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TOMORROW

# Action for Climate Empowerment

A guide for galleries, libraries, archives and museums



## How can galleries, libraries, archives and museums support climate empowerment everywhere and for everyone?



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This short guide has been developed as a legacy of the UK's time as host of COP26, to help galleries, libraries, archives and museums - wherever they are - to move fast to support the all-of-society aspects of the Framework Convention on Climate Change, Paris Agreement, and the new Glasgow Work Programme on Action for Climate Empowerment.

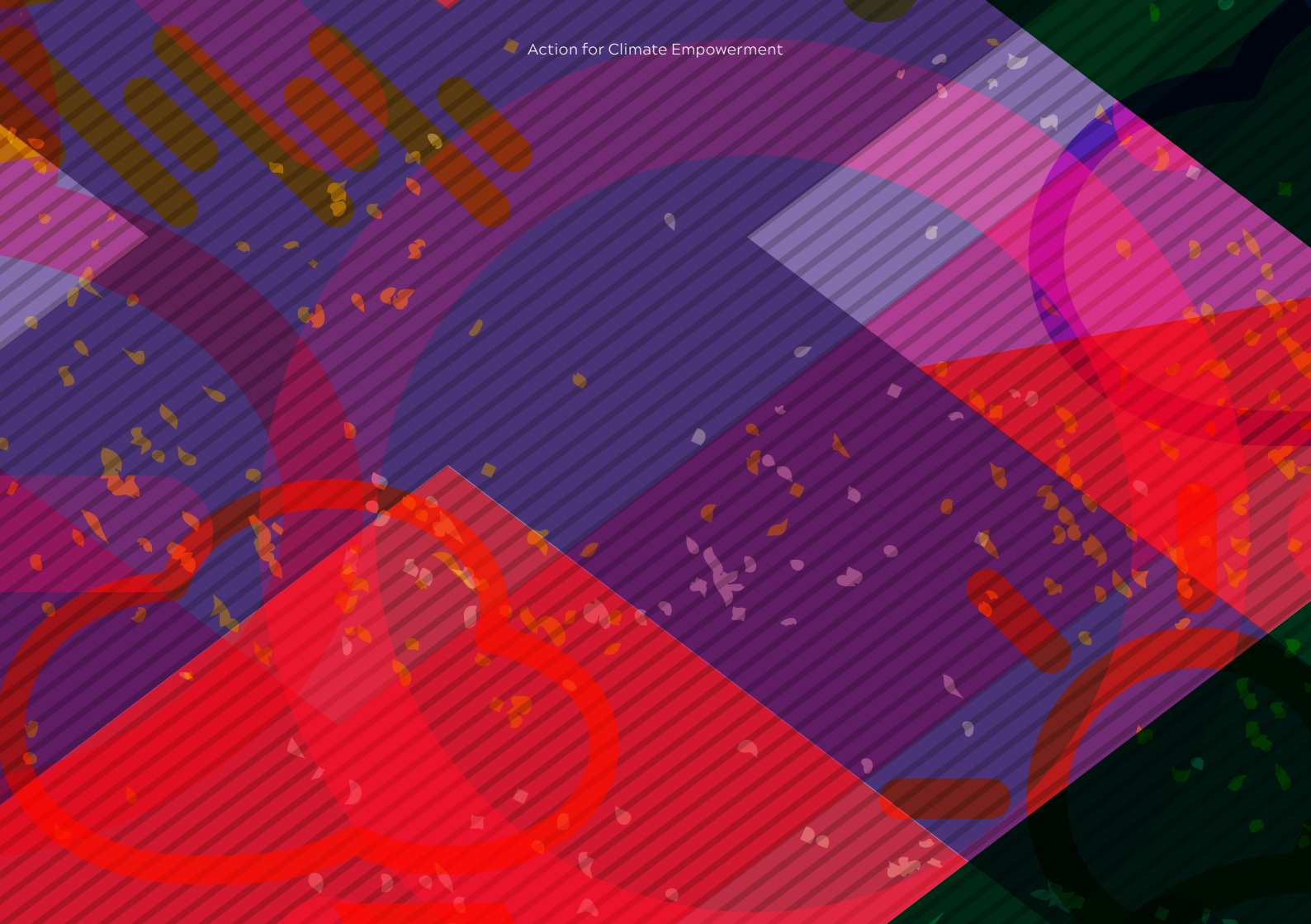
Henry McGhie

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MUSEUMS for  
CLIMATE ACTION

Action for Climate Empowerment



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## What is this?

**Action for Climate Empowerment is the informal name given to the public-facing and all-of-society aspects of the UN Framework Convention on Climate Change and Paris Agreement.**

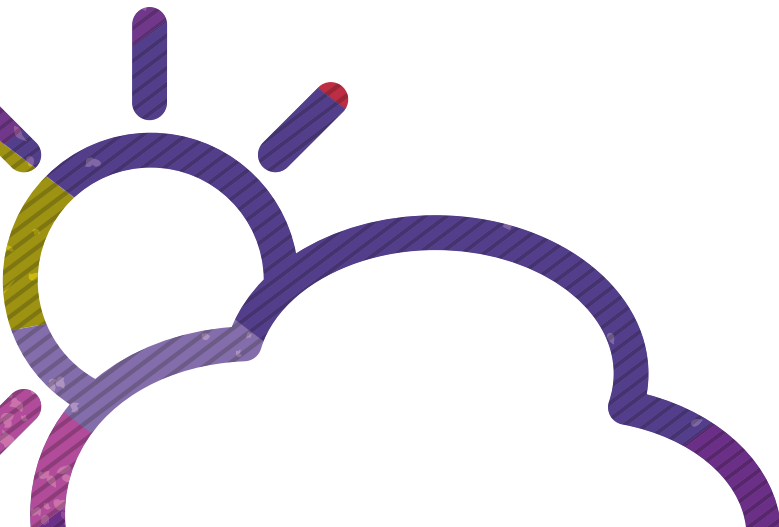
A new Glasgow Work Programme on Action for Climate Empowerment was adopted at COP26 in Glasgow, UK, in November 2021, to run until 2031.

This short guide aims to help cultural and educational institutions, community organizations and others to understand how they can contribute to and support the new Glasgow Work Programme on Action for Climate Empowerment, through public education, training, public awareness, public access to information, public participation, partnerships and co-operation to address climate change and cope with its impacts.

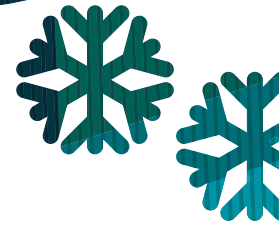


This guide can be used with 'Mobilising Museums for Climate Action: tools, frameworks and opportunities to accelerate climate action in and with museums', which explores the essentials of climate action in more detail. See especially sections I (just transition), L and M (Education for Sustainable Development and other pedagogies) of 'Mobilising Museums for Climate Action'.

Further reading and sources of information can be found at the end of this guide.







## Who is it aimed at?

This short guide is aimed at galleries, libraries, archives and museums (GLAM), their workers and networks, and at other kinds of organizations and groups involved in public education and participation related to climate change and other sustainable development challenges.

It should be of use to all those organizations and sectors that are already recognized as having a part to play in Action for Climate Empowerment, namely those identified in the [Work Programme for the Paris Agreement](#) (also known as the Katowice Package), adopted at COP24 in Katowice, Poland in 2018.

These include :

- national, regional and local governments
- educational and cultural institutions
- museums
- the private sector
- intergovernmental organizations
- non-governmental organizations
- international organizations
- decision makers
- scientists
- the media
- teachers
- youth
- women
- and Indigenous peoples

This list is not exhaustive, but those that are specifically mentioned should take note that there is already a recognition that they can help achieve Action for Climate Empowerment, and that others (including governments, and the agencies that fund their work) should support and empower them to do so.



# Climate Empowerment

# What is climate empowerment?

What does climate empowerment mean? What does it look like?  
Climate empowerment can be thought of as:

- 1** Having the relevant knowledge and information to know about climate change, climate impacts and climate actions, and how they affect people, nature and the things people care about.
- 2** Caring about climate impacts and their effects on people and nature, and being motivated to act on climate change and to build a better future.
- 3** Having the practical skills, opportunities and relationships to act on climate change.

## The vision: climate empowerment everywhere, and for everyone

**Imagine a world where everyone has the knowledge, attitudes and practical skills to live in harmony with the rest of nature, and with one another.**

Where people live in an environment that supports their health, where they can breathe clean air, drink fresh and clean water, and access nutritious food.

Where nature is protected and ecosystems are intact, full of wildlife, and unpolluted.

Where poverty is a thing of the past and people thrive in communities that are flourishing, with plenty of work from industries that produce net gains in social, environmental and economic value, and where people live within the limits that nature can support.

