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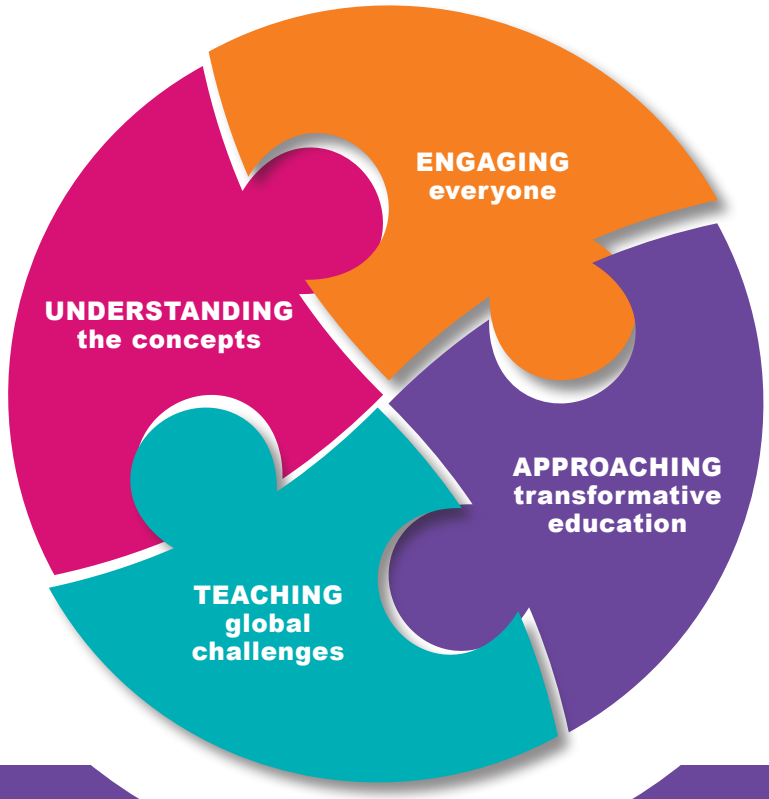
Schools in Action

Global Citizens for Sustainable Development



A guide for Teachers

This guide is one part of a two-part kit entitled *Schools in Action: Global Citizens for Sustainable Development*
The other part is *Global Citizens for Sustainable Development: A guide for Students* (ISBN 978-92- xxxxxx)

Published in 2016 by the United Nations Educational, Scientific and Cultural Organization
7, place de Fontenoy
75352 Paris 07 SP, France

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ISBN 978-92-3-XXXXXX-X

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Photo credits: © Unesco ASPnet (pp. 10, 14, 19, 23, 25, 26, 27, 28, 29)

Printed in France

Schools in Action

Global Citizens for Sustainable Development

A guide for Teachers

Acknowledgments

This publication was prepared by UNESCO with the generous support of Japan Funds-in-Trust.

Special thanks to all students, teachers and National Coordinators of the UNESCO Associated Schools Project Network (ASPnet) who participated in the online collaborative platform on ASPnet in Action: "Global Citizens Connected for Sustainable Development" between 2014 and 2015. The rich discussions and contributions built the foundation for the creation of this publication.

UNESCO also wishes to express its gratitude to Ms. Laura Griffin, Ms. Julia Viehöfer and the ASPnet team for their valuable contributions to this guide.

The benefits of education permeate all walks of life right from the moment of birth. If we are to eradicate poverty and hunger, improve health, protect our planet and build more inclusive, resilient and peaceful societies, then every individual must be empowered with access to quality lifelong learning, with special attention to opportunities for girls and women. The evidence is unequivocal: education saves lives and transforms lives, it is the bedrock of sustainability. This is why we must work together across all development areas to make it a universal right."

Irina Bokova, Director-General, UNESCO

"Education is not just about learning; it is about empowering all people, building peaceful societies and protecting our planet. Our future development agenda starts with education: this is the first step on the road to dignity by 2030."

Amina J. Mohammed, UN Secretary-General's Special Advisor on Post-2015 Development Planning

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"Education must be transformative and bring shared values to life. It must cultivate an active care for the world and for those with whom we share it."

Ban Ki-Moon, UN Secretary-General, United Nations

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List of acronyms

ASPnet	Associated Schools Project Network
ESD	Education for Sustainable Development
GAP	Global Action Programme (on Education for Sustainable Development)
GCED	Global Citizenship Education
GEFI	Global Education First Initiative
SDGs	Sustainable Development Goals

Introducing the teacher's guide

We are living in a complex, interconnected and interdependent world. The dramatic global challenges that our planet and societies are facing affect all of us. They include conflicts, terrorism, poverty, climate change, environmental degradation and equitable management of natural resources.

In order to engage with 21st century problems and find solutions to tackle them locally and globally, learners need to be equipped with the relevant skills, knowledge, attitudes and values. It is critical for them to understand themselves and their connections with others, as well as realize their individual and collective impacts on the world around them.

Teachers have enormous potential to bring about change in society. They affect the lives of their students, they help shape worldviews and attitudes, they nurture potentials and skills. Well- trained teachers can empower learners to become global citizens and sustainable development actors who will help secure a more just, peaceful, tolerant, inclusive and sustainable world.

