

<b>FORMAT</b>		
<b>1. Name of resource</b>	<b>Schools in Action: Global Citizens for Sustainable Development</b>	
2. Location	<a href="https://unesdoc.unesco.org/ark:/48223/pf0000246888">https://unesdoc.unesco.org/ark:/48223/pf0000246888</a> (guide for teachers)  <a href="https://unesdoc.unesco.org/ark:/48223/pf0000246352">https://unesdoc.unesco.org/ark:/48223/pf0000246352</a> (guide for students)	
3. Alternative location	<a href="https://gcedclearinghouse.org/resources/schools-action-global-citizens-sustainable-development-guide-teachers">https://gcedclearinghouse.org/resources/schools-action-global-citizens-sustainable-development-guide-teachers</a> <a href="https://gcedclearinghouse.org/resources/schools-action-global-citizens-sustainable-development-guide-students">https://gcedclearinghouse.org/resources/schools-action-global-citizens-sustainable-development-guide-students</a>	
4. Author[s]	UNESCO	
5. Publisher/producer/host	UNESCO	
6. Year	2016	
7. Suggested citation	UNESCO (2016). Schools in Action: Global Citizens for Sustainable Development. UNESCO, Paris	
8. Languages in which available	English, Arabic, French, Spanish	
9. Geographic area resource relates to	Global	
10. Does the resource relate to a specific time frame?	2015-30	
<b>11. Type</b>	Report	Yes
	Toolkit/Framework/Roadmap	Yes
	Sign-post to other resource (database)	Yes
	Case studies	Yes
	Other	
12. If this is part of an initiative, what is the initiative?	This initiative consists of two parts:  Global Citizens for Sustainable Development: A guide for Students (ISBN 978-92-3-100179-6)  Global Citizens for Sustainable Development: A guide for Teachers (ISBN 978-92-3-100180-2)	
<b>COLLECTIONS AND COLLECTIONS-BASED INSTITUTIONS</b>		
13. Explicit links to collections	No	
14. Explicit links to museums/libraries/archives	No	
<b>15. Types of institutions</b>	<b>Museums</b>	X

the resource covers	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, anthropology, archaeology	X
	Science, natural history, technology, medicine, engineering, manufacturing	X
17. If no explicit links to collections, justification for inclusion	The two guides can be used by collecting institutions to develop their programmes linked to Global Citizenship Education, and Education for Sustainable Development	
<b>HOW IT CONTRIBUTES TO SUSTAINABLE DEVELOPMENT</b>		
<b>18. Collections-related activities the resource relates to (mark all that apply)</b>		
Develop collections to protect and safeguard wider cultural and natural heritage more effectively, for example by targeting collecting to threatened forms of heritage in strategic ways		
Use collections to promote learning and educational opportunities that contribute to sustainable development more effectively, for example education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development and/or skills development relating to collections		X
Use collections to promote cultural participation/social inclusion more effectively, for example by reducing barriers to participation, to ensure no-one is 'left behind'		X
Use collections to promote sustainable tourism more effectively, for example by developing new products based on local cultural heritage, and/or considering the rights of stakeholder groups in relation to collections		
Use collections to support research that contributes to sustainable development (including all forms of personal and self-directed research at all levels that make use of stored collections) more effectively, for example by providing effective facilities, collections and information to meet researchers' needs		
Make decisions around collections that contribute to sustainable development more effectively		
i. employment (recruiting, staff training, staff safety)		

ii.	energy consumption, greenhouse gas emissions, reduction, monitoring and reporting	
iii.	waste management and reduction of waste	
iv.	transport (forms of transport, energy use)	
v.	commercial activities including copyright and IP	
vi.	governance and management	
vii.	security, disaster preparedness and risk reduction	
<b>Direct external leadership, partnerships and collaborations towards sustainable development more effectively</b> , for example by developing impactful partnerships		
<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)		
<b>AIMS AND CONTENT</b>		
<b>20. What issues does the resource aim to address?</b>	<p><b>“We are living in a complex, interconnected and interdependent world. The dramatic global challenges that our planet and societies are facing affect all of us. They include conflicts, terrorism, poverty, climate change, environmental degradation and equitable management of natural resources.</b></p> <p><b>In order to engage with 21st century problems and find solutions to tackle them locally and globally, learners need to be equipped with the relevant skills, knowledge, attitudes and values. It is critical for them to understand themselves and their connections with others, as well as realize their individual and collective impacts on the world around them.</b></p> <p><b>Teachers have enormous potential to bring about change in society. They affect the lives of their students, they help shape worldviews and attitudes, they nurture potentials and skills. Well-trained teachers can empower learners to become global citizens and sustainable development</b></p>	