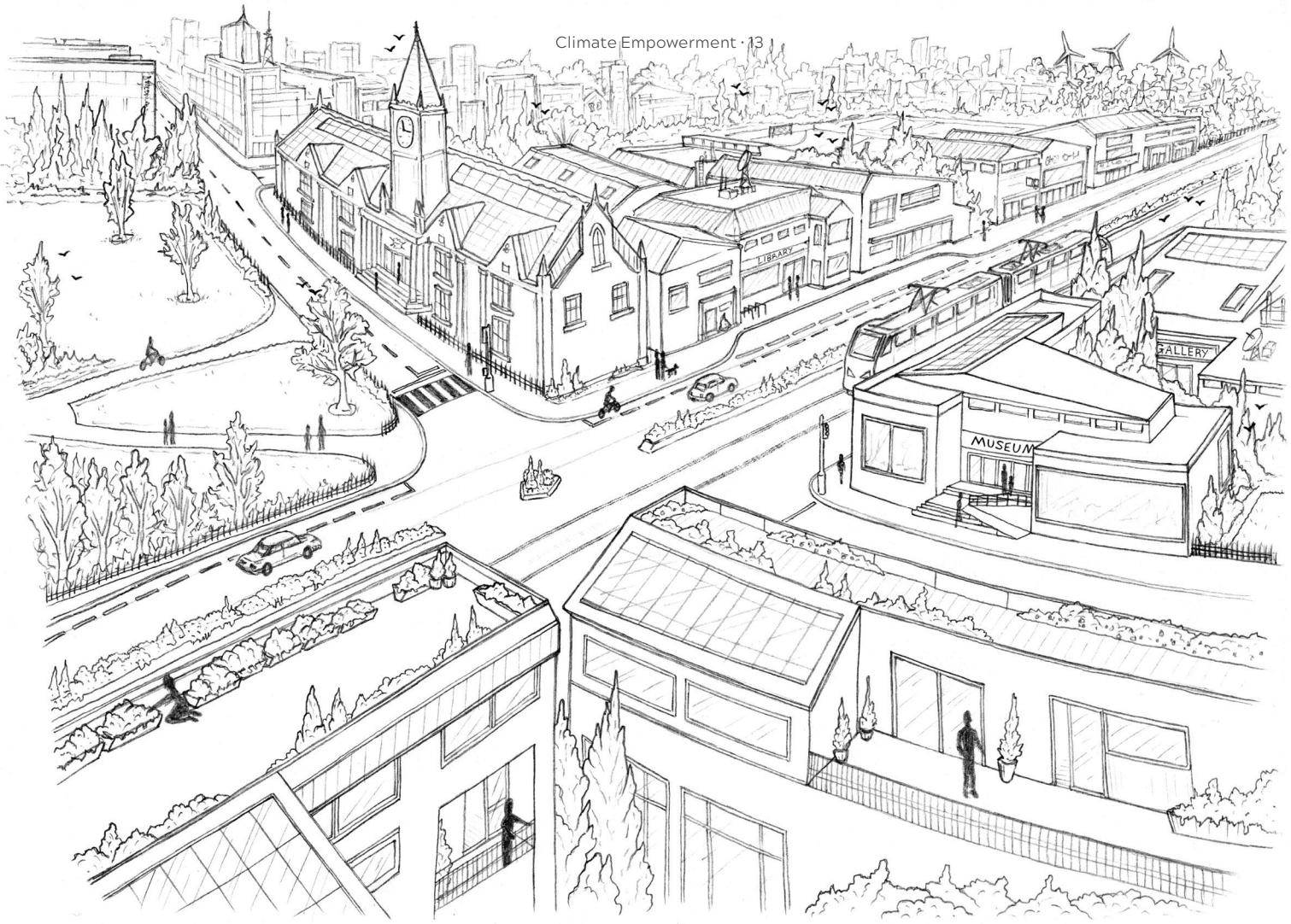
Where peace, justice and universal respect for human rights are normal conditions.

Where people, sectors and countries collaborate in a spirit of global partnership to address our common challenges, protect our common resources, and work towards common goals based on people's active, free and meaningful participation.

Where current generations collaborate to build a better world than the one they were born into, and to leave a better world for those still to come.

Building that world can be supported by Action for Climate Empowerment, and museums, cultural and educational institutions can bring this programme to life in communities everywhere.

*knowledge, attitudes, skills*



## People and the environment: the Rio Declaration

The UN Conference on Environment and Development, commonly called the Rio Earth Summit, was an international meeting of countries and their representatives, held in Rio de Janeiro in 1992. Its main aim was to bring together social and environmental development and protection, balancing the three dimensions of sustainable development - people, planet and prosperity - as a new blueprint for action for the environment.

*...a healthy and productive  
life in harmony with nature*

**The outcome document of the summit, called the Rio Declaration, set out that:**

“Human beings are at the centre of concerns for sustainable development. They are entitled to a healthy and productive life in harmony with nature” (Principle 1)

“Environmental issues are best handled with the participation of all concerned citizens, at the relevant level. At the national level, each individual shall have appropriate access to information concerning the environment that is held by public authorities, including information on hazardous materials and activities in their communities, and the opportunity to participate in decision-making processes. States shall facilitate and encourage public awareness and participation by making information widely available. Effective access to judicial and administrative proceedings, including redress and remedy, shall be provided.” (Principle 10)

“Women have a vital role in environmental management and development. Their full participation is therefore essential to achieve sustainable development.” (Principle 20)

“The creativity, ideals and courage of the youth of the world should be mobilized to forge a global partnership in order to achieve sustainable development and ensure a better future for all.” (Principle 21)

“Indigenous people and their communities and other local communities have a vital role in environmental management and development because of their knowledge and traditional practices. States should recognize and duly support their identity, culture and interests and enable their effective participation in the achievement of sustainable development.” (Principle 22)

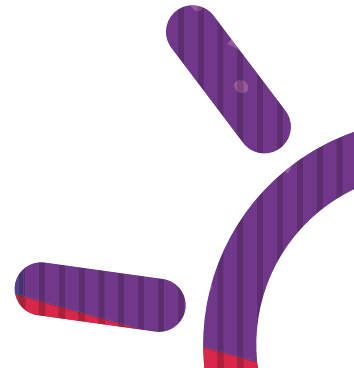


## The UNFCCC, Kyoto Protocol and Paris Agreement

The Framework Convention on Climate Change (UNFCCC) was one of the three international conventions arising from the Rio Earth Summit in 1992, along with the Convention to Combat Desertification (UNCCD) and the Convention on Biological Diversity (CBD). These are binding agreements for those countries that signed up to them. The areas of interest of the three conventions are interconnected - action for one can (and should) support action for the others - and they are also connected to the goals and aims of other conventions and agendas dealing with social and economic challenges, such as Agenda 2030 and the Sustainable Development Goals.

**The main goal of the UNFCCC** is to stabilize greenhouse gas concentrations “at a level that would prevent dangerous anthropogenic (human-induced) interference with the climate system”, and that “such a level should be achieved within a time-frame sufficient to allow ecosystems to adapt naturally to climate change, to ensure that food production is not threatened, and to enable economic development to proceed in a sustainable manner.”

The countries - referred to as Parties - that signed up to the UNFCCC have annual meetings to monitor progress and develop plans for further action. These meetings are called COP, meaning Conference of the Parties. COP1 was in 1995 and Parties have met every year since, with the exception of 2020 because of COVID-19.





### The Kyoto Protocol

At COP3, in Kyoto in 1997, countries agreed to limit and reduce greenhouse gas emissions. The Protocol is only binding for developed countries, acknowledging the principle of ‘Common But Differentiated Responsibilities’, namely, that developed countries have a responsibility to support developing economies. Countries that have signed up to the Kyoto Protocol meet at COP to progress activity; their ‘subconference’ is referred to as the CMP.

### The Paris Agreement

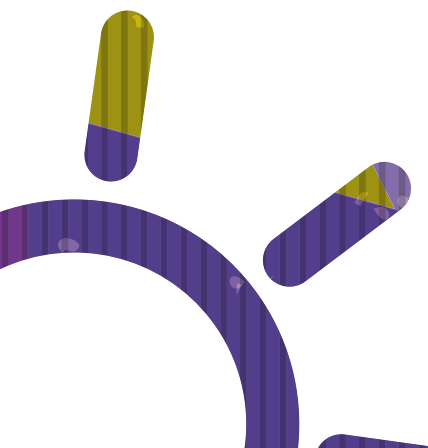
At COP21, in Paris in 2015, countries agreed on two targets: firstly, to limit global temperature rise to 2°C, and to pursue efforts to keep within 1.5°C of global average temperature rise compared to pre-industrial levels. Countries that have signed up to the Paris Agreement meet at COP to progress activity; their ‘subconference’ is referred to as the CMA.

The development of the UNFCCC and Paris Agreement, and action to support their achievement, can be explored in an [interactive timeline](#).

In spite of these various commitments, greenhouse gas emissions continue to rise, and the global average temperature is already 1.1°C above pre-industrial levels. More action is needed - by governments, in all sectors, and in every country - to reduce emissions and to ensure people, communities and nature can cope with current and future climate impacts.