The *Global Citizens for Sustainable Development* teacher's guide aims to introduce teachers to Global Citizenship Education (GCED) and Education for Sustainable Development (ESD). It provides secondary school teachers with ideas and activities to help students become global citizens and sustainable development actors.

The teacher's guide draws on the discussions and activities of almost 1,100 participants from 104 countries, including ASPnet National Coordinators, school principals, teachers, students and experts who contributed to the Online Collaborative Platform ASPnet in Action: Global Citizens Connected for Sustainable Development in 2014 and 2015 [http://en.unesco.org/aspnet/globalcitizens] with associated activities and initiatives.

The teacher's guide provides:

- An overview of what it means for learners to become global citizens and of how learners can contribute to sustainable development.
- Ideas for classroom activities that can help secondary school students to develop knowledge, skills, values, attitudes and behaviours that promote GCED and ESD.
- Selected activities on GCED and ESD from ASPnet schools around the world.

We hope this guide will provide teachers with creative ideas and motivate them to engage with GCED and ESD. We encourage teachers to explore the activities suggested by the guide and invite them to share the activities undertaken with their school community and colleagues.

2 Understanding global citizenship and sustainable development

Before talking about what it means to take action as a global citizen and promote sustainable development, let us take a step back and take a look at what global citizenship and sustainable development really mean.

WHAT IS GLOBAL CITIZENSHIP?

There are different interpretations of the notion of "global citizenship". A common understanding is that it means a sense of belonging to a broader community, beyond national boundaries, that emphasizes our common humanity and draws on the interconnectedness between peoples as well as between the local and the global.

Global citizenship is based on the universal values of human rights, democracy, non-discrimination and diversity. It is about civic actions that promote a better world and future.

WHAT IS SUSTAINABLE DEVELOPMENT?

Sustainable development can be understood as "*development that meets the needs of the present without comprising the ability of future generations to meet their own needs*." (Brundtland Report, *Our Common Future, Report of the World Commission on Environment and Development*, 1987).

The environment, economic issues and social issues are interlinked. This means that (economic and social) development need not be at the expense of the environment. In short, sustainable development is about balancing the demands of the environment, economy and society .

AN URGENT NEED FOR GLOBAL CITIZENSHIP AND SUSTAINABLE DEVELOPMENT

Global citizenship and sustainable development respond to the world in which we live. They aim to address current looming global challenges that are affecting us all such as conflicts, tensions among populations, terrorism, radicalization, climate change, environmental degradation and equitable management of natural resources.

Global citizenship and sustainable development aim to address the common urgent need to build peaceful and sustainable societies. Their goal is to trigger the necessary fundamental changes in how we coexist with each other and our planet.

Gender equality is not only a fundamental human right, but a necessary foundation for the creation of sustainable and peaceful societies.

GLOBAL CITIZENSHIP AND SUSTAINABLE DEVELOPMENT

Global Citizenship

- a sense of belonging to the global community and common humanity (solidarity, collective identity and responsibility at the global level)
- civic actions to promote a better world and future
- based on universal values of human rights, democracy, non-discrimination, and diversity

Sustainable Development

- a "development that meets the needs of the present without compromising the ability of future generations to meet their own needs." (Brundtland Report, *Our Common Future*)
- addresses social, economic and environmental issues

3 Global Citizenship Education and Education for Sustainable Development: two approaches to transformative education

This chapter will look at how education can help learners to become global citizens and contribute to sustainable development.

GLOBAL CITIZENSHIP EDUCATION

"We must foster global citizenship. Education is about more than literacy and numeracy. It is also about citizenry. Education must fully assume its essential role in helping people to forge more just, peaceful and tolerant societies."

(Ban Ki-moon, UN Secretary-General, launch of the Secretary-General's Global Education First Initiative, 2012)

There is a strong mandate for action for GCED: The UN Secretary-General's Global Education First Initiative promotes global citizenship as one of its priorities.

GCED aims to empower learners to engage and assume active roles to shape a more peaceful, tolerant and inclusive world.

- **GCED strives to** create a sense of belonging to the global community and of common humanity.
- **It is about promoting** respect for the universal values of human rights, democracy, non-discrimination and diversity.
- **GCED addresses** themes such as
  - peace and human rights
  - intercultural understanding
  - citizenship education
  - respect for diversity and tolerance
  - inclusiveness

GCED ENTAILS THREE CORE CONCEPTUAL DIMENSIONS

EDUCATION FOR SUSTAINABLE DEVELOPMENT

There is a strong mandate for action for ESD: the 2014 World Conference on ESD in Aichi-Nagoya, Japan launched the Global Action Programme on ESD. Furthermore, countries committed to strengthen ESD beyond the end of the UN Decade of ESD in the outcome document of the United Nations Conference on Sustainable Development in Rio de Janeiro, Brazil in 2012 (Rio+20).

ESD aims to empower learners to take informed decisions and responsible actions for environmental integrity, economic viability and a just society, for present and future generations.

- **It is about empowering** learners to know how to play an active part in their local community in shaping a more just and sustainable world globally.
- **It helps to balance** the demands of the environment, society and economy.
- **It addresses** themes such as:
  - climate change
  - biodiversity
  - disaster risk reduction
  - sustainable consumption
  - poverty eradication

Education for Sustainable Development is about shaping a better tomorrow for all – and it must start today. (UNESCO, 2014)

ESD ENTAILS FOUR DIMENSIONS

Learning outcomes

Stimulating learning and promoting core competencies, such as critical and systemic thinking, collaborative decision-making and taking responsibility for present and future generations.

