commitments), 17.3 (additional financial resources for developing countries), 17.6 (international co-operation in science and technology), 17.9 (international co-operation for capacity building), 17.16 and 17.17 (international and cross-sector partnerships respectively).</p>
<b>35. SDGs and SDG targets the resource helps advance</b>	
<p><b>SDG 1: End poverty in all its forms everywhere</b></p> <p>1.4 By 2030, ensure that all men and women, in particular the poor and the vulnerable, have equal rights to economic resources, as well as access to basic services, ownership and control over land and other forms of property, inheritance, natural resources, appropriate new technology and financial services, including microfinance</p>	<p>Numbers and proportions of people from particular groups using collections in comparison with demographics in broader society.</p> <p>Numbers of people accessing collections.</p> <p>Number of targeted programmes that aim to enhance access to collections by disadvantaged groups.</p> <p>Sustainable tourism that enhances local communities' access to basic services, ownership and control over land and other forms of property (including cultural and natural heritage), as well as to technology and markets.</p> <p>Involvement of people from disadvantaged groups in decision-making activities and processes relating to collections and collections-based institutions.</p>

<p><b>SDG 1: End poverty in all its forms everywhere</b>  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.</p>	<p>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.</p> <p>Number of educational programmes drawing on collections that incorporate resilience perspectives.</p> <p>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.</p> <p>Number of research programmes drawing on collections that are aimed at building resilience to climate-related and other shocks and disasters.</p> <p><b><i>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</i></b></p>
<p><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>	<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><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,</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>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 5. Achieve gender equality and empower all women and girls</b> 5.1 End all forms of discrimination against all women and girls everywhere</p>	<p>Collections development to ensure that collections effectively meet the needs of all, irrespective of sex or gender.</p> <p>Number and proportion of educational and participatory programmes that promote participation irrespective of sex or gender.</p> <p>Numbers and proportions of girls, women and gender-diverse people making use of collections in relation to the demographic of the local population.</p> <p>Numbers and proportions of girls, women and gender-diverse people involved in focused programmes aimed at promoting social, economic and political inclusion.</p> <p>Numbers and proportions of girls, women and gender-diverse people from different demographic groups involved in decision-making processes relating to collections and collections-based institutions.</p> <p>Number and types of partnerships that build relationships with people of different sex and gender.</p>
<p><b>SDG 10. Reduce inequality within and between countries</b> 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</p>	<p>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.</p> <p>Number and proportion of educational and participatory programmes that promote participation irrespective of social or other status.</p>

	<p>Numbers and proportions of people making use of collections in relation to the demographic of the local population.</p> <p>Numbers and proportions of people involved in focused programmes aimed at promoting social, economic and political inclusion.</p> <p>Numbers and proportions of people from different demographic groups involved in decision-making processes relating to collections and collections-based institutions.</p> <p>Number and types of partnerships that build relationships with marginalized groups, individuals and communities.</p>
<p><b>SDG 11. Make cities and human settlements inclusive, safe, resilient and sustainable</b>  <b>11.5</b> 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</p>	<p>Collections-based research that supports the understanding and management of disasters of all kinds.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Plans in place to provide special support/protection to poor and vulnerable people and groups in and following disasters.</p>
<p><b>SDG 12 Ensure sustainable consumption and production patterns</b>  <b>12.2</b> By 2030, achieve the sustainable management and efficient use of natural resources</p>	<p>Reduction of material footprint in terms of reductions in consumption of biomass, fossil fuels, metal ores and non-metal ores.</p>
<p><b>SDG 12 Ensure sustainable consumption and production patterns</b>  <b>12.8</b> By 2030, ensure that people everywhere have the relevant information and</p>	<p><b><i>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</i></b></p>



<p>awareness for sustainable development and lifestyles in harmony with nature</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> 13.1 Strengthen resilience and adaptive capacity to climate-related hazards and natural disasters in all countries</p>	<p>Plans in place for near and longer term to withstand and actively adapt to climate-related hazards and natural disasters.</p>
<p><b>SDG 13. Take urgent action to combat climate change and its impacts</b> 13.2 Integrate climate change measures into national policies, strategies and planning</p>	<p>National organisations, institutions and networks relating to collections and collections-based institutions to have integrated climate change measures into policies, strategies and planning relating to collections and collections-based institutions, including funding and other resourcing considerations.</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>
<p><b>SDG 13. Take urgent action to combat climate change and its impacts</b> 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.</p>	<p>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.</p> <p>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.</p>

