

FORMAT		
1. Name of resource	Global Citizenship Education Clearing House	
2. Location	https://www.gcedclearinghouse.org/	
3. Alternative location		
4. Author[s]	UNESCO	
5. Publisher/producer/host	UNESCO	
6. Year		
7. Suggested citation	UNESCO, Global Citizenship Education Clearing House, available at https://www.gcedclearinghouse.org/	
8. Languages in which available	English, Arabic, Chinese, French, Russian, Spanish, Korean	
9. Geographic area resource relates to	Global	
10. Does the resource relate to a specific time frame?	2015-30	
11. Type	Report	Yes
	Toolkit/Framework/Roadmap	Yes
	Sign-post to other resource (database)	Yes
	Case studies	Yes
	Other	Yes (links to training and events)
12. If this is part of an initiative, what is the initiative?		
COLLECTIONS AND COLLECTIONS-BASED INSTITUTIONS		
13. Explicit links to collections	No	
14. Explicit links to museums/libraries/archives	No	
15. Types of institutions the resource covers	Museums	X
	Archives	X
	Libraries	X
	Other	X
16. Does the resource relate to specific disciplines?	Arts, humanities and social sciences: philosophy, psychology, religion, social sciences, law, politics, language, arts and recreation, architecture, literature, history, geography and ethnology,	X

	anthropology, archaeology	
	Science, natural history, technology, medicine, engineering, manufacturing	X
17. If no explicit links to collections, justification for inclusion	The resource can help collecting institutions direct programmes using collections towards Global Citizenship Education, and empower staff to participate in Global Citizenship Education.	
HOW IT CONTRIBUTES TO SUSTAINABLE DEVELOPMENT		
18. Collections-related activities the resource relates to (mark all that apply)		
Develop collections to protect and safeguard wider cultural and natural heritage more effectively , for example by targeting collecting to threatened forms of heritage in strategic ways		
Use collections to promote learning and educational opportunities that contribute to sustainable development more effectively , for example education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development and/or skills development relating to collections	X	
Use collections to promote cultural participation/social inclusion more effectively , for example by reducing barriers to participation, to ensure no-one is 'left behind'		
Use collections to promote sustainable tourism more effectively , for example by developing new products based on local cultural heritage, and/or considering the rights of stakeholder groups in relation to collections		
Use collections to support research that contributes to sustainable development (including all forms of personal and self-directed research at all levels that make use of stored collections) more effectively, for example by providing effective facilities, collections and information to meet researchers' needs		
Make decisions around collections that contribute to sustainable development more effectively		
i. employment (recruiting, staff training, staff safety)		
ii. energy consumption, greenhouse gas emissions, reduction, monitoring and reporting		
iii. waste management and reduction of waste		
iv. transport (forms of transport, energy use)		
v. commercial activities including copyright and IP		
vi. governance and management		
vii. security, disaster preparedness and risk reduction		
Direct external leadership, partnerships and collaborations towards sustainable development more effectively , for example		

by developing impactful partnerships	
19. Does the resource relate clearly to any international conventions (mark all that apply)?	
Culture conventions:	
1952, 71 Protection of Copyright and Neighbouring Rights	
1954 Protection of Cultural Property in the Event of Armed Conflict	
1970 Fighting Against the Illicit Trafficking of Cultural Property	
1972 Protection of the World Cultural and Natural Heritage	
2001 Protection of the Underwater Cultural Heritage	
2003 Safeguarding of the Intangible Cultural Heritage	
2005 Protection and Promotion of the Diversity of Cultural Expressions	
Rio Conventions:	
Convention on Biological Diversity (CBD), Convention to Combat Desertification (UNCCD), Framework Convention on Climate Change (UNFCCC)	
AIMS AND CONTENT	
20. What issues does the resource aim to address?	<p>What is the GCED Clearinghouse? The GCED Clearinghouse is a global database on GCED [Global Citizenship Education] jointly set up by UNESCO and APCEIU to facilitate information sharing and enhance knowledge and understanding of GCED.</p> <p>Global Citizenship Education (GCED) aims to equip learners of all ages with those values, knowledge and skills that are based on and instil respect for human rights, social justice, diversity, gender equality and environmental sustainability and that empower learners to be responsible global citizens. GCED gives learners the competencies and opportunities to realise their rights and obligations to promote a better world and future for all. Grounded in a lifelong learning perspective, it targets all learners of all ages – children, youth and adults. GCED can be delivered in all modes and venues, including formal, non-formal and informal education. In most countries, the formal education system will be the main mode of delivery of GCED. This will require the integration of GCED in education systems, either as a stand-alone subject, a component of existing programmes and/or the ethos of a learning environment and system.</p> <p>For more information https://en.unesco.org/themes/gced https://fr.unesco.org/themes/ecm/ http://gced.unescoapceiu.org</p>