Learning content

Integrating critical issues, such as climate change, biodiversity, disaster risk reduction (DRR) and sustainable consumption and production (SCP) into the curriculum.

Societal transformation

- **Empowering learners of any age, in any education setting, to transform themselves and the society they live in.**
- **Enabling a transition to greener economies and societies.**
  - **Equipping learners with skills for "green jobs".**
  - **Motivating people to adopt sustainable lifestyles.**
- **Empowering people to be "global citizens" who engage and assume active roles, both locally and globally, to face and to resolve global challenges and ultimately to become proactive contributors to creating a more just, peaceful, tolerant, inclusive, secure and sustainable world.**

Pedagogy and learning environments

Designing teaching and learning in an interactive and learner-centred way that enables exploratory, action-oriented and transformative learning. Rethinking learning environments – physical as well as virtual and online – to inspire learners to act for sustainability.

GLOBAL CITIZENSHIP EDUCATION AND EDUCATION FOR SUSTAINABLE DEVELOPMENT

ESD and GCED have received increasing attention recently. They are both included in the Sustainable Development Goals, notably in target 4.7 of the Education Goal:

"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."[1]

GCED and ESD pursue the same vision: It is all about empowering learners of all ages to become proactive contributors to a more just, peaceful, tolerant, inclusive and sustainable world.

Both GCED and ESD employ a holistic pedagogy. This implies that they focus on the different aspects of education:

- on learning contents: for instance, they integrate critical issues like climate change and human rights into the curriculum[2].
- on learning outcomes and the acquisition of wider skills: they stimulate learning and promote core competencies such as skills for collaboration, communication and critical thinking, as well as the adoption of values and attitudes relevant to addressing global challenges. They promote a sense of responsibility and respect for diversity.
- on learning processes and the learning environment: they design teaching and learning in an interactive, learner-centred way that enables exploratory, action-oriented and transformative learning. They rethink learning environments – physical as well as virtual and online – to inspire learners to take action.

GCED and ESD share a transformative purpose. They emphasize action, change and transformation with the aim to empower learners of any age, in any education setting, to transform themselves and the society they live in.

Both GCED and ESD help learners understand the interconnected world in which they live and the complexities of the global challenges we face.[3] GCED and ESD help learners to develop their knowledge, skills, attitudes and values so that they can address these challenges responsibly and effectively now and in the future.[4]

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1 *Transforming our world: The 2030 Agenda for Sustainable Development*, United Nations. https://sustainabledevelopment.un.org/post2015/transformingourworld

2 See GCED and ESD related themes in table 2.

3 UNESCO. 2010. *Teaching and Learning for a Sustainable Future: A multimedia teacher education programme.* UNESCO, Paris. http://www.unesco.org/education/tlsf/mods/theme_d/mod22.html

4 UNESCO. *Global Citizenship Education: Unesco's approach.* http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/ED/pdf/questions-answers-21jan-EN.pdf

COMMON VISION OF GCED AND ESD:
empower learners of all ages to become proactive contributors to a more just, peaceful, tolerant, inclusive and sustainable world

Global Citizenship Education

Aims

- create a sense of belonging to the global community and common humanity
- create respect for the universal values of human rights, democracy, non-discrimination and diversity
- empower learners to engage and assume active roles to shape a more peaceful, tolerant, inclusive world

Associated themes

- peace and human rights
- intercultural understanding
- citizenship education
- respect for diversity and tolerance
- inclusiveness

Commonalities

Vision

- empower learners of all ages to become proactive contributors to a more just, peaceful, tolerant, inclusive and sustainable world

Holistic pedagogy

- learning contents/outcomes but also
- learning process and environment

Transformative purpose

- emphasis on action, change and transformation

Acquisition of wider skills

- acquisition of values, attitudes
- skills for collaboration, communication and critical thinking

Education for Sustainable Development

Aims

- empower learners to take informed decisions and responsible actions for:
  - environmental integrity
  - economic viability
  - a just society, for present and future generations

Associated themes

- climate change
- biodiversity
- disaster risk reduction
- sustainable consumption
- poverty eradication

4 Teaching Global Citizenship Education and Education for Sustainable Development

This chapter explores how the common vision of GCED and ESD can be put into practice: *empowering learners of all ages to become proactive contributors to a more just, peaceful, tolerant, inclusive and sustainable world.*

The chapter proposes concrete classroom activities to enable secondary students to develop knowledge, skills, values, attitudes and behaviours that promote GCED and ESD.

1. ADOPTION OF VALUES AND ATTITUDES RELEVANT TO ADDRESSING GLOBAL CHALLENGES

VALUES AND ATTITUDES

Refer to the way people relate to others and to all their activities in their environment. Peoples' values and attitudes are closely connected.

Values refer to beliefs and to how people relate to others and to all their activities in their environment. Values are developed in the context of where people grow up are influenced by their family and significant people in their lives and are about what they consider important. When people evaluate the worth of an idea or action, they use rules and norms that are part of their values. When they decide whether something is good or bad, or right or wrong, it is their values that guide them.

Attitudes refer to the way people relate to others and to all their activities in their environment. An attitude is a combination of a feeling and thought that tends to be settled. Attitudes influence peoples' responses to other people and events, how they think and feel about them. Peoples' attitudes can be changed by their experiences and the influence of others.