<p><b>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.</b></p> <p>16.3 Promote the rule of law at the national and international levels and ensure equal access to justice for all</p>	<p>Collections development that relates to the rule of law, equality before the law, and justice for all.</p> <p>Number of activities drawing on collections, for example educational, research and partnership activities, that promote the rule of law at national and international levels, and that promote a culture of lawfulness, and the right of all to justice.</p>
<p><b>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.</b></p> <p>16.6 Develop effective, accountable and transparent institutions at all levels</p>	<p><b><i>16.6.2 Proportion of the population [audience/users/non-users] satisfied with their last experience of public services</i></b></p> <p>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><b>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.</b></p> <p>16.7 Ensure responsive, inclusive, participatory and representative decision-making at all levels</p>	<p><b><i>16.7.1 Proportions of positions (by sex, age, persons with disabilities and population groups) in public institutions (national and local legislatures, public service, and judiciary) compared to national distributions</i></b></p> <p><b><i>16.7.2 Proportion of population [audience/users/non-users] who believe decision-making is inclusive and responsive, by sex, age, disability and population group</i></b></p> <p>Decision-making addresses societal, environmental and economic challenges related to the community, considering short-term and long-term risks and opportunities.</p>

	<p>Decision-making draws on diverse backgrounds, viewpoints and interests, reflecting a broad base of stakeholders, and working to promote inclusion and provide effective services for all of society.</p>
<p><b>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.</b>  16.10 Ensure public access to information and protect fundamental freedoms, in accordance with national legislation and international agreements</p>	<p>Adopt and implement constitutional, statutory and/or policy guarantees for public access to information.</p> <p>Plans in place, and plans implemented to enhance public access to information relating to collections.</p> <p>Plans in place, and plans implemented to support fundamental freedoms, in line with human rights, national and international agreements and legislation.</p> <p>Plans and procedures in place for public access to information relating to the operation and management of collections-based institutions.</p> <p>Complaint mechanism in place for public to use where public access to information and fundamental freedoms not supported or fulfilled.</p>
<p><b>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.</b>  16.B Promote and enforce non-discriminatory laws and policies for sustainable development</p>	<p><b><i>16.B.1 Proportion of population [audience/users/non-users] reporting having personally felt discriminated against or harassed in the previous 12 months on the basis of a ground of discrimination prohibited under international human rights law</i></b></p> <p>Number and proportion of policies that incorporate sustainable development considerations, in the full sense of recognizing all three of social, economic and environmental considerations.</p>
<p><b>SDG 17. Partnerships for the goals</b>  17.2 Developed countries to implement fully their official development assistance commitments, including the commitment by many developed countries to achieve the target of 0.7 per cent of gross national income for official development assistance (ODA/GNI) to developing countries and 0.15</p>	<p>Fulfilment of official development assistance commitments from developed countries.</p>

<p>to 0.20 per cent of ODA/GNI to least developed countries; ODA providers are encouraged to consider setting a target to provide at least 0.20 per cent of ODA/GNI to least developed countries</p>	
<p><b>SDG 17. Partnerships for the goals</b> 17.3 Mobilize additional financial resources for developing countries from multiple sources</p>	<p>Amount of financial support provided to support sustainable development initiatives in developing countries.</p>
<p><b>SDG 17. Partnerships for the goals</b> 17.6 Enhance North-South, South-South and triangular regional and international cooperation on and access to science, technology and innovation and enhance knowledge-sharing on mutually agreed terms, including through improved coordination among existing mechanisms, in particular at the United Nations level, and through a global technology facilitation mechanism</p>	<p>Number and diversity of North-South, South-South and triangular co-operations and projects to support access to science, technology and innovation and enhance knowledge-sharing on mutually agreed terms.</p>
<p><b>SDG 17. Partnerships for the goals</b> 17.9 Enhance international support for implementing effective and targeted capacity-building in developing countries to support national plans to implement all the Sustainable Development Goals, including through North-South, South-South and triangular cooperation</p>	<p>Number and diversity of international capacity building programmes to aid implementation of each and all of the SDGs in Global South countries.</p> <p>Financial and other forms of support to implement these programmes.</p>
<p><b>SDG 17. Partnerships for the goals</b> 17.16 Enhance the global partnership for sustainable</p>	<p>Number and/or increase in number, and diversity of global and international multi-stakeholder partnerships that share collection-related knowledge, expertise, technology</p>

<p>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</p>	<p>and financial resources to address the SDGs, or that otherwise involve collections-based organisations and institutions.</p> <p>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.</p>				
<p><b>SDG 17. Partnerships for the goals</b> 17.17 Encourage and promote effective public, public-private and civil society partnerships, building on the experience and resourcing strategies of partnerships</p>	<p><b>17.17.1 Amount of United States dollars committed to public-private and civil society partnerships</b></p> <p>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.</p>				
1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	