FORMAT			
1. **Name of resource**	**Global Citizenship Education: topics and learning objectives**		
2. Location	https://unesdoc.unesco.org/ark:/48223/pf0000373877		
3. Alternative location	https://gcedclearinghouse.org/resources/global-citizenship-education-topics-and-learning-objectives		
4. Author[s]	UNESCO		
5. Publisher/producer/ host	UNESCO		
6. Year	2015		
7. Suggested citation	UNESCO (2015). Global Citizenship Education: topics and learning objectives. UNESCO, available at https://unesdoc.unesco.org/ark:/48223/pf0000373877		
8. Languages in which available	English, Arabic, Bengali, Danish, French, Italian, Korean, Portuguese, Russian, Spanish, Slovenian		
9. Geographic area resource relates to	Global		
10. Does the resource relate to a specific time frame?			
11. Type	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?			
COLLECTIONS AND COLLECTIONS-BASED INSTITUTIONS			
13. Explicit links to collections	No		
14. Explicit links to museums/libraries/a rchives	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,	X	

	literature, history, geography and ethnology, anthropology, archaeology	
	Science, natural history, technology, medicine, engineering, manufacturing	
17. If no explicit links to collections, justification for inclusion	The resource can be used by collections-based institutions to inform educational and participatory activities drawing on collections.	

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	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	X
1954 Protection of Cultural Property in the Event of Armed Conflict	X
1970 Fighting Against the Illicit Trafficking of Cultural Property	X
1972 Protection of the World Cultural and Natural Heritage	X
2001 Protection of the Underwater Cultural Heritage	X
2003 Safeguarding of the Intangible Cultural Heritage	X
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)	X
AIMS AND CONTENT	
20. What issues does the resource aim to address?	"Following the foundational work of UNESCO to clarify the conceptual underpinnings of global citizenship education and provide policy and programmatic directions, this document has been developed in response to the needs of Member States for overall guidance on integrating global citizenship education in their education systems. It presents suggestions for translating global citizenship education concepts into practical and age-specific topics and learning objectives in a way that allows for adaptation to local contexts… At a time when the international community is urged to define actions to promote peace, well-being, prosperity and sustainability, this new UNESCO document offers guidance to help Member States ensure that learners of all ages and backgrounds can develop into informed, critically literate, socially-connected, ethical and engaged global citizens." (Foreword)
21. Intended audience of resource	"It is intended as a resource for educators, curriculum developers, trainers as well as policy-makers, but it will also be useful for other education stakeholders working in non-formal and informal settings." (Foreword)
22. Process of development	"This guidance draws on research and practice in global citizenship education. It has been informed by recent UNESCO publications and technical consultations in this area as well as inputs provided by experts on global citizenship education and youth representatives. The document was reviewed by the Experts Advisory Group (EAG), convened by UNESCO with internal and external

	experts from all regions of the world in global citizenship education, transformative pedagogies, curriculum development and non-formal education…" (p.17)
23. Organisation/structure/contents	
FRAMEWORKS	
24. Framework structure	The aims of GCED (p.16) can be considered as a framework: develop an understanding of global governance structures, rights and responsibilities, global issues and connections between global, national and local systems and processes; ▪ recognise and appreciate difference and multiple identities, e.g. culture, language, religion, gender and our common humanity, and develop skills for living in an increasingly diverse world; ▪ develop and apply critical skills for civic literacy, e.g. critical inquiry, information technology, media literacy, critical thinking, decision-making, problem solving, negotiation, peace building and personal and social responsibility; ▪ recognise and examine beliefs and values and how they influence political and social decision-making, perceptions about social justice and civic engagement; ▪ develop attitudes of care and empathy for others and the environment and respect for diversity; ▪ develop values of fairness and social justice, and skills to critically analyse inequalities based on gender, socio-economic status, culture, religion, age and other issues;

	▪ participate in, and contribute to, contemporary global issues at local, national and global levels as informed, engaged, responsible and responsive global citizens.
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?	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 can help support a number of SDG targets linked to education, culture and heritage, including 4.4 (staff training), 4.7 (Education for Sustainable Development), 11.4 (protecting cultural and natural heritage), 12.8 (lifestyles in harmony with nature) and 13.3 (climate change education and awareness). As education is

	cross-cutting, action for these targets helps achieve the SDGs, in terms of other goals and as a whole.
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 4.7 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	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.
SDG 11. Make cities and human settlements inclusive, safe, resilient and sustainable 11.4 Strengthen efforts to protect and safeguard the	*11.4.1 Total expenditure (public and private) per capita spent on the preservation, protection and conservation of all cultural and natural heritage, by type of heritage*

world's cultural and natural heritage	Plans, policies and procedures in place for the safe use of collections for a variety of purposes, protecting and safeguarding both collections and those who use them.

Plans, policies and procedures in place for the identification, safeguarding and protection of cultural and natural heritage at risk.

Collecting programmes in place to protect, safeguard and make use of cultural and natural heritage, addressing the needs of communities and stakeholders, and ensuring that collections can be an effective resource for sustainable development.

Number and diversity of educational, awareness-raising, research programmes, and partnerships that aim to strengthen protection of cultural and natural heritage. |
| **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**
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. |

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13	14	15	16	17	