Definitions of values and attitudes adapted from *Teaching and Learning for a Sustainable Future, UNESCO, 2010.*[5]

SUGGESTED ACTIVITIES

SHARING EMPATHY

Learning objectives

- Debate on the values and attitudes related to GCED and ESD
- Critically assess how these values and attitudes can be demonstrated

Brainstorm with your students a list of values and attitudes related to:

GCED: e.g. tolerance, respect for diversity, promoting peace

ESD: e.g. appreciating nature, valuing biodiversity, supporting sustainable consumption

Reflect on

- How values and attitudes can be *shared* and *demonstrated.*
- Other values and attitudes that are connected to Global Citizenship and Sustainable Development.
- Ask students to think about how they might share empathy and demonstrate the values and attitudes listed.

5 See Teaching and Learning for a Sustainable Future. UNESCO, Paris, 2010

I WISH FOR...

Learning objectives

- Reflect on values and how to make significant decisions in life
- Apply understanding of values to solve a problem

Post/write the following questions on the board. Ask your students to silently reflect on them for a few minutes and then find a partner to discuss their answers:

- *What do you value most in life?*
- *What are your guiding principles? How have they changed over time?*
- *Do you have a role model? What things have you learned from that person?*
- *Who plays the most important part in your education? And why?*
- *Who has the most important say in what concerns your future?*
- *What wish would you like to see fulfilled in the future?*

Once all pairs have finished discussing, ask each group to share the overall ideas with the whole class.

Encourage students to discuss with their parents and family at home.

Adapted from *'Teaching respect for all':* http://unesdoc.unesco.org/images/0022/002279/227983E.pdf

STAND BY ME (ROLE-PLAYING)

Learning objectives

- Develop empathy for others
- Respond effectively to acts of discrimination

Ask your students to recall a time when someone made fun of them, pushed them around, insulted them, called them an insulting name or excluded them in some demeaning way.

Your students may be reluctant to share such humiliating episodes in the presence of their peers or teacher. Students can share their experiences in several ways or in a combination of ways to model sharing painful experiences.

As teacher you can model expected behaviour and share a personal experience. This has many benefits for your students. It humanizes the teacher and gives your students permission to talk about these experiences. As teacher you are an authority figure to most students this age and by sharing such an experience, you universalize it. This step is highly recommended, as you can demonstrate what language is appropriate to use in sharing an act of discrimination or intolerance.

After reflecting on a time when they were bullied or mistreated, students can share their ideas either by storytelling or by writing ideas in a journal. Journal writing is a way of organizing one's thoughts and coming to terms with them before sharing with the teacher or class.

After reflecting, ask students to volunteer to share their incident. Remind them to refrain from using bad language or gestures that may be offensive.

Discussion questions

- *Who played what role? How did these roles impact all involved?*
- *How did this incident make the victimized person feel?*
- *Discuss what empathy is and how it can be constructive.*
- *How might things have turned out if someone had intervened?*
- *Whose responsibility was it to intervene?*
- *What interventions were possible and by whom?*
- *Draw parallels to positive acts of prevention and intervention.*
- *Was there a time that you intervened on someone's behalf and made a difference? What did you do?*

In cooperative learning groups, let students create simple and short role-plays featuring an act of name-calling, bullying or intolerance, such as excluding someone from a group, putting someone down, or telling a racist, sexist or homophobic joke.

Set the ground rules, such as no inappropriate language allowed. Let them summarize the main actors and parts and practice in small supervised groups. Remind students of the seriousness of the role-play, not to take the re-enactment lightly; but also remember it is a re-enactment for learning purposes. Provide students with immediate constructive feedback while role-playing, and give them an opportunity to share their feelings afterward.

Encourage students to share what they wrote in their journals with their parents or families.

Modifications

- After the initial role-play, hold a discussion to identify more effective intervention strategies. Then carefully re-enact the incident, but this time in a more effective manner by modelling a range of more effective responses and choices by all actors.
- Students can also write stories, inventing characters that do the right thing.
- Multi-grade classrooms: Let students in different grade levels participate in the role-plays of different grades, such as an older student picking on a younger student.

Adapted from *'Teaching respect for all',* UNESCO, Paris, 2014:
http://unesdoc.unesco.org/images/0022/002279/227983E.pdf

2. SKILLS FOR COLLABORATION, COMMUNICATION AND CRITICAL THINKING

Pedagogies associated with GCED and ESD stimulate pupils to ask questions, analyze, think critically and make decisions. Such pedagogies move from teacher-centred to student-centred lessons and from rote memorization to participatory learning.

Below you will find further information (non-exhaustive) on skills for collaboration, communication and critical thinking as well as activities for you and your students to engage in.

2.1 CRITICAL THINKING

This is about global, regional, national and local issues and the interconnectedness and interdependency of different countries and populations implies looking at things from different perspectives, angles and dimensions.

Students analyze their own position and context before making decisions or coming to conclusions about things. They interrogate their own understandings and assumptions and look at things from multi-perspectives.

Key words to think about: questioning, analyzing, reflecting and evaluating.

SUGGESTED ACTIVITIES

MOVING CIRCLES: AGREE/DISAGREE

Learning objective

- Investigate and critically analyze opinions and statements on global issues

Provide students with a statement about a global issue, e.g. climate change, consumption behaviour and lifestyles, poverty or xenophobia, human rights, gender equality (see UN websites, local, national and international press).