In 2015, Agenda 2030 and the Sustainable Development Goals were adopted by the United Nations as a blueprint for sustainable development action till 2030. The Sendai Framework for Disaster Risk Reduction was also agreed in 2015. These three agendas are closely related and complementary: action for the UNFCCC, Paris Agreement and Sendai Framework is already rolled into Agenda 2030 and the Sustainable Development Goals, and the Agenda and goals aim to accelerate activity for the other agendas through enhanced partnerships, goal-based approaches and action across society.



# How can GLAM support the UNFCCC and Paris Agreement?



'Mobilising Museums for Climate Action' suggests five main opportunities for museums to support climate action; the same principles can be readily applied to a range of other cultural and educational institutions:



## 1. Mitigation through GLAM

GLAM must support all of society to reduce its greenhouse gas emissions, rapidly, in line with Paris Agreement commitments, and foster support for nature conservation efforts that strengthen nature's ability to absorb greenhouse gas emissions.

## 2. Mitigation in GLAM

GLAM must aggressively reduce greenhouse gas emissions across all aspects of their activity, in line with Paris Agreement commitments. They can ensure all staff, and all people and organizations in the value chain are supporting climate action. They can provide resources for nature conservation efforts through their everyday decisions and procurement practices.

## 3. Adaptation through GLAM

GLAM must support all of society, and nature, to face and cope with current and projected climate change impacts.

## 4. Adaptation in GLAM

GLAM must understand how they will be impacted by climate change, and adapt their practices, location, programmes and collections to be fit for the future.

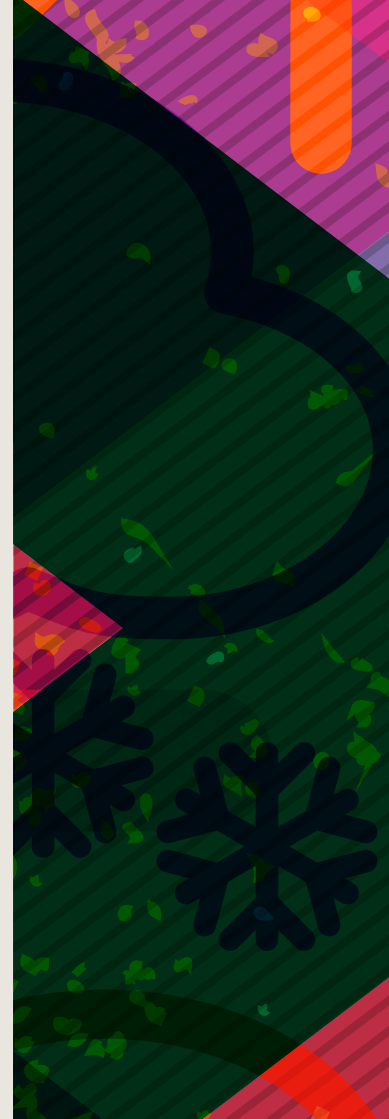
## 5. Climate action as part of sustainable development, climate justice and a just transition

GLAM must ensure that all climate-change activity is undertaken in ways that do not themselves disenfranchise people or communities, locally or globally; and recognize that, in tackling climate change, other sustainable development challenges have to be addressed at the same time. Climate action can be a huge opportunity for building a better, fairer future, for all.

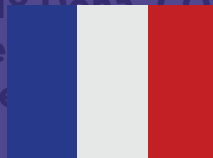
**These five main opportunities can be embedded into the Seven Key Activities set out in 'Museums and the Sustainable Development Goals':**

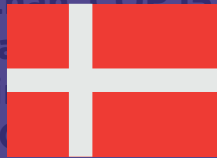
The Seven Key Activities are:

1. Protect and safeguard cultural and natural heritage, both in museums and more generally  
.....
2. Support and provide learning opportunities in support of the SDGs  
.....
3. Enable cultural participation for all  
.....
4. Support sustainable tourism  
.....
5. Enable research in support of the SDGs  
.....
6. Direct internal leadership, management and operations to support the SDGs  
.....
7. Direct external leadership, collaboration and partnerships towards the SDGs  
.....



# COP HOSTS 1995-2023





# Action for Climate Empowerment

# Action for Climate Empowerment (ACE)

The six elements of ACE are:

education,

training,

public awareness,

public access to information,

public participation

and international co-operation on climate change matters.

# Action for Climate Empowerment (ACE)

The UNFCCC includes an article, Article 6, on the importance of six elements:

- education,
- training,
- public awareness,
- public access to information,
- public participation
- and international co-operation on climate change matters.

More or less the same content is included in Article 12 of the Paris Agreement (as well as in the Preamble).

Action for these two Articles is known as Action for Climate Empowerment, or ACE for short.

Galleries, libraries, archives and museums are closely related to all six ACE elements. They can play an important role in supporting people to be empowered to understand, care about, and act on climate change.

The six ACE elements are equally weighted, and all are seen to be of crucial importance in building climate empowerment. They are explored in detail in a later section. ACE and the six ACE elements are strongly connected to other aspects of the UNFCCC and Paris Agreement, especially those sections on capacity building and on transparency.

“Action for Climate Empowerment plays a key role in promoting the changes in lifestyles, attitudes and behaviours needed to foster low-emission, climate-resilient and sustainable development.” <sup>(1)</sup>





# Article 6 makes climate change everyone's business

“The over-arching goal of ACE is to empower all members of society to engage in climate action, through education, training, public awareness, public participation, public access to information, and international cooperation on these issues.” <sup>(1)</sup>

“Implementation of all six focus areas is crucial to the global response to climate change. Everyone, including and perhaps especially the young, must understand and participate in the transition to a low-emission, climate-resilient world.” <sup>(1)</sup>

“Sustainable lifestyles, sustainable patterns of consumption and production, are fundamental to reducing greenhouse emissions and enhancing resilience to the inevitable effects of climate change. Success will require broad collaboration between all levels of government and all sectors of society.” <sup>(1)</sup>

“Article 6 of the Convention rallies together governments, civil society and other stakeholders to implement action that is collaborative, country-driven, interdisciplinary and culturally sensitive.” <sup>(2)</sup>

“Article 6 also puts socially inclusive climate policy and implementation at the heart of its work. It strengthens the role of traditional, intergenerational and gender-sensitive knowledge and people’s participation in decision-making.” <sup>(2)</sup>

“Article 6 makes climate change solutions everyone’s business. It breathes value and meaning to climate-smart actions, particularly action by young people who will inherit the future.” <sup>(2)</sup>

<sup>(1)</sup> <https://unfccc.int/topics/education-youth/the-big-picture/what-is-action-for-climate-empowerment#eq-2>

<sup>(2)</sup> <https://unfccc.int/topics/education-and-outreach/workstreams/public-participation>

# Action for Climate Empowerment and human rights

Climate change affects many human rights, and affects some groups of people more than others. Climate change threatens lives, food, water, security, self-determination, health, housing, the standard of living and more. Typically, minorities and people who are unfairly disadvantaged in society face greater impacts, which is very unfair; future generations will also face greater climate impacts than current generations.

The six elements of ACE are there for a reason: they relate to well-established human rights that can help people face and meet the many challenges of climate change.

These include the following rights:

- Freedom of Opinion and Expression, and to Information (Universal Declaration of Human Rights, UDHR, 1948, article 19)
- Right to Desirable Work and to Join Trade Unions (UDHR article 23)
- Right to Education (UDHR article 26)
- Right to Participate in the Cultural Life of the Community, to Enjoy the Arts and to Share In Scientific Advancement and Its Benefits (UDHR article 27)
- Right to a Social and International Order (UDHR article 28)
- Community Duties Essential to Free and Full Development (UDHR article 29)
- Freedom From State or Personal Interference In the Above Rights (UDHR article 30)
- Right to Participate in Public Affairs (International Covenant on Civil and Political Rights 1966, article 25)
- Right to Development (Declaration on the Right to Development 1986)
- Rights established in the Aarhus Convention (1998)
- Rights established in the Escazú Agreement (2018)

**The Aarhus Convention** was adopted in 1998 and entered into force in 2001. It establishes three rights relating to the environment:

- **The right of access to environmental information**, on the state of the environment and in relation to human health.
- **The right of public participation in environmental decision-making**, to enable the public to comment on projects, plans and programmes relating to the environment, and that their comments are taken into account in decision-making.
- **The right of access to justice**, the right to challenge decisions that have not taken the previous two rights or environmental law into consideration.

Galleries, libraries, archives and museums can support the first two rights, and they can help empower people to assert the third right through education and awareness-raising.

The Aarhus Convention was developed in Europe (but is open to other countries to adopt). [The Escazú Agreement \(2018\)](#) is similar in scope, but applies to Latin America and the Caribbean, and has a greater emphasis on protecting environmental activists.

The six ACE elements help ensure that people can understand and claim their rights related to climate change and climate action, and that sectors that can support them - such as galleries, libraries, archives and museums - are effective in fulfilling their obligations to society and to people as individuals.

Climate change impacts are unequally distributed on groups of people and different countries, affecting their human rights. Understanding how people's rights are affected by climate change should be taken into consideration when developing ACE activities, so they are sensitive to local contexts and challenges, as well as global ones. Galleries, libraries, archives and museums can also help people understand emerging human rights, such as the right to a healthy environment, and of the emerging rights of nature.

