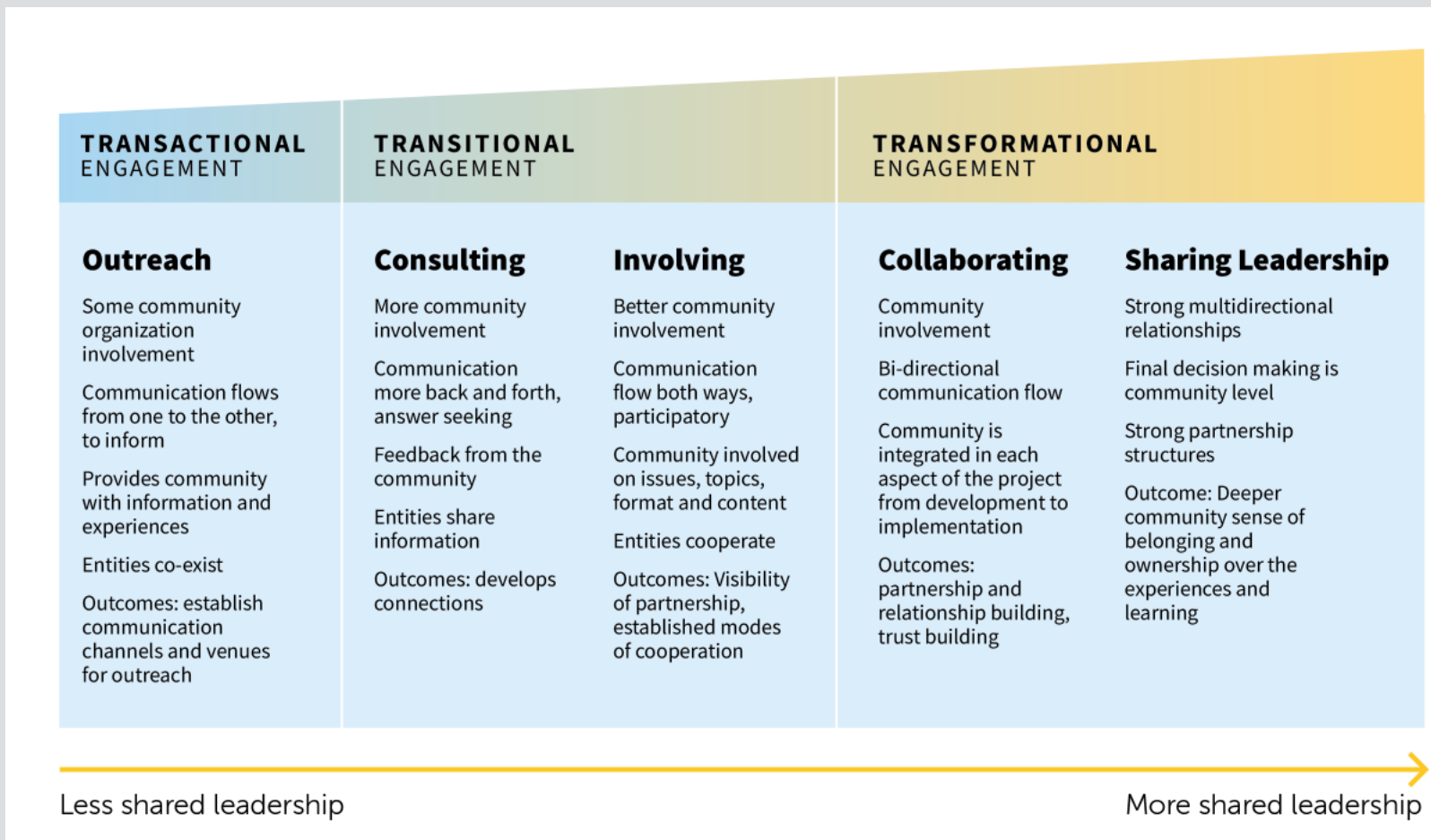# Voces de esperanza (Voices of Hope)

Broadening participation in **climate conversations** by centering a culturally and linguistically specific community