- Ask students to form two circles, one inside the other. Explain to students that the two circles will represent whether they agree or disagree with a statement. One circle will be moving clockwise, which will signify agreement and one circle will be moving anti-clockwise, which will signal disagreement.
- Explain that each time you read a statement, they will have time to get into their chosen circle before you call *walk*. When you call *walk,* explain to students that you would like them to turn clockwise/anti-clockwise, face and walk forward. Keep the moving circles going for an appropriate time.
- Explain to students that at any time you might call *pause* to give them a new statement or to give them more information on the current statement. To make their decisions more complex you can add information to the current statement when the circles are paused, and allow students to change their mind depending on their opinion of the new information given.
- You can also ask students at appropriate points throughout what they are thinking and why.

OPINION SCALE

Learning objective

- Critically examine, analyze and discuss opinions and statements on global issues

Provide students with a statement about a global issue, e.g. climate change, consumption and lifestyles, poverty or xenophobia, human rights, gender equality (see UN websites, local, national and international press).

- Set up a scale in the classroom numbered 1-6. (1 - agree and 6 disagree). Present statements to students asking them to stand next to the number on the scale that represents how they feel about the statement.
- Ask volunteer students to share the reasoning behind their choice with the rest of the class. Next, ask students who are standing at the same number on the scale to talk to their peers together. Explain that they need to discuss together the reasoning behind their choice and then try to summarize their discussion. Ask one student from each group to present the summary.
- Next, read out the statement once more, this time explaining to students that they can change places if they have changed their opinion. Discuss again why they chose their positions. Repeat as appropriate. Highlight to students that positions can change depending on discussion and debate.

2.2 REFLECTION

Students consider their own and others' positions, take time and observe. They think things over thoroughly and carefully.

Key words to think about: observing, considering, examining, evaluating.

SUGGESTED ACTIVITIES

CONCENTRIC CIRCLES

Learning objectives

- Distinguish different levels of personal and collective identity
- Critically reflect how the different levels of identity interact

Provide students with writing materials and paper. Explain to them that the first part of the task has to be completed in silence and they must follow the instructions carefully.

Ask the students to follow as you draw a circle in the middle of the board/interactive white board starting with "me" written in the centre of the first circle, and then radiate outwards adding another concentric circle. Write a second title for the following circle and then ask the students to continue on their own, adding more circles and titles of their choice, each time thinking carefully about the connections between the titles. After sufficient time, share and discuss.

Ask

Did we have similar categories? Why did you choose certain titles for certain circles? What are the connections between the titles? Why is "me" written in the central circle?
Reflect together and confirm some agreed categories: friends, family, school, community, country, wider world etc.
Ask students to create a second "Concentric circles" using a medium of their choice (paper and pencils/markers, art materials or ICTs). Ask them to think carefully about the title of each concentric circle and then, using words and pictures, fill in each section. Lastly ask them to give their creation a thoughtful and relevant title. Share, discuss and reflect.

Possible reflection questions

What is Global Citizenship to me? What is sustainable development to me? Being a Global Citizen? As a Global Citizen I do…? To support sustainable development I do…?

IDENTITY-OUTLINE

Learning objectives

- Distinguish and reflect on sense of self, self-esteem and belonging
- Understanding of the world and personal and collective responsibility
- Critically reflect on levels of identity and ways in which the different levels of identity interact

Students create an outline of themselves in a chosen shape and using materials of choice (paper and pencils/markers, art materials or ICTs); they reflect on the following questions.

- *What is important to me?*
- *What I am good at/not so good at?*
- *What makes me feel happy/sad?*
- *What constitutes my identity (e.g. gender, nationality, sexual orientation etc.)?*
- *What is my role at home, at school, in my community and the wider world?*
- *Am I aware of my (consumption) choices and how they affect myself, others and the world around me?*

Share identity outlines in partners and then as a whole group. Discuss.

Ask

How did you feel completing this activity? What reflections do you have about the roles you hold? What about yourself and your relationships with others?

PICTURE CAROUSEL

Learning objective

- Critically reflect and discuss global issues and the students' personal perception

Provide groups of students with sticky notes, writing materials and a picture on global issues such as climate change, consumption and lifestyles, poverty or xenophobia, human rights, gender equality (alternatively you could provide a selection of pictures and students could choose).

For pictures see, e.g.:
UN Photo: http://www.unmultimedia.org/photo/
UNESCO photobank: http://photobank.unesco.org/exec/index.htm?lang=en
UNICEF photo essays: http://www.unicef.org/photoessays/index-pe.html
United Nations Environment Programme photos: http://www.unep.org/newscentre/multimedia/default.asp?ct=photos
Local and world press can also be used.

Stick the pictures in the centre of pieces of large poster paper and place around the room on the floor or tables as appropriate. Explain to students that they are going to start by looking carefully at the picture. Then, when given a signal to move on, they visit the next picture, each time noting down their personal responses (their thoughts and ideas about who is in the picture, what is happening, what the picture is about).

The students can choose to leave their name next to the comment or remain anonymous. Next, after all groups of students have visited a number of pictures, come together to share thoughts, ideas and wonderings.