*For more information on human rights in relation to cultural institutions, see [‘Museums and Human Rights: human rights as a basis for public service \(2020\)’](#).*

*For more information on human rights in relation to climate action in museums see [‘Mobilising Museums for Climate Action’](#), sections G, H, I, J.*

*For more information on the right to development (1986) see [‘Frequently Asked Questions on the Right to Development’](#).*

# Action for Climate Empowerment and the Sustainable Development Goals

Agenda 2030 was agreed in 2015 as an ambitious programme to put the world on a path to a sustainable future. The Agenda aims “to free the human race from the tyranny of poverty and want and to heal and secure our planet.” It will run until 2030 and is an invitation to all sectors to collaborate. The Agenda is largely achieved through activity in pursuit of 17 Sustainable Development Goals (with 169 sub-goals called targets).

‘Take urgent action to combat climate change and its impacts’ is the subject of [SDG13](#), but climate change and climate action are related to all 17 SDGs.

Action for the six elements of ACE is closely related to a number of [SDG targets](#). These act as ‘entry points’ that can help achieve all 17 SDGs. Action for the six ACE elements can help people reduce the likelihood of disasters, support healthy lifestyles, manage water efficiently, conserve and restore nature, develop sustainable communities, support the uptake of renewable energy and the development of a green economy, and foster a culture of peace, tolerance and respect for human rights.

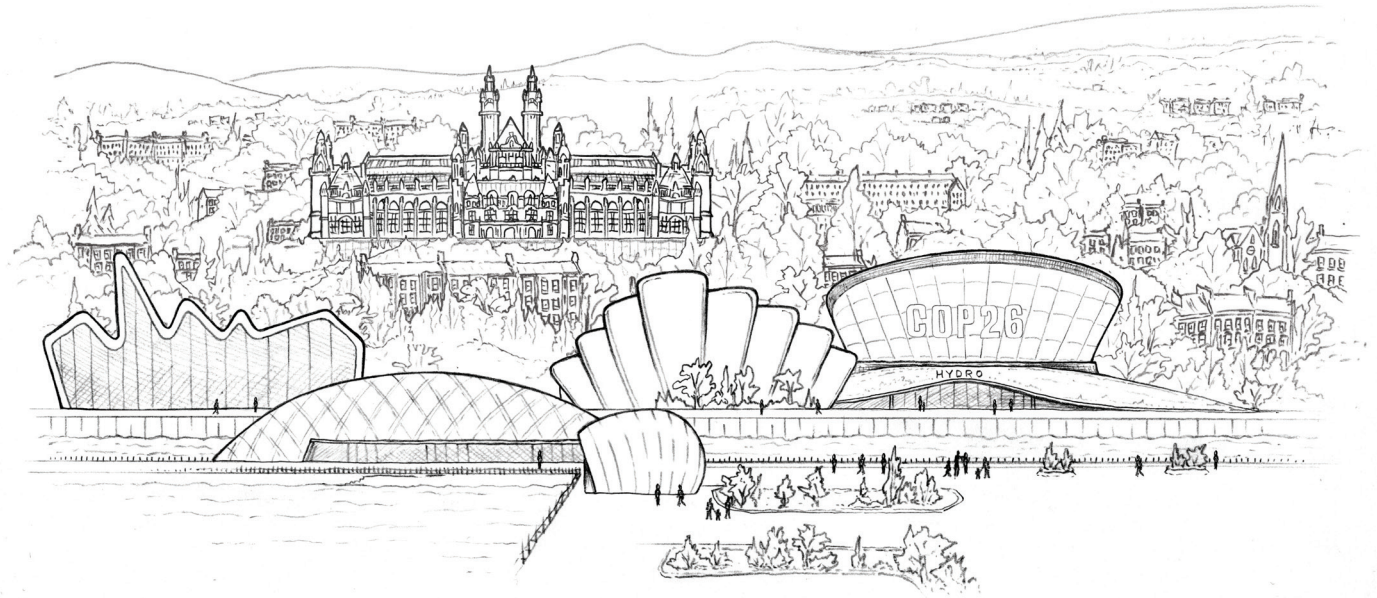
*For more information on how museums and other cultural institutions relate to the SDGs see:*

*[‘Museums and the Sustainable Development Goals, a how-to guide for museums, galleries, the cultural sector and their partners’.](#)*

*[‘Mainstreaming the Sustainable Development Goals, a results framework for galleries, libraries, archives and museums’.](#)*



	Target description	Related ACE elements (1-6)
 <p>TARGET 4.4 INCREASE THE NUMBER OF PEOPLE WITH RELEVANT SKILLS FOR FORMAL OCCUPATION</p>	<p>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>1: Education 2: Training</p>
 <p>TARGET 4.7 EDUCATION FOR SUSTAINABLE DEVELOPMENT AND GLOBAL CITIZENSHIP</p>	<p>4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development...</p>	<p>1: Education 2: Training</p>
 <p>TARGET 10.2 PROMOTE UNIVERSAL SOCIAL, ECONOMIC AND POLITICAL INCLUSION</p>	<p>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>3: Public awareness 4: Public access to information 5: Public participation</p>
 <p>TARGET 12.8 PROMOTE ENVIRONMENTAL UNDERSTANDING OF SUSTAINABLE LIFESTYLES</p>	<p>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>1: Education 2: Training 3: Public awareness 4: Public access to information</p>
 <p>TARGET 13.3 BUILD KNOWLEDGE AND CAPACITY TO MEET CLIMATE CHANGE</p>	<p>13.3 Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning</p>	<p>1: Education 2: Training 3: Public awareness 4: Public access to information</p>
 <p>TARGET 16.7 ENSURE RESPONSIVE, INCLUSIVE AND REPRESENTATIVE DECISION-MAKING</p>	<p>16.7 Ensure responsive, inclusive, participatory and representative decision-making at all levels</p>	<p>5: Public participation 6: International co-operation</p>
 <p>TARGET 16.10 ENSURE PUBLIC ACCESS TO INFORMATION AND PROTECT FUNDAMENTAL FREEDOMS, IN ACCORDANCE WITH NATIONAL LEGISLATION AND INTERNATIONAL AGREEMENTS</p>	<p>16.10 Ensure public access to information and protect fundamental freedoms, in accordance with national legislation and international agreements</p>	<p>3: Public awareness 4: Public access to information 5: Public participation</p>
 <p>TARGET 17.16 ENHANCE THE GLOBAL PARTNERSHIP FOR SUSTAINABLE DEVELOPMENT</p>	<p>17.16 Enhance the Global Partnership for Sustainable Development... to support the achievement of the Sustainable Development Goals in all countries, in particular developing countries</p>	<p>6: International co-operation</p>



# Accelerating ACE: the Glasgow Work Programme on Action for Climate Empowerment, 2021-31

While Action for Climate Empowerment has been central to the UNFCCC since it was first developed, activity to support it has been insufficient, both by governments and in sectors, including the GLAM sector.

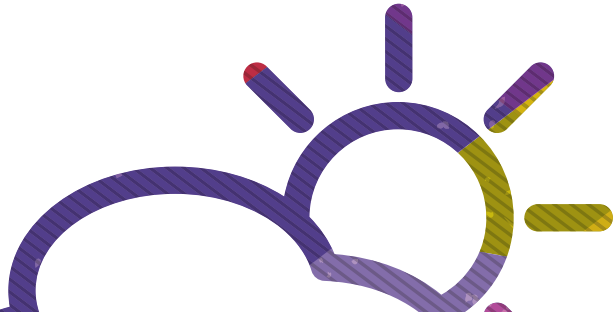
A programme to accelerate support for ACE called the Doha Work Programme ran from 2012-20. Although there was general agreement that it had the right aims and was a useful framework, it did not have as much visibility or support as it deserved.

As the Doha Work Programme was nearing its end, UN Climate Change provided opportunities to discuss a new programme as part of annual ACE Dialogues, as well as in a dedicated workshop in 2018 and a series of informal online workshops in 2020 and 2021, to inform a more effective and ambitious new programme.

**A new programme for ACE was developed, negotiated and adopted at COP26. It is called the [Glasgow Work Programme on Action for Climate Empowerment](#), and it will run until 2031.**

The Work Programme “serves as a flexible framework for country-driven action that addresses the specific needs and circumstances of Parties [countries that have signed up to the UNFCCC and Paris Agreement] and reflects their national priorities and initiatives while building long-term capacity and expertise in developed and developing countries for implementing ACE, including by promoting strong domestic enabling environments.”

The Glasgow Work Programme also provides principles and guidelines that subnational actors can make use of, so including galleries, libraries, archives and museums - and indeed all other stakeholders and sustainable development actors - to accelerate climate action and promote collaboration everywhere.