Project Partners

AB CULTURAL DRIVERS

ADELANTE MUJERES

OMSI
Oregon Museum of Science and Industry

Project Goals

- Broaden participation in climate conversations and action through content and exhibit design strategies for Latine(x/o) audiences
- Ensure Latine(x/o) community voices are central and community members act as co-creators throughout the process using a community-based participatory, culturally and linguistically-specific (Spanish/English) approach
- Co-lead by Oregon Museum of Science and Industry (OMSI), AB Cultural Drivers (ABCD) and the Colaborativo Comunitario (Colaborativo), a group of Latine audience members engaged through Adelante Mujeres

Audience

Focus Audience: Latine youth grades 6+ and their families

Public Audience: *Cautious*, *Concerned*, and *Alarmed* segments of the Yale Program for Climate Change Communication's Six Americas (climatecommunication.yale.edu)

Activities

- Iterative development of bilingual (Spanish and English) exhibit experiences
- Community-centered collaboration, co-development, co-evaluation, and co-learning practices
- Documentation and continual reflection on project practices
- Exhibit content and design framework for building awareness and skills regarding climate conversations among visitors

Exhibit prototype of the "Would You Rather…" conversation game

Project reports and resources available January 2026
https://omsi.edu/for-museum-professionals/voces/

Participatory collaboration practices

Through our partner, Adelante Mujeres, a community-based organization located in Forest Grove, Oregon, the project engaged Latine(x/o) audiences in co-creation of exhibit experiences and evaluation. As such, the Colaborativo was led by participants from Adelante Mujeres' leadership and climate action programs. Grounded in community-based participation led by the Colaborativo, activities included co-planning, implementation, decision-making, and interpretation of evaluation activities.

We aimed for belonging, shared leadership, full influence, and co-learning through popular education methods.

NISE Network community engagement spectrum
(Jackson, Nguyen, and Nuñez, 2022)

Theory of Action

- Project team members learn together about co-leading and co-creating through continuous improvement of practices.
- If there are ways to improve practices often (continuous improvement), then most of the team members will feel they belong and can contribute, co-lead, and influence the project.

Meet the Colaborativo

From left to right: Claudia, Alili, Martha, Maria Elena, Nelda (project Co-PI), Juan, Mauricio (not in frame)

Team members at Family Science Night, Nov. 12, 2024

Proposed project practices framework based on data from March – Dec. 2024

Inspired by material about fostering a "we culture" in Leading in a Multicultural Age (Bordas, 2012), we constructed an outline of the project journey, year by year. Our intention was to add major milestones as each year passed. Due to premature termination, we were able to complete only the first year of the journey.

2024 I to We: Fostering collective identity	2025 Mi casa es su casa: A spirit of generosity	2026 Working for the common good	2027 Gratitude and making the commitment

Each year, we would also document practices and practice outcomes during that year. The examples below reflect data collected during the project.

2024 Broadening participation in climate conversations			
Practice outcomes	Practice outputs	Practice responsiveness	Opportunities for added practice responsiveness
Sense of belonging	Community agreements	Support with logistics and materials for data collection	Register of improvements for activities at OMSI
Leadership	Co-facilitating, presenting at the sessions	Reflecting and seeking times for co-leading sessions	Foster more opportunities to engage the community
Influence	Staffing with Latine/ bilingual team members	Include recommendations in prototype iteration	Planning sessions and activities with better time management
Popular education	A session dedicated to popular education approach	Intentions to use as a formative evaluation approach	More opportunities to practice, engage in this approach
Unanticipated			

Presenters

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References
Bordas, J. (2012). Salsa, soul and spirit: Leadership for a multicultural age: [new approaches to leadership from Latino, Black, and American Indian Communities] (2nd ed.). Berrett-Koehler Publishers.

Jackson, A., Nguyen,C., and Nuñez, V. (2022). Diversity, Equity, Access, and Inclusion Booklet: Tools for Engaging Communities and Incorporating DEAI Practices into Informal STEM Projects. Ithaca, NY: Sciencenter.