To extend the activity, bring the class together and study a picture together, this time asking:

- *What might have happened before/after the picture was taken?*
- *What is beyond the frame of the picture?*
- *Who might have taken the picture?*
- *Why might the picture have been taken?*
- *What might the story be behind the picture?*

2.3 DIALOGUE

Students carry out effective dialogue. They listen carefully to each other, talk to a wide range of stakeholders, and share their thoughts and ideas with sensitivity and understanding.

Key words to think about: engage, debate, discuss, communicate.

SUGGESTED ACTIVITIES

DEBATE

Learning objective

- Form individual opinions based on pro and con arguments, and debate to form collective opinions and reach a common consensus

Provide students with a debate topic about a global issue, e.g. climate change, consumption and lifestyles, poverty or xenophobia, human rights, gender equality (see UN websites, local, national and international press).

- **My own thinking time:** Individually, read and start forming opinions, take notes.
- **Partner pondering:** Pairs share their first responses. Read text and questions together and form opinions and arguments taking notes.
- **Pair – pair – share:** Then they pair up with another pair to form a discussion group. They share opinions and arguments and start forming common opinions and a consensus on a pro or con point of view.
- **All together:** Next hold a class debate with each team presenting their agreed-upon responses and statements/shared points of view and supporting information. Discuss together.
- **Debate close:** The debate can conclude with an agree/disagree scale. Read out selected statements on the debate topic and ask students to stand along an imaginary line (e.g. 1-6 scale) according to their opinions about the statements.

Adapted from Think-Pair-Share:

http://www.readwritethink.org/professional-development/strategy-guides/using-think-pair-share-30626.html

Also see: Oxfam: Why, why, why chain: http://www.oxfam.org.uk/~/media/Files/Education/Global%20Citizenship/GCNewTeacherENGLAND.ashx

FINDING OUT ABOUT EACH OTHER

Learning objective

- Develop skills to engage with diverse groups and perspectives through communication

The idea of this starter activity is for students to develop their team-building skills by networking and finding out about each other in a dynamic and personal way. They will also be learning about our global interconnections/links with wider world.

- Provide each student with a question sheet and explain that they will be moving around the room to ask their peers questions, filling in their responses each time along with their name. They need to interact with a different person each time and collect responses as quickly as possible. The first student to collect all the responses calls out "Bingo!" and is the winner.
- You will find an example question sheet below. The questions can be adapted according to age and ability. You can also develop your own set of personal, locally and globally relevant questions as well as generate a question sheet for investigating the definitions of GCED and ESD.

FINDING OUT ABOUT EACH OTHER...

Find someone who speaks more than one language. *What languages do they speak?* Name:	Find someone who has family in another country. *What country/countries?* Name:
Find someone who has visited or lived in another country. *What country/countries?* Name:	Find someone who is learning another language. *What language/s?* Name:
Find someone who lives in a house where people speak more than one language. *What languages do they speak?* Name:	Find someone who is wearing clothes from their own or another country. *Which country?* Name:
Find someone who has recently read, heard or watched news about their own or another country. *What news?* Name:	Find someone who plays a musical instrument. *What musical instrument is it?* Name:

Adapted from: British Council: Active Citizens – Facilitator's toolkit: Activity 0.1 – Globingo, p. 42 & 43. http://www.britishcouncil.org/sites/britishcouncil.uk2/files/active-citizens-global-toolkit-2014-2015.pdf
Oxfam: Globingo - Find someone who:
http://www.oxfam.org.uk/~/media/Files/Education/Resources/Climate%20change%20Women%20and%20poverty/Activity1_Globingo_Worksheet.ashx

2.4 PARTICIPATE, COLLABORATE AND COOPERATE

This is about working and acting together for a common purpose, taking part, sharing and engaging. Students discuss, take on challenges together, listen to each other and share their thoughts and ideas.

Key words to think about: listen, reason, cooperate, emphasize, analyze, think, reflect.

SUGGESTED ACTIVITIES

PHILOSOPHY CIRCLE TIME

Learning objective

- Value different point of views, engage with others, put into place reasoning and judgement

Sitting in a circle: a number of circle time warm ups can be used to create a collaborative atmosphere. For example:

- Passing the clap: a rhythm passed by one person first that continues around the circle, a 2nd and 3rd clap can be added once the first clap is complete and confidence has grown within the group circle. The aim is to concentrate, listen carefully and create layered sounds as a team.
- Sharing how we feel: completing statements, *"I feel happy when, I feel sad when…"* and sharing facial expressions for how we feel – these could be printed on flash cards or drawn on individual whiteboards.
- Follow my leader: one person in the circle sits in the middle to complete up to three actions that the rest of the circle carefully follows.

Remaining in the circle, together with their teacher, students share reading, listening or viewing. They take time to generate their own questions that are then shared, decided upon as a group and discussed. Students' initial views and questions are valued and respected and then used for the development of critical thinking. At the start of the process as a group they explore assumptions, opinions and concepts and put into practice reasoning and judgement. As the process progresses, follow-up activities are used to develop student's skills and concepts and encourage them to make connections between their philosophical discussions, their lives and the rest of their learning.