**The Programme is guided by the following principles (carried-over from its predecessor, the Doha Work Programme):**

1. A country-driven approach
2. Cost-effectiveness
3. Flexibility
4. A gender and intergenerational approach
5. A phased approach that integrates Action for Climate Empowerment into climate change programmes and strategies
6. The promotion of partnerships, networks and synergies
7. An interdisciplinary multi-sectoral, multistakeholder and participatory approach
8. A holistic systematic approach
9. The principles of sustainable development

The Glasgow Work Programme builds on earlier activity and accelerates Action for Climate Empowerment through four action-oriented Priority Areas to support the six ACE elements.

The four Priority Areas have been identified to address gaps and challenges in implementing ACE, and to create opportunities to accelerate its implementation.

- A. Policy coherence
- B. Co-ordinated Action
- C. Tools and support
- D. Monitoring, evaluation and reporting

The new Glasgow Work Programme includes a lot of content from the preceding Doha Work Programme, but is more practical, specific and easy to operationalize, with more specific introduction, and identification of key opportunities to support Action for Climate Empowerment through non-state actors (such as museums, cultural and educational institutions).

The four priority areas are entirely new, and are an important addition. The ways in which GLAM can support the four Priority Areas and six ACE elements are outlined in the following section.



### GLAM perspectives in the development of the Glasgow Work Programme

Museum perspectives were included in the consultations leading up to the formation of the new Glasgow Work Programme from 2017 onwards, most notably in a global stocktake of activity in museums from 2015-19 in 2020 (see 'Further reading' section).

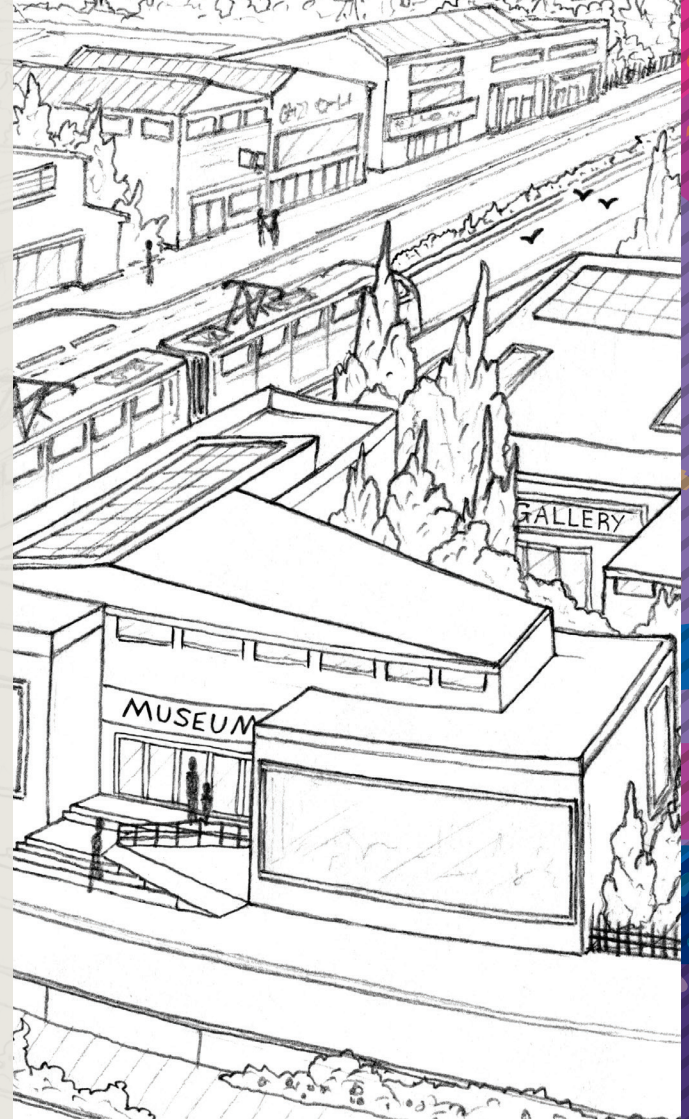
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Museums, educational and cultural institutions were specifically mentioned (alongside a range of other sustainable development actors) in outline documents relating to the new plan, including an ACE Decision that was incorporated into the Work Programme for the Paris Agreement at COP24 in 2018, and in the terms of reference for the development of the new programme.

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Museums, educational and cultural institutions are specifically mentioned in the introduction to the Glasgow Work Programme itself (see 'Who is it aimed at?' section in this guide).

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# GLAM and the Glasgow Work Programme

## How can GLAM – the sector, institutions and workers – support the Glasgow Work Programme on ACE?

The Glasgow Work Programme is directed to countries that are signatories of the UNFCCC and Paris Agreement, but it is also intended to be useful for sectors, so they can develop activity to support it, as a ready-made opportunity and blueprint to play a part in this crucially important agenda.

The Glasgow Work Programme can help GLAM to take climate action in terms of a) supporting mitigation and adaptation in GLAM themselves, b) and also across society, and c) to ensure that all climate action is undertaken in fair and just ways.

## Priority Area A: Policy coherence

**This Priority Area “has the aim of strengthening co-ordination of work under ACE” with other aspects of the Paris Agreement and with other UN Conventions, to strengthen collaboration and to promote efficiency, effectiveness and synergies.**

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### What this means for GLAM:

- Build effective relationships as appropriate with international, national, regional and local agencies and partners to support ACE effectively.
- Connect climate action with other sustainable development agendas, through addressing other relevant conventions and support for Agenda 2030 and the Sustainable Development Goals.
- Ensure education, participation and training policies incorporate activity that supports ACE, so that all people and all workers are empowered to play a part in ACE through developing their knowledge, attitudes and practical skills linked to climate change and climate action.

- Analyse policies and plans to maximize synergies, and eliminate unhelpful trade-offs.
  - Develop plans of activity supporting the six elements of ACE and the four Priority Areas, and that reflect the principles of the Glasgow Programme.
- 

### What the GLAM sector can do:

- Build effective relationships with other sectors, and policy alignment, that can support ACE goals.
- Empower GLAM to understand international agreements and conventions linked to climate action, including the UNFCCC and Paris Agreement, Agenda 2030 and the Sustainable Development Goals, and of the relationship between these and other conventions and agreements such as the Convention on Biological Diversity.
- Provide effective policies, mechanisms and templates that can help embed ACE across the sector, and that reflect the nine principles of the Glasgow Programme.

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**What every GLAM can do:**

- Review existing policies to explore how they support the Glasgow Programme and ACE, and to identify opportunities to better support them.
- Develop institutional policies that incorporate the six ACE elements and four Priority Areas, accompanied by effective plans and supported by appropriate resourcing and staff training, to embed ACE across the institution.
- Develop effective relationships with other stakeholders, and align policies and plans with the Glasgow Programme and ACE elements.

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**What every GLAM worker can do:**

- Question how policies relating to your wider sector and work, and policy developments, can contribute more effectively to ACE and the principles of the Glasgow Programme.
- Ask your employer, peers and sector for support you need in terms of policies and coherent plans that can better support ACE, or through training to help you support the Glasgow Programme and ACE elements.

**Where to start?**

Familiarize yourself with the aims of the Paris Agreement and of other UN agreements, such as the Convention on Biological Diversity, and how climate change relates to human rights.

Explore Agenda 2030 and the Sustainable Development Goals, to understand the description of Our World Today and the vision for a better future included in Agenda 2030, and to help achieve the SDGs through your work.

Review your existing policies, plans, and relationships with other organizations and sectors, to understand which are supporting climate action and which are impeding it.

See *'Mobilising Museums for Climate Action'*.

See *'Museums and the Sustainable Development Goals'*.

See *'Mainstreaming the Sustainable Development Goals in Galleries, Libraries, Archives and Museums'*.

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## Priority Area B: Co-ordinated action

**“This Priority Area has the aim of continuing to build long-term, strategic, operational, multilevel, multistakeholder, intergenerational partnerships that bring together different expertise, resources and knowledge to accelerate ACE implementation.”**

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### What this means for GLAM:

- Promote initiatives across GLAM, for example exhibitions, educational and participatory activities linked to international observance days, international years and decades that connect with the aims of ACE.
- Develop youth forums and other youth-led and -focussed programmes, locally, regionally and nationally, and connect these with international/UN youth forums.
- Collaborate on the development of training and education materials, tools and programmes, internationally, nationally, regionally and locally, and sensitive to local contexts and the needs of minorities.

- Develop assessments of needs for the effective implementation of ACE, both within GLAM and more generally. Use these assessments to provide more effective programmes (such as exhibitions, educational and participatory activities) that support people to participate in ACE, notably social groups who are currently under-served or under-represented.
  - Strengthen co-ordination and cross-sector arrangements, between GLAM, across the GLAM sector, and with other sectors and partners, to share knowledge effectively and build effective collaborations that can support the implementation of ACE.
- 

### What the GLAM sector can do:

- Promote initiatives, partnerships and collaborations across GLAM, such as international observance days, international years and decades related to ACE, that they can incorporate into exhibitions, educational and participatory activities.
- Promote the development and co-ordination of youth forums and other youth-led and youth-focussed programmes by GLAM related to climate empowerment and action.
- Develop training and education materials, tools and programmes for members to take part in.
- Develop information and programmes for other sectors, to help them understand and unlock the

potential of GLAM and the GLAM sector to support relevant initiatives that support ACE.

