

FORMAT		
1. Name of resource	Microsoft & WWF Education for a Sustainable Planet Learning Path	
2. Location	https://education.microsoft.com/en-us/learningPath/19416e8e	
3. Alternative location		
4. Author[s]	World Wildlife Fund (WWF)	
5. Publisher/producer/host	Microsoft Education Center and World Wildlife Fund (WWF)	
6. Year	2020	
7. Suggested citation	Microsoft and World Wildlife Fund (2021), Education for Sustainable Planet Learning Path, https://education.microsoft.com/en-us/learningPath/19416e8e	
8. Languages in which available	English	
9. Geographic area resource relates to	Global	
10. Does the resource relate to a specific time frame?		
11. Type	Report	
	Toolkit/Framework/Roadmap	
	Sign-post to other resource	
	Case studies	
	Other	Yes, online training and teaching course
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,	X

	language, arts and recreation, architecture, literature, history, geography and ethnology, anthropology, archaeology	
	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 inform the development of educational and training programmes that support sustainable development and 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 , 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)	X	
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	X
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>“A fast-growing movement of young campaigners is spreading around the world to demand action on climate change from political leaders, governments and businesses. Their message is not only an environmental one but is also framed in terms of global justice, between nations and generations.</p> <p>As educators, how can we best respond to their concerns for the future of the planet? And how can we help to empower our students to make a difference to the world around them? If you want to bring Education for Sustainable Development (ESD) to the heart of your teaching and school life, and nurture a new generation of sustainability champions, this course is for you!</p> <p>This learning path, developed by WWF, aims to help you further your understanding of sustainability and equip you with relevant information, tools, activities and good ideas from other skilled practitioners to make Education for Sustainable Development a cornerstone of your teaching practice. The path uses stunning photos and inspirational videos from the Our Planet series (created by WWF, Netflix, and Silverback Films) to bring the story of our planet to life. It is designed for primary and secondary teachers and all those who want to develop a whole school approach to education for sustainability, and thus play a vital role in steering society towards a sustainable</p>

	<p>future.</p> <p>What will you gain from the learning path? A better understanding of Education for Sustainable Development and an exploration of why, with today's challenges such as climate change and loss of biodiversity, it is increasingly important that sustainability becomes an integral part of teaching and learning. A wide range of strategies, activities and ideas that you can use to develop Education for Sustainable Development in your teaching practice and school life. Access to examples of inspirational practice from around world. Access to the wealth of resources and interactive tools from Our Planet, WWF and other organisations. Access to a network of people with similar interests, questions and concerns.”</p>
21. Intended audience of resource	[Informal, non-formal and formal educators, institutions and policy makers]
22. Process of development	Developed by WWF.
23. Organisation/structure/contents	<p>The path consists of five one-hour courses:</p> <ul style="list-style-type: none"> Education for a sustainable world Making connections Encouraging active and participatory learning Driving change towards sustainable schools Empowering young people to take action <p>The five courses aim “to help you further your understanding of sustainability and equip you with relevant information, tools, activities and good ideas from other skilled practitioners to make Education for Sustainable Development a cornerstone of your teaching practice.”</p>
FRAMEWORKS	
24. Framework structure	
25. Relevant policy considerations	Yes
26. Resources for implementation identified	Yes
27. Specific assessment points/indicators/mi	Yes

lestones/action plan for monitoring	
28. ASPECTS OF SUSTAINABILITY COVERED BY RESOURCE (mark all that apply)	
People (social sustainability)	X
Planet (environmental sustainability)	X
Prosperity (economic sustainability)	
Peace	X
Partnerships	X
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?	No
31. SDGs specifically mentioned?	No
32. SDG targets specifically mentioned?	No
33. SDG indicators specifically mentioned?	No
SDGs AND SDG TARGETS AND LINKAGES	
34. Comments on SDG linkages	The resource is most clearly linked to SDG 4.7 (Education for Sustainable Development), 12.8 (information for lifestyles in harmony with nature) and 13.3 (climate change education and awareness), as well as the training of staff (SDG 4.4 and 4.C).
35. SDGs and SDG targets the resource helps advance	
SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all 4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and	Number of young people and adults in skills-development activities and programmes drawing on collections, for employment, decent jobs and entrepreneurship Increase in number of young people and adults in such programmes Number and proportion of staff who have received training in the last year, to better support their contribution to the SDGs.

<p>entrepreneurship</p>	<p>Programs and processes in place to ensure the availability of a skilled workforce.</p>
<p>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 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>SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all 4.C By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States.</p>	<p>Number of trainee teachers supported each year by collections-based institutions, especially those from, or who intend to work in, developing countries.</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>				
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7	8	9	10	11	12
13	14	15	16	17	