Adapted from: *Philosophy for Children:* http://p4c.com/

INTERNATIONAL DAYS

Learning objective

- Develop a deeper understanding about global issues, cultivate empathy and solidarity, and develop skills to collaboratively support a common cause

Throughout the year the United Nations observes designated "International days", each with a topic or theme that raises awareness and action on global issues. Many of the days have been decided upon in UN resolutions but some have been selected by UN agencies. Also marked are weeks, years and decades as well as anniversaries of key events in history.

Learning about the UN International Days is a very straightforward, effective and worthwhile way of developing deeper understanding about global issues, Global Citizenship and Sustainable Development.

See the following website for a list of UN International Days: http://www.un.org/en/sections/observances/international-days/ and the following link for a selection of 60-minute lessons on International Days: UNA UK – UN International Days: http://www.una.org.uk/teach-days

2.5 PROBLEM SOLVING

Students think about things from different angles to come to a solution. They work together and take action.

For example, using simulations as teaching/learning scenarios gives a sense of reality and thus engages and motivates learners of all ages. For example, students imagine they live in a small fishing village and have to learn how to manage the fishing stocks sustainably (i.e. without depleting the fishing stocks or starving the people). Simulations give concrete ways to teach abstract concepts. They address real-life problems communities face, adding relevance to the curriculum. They also promote higher-order thinking skills.

Key words to think about: assess, explore, investigate, experiment, test, negotiate.

SUGGESTED ACTIVITIES

WRITING A BRIEF: LOCAL SUSTAINABILITY ISSUE ANALYSIS

Learning objective

- Give pupils practice analyzing complex sustainability issues at the community level

Select an issue that the local community faces (e.g. drought, floods, xenophobia and racism) and prepare for an issue analysis by collecting newspaper articles, brochures, etc. on these issues.

Give your students the following assignment:
You are working for the city government. An issue is on the city's agenda for discussion and possible action in the coming months. From the list of 13 issue analysis questions, select the five most important to this issue and write a two-page brief for your supervisor that s/he can discuss at the next staff meeting.

Students read the published materials and then select the five questions they think are the most important. As teacher, you lead the discussion on which elements the pupils consider to be the most important and why.

13 Issue Analysis Questions

1. *What are the main historical and current causes (i.e. physical/biotic, social/cultural, or economic) of the issue?*
2. *What are the geographic scale, the spatial distribution, and the longevity of the issue?*
3. *What are the major risks and consequences to the natural environment?*
4. *What are the major risks and the consequences to human systems?*
5. *What are the economic implications?*
6. *What are the major solutions that are currently implemented or proposed?*
7. *What are the obstacles to these solutions?*
8. *What major social values (e.g. economic, ecological, political, aesthetic) are involved in or infringed on by these solutions?*
9. *What group(s) of people would be adversely impacted by or bear the cost of these solutions?*
10. *What is the political status of the problem and solutions?*
11. *How is this issue connected to other issues?*
12. *What change can you make or have made in your daily life to lessen the issue?*
13. *Beyond changes in your daily life, what is the next step you could take to address the issue?*

The students complete the assignment.

Read the completed assignment and prepare a discussion on two or three of the 13 questions (e.g. what are the advantages and disadvantages of the proposed solutions).

To close, ask your students to discuss what they learned about the process of community issue investigation.

To extend the activity, you can invite an employee of the city government to talk to the class about the issue and to listen to the students' interests and concerns.

As an alternative, you can replace the community issue with a scenario or case study for the students to analyze. Please note that if you select a scenario, the students will have to use their imaginations or collect data from other sources rather than using locally-related facts to complete the assignment.

Scenario 1 – The city has been approached by a waste hauler from a wealthy country. The hauler has offered to pay the city $20,000 if they accept tons of electronic waste dumped on vacant land near the city dump.

Scenario 2 – The city would like to install a water purification plant for the city's water system. Currently, the water in the system is not purified and many people get sick from it, especially infants, young children, and the elderly.

Scenario 3 – A real estate developer asks the city to purchase vacant property within the city limits to construct an office building. The neighbours oppose the idea because the land is the only nearby open space, which they use for recreation. However, the city needs money and is considering selling the land.

Source: McKeown-Ice, R. and Dendinger, R. 2008. Teaching, learning, and assessing environmental issues. *Journal of Geography,* Vol. 107, pp. 161–166.

SUSTAINABLE FISHERIES MANAGEMENT INQUIRY: A SIMULATION ACTIVITY

Learning objective

- Analyze and model sustainable resource management and community cooperation

Sustainable management of a resource pool is complex. This simulation activity illustrates the complexity of balancing the many different social and economic variables. In this simulation, toothpicks represent fish in a lake surrounded by a fishing village. Residents of the village fish for sustenance and economic well-being and are challenged to make their resources feed everyone in the village at all times.

Separate your class into groups of four. Explain to your students that each group of four is a fishing village and that the toothpicks represent the fish in the lake. The village has to figure out how many fish they can catch each round so that there are always enough fish for the villagers.

Explain the rules: The simulation begins with 16 toothpicks (fish) in the lake. Each person must draw at least one toothpick per round to survive. At the end of each round, nature replenishes the resource pool by approximately one-half of the number of fish existing in the lake. (For example, if 8 toothpicks are left in the lake, then 4 toothpicks are added to the resource pool.)

Let your students play the game. If a community does not manage the fish stock well and removes them all from the ocean, explain the consequences (e.g. the members of the community could die of starvation or have to relocate). Request the students start the game over.