- Carry out needs assessments across the sector, and support members to carry out needs assessments in their own countries and institutions, to facilitate the development and uptake of ACE activities that reach all parts of society.

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#### What every GLAM can do:

- Take part in broader initiatives, such as international observance days, years and decades, and incorporate them into exhibitions, educational and participatory activities.
- Develop youth forums and other youth-led and youth-focussed programmes, and participate in related partnership activities with other GLAM and other sectors, to support youth climate empowerment and action.
- Develop and share training and education materials, tools and programmes with peers and networks.
- Take part in cross-sector initiatives and work in partnership with other GLAM and other partners.

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#### What every GLAM worker can do:

- Help raise awareness of, support and take part in broader initiatives, such as international observance

days, years and decades, and help empower young people to take climate action and participate in youth forums other youth-led and -focussed programmes.

- Undertake training, and develop and share training and education materials, in your own institution and more widely.
- Take part in cross-sector initiatives to support ACE and to foster collective action rather than institutional action.

#### Where to start?

Familiarize yourself with international dates, years and decades that you could support, and explore related websites and projects that support them. In terms of climate action, key initiatives include:

24 January - International Day of Education

23 March - World Meteorological Day

5 June - World Environment Day

19 August - World Humanitarian Day

13 October - International Day for Disaster Risk Reduction

2021-30 - International Decade of Ecosystem Restoration

2021-30 - International Decade of Ocean Science for Sustainable Development

2021-30 - Decade of Action for the Sustainable Development Goals

## Priority Area C: Tools and Support

**“This priority area is aimed at enhancing access to tools and support for building capacity and raising awareness among Parties, national ACE focal points and non-Party stakeholders with regard to ACE”**

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### What this means for GLAM:

- Create opportunities to share views, good practices and lessons learned on ACE implementation, at international, national, regional and local levels, among GLAM and with other sectors and partners.
- Incorporate ACE activities into GLAM programmes of all kinds, and develop specific programmes, for the public, staff, particular communities, and across the sectors.
- Undertake assessments within and across the GLAM sector and in GLAMs to identify a) capacity gaps, b) evaluate existing and new ACE activities, and c) to align ACE activity with other climate-related activity and other activities.

- Work with other sectors and community-based organizations to design, implement and evaluate ACE activities that support the Glasgow Programme, including workshops and public-facing programmes.
  - Build ACE into long-term plans and strategies, and into cross-sector interactions and plans.
  - Support young people and their organizations to participate in ACE, and promote participation nationally and internationally.
- 

### What the GLAM sector can do:

- International, national and other sector-support bodies can direct funding towards ACE, and/or require that existing funding and reporting accommodates ACE.
- Create opportunities for members to share views, good practices and lessons learned on ACE implementation.
- Sector-support organizations and bodies can raise awareness of multilateral initiatives and programmes that are related to ACE, for example international dates, years and decades, that their members could support through exhibitions, events and educational programmes.



- Undertake, and support members to undertake, assessments to identify capacity gaps, evaluate existing and new ACE activities, and to align ACE activity with other activities.
- Work with other sectors and organizations to design, implement and evaluate ACE activities.
- Create an effective enabling environment by ensuring ACE-related activities are part of long-term plans and strategies, across the sector and for individual GLAM.
- Support international, national and other wider opportunities for young people and their organizations to participate in ACE through GLAM.
- Programme activity that supports international dates, years and decades related to ACE, as part of exhibitions, events, educational and other programmes.
- Undertake assessments of capacity gaps, evaluate ACE activities, and to align ACE with other activities.
- Work with other sectors and organizations, locally and internationally, to design, implement and evaluate ACE activities.
- Ensure ACE is incorporated into long-term plans.
- Support young people and their organizations to take part in ACE, and in wider ACE-related activities and initiatives.
- Empower all members of society to participate in ACE-related activity.

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**What every GLAM can do:**

- Direct resources towards ACE-related activity, in terms of people's time and financial resources.
- Share and learn from others' good practices in ACE and in ACE implementation.
- Empower every worker to take part in broader activity, such as international dates, years and decades related to ACE.

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**What every GLAM worker can do:**

- Share and learn from others' good practices in ACE and in ACE implementation.
- Take part in broader ACE-related activities, such as international dates, years and decades, and provide opportunities for people to take part in them through your work.

- Understand your own and your organization's capacity gaps, evaluate ACE-related activities, and align ACE with your work.
- Work with other people, sectors and organizations to implement and evaluate ACE activities.
- Incorporate ACE into long-term plans you are involved in developing and shaping.
- Support young people and their organizations to take part in ACE, if you have opportunities to do so through your work.
- Ensure that your ACE-related activity can be of interest to and relevant to all members of society, and tailored appropriately to do so.

#### Where to start?

Consider what precise challenges you are trying to address: this knowledge will help you be able to find the most appropriate tools and support.

Familiarize yourself with '[Mobilising Museums for Climate Action](#)', and the tools that it gives context to.

Find existing tools through the [ICCROM 'Our Collections Matter Toolkit'](#).

Consider what precise challenges you are trying to address

## Priority Area D: Monitoring, evaluation and reporting

**“This priority area is aimed at strengthening monitoring, evaluation and reporting of the implementation of all six ACE elements at all levels, according to Parties’ specific priorities, needs and national circumstances.”**

### What this means for GLAM:

- Structure reporting on climate action to include the six ACE elements and the four Priority Areas for ease of data collection and sharing.
- Share information widely and collate it with other GLAM and with other sectors for inclusion in national and sectoral reporting, and to be shared with national ACE focal points and the UNFCCC for inclusion in ACE reports and countries’ national communications on progress with climate action and ACE.
- Share information using a range of methods, tailored to the needs and interest of different audiences and stakeholders.

### What this means for the GLAM sector:

- Support GLAM and GLAM workers to collect and report useful and meaningful information through provision of guidelines and templates, and include reporting for ACE into reporting and funding agreements.
- Collate information from across national and subject-specialist aspects of GLAM, and share it across the sector, with other sectors, and with the UNFCCC Secretariat for inclusion in the annual summary report on progress in implementing activities for ACE under the Glasgow Work Programme.
- Support national GLAM bodies and organizations to collate and share information on ACE implementation for inclusion in countries’ National Communications and in other reports, using the six ACE elements and four Priority Areas of the Glasgow Work Programme as headings.
- Support GLAM to share progress in ACE implementation at a national level across society, with a wide range of stakeholders, for example using websites and social media.
- Provide GLAM and GLAM workers with opportunities to share experiences with one another through events and online, and to collate information to tell stories that are ‘more than the sum of their parts’.

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### What every GLAM can do:

- Build effective monitoring and evaluation mechanisms into policies and plans for ACE-related activity, and undertake monitoring, evaluation and reporting that covers all of progress, successes, challenges, lessons learned and plans for future ACE-related activity.
- Ensure monitoring and evaluation information is reported effectively and is in an appropriate form for sharing with other GLAM, the GLAM sector, and can be made use of in countries' National Communications and in other reports.
- Share information on progress on activities contributing to ACE with a wide range of stakeholders and with other GLAM, to ensure accountability and transparency, build effective relationships and partnerships, and raise ambition within GLAM and across the sector.

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### What every GLAM worker can do:

- Ensure ACE-related activity is monitored, evaluated and reported openly and honestly, including progress, successes, challenges, lessons learned and plans for future ACE-related activity.

- Share information from monitoring and evaluation widely with a wide range of stakeholders and with other GLAM.
- Share information in professional networks through conference presentations, workshops, social media, publications and other means, sharing both successes and challenges, to foster peer-to-peer learning and collaboration.

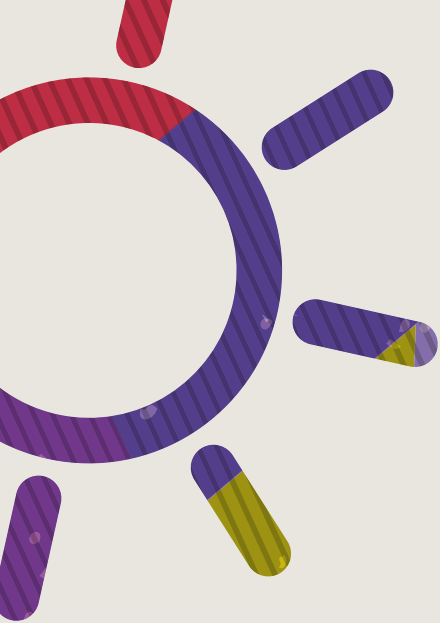
#### Where to start?

Explore how your current monitoring and evaluation is related to the principles, Priority Areas and six elements of the Glasgow Work Programme.

See *'Mobilising Museums for Climate Action'*

See *'Education for Sustainable Development: Learning Objectives' (UNESCO 2017)*

See *'Mainstreaming the Sustainable Development Goals: a results framework for Galleries, Libraries, Archives and Museums'*.



