

<b>FORMAT</b>		
1. Name of resource	<b>British Council Connecting Classrooms Through Global Learning: Global Learning Resources</b>	
2. Location	<a href="https://connecting-classrooms.britishcouncil.org/resources/global-learning-resources">https://connecting-classrooms.britishcouncil.org/resources/global-learning-resources</a>	
3. Alternative location		
4. Author[s]	British Council	
5. Publisher/producer/host	British Council	
6. Year	2021	
7. Suggested citation	British Council, Connecting Classrooms Through Global Learning: Global Learning Resources, available at <a href="https://connecting-classrooms.britishcouncil.org/resources/global-learning-resources">https://connecting-classrooms.britishcouncil.org/resources/global-learning-resources</a>	
8. Languages in which available	English	
9. Geographic area resource relates to	UK, but with global relevance	
10. Does the resource relate to a specific time frame?	2015-30	
<b>11. Type</b>	Report	
	Toolkit/Framework/Roadmap	Yes
	Sign-post to other resource (database)	
	Case studies	
	Other	Yes (templates and slide-decks/powerpoints for developing educational activities)
12. If this is part of an initiative, what is the initiative?		
<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 the resource covers</b>	<b>Museums</b>	X
	<b>Archives</b>	X

	<b>Libraries</b>	X
	<b>Other</b>	X
<b>16. Types of collections/disciplines the resource covers</b>	<b>Arts, humanities and social sciences: philosophy, psychology, religion, social sciences, law, politics, language, arts and recreation, architecture, literature, history, geography and ethnology, anthropology, archaeology</b>	X
	<b>Science, natural history, technology, medicine, engineering, manufacturing</b>	X
17. If no explicit links to collections, justification for inclusion	The resource can be used by collections-based institution to develop, deliver and evaluate activities linked to the SDGs 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>		
<b>Develop collections to protect and safeguard wider cultural and natural heritage more effectively</b> , for example by targeting collecting to threatened forms of heritage in strategic ways		
<b>Use collections to promote learning and educational opportunities that contribute to sustainable development more effectively</b> , 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
<b>Use collections to promote cultural participation/social inclusion more effectively</b> , for example by reducing barriers to participation, to ensure no-one is 'left behind'		
<b>Use collections to promote sustainable tourism more effectively</b> , for example by developing new products based on local cultural heritage, and/or considering the rights of stakeholder groups in relation to collections		
<b>Use collections to support research that contributes to sustainable development</b> (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>“Help your pupils understand the big issues that shape our world and equip them with the knowledge, skills and attitudes they need to make a positive contribution. Connecting Classrooms through Global Learning is a partnership between the British Council and the Foreign, Commonwealth and Development Office.” [Connecting Classrooms Through Global Learning page]</p> <p>“Download one of our free classroom resources, themed around the Global Goals for Sustainable Development. With creative and engaging ideas to help bring themes of global importance to life, they have been designed to educate and inspire students to take action. The templates can be used flexibly across a range of subject areas. Pull out individual lesson plans or activities to fit around your timetable or use one of the templates to run a project across a school term. If you are applying for a grant [from the British Council], you and your partner school(s) will need to carry out a joint project. The resources are ideal for that purpose, providing</p>	

	an easy to use framework to help you run a collaborative project together.” [Global Learning Resources page]
21. Intended audience of resource	[Educators, primarily in schools]
22. Process of development	[Developed by the British Council]
23. Organisation/structure/contents	<p>Home learning activities [for home and online learning]  Get started with global learning  <b>Global learning resources</b>  Life on Land  Learning from a pandemic  Life Below Water  Mental health and well-being  Sustainable Cities and Communities: clear air  Education for Sustainable Development and Global Citizenship resource  Media literacy resource: Accessing, analysing and creating media  Affordable, Clean Energy for All  Decent Work and Economic Growth  Gender Equality  Peace, Justice and Strong Institutions  Quality Education  Responsible Production and Consumption  Zero Hunger  Zero Waste</p> <p>Each learning resource is organised as follows:  What you will find here [what the learning unit is about]  Overview  Learning objectives and curriculum alignment  Planning the unit  Age range  Time  Learning materials that have been created for this unit  Teacher’s planning template  Lesson outcomes and skills developed  Lesson plans and resources.</p>
<b>FRAMEWORKS</b>	
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	
<b>28. ASPECTS OF SUSTAINABILITY COVERED BY RESOURCE (mark all that apply)</b>	
People (social sustainability)	X
Planet (environmental sustainability)	X
Prosperity (economic sustainability)	X
Peace	X
Partnerships	X
<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?	No
33. SDG indicators specifically mentioned?	No
<b>SDGs AND SDG TARGETS AND LINKAGES</b>	
34. Comments on SDG linkages	The resource can be used to support SDGs 4.7 (Education for Sustainable Development), 12.8 (information for lifestyles in harmony with nature) and 13.3 (climate change awareness and education). Effective partnerships developed between schools and collections-based institutions would support SDG 17.17 (multistakeholder partnerships for sustainable development).
<b>35. SDGs and SDG targets the resource helps advance</b>	
<b>SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</b> 4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development,	<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>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>Evidence that learners have acquired knowledge and skills to promote sustainable development.</p>
<p><b>SDG 12 Ensure sustainable consumption and production patterns</b> 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> 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>
<p><b>SDG 17. Partnerships for the goals</b> 17.17 Encourage and promote effective public, public-private and civil society partnerships, building on the experience</p>	<p><b><i>17.17.1 Amount of United States dollars committed to public-private and civil society partnerships</i></b></p> <p>Number and/or increase in number, and diversity of local, national and regional multi-stakeholder (public, public-private and civil society) partnerships that address the SDGs</p>

and resourcing strategies of partnerships		drawing on collections, or that otherwise involve collections-based organisations and institutions.			
1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	