	<p>actors who will help secure a more just, peaceful, tolerant, inclusive and sustainable world.</p> <p><b>The Global Citizens for Sustainable Development Teachers' guide aims to introduce teachers to Global Citizenship Education (GCED) and Education for Sustainable Development (ESD). It provides secondary school teachers with ideas and activities to help students become global citizens and sustainable development actors." (p.5 of Teacher Guide)</b></p> <p><b>"The UNESCO Associated Schools Project Network (ASPnet) in Action: Global Citizens for Sustainable Development student guide aims to introduce secondary school students to Global Citizenship Education (GCED) and Education for Sustainable Development (ESD) and provide them with ideas and activities to contribute proactively to a more peaceful and sustainable world." (p.5 of Student Guide)</b></p>
21. Intended audience of resource	Teachers (notably secondary school teachers) and students
22. Process of development	The guide draws on the discussions and activities of almost 1,100 participants from 104 countries, including ASPnet National Coordinators, school principals, teachers, students and experts who contributed to the ASPnet Online Collaborative Platform: Global Citizens Connected for Sustainable Development in 2014 and 2015 [ <a href="http://en.unesco.org/aspnet/globalcitizens">http://en.unesco.org/aspnet/globalcitizens</a> ].
23. Organisation/structure/contents	<p>Teacher Guide:</p> <p>Introducing the Teachers' Guide</p> <p>Understanding global citizenship and sustainable development</p> <ol style="list-style-type: none"> <li>1. Introducing the Teachers' guide</li> <li>2. Understanding global citizenship and sustainable development</li> <li>3. Global Citizenship Education and Education for Sustainable Development: two approaches to transformative education</li> <li>4. Teaching Global Citizenship Education and Education for Sustainable Development <ul style="list-style-type: none"> <li>-Adoption of values and attitudes relevant to addressing global challenges</li> <li>-Skills for collaboration, communication and critical thinking</li> </ul> </li> <li>5. Engaging with the whole-school community <ul style="list-style-type: none"> <li>-Key actors engaged in successful activities</li> <li>-Selected good practice examples from ASPnet schools</li> </ul> </li> </ol>

	<p>6. Resources</p> <p>Student guide:</p> <ol style="list-style-type: none"> <li>1. Introducing the student guide</li> <li>2. Understanding global citizenship and sustainable development</li> <li>3. Promoting Global Citizenship Education and Education for Sustainable Development <ul style="list-style-type: none"> <li>- Becoming a global citizen</li> <li>- Becoming a sustainable development actor-</li> </ul> </li> <li>4. Cultivating a shared future: how to take action <ul style="list-style-type: none"> <li>- Myself</li> <li>- In my home</li> <li>- In my school</li> <li>- In my community</li> <li>- In my country</li> <li>- In my world</li> </ul> </li> <li>5. ASPnet students in action – examples from across the world</li> <li>6. Learn more</li> </ol>
<b>FRAMEWORKS</b>	
<p>24. Framework structure</p>	<p>The “COMMON VISION OF GCED AND ESD: empower learners of all ages to become proactive contributors to a more just, peaceful, tolerant, inclusive and sustainable world”</p> <p>It uses a</p> <ol style="list-style-type: none"> <li>1. Holistic pedagogy: learning contents/outcomes but also learning process and environment</li> <li>2. Transformative purpose: emphasis on action, change and transformation</li> <li>3. Acquisition of wider skills acquisition of values, attitudes skills for collaboration, communication and critical thinking (p.11 of Teacher Guide)</li> </ol> <p>The Framework itself is structured as follows:</p> <ol style="list-style-type: none"> <li>1. ADOPTION OF VALUES AND ATTITUDES RELEVANT TO ADDRESSING GLOBAL CHALLENGES</li> <li>2. SKILLS FOR COLLABORATION, COMMUNICATION AND CRITICAL THINKING <ol style="list-style-type: none"> <li>2.1 Critical thinking</li> <li>2.2 Reflection</li> <li>2.3 Dialogue</li> <li>2.4 Participate, collaborate and co-operate</li> <li>2.5 Problem-solving</li> </ol> </li> </ol>

	2.6 Creativity  Suggested activities, learning outcomes and questions are suggested for each element.
25. Relevant policy considerations	Yes
26. Resources for implementation identified	Yes
27. Specific assessment points/indicators/milestones/action plan for monitoring	Yes
<b>28. ASPECTS OF SUSTAINABILITY COVERED BY RESOURCE (mark all that apply)</b>	
People (social sustainability)	X
Planet (environmental sustainability)	
Prosperity (economic sustainability)	
Peace	X
Partnerships	
<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?	Yes
31. SDGs specifically mentioned?	Yes
32. SDG targets specifically mentioned?	Yes
33. SDG indicators specifically mentioned?	No
<b>SDGs AND SDG TARGETS AND LINKAGES</b>	
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), SDG 12.8 (education to live in harmony with nature) and SDG 13.3 (education around climate change). It should be emphasized that education for GCED and ESD supports all

	of the SDGs and targets.
<b>35. SDGs and SDG targets the resource helps advance</b>	
<p><b>SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</b></p> <p>4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development</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>Evidence that learners have acquired knowledge and skills to promote sustainable development.</p>
<p><b>SDG 12 Ensure sustainable consumption and production patterns</b></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><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>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></p> <p>13.3 Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early</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>

warning		Plans in place to reduce negative contributions of collections-related functions, e.g. measuring greenhouse emissions with plans and targets in place to reduce them.			
1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	