21. Intended audience of resource	Policymakers, education ministry officials, curriculum developers, researchers, educators, parents, learners as well as the general public.
22. Process of development	Developed by UNESCO and APCEIU
23. Organisation/structure/contents	<p>What can I find at the GCED Clearinghouse? Policies, good practices, teaching and learning materials, journal articles and other resources on GCED from all over the world.</p> <p>The site is organized by:</p> <ul style="list-style-type: none"> • About • Resources • Events • News • Useful links • Contacts <p>Resources include:</p> <ul style="list-style-type: none"> • Advocacy materials • Audio-visual materials • Case-studies and research papers • Conference reports and proceedings • Curricula • Declarations, statements and normative instruments • Journal articles • Literature reviews • Policy and strategy materials • Posters, infographics, flyers • Programme reports and evaluations • Teaching and learning materials • Toolkits and practical guides • Statistics • Other
FRAMEWORKS	
24. Framework structure	n/a
25. Relevant policy considerations	n/a
26. Resources for implementation identified	n/a
27. Specific assessment	n/a

points/indicators/milestones/action plan for monitoring	
28. ASPECTS OF SUSTAINABILITY COVERED BY RESOURCE (mark all that apply)	
People (social sustainability)	X
Planet (environmental sustainability)	
Prosperity (economic sustainability)	
Peace	
Partnerships	
29. CROSS-CUTTING CONSIDERATIONS COVERED BY RESOURCE (mark all that apply)	
Gender perspectives	X
North and South perspectives	X
HOW THE RESOURCE CONTRIBUTES TO AGENDA 2030 AND THE SDGs	
HOW AGENDA 2030 AND THE SDGs FEATURE IN THE RESOURCE	
30. SDGs and Agenda 2030 specifically mentioned?	Yes
31. SDGs specifically mentioned?	Yes
32. SDG targets specifically mentioned?	Yes
33. SDG indicators specifically mentioned?	No
SDGs AND SDG TARGETS AND LINKAGES	
34. Comments on SDG linkages	Education is crucial to the achievement of Agenda 2030 and of all of the SDGs. The resource is most strongly linked to SDG 4.7 (education for sustainable development), and SDG 12.8 (education to live in harmony with nature) and SDG 13.3 (which includes education to address climate change). It should be emphasized that education for GCED supports all of the SDGs and targets. Individual resources listed within the database will support additional SDGs and targets.
35. SDGs and SDG targets the resource helps advance	
SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all 4.7 By 2030, ensure that all	Numbers of people in each type of programme drawing on collections from different demographic groups. Increases in numbers of people in each type of programme from different demographic groups.

<p>learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development</p>	<p>Proportion of people involved in such programmes in relation to overall audience size.</p> <p>Evidence that learners have acquired knowledge and skills to promote sustainable development.</p>				
<p>SDG 12 Ensure sustainable consumption and production patterns 12.8 By 2030, ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature</p>	<p>12.8.1 Extent to which (i) global citizenship education and (ii) education for sustainable development (including climate change education) are mainstreamed in (a) national education policies; (b) curricula; (c) teacher education; and (d) student assessment</p> <p>Extent to which global citizenship education and education for sustainable development (including climate change education) are mainstreamed in formal, informal and non-formal education programmes and activities drawing on and related to collections.</p>				
<p>SDG 13. Take urgent action to combat climate change and its impacts 13.3 Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning</p>	<p>Plans in place to enhance positive contributions to addressing climate change through use of collections. Plans in place to ensure collections, collections institutions and broader society can adapt effectively to climate change.</p> <p>Plans in place for effective education and awareness raising on climate change mitigation, adaptation, impact reduction and early warning.</p> <p>Plans in place to reduce negative contributions of collections-related functions, e.g. measuring greenhouse emissions with plans and targets in place to reduce them.</p>				
1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	