FORMAT			
1. Name of resource	**Addressing global citizenship education in adult learning and education (summary report)**		
2. Location	https://uil.unesco.org/adult-education/addressing-global-citizenship-education-adult-learning-and-education-summary-report		
3. Alternative location			
4. Author[s]	Nikolitsa-Winter, C., Mauch, W. and P. Maalouf		
5. Publisher/producer/ host	UNESCO Institute for Lifelong Learning		
6. Year	2019		
7. Suggested citation	Nikolitsa-Winter, C., Mauch, W. and P. Maalouf (2019). Addressing global citizenship education in adult learning and education (summary report). UNESCO Institute for Lifelong Learning, available at https://uil.unesco.org/adult-education/addressing-global-citizenship-education-adult-learning-and-education-summary-report		
8. Languages in which available	English		
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)		
	Case studies		Yes
	Other		
12. If this is part of an initiative, what is the initiative?	Education 2030.		
COLLECTIONS AND COLLECTIONS-BASED INSTITUTIONS			
13. Explicit links to collections	No		
14. Explicit links to museums/libraries/archives	Yes		
15. Types of institutions the resource covers	Museums		X
	Archives		X
	Libraries		X
	Other		X
	Arts, humanities and social sciences: philosophy, psychology, religion, social	X	

16. Does the resource relate to specific disciplines?	sciences, law, politics, 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 collections institutions to develop educational activities for adults, drawing on collections, that can contribute to sustainable development.	

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'	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	
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	X
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?	"The role of global citizenship education (GCED) is very relevant to the realization of the 2030 Agenda for Sustainable Development. The three areas of sustainability, namely economic growth, social inclusion and environmental protection, rely on the contribution of informed citizens. Moreover, GCED requires a lifelong learning perspective, beginning in early childhood and continuing through all levels of education into adulthood, including both formal and informal approaches. While GCED is already being promoted in schools and formal education, and progress has been made, further efforts are needed to involve all relevant stakeholders. Policy-makers, researchers and practitioners need to be made aware of the importance of GCED in lifelong learning and in non-formal learning and education, focusing on adult learning and education in a range of areas, including peace promotion, conflict prevention, inclusion and social cohesion" (p.5)
21. Intended audience of resource	"Policy-makers, researchers and practitioners" [working with adult learning] (p.5)
22. Process of development	[UNESCO's Asia-Pacific Centre of Education for International Understanding (APCEIU) and UNESCO Institute for Lifelong Learning (UIL)] "initiated a joint project on GCED and adult learning and eduacation (ALE) in 2018. Their aim is to raise awareness of the significance of GCED in ALE and to encourage stakeholders to develop and

	strengthen this field of education in ALE to complement the attention it is already being given in school education. This synthesis report is the first outcome of this cooperation and attempts to offer a deeper understanding of this field, as well as outlining the developments and the existing gaps. It showcases some good practices and, at the same time, demonstrates that in many countries GCED is not (yet) part of adult learning and education programmes. " (p.5)
23. Organisation/structure/contents	Foreword Introduction Part I: Thematic studies Global citizenship education (GCED): Conceptual considerations Realizing the 2030 Sustainable Development Agenda: The role of GCED in ALE ALE's contribution to fostering GCED ALE as GCED Literacy: The foundation of ALE and GCED Contribution of adult literacy programmes to GCED outcomes GCED in ALE: Global trends and outcomes Professionalization of adult educators in GCED Competency framework for adult educators in GCED Curriculum framework for adult educators in GCED Examples of curricula for adult educators Conclusion on the thematic studies Part II: Case studies GCED in ALE: Case studies from the five UNESCO regions State of the art of ALE in the five countries Legal frameworks and discourse Selected ALE programmes and mechanisms that touch on GCED in the case studies Professionalizing ALE educators as a means of fostering GCED in ALE: examples Key outcomes of the country case studies Addendum: GCED in ALE as a response to acute need – The BEF Alpha programme Conclusion and way forward Bibliography
FRAMEWORKS	
24. Framework structure	A number of frameworks are provided on pages 19-22, which consider the capacities needed by educators working with adults on Global Citizenship Education.

25. Relevant policy considerations	Yes
26. Resources for implementation identified	Yes
27. Specific assessment points/indicators/milestones/action plan for monitoring	Yes
28. ASPECTS OF SUSTAINABILITY COVERED BY RESOURCE (mark all that apply)	
People (social sustainability)	X
Planet (environmental sustainability)	X
Prosperity (economic sustainability)	X
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?	Yes
31. SDGs specifically mentioned?	Yes
32. SDG targets specifically mentioned?	Yes
33. SDG indicators specifically mentioned?	Yes
SDGs AND SDG TARGETS AND LINKAGES	
34. Comments on SDG linkages	The resource is most closely linked to the training and skills of those working with adult education, supporting SDG 4.4 (skills for work). Global Citizenship Education is closely linked to SDG 4.7 (Education for Sustainable Development), 12.8 (information for sustainable development and lifestyles in harmony with nature) and 13.3 (climate change awareness and education). The resource supports the development of activity for all three targets, both in terms of the adults who take part in learning programmes, and the capabilities of educators themselves. The resource also outlines the elements of literacy that can contribute to

	sustainable development, supporting SDG 4.6 (By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy). Promoting universal access to lifelong learning supports SDG 10.2 (support 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 4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship	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. Programs and processes in place to ensure the availability of a skilled workforce.
SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all 4.6 By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy	Number of programmes drawing on collections to support literacy and numeracy among youth. Number of programmes drawing on collections to support literacy and numeracy among adults. Number of programmes drawing on collections to support literacy and numeracy among marginalized groups.
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,	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 relation to overall audience size. Evidence that learners have acquired knowledge and skills to promote sustainable development.

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	
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	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. Numbers and proportions of people making use of collections in relation to the demographic of the local population. Numbers and proportions of people involved in focused programmes aimed at promoting social, economic and political inclusion. Numbers and proportions of people from different demographic groups involved in decision-making processes relating to collections and collections-based institutions. Number and types of partnerships that build relationships with marginalized groups, individuals and communities.
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	*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* 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.
SDG 13. Take urgent action to combat climate change and its impacts	Plans in place to enhance positive contributions to addressing climate change through use of collections. Plans

| 13.3 Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning | | 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. | | | | |
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