

FORMAT		
1. Name of resource	Teaching and Learning Transformative Engagement	
2. Location	https://www.gcedclearinghouse.org/sites/default/files/resources/190214eng.pdf	
3. Alternative location	https://bankimooncentre.org/unesco-publication-teaching-learning-transformative-engagement	
4. Author[s]	UNESCO	
5. Publisher/producer/host	UNESCO	
6. Year	2019	
7. Suggested citation	UNESCO (2019). Teaching and Learning Transformative Engagement. UNESCO, Paris.	
8. Languages in which available	English	
9. Geographic area resource relates to	Worldwide	
10. Does the resource relate to a specific time frame?	2015-30	
11. Type	Report	X
	Toolkit/Framework/Roadmap	X
	Sign-post to other resource (database)	
	Case studies	X
	Other	
12. If this is part of an initiative, what is the initiative?	<p>The Global Education 2030 Agenda UNESCO, as the United Nations' specialized agency for education, is entrusted to lead and coordinate the Education 2030 Agenda, which is part of a global movement to eradicate poverty through 17 Sustainable Development Goals by 2030. Education, essential to achieve all of these goals, has its own dedicated Goal 4, which aims to <i>“ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.”</i> The Education 2030 Framework for Action provides guidance for the implementation of this ambitious goal and commitments.</p>	
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, anthropology, archaeology	X
	Science, natural history, technology, medicine, engineering, manufacturing	X
17. If no explicit links to collections, justification for inclusion	The resource can be used by collecting institutions to shape their educational programmes in support of the SDGs.	
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, and that support sustainable development 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	
Direct external leadership, partnerships and collaborations towards sustainable development more effectively , for example by developing impactful partnerships		X
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)	X
AIMS AND CONTENT		
20. What issues does the resource aim to address?	<p>“In recent years, young learners have taken action to influence local, national or global communities on a range of issues, from gun violence in school to climate change. At the same time, other young learners have expressed their wish to contribute to transformative processes but expressed their lack of knowledge and know-how to do so.</p> <p>While there is a large body of literature on citizenship and civic education, there is less clarity about the meaning of ‘responsible transformative engagement’ for young learners in relation to Global Citizenship Education (GCED) and Education for Sustainable Development (ESD).</p> <p>This document seeks to better understand the connection between learners’ engagement and education by exploring the meaning of ‘responsible transformative engagement’ and its process. It also clarifies the role of education in ways that may be reflected by UNESCO and other education stakeholders.” (p.14)</p>	
21. Intended audience	[education stakeholders, notably those working with young	

of resource	people, although the resource has wider relevance]
22. Process of development	<p>“The paper builds on an experts’ meeting organized by UNESCO in partnership with the Asia-Pacific Center of Education for International Understanding (APCEIU) and the Ban Ki-moon Centre for Global Citizens on 16-17 February 2019 in Seoul, Republic of Korea. The meeting convened experts from all regions, including policy-makers and government officials, educators, young activists and social entrepreneurs. Their contributions, together with a UNESCO-commissioned background paper on transformative engagement, provided the basis for this document. The background paper was written by E. Middaugh, entitled ‘Transformative Engagement: Youth remaking their Worlds.’” (p.2)</p>
23. Organisation/structure/contents	<p>1. Introduction 2 The context 2 Advocacy 2 The question 2</p> <p>2. Understanding ‘responsible transformative engagement’ 3 Types of transformative engagement 3 The issue of ‘responsibility’ 4 New trends 4</p> <p>3. The role of education 6 The process of transformative engagement 6 How to promote transformative engagement through education 7 Frequently asked questions 9</p>
FRAMEWORKS	
24. Framework structure	<p>“How to promote transformative engagement through education:</p> <ul style="list-style-type: none"> • Learning about facts/issues Education can provide learners with knowledge to shape their own worldview and build critical thinking. In a ‘post-truth’ era, when hard facts are often challenged by misinformation and ‘fake’ news, providing open recognition of the existence of diverse perspectives can help learners develop new understandings of the world as the basis for new behaviours. At best, learners should become aware of the importance of the difference between ‘fact’ and ‘opinion’, especially in social media, where ‘Like’/‘Dislike’ options take precedence over truth/falsehood. • Exposure to new/other realities Cognitive learning or acquisition of information and knowledge can take place not only in the classroom, but

	<p>also through exposure in practice to other/new realities. Such actual exposure is important to help a learner develop not only cognitive understanding but also empathic attachments to a new/other reality and the people affected by it. Experiential learning can be especially effective in this respect as it provides learners with new situations with which they can interact, research and test their thinking against, all the time developing deeper empathic concerns.</p> <ul style="list-style-type: none"> • Exposure to diverse views <p>While certain pedagogical approaches, like experiential and project-based learning, are important, sustainable transformative engagement should start with a learner’s own ‘awakening’ moment(s) and their own perception of the existence of a gap between their vision/perception of an issue/ situation and the reality. In this respect, nothing may be more important than opportunities for learners to experience diverse views on issues and realities. Student exchanges, events and camps can expose learners to different views and opinions held by their peers enabling them to develop a fresh understanding of other perspectives and also renew their understanding of themselves in interacting with new peers. Open-ended debate and discussion sessions where learners and facilitators do not know the outcome at the planning stage are of great help, in leaving room for learners to explore and exhaust multiple perspectives.</p> <ul style="list-style-type: none"> • Guides for action <p>Opportunities to reflect on the life stories of others who have led transformative engagement themselves can provide learners with powerful role models. Stories of personal endeavour and inner struggles can help learners build their own values and principles. Reflective discussion in the classroom on the challenges and life choices shown in stories relevant to current issues can deepen learners’ understanding and critical thinking. The potential identification with storytellers presented as ‘role models’ can also favour the inclusion of more marginalised learners.” (pp.7-8)</p> <p>(examples of how to implement these four aspects are given, namely media literacy, project-based learning, non-violence and starting-in-schools, respectively)</p>
25. Relevant policy considerations	Yes
26. Resources for implementation identified	Yes
27. Specific assessment	Yes

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	The resource is focussed around SDG 4.7 (Education for sustainable development and global citizenship). The resource also supports SDG 12.8 and SDG 13.3. The resource supports people's active involvement and engagement with sustainability issues, contributing to SDG 10.2 (Promote universal social, economic and political inclusion).
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 learners acquire the knowledge and skills	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. Proportion of people involved in such programmes in

<p>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>relation to overall audience size.</p> <p>Evidence that learners have acquired knowledge and skills to promote sustainable development.</p>
<p>SDG 10. Reduce inequality within and between countries 10.2 By 2030, empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status</p>	<p>Collections development to ensure that collections effectively meet the needs of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status.</p> <p>Numbers and proportions of people making use of collections in relation to the demographic of the local population.</p> <p>Numbers and proportions of people involved in focused programmes aimed at promoting social, economic and political inclusion.</p> <p>Numbers and proportions of people from different demographic groups involved in decision-making processes relating to collections and collections-based institutions.</p> <p>Number and types of partnerships that build relationships with marginalized groups, individuals and communities.</p>
<p>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><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></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>

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		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. Plans in place for effective education and awareness raising on climate change mitigation, adaptation, impact reduction and early 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	