## How can GLAM accelerate action for each of the six ACE elements?

The Glasgow Work Programme on Action for Climate Empowerment also includes suggested activities to accelerate action for each of the six ACE elements for non-Party stakeholders (ie. including GLAM).

The six ACE elements are:

**education,**

**training,**

**public awareness,**

**public access to information,**

**public participation**

**and international co-operation**

Suggested activities for each ACE element are explored in more detail in this section.

These can be considered as scalable, and GLAM can take action to support these activities at all levels, from the individual worker to the whole sector.

## **ACE element 1:**

### Education

“Collaborate on, promote, facilitate, develop and implement formal and non-formal education and training programmes focused on climate change at all levels, targeting the involvement of women and youth in particular, including by organizing exchanges or secondments of personnel to provide training for experts.”

**The UN says:** “Education seeks to achieve profound, long-term changes in understanding, particularly among young people. It involves developing educational curricula, training of trainers and teachers and adequate pedagogies. The results of a successful programme would ultimately be a population whose deep-seated appreciation of the climate challenge leads to greater national action and commitment.”<sup>3</sup>

[ACE Guidelines](#)

#### **What this means for GLAM:**

Education is not restricted to schools, but is lifelong. Incorporate education on climate change in programmes wherever possible, using appropriate pedagogies, such as Education for Sustainable Development and Global Citizenship Education, that connect knowledge with attitudes and skills to address climate change.

#### **Suggested metrics for GLAM:**

Number and proportion of formal (schools, colleges, universities), non-formal (training) and informal (lifelong learning/community learning) education programmes that incorporate climate change and climate action, in terms of developing people’s knowledge, attitudes and practical skills, and that address all of climate mitigation, climate adaptation, and climate justice.

Number of people from different social groups in such programmes, ensuring that particular social groups are not excluded from climate education programme.

Proportion of the population that have relevant knowledge, attitudes and skills relating to climate action, and that address all of climate mitigation, climate adaptation, and climate justice.

(3) 'The UN says' text for the six ACE elements is taken from Action for Climate Empowerment Guidelines, UNESCO and UNFCCC (2016), p.14

## **ACE element 2:**

### **Training**

“Collaborate on, promote, facilitate, develop and implement training programmes focused on climate change for groups with a key role in climate action, such as scientific, technical and managerial personnel, journalists, teachers and community leaders at the international, national, regional, subregional and local level, as appropriate. Technical skills and knowledge are required to adequately address and respond to climate change issues.”



**The UN says:** “Training programmes seek to spread specific practical skills that can have an immediate practical application. Examples include the ability to gather and interpret climate data, conduct inventories of national emissions, and identify climate-friendly technologies. Training is about learning by doing - individuals, communities and organizations can all benefit from ongoing learning.”  
[ACE Guidelines](#)

**What this means for GLAM:**

GLAM should support workers - their own and others - to understand and address climate change through their work. Training and retraining help ensure people can be part of the just transition to a low-carbon economy, protecting their labour rights and ability to earn a living while addressing climate change. Training for young people, students and early-career professionals ensures they start out on a strong footing as workers for climate action. Training and retraining of established professionals and decision-makers ensures they can steer their organizations, standards and practices towards climate action.

**Suggested metrics for GLAM:**

Number and proportion of GLAM workers that have the knowledge, attitudes and skills to contribute to climate action through their own work, in terms of all of climate mitigation, adaptation, and climate justice.

Number and proportion of workers in the local population that have the knowledge, attitudes and skills to contribute to climate action through their own work, in terms of all of climate mitigation, adaptation, and climate justice.

Number of training programmes for young people and emerging professionals, and numbers of people in such programmes, to ensure they enter the workforce with the knowledge, attitudes and skills to contribute to climate action through their own work and in partnership with other workers and other sectors.

## **ACE element 3:** **Public awareness**

“Co-operate in, promote, facilitate, develop and implement public awareness programmes on climate change and its effects at the national and, as appropriate, subregional, regional and international level by, inter alia, encouraging individuals to contribute to and take their own action to address climate change, supporting climate-friendly policies and fostering behavioural change, including through the use of popular media, noting the important role that social media platforms and strategies can play in this context.”

**The UN says:** “Many governments and nongovernmental organizations (NGOs), intergovernmental organizations and UN agencies have already launched major public awareness programmes. But there remains an enormous unmet need for more outreach. Creating a successful outreach programme that truly changes behaviour involves targeted and systematic communications.”  
ACE Guidelines

**What this means for GLAM:**

GLAM can communicate climate impacts on people and nature, and climate action, as part of exhibitions, public events, educational programmes, social media, partnership and outreach activities. Awareness has to not just focus on problems, but raise awareness of sources of information, support, partnerships, and positive steps being taken to address and adapt to climate change. GLAM can raise awareness of climate impacts and climate actions elsewhere in the world. GLAM can also raise awareness of governments’, authorities’ and organizations’ (including their own) commitments and obligations to climate action, ahead of COP conferences and more generally, and at local, regional, national and international levels, to build accountability.

**Suggested metrics for GLAM:**

Number and proportion of exhibitions, educational activities, public programmes, outreach activities and partnership activities that raise awareness a) of climate change and its impacts locally, nationally and internationally; b) of climate action (and inaction) and commitments made by governments and other actors; c) and of how to take personal and collective climate action.

Number and proportion of public awareness activities that are tailored to meet the particular needs of minorities and under-served groups.

Number and proportion of people in the local community reached by GLAM-related public awareness activities, incorporating all of the challenges of climate change, actions to address climate change, and opportunities for people to take part in climate-related activities.

## **ACE element 4:**

### **Public access to information**

“Facilitate public access to data and information by providing information on climate change initiatives, policies and results of actions that enables the public and other stakeholders to understand, address and respond to climate change. This should take into account such factors as quality of Internet access, level of literacy and language differences.”

**The UN says:** “Programmes to engage citizens and CSOs (civil society organizations) in addressing climate change can be improved by ensuring that information is freely available. This is crucial in order to develop and implement effective policies and to engage people actively in implementing these policies. Technologies such as databases and the internet facilitate the provision of climate information, data and statistics to all citizens.”  
[ACE Guidelines](#)

**What this means for GLAM:**

GLAM are knowledge-resources, with vast amounts of information contained in and with collections. They can share this information widely, and also empower people to draw on the huge quantities of information available on the internet, and to share information with one another. Transparent access to information on progress (and inaction) by governments and others to address climate change would help support climate awareness and action. People also need access to information on initiatives they can take part in, on actions they can take, and information on how to take those actions themselves. Information has to be available in a number of formats, to take account of language, cultural differences, and varying levels of access to and use of technology such as the internet.

Suggested metrics for GLAM:
Number and proportion of collections that are publicly available physically and via other means (eg. online) that contribute to climate education, awareness, participation, research and partnership activities.
Number and proportion of collections and collections information that are included in online aggregators such as GBIF.
Number and proportion of initiatives that aim to provide public access to information relating to a) climate change and its impacts locally, nationally and internationally; b) climate action (and inaction) and commitments made by governments and other actors; c) how to take personal and collective climate action.
Number and proportion of such initiatives that are available in different formats, so they are accessible to social and cultural groups, and recognising different levels of internet access and use of the internet.

## **ACE element 5:** Public participation

“Promote public participation in addressing climate change and its effects and in developing adequate responses by facilitating feedback, debate and partnership in relation to climate change activities and relevant governance, noting the important role that social media platforms and strategies can play in this context.”

**The UN says:** “By ensuring that people can participate effectively in climate change decision-making and implement climate mitigation and adaptation activities, governments should seek to integrate civil society perspectives and mobilize the general public. In some places, this will prompt profound changes to how political leaders and civil servants are accustomed to working and encourage people to be more attentive to policy-making.”  
**ACE Guidelines**

**What this means for GLAM:**

Public participation goes beyond people consuming information or activities produced by GLAM. GLAM can create opportunities for different sectors, different stakeholders, and the public to interact. This can help develop, shape and deliver more effective policies and related actions. Empowering people to contribute to the development of their community and its transformation is a human right.

**Suggested metrics for GLAM:**

Number and proportion of participatory activities for people to contribute to climate change decision-making and policy development.

Number and proportion of climate change policies and plans developed locally, nationally and internationally that GLAM have supported people to be informed of and to contribute towards.

Number of people, and proportion of the community, that have contributed to local, national and international climate change decision-making and policy development through GLAM.

Number and proportion of local, national and international climate change policies and plans that incorporate the perspectives of a wide range of stakeholders, notably minorities and under-served groups, facilitated by GLAM.

## **ACE element 6:** **International co-operation**

“Promote subregional, regional and international co-operation in undertaking activities within the framework of the Glasgow work programme, which has the potential to enhance the collective ability of Parties to implement the Convention and the Paris Agreement. Intergovernmental organizations and NGOs can also contribute to its implementation. Such co-operation can further enhance synergies of action under different conventions and improve the effectiveness of all sustainable development efforts.”



**The UN says:** “International cooperation and exchange can play a major role in strengthening ACE efforts. Many governments and relevant stakeholders need access to expertise and financial and technical resources so they can develop their own climate change programmes. All countries can benefit from sharing success stories, exchanging personnel and strengthening institutional capacity.”

[ACE Guidelines](#)

**What this means for GLAM:**

GLAM can support and promote international co-operation, between GLAM, different sectors, communities, and staff in different countries, to develop joint programmes and create synergies. International co-operation is important for addressing the imbalance between Global North and Global South countries.

**Suggested metrics for GLAM:**

Number and proportion of activities related to climate change and climate action that incorporate international perspectives such as climate impacts in different countries, international agreements, action plans, commitments made by governments and their impact on other countries, and success stories in ACE implementation.

Number and proportion of activities related to climate change and climate action that involve people in other countries, whether staff or community members, and that share stories on climate impacts and successes in implementing climate action, and foster collaboration.

Number of external activities, notably in other countries, that GLAM have directly provided with resources, whether staff time or expertise, sharing of knowledge resources, or financial and/or technical resources, in support of climate empowerment and action in those places and countries.

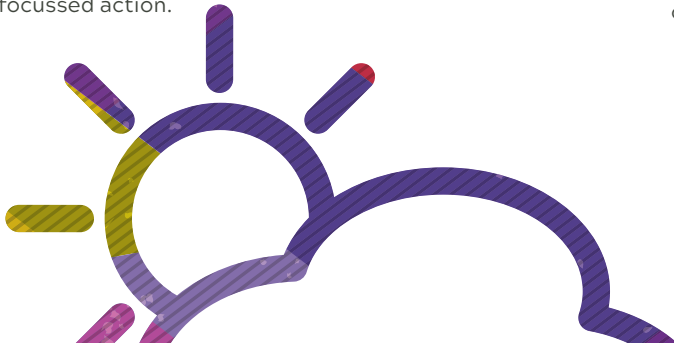
## How are international agreements brought to life?

**Climate change is increasingly ever-present in the news, at least in some countries. It is particularly big news at the time of COP, usually in November each year. However, it would be a mistake to think that all important climate change decisions are made at COP**

In fact, the call for climate action has to become so overwhelming in society that governments, notably those in wealthy Global North countries, can no longer resist the public demands for action. The call for climate action is not only a call to governments, although they certainly have an important part to play. Climate action has to become part of our everyday lives, in terms of the ways we live, shop, make decisions, travel, holiday. We need to stand up for those who cannot stand up for themselves, or who struggle to be heard. We need to educate and inform ourselves, collaborate and turn concerns into focussed action.

So what does this mean for the Glasgow Work Programme on Action for Climate Empowerment, and for galleries, libraries, archives and museums? It could mean that they don't wait to be asked to play their part, that they listen to the calls across society for climate action and recognize the important part they have to play in climate action, asking themselves what opportunities they have to support the Programme's aims, and directing themselves to the achievement of the new Programme.

Supporting Action for Climate Empowerment doesn't mean more than GLAM fulfilling their rights-based obligations to society, to support people - everywhere and everyone - through the six ACE elements of education, training, public awareness, public access to information, public participation, partnerships and co-operation. The more that people have opportunities to claim these basic rights through their public institutions, the more chance we have of meeting the enormous challenges of climate change.





*climate action has to become  
part of our everyday lives*



**Further reading and  
sources of information**

## The Museums for Climate Action project

The [Museums for Climate Action](#) project was developed as the AHRC Heritage Priority Area contribution to COP26, with an international design and ideas competition in 2020 resulting in [an exhibition at Glasgow Science Centre](#) before and during COP26. The project was co-led by Prof. Rodney Harrison (UCL) and Colin Sterling (University of Amsterdam), working with Henry McGhie and Glasgow Science Centre. The project developed the following resources:

The [website](#) includes broader ways of considering the roles and responsibilities of museums in the context of climate change, and includes [a range of inspirational concepts](#) to help resource society and the cultural sector beyond COP26, as well as links to organizations and networks, and other resources to support climate action.

The project also produced an [open-access book](#), [Reimagining Museums for Climate Action](#) (edited by Rodney Harrison and Colin Sterling), as an extended catalogue of the exhibition.

The [‘Mobilising Museums for Climate Action’ toolbox](#) is aimed at practitioners everywhere, including many tools, frameworks and opportunities for museums to understand, plan, deliver and communicate climate action. This is available as both a PDF and an online version.

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## Education and Training

[UNFCCC education and training good practices](#)

See the [‘Mobilising Museums for Climate Action’ toolbox](#) for lists of further resources.

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## Public awareness, access to information and public participation

[McGhie, H. A. \(2021\). Submission on the rights to freedom of peaceful assembly and of association to advance climate justice, from the perspective of museums.](#)

See [UNICEF's series of 'tip sheets' on youth and adolescent engagement and participation](#) in conferences, advocacy events, campaigns, policy dialogues, public speaking and interviews, audio recordings and video productions, document reviews, networking, online engagement, and in youth advisory groups.

[UNFCCC public awareness, access to information and public participation good practices.](#)

[Climate Outreach resources on public awareness and participation.](#)

[Council of Europe \(2008\). CLEAR A self-assessment tool for citizen participation at the local level.](#)

[Involve and the National Consumer Council \(2008\). Deliberative Public Engagement: Nine Principles.](#)

[The Wild Center \(Adirondacks, New York State\) provides a freely available toolkit and guidance on how to organize Youth Climate Summits.](#)

See the ['Mobilising Museums for Climate Action' toolbox](#) for lists of further resources.

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## Climate action in galleries, libraries, archives and museums

If you are looking for tools to address particular Sustainable Development Goals and targets, many of which relate to climate action, see the [Our Collections Matter Toolkit](#), from ICCROM.

[ICOMOS Climate Change and Cultural Heritage Working Group \(2019\). The Future of Our Pasts: engaging cultural heritage in climate action. ICOMOS.](#)

[McGhie, H. A. \(2020\). The Sustainable Development Goals: Helping Transform our World Through Museums. ICOM Voices, 21 January 2020.](#)

[Museums and Climate Change Network](#) has many examples of museums taking climate action through exhibitions and events.

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## UNFCCC and Paris Agreement, and in relation to museums

If you are interested in how museums (and similar institutions) relate to the Framework Convention on Climate Change and Paris Agreement, see [McGhie, H. A. \(2019\). Evolving Climate Change Policy and Museums. Museum Management and Curatorship 35\(6\): 53-662](#)

[UNFCCC, negotiations on Action for Climate Empowerment](#)

[UNFCCC. The Paris Agreement.](#)

[UNFCCC \(2018a\). Decision 17/CMA.1 \[‘the ACE Decision’\], Ways of enhancing the implementation of education, training, public awareness, public participation and public access to information so as to enhance actions under the Paris Agreement. P.15 in Report of the Conference of the Parties serving as the meeting of the Parties to the Paris Agreement on the third part of its first session, Addendum Part two.](#)

[UNFCCC \(2018b\). Action for Climate Empowerment Workshop, SB48, UN Climate Change conference, Bonn](#)

[UNFCCC \(2018c\). Action for Climate Empowerment Workshop Outcomes, SB48, UN Climate Change conference, Bonn](#)

[UNFCCC \(2019\). Terms of Reference for the Review of the Doha Work Programme on Article 6 of the Convention](#)

[UNFCCC \(2020a\). Status of Ratification of the Convention](#)

[UNFCCC \(2020b\). Progress and Effectiveness, as well as Emerging Gaps, Needs and Recommendations, in relation to the Doha work programme and Action for Climate Empowerment: Synthesis report by the secretariat.” SBI. Fifty-second session, Bonn](#)

[UNFCCC \(2020c\). Options and Ways for Future Work to Enhance the Implementation of Article 6 of the Convention and Article 12 of the Paris Agreement, following the review of the Doha work programme: Note by the secretariat. SBI. Fifty-second session, Bonn](#)

[United Nations General Assembly \(1988\). Protection of Global Climate for Present and Future Generations of Mankind \(A/RES/43/53\)](#)

[United Nations \(1992\). Framework Convention on Climate Change](#)

[United Nations \(2012\). Doha Work Programme on Article 6 of the Convention](#)

[United Nations n.d. Decade of Action: Ten Years to Transform Our World](#)

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## Museum-related contributions to the Doha Review and development of the Glasgow Work Programme on ACE

[McGhie, H. A., and J. Sadler \(2017\). Manchester Museum and Manchester Climate Change Agency Present at the United Nations.](#)

McGhie, H. A. and E. Koster (2018). Presentations at a mandated ACE Workshop, SB48, UN Climate Change Conference, Bonn.

[McGhie, H. A. \(2019\). Museums and the Doha Work Programme. Presentation at SB50, UN Climate Change Conference, Bonn, June 2019](#)

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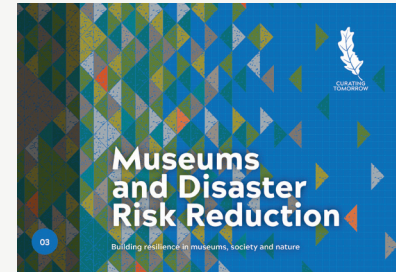
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