Ask the students questions to answer while playing: What is the maximum number of fish that each person can withdraw and still have the resource pool last for generations?

Discussion questions following the game

1. *What did you learn?*
2. *How is this simulation like real life?*
3. *How does the simulation differ from real life?*

Close with discussing what students learned about living in a sustainable community from this activity.

Possible extension: Ask your students to tell stories about the life they would lead in this fishing village and how it affects the number of fish they take from the sea. For example, one person is single and takes one fish. Another person is married with children and requires three fish to feed his whole family. Another person takes two fish—one for herself and another to sell to the restaurant.

Source: UNESCO. 2006. To drain or to sustain. *Education for Sustainable Development Toolkit. Learning & Training Tools No.1, pp. 62-63. http://unesdoc.unesco.org/images/0015/001524/152453eo.pdf*

2.6 CREATIVITY

Creativity is about finding solutions in different and innovative ways. ESD and GCED pedagogies often draw upon the arts using drama, play, music, design and drawing to stimulate creativity and imagine alternative futures.

SUGGESTED ACTIVITIES

MIND MAPS

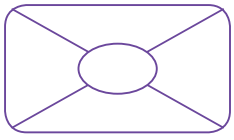
Using mindmaps as a thinking tool is visually stimulating and helps students connect ideas and concepts.

Provide students with large paper and coloured writing materials. Use an image or a picture for the central idea based on a global issue/theme. Global Citizenship and Sustainable Development could also be placed centrally if completing beginning discussions on key ideas. Demonstrate a mindmap using colour with key words, images and numbers as appropriate.

See: http://www.tonybuzan.com/about/mind-mapping/

TABLEMATS

Provide groups of 4-6 students with large pieces of paper. Ask them to draw an oval in the middle of their page, and then lines from each corner/edge of the page to the outside edge of the oval. Their page should be divided into quarters/sixths and they will each have an area of their own on the page.



Introduce a statement about a global issue and give them reflection time (see UN global issues, local and worldwide press).

Template based on:
http://www.globaleducation.edu.au/verve/_resources/placemat.pdf

WORD CLOUDS

Use visual technology to emphasize different concepts, themes and topics of Global Citizenship and Education for Sustainable Development. Word clouds help create word significance and word association.

See: http://www.wordle.net/

5 Engaging with the whole-school community

ASPnet experiences shared on the platform have shown that projects are particularly successful if they engage with diverse stakeholders of the school community. This includes not only students, teachers and parents, but also the school management and the wider community.

Key actors that have been involved in implementing GCED and ESD in ASPnet schools, as part of their engagement with ASPnet in action, are shown below. Ideas for engaging these key actors are illustrated by the selected examples from ASPnet schools across the world.

All examples can be viewed on the UNESCO ASPnet website:
http://en.unesco.org/aspnet/globalcitizens/act/projects

KEY ACTORS ENGAGED IN SUCCESSFUL ASPnet GCED AND ESD ACTIVITIES

Students

Teachers

Family

Principals/ school management

Community

SELECTED GOOD PRACTICE EXAMPLES FROM ASPnet SCHOOLS

STUDENTS' SYMPOSIUM ON "EDUCATION AS A MEANS OF SOCIAL COHESION"

ASPnet Institution: ASPnet senior High Schools

Place: Attica, Greece

Values and skills promoted: Citizenship, cooperation

Key actors involved: Students, teachers, parents, Ministry of Education, National Commission for UNESCO

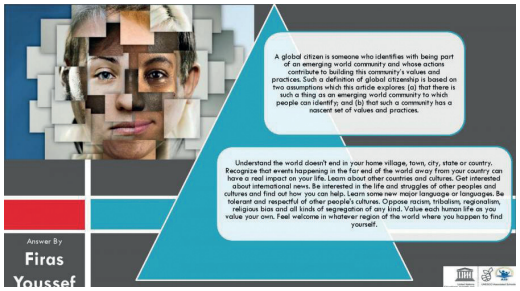
220 students from 22 ASPnet senior high schools of the Prefecture of Attica, Greece participated in the annual students' symposium on 26/27 February 2015, simulating the work of international commissions like the General Conference of UNESCO with a President, Secretary-General and Secretariat. In light of the post-2015 discussions, the 2015 symposium focused on "Education as a means of social cohesion".

Aiming to support students in becoming active citizens, the symposium used a participatory methodology, strengthening students' cooperative learning skills. While the teachers served as facilitators, the students played the key role in facilitating discussions and working group sessions, leading to the adoption of a resolution. Students learned to listen to each other, discuss in a democratic way, justify their ideas, respect different opinions, formulate recommendations and take common decisions based on the outcomes of group discussions.

In its 15th year, the annual student symposium was organized by the ASPnet senior high schools Attica, the Ministry of Education and the National Commission for UNESCO as well as a number of parents' associations. The success is based on the cooperation of different stakeholders, including students, teachers, ministry, national commission and parents.

WHAT IS A GLOBAL CITIZEN?

ASPnet Institution: American International School
Place: Dubai, United Arab Emirates
Values and skills promoted: Global Citizenship, human rights
Key actors involved: Students, teachers, UNESCO Club



"Peace is in the heart of all people and nations… we should eliminate violence from the earth and maintain and enhance a healthy environment."

Nafisa Sirag, teacher,
ASPnet United Arab Emirates

The UNESCO Club of the American International School in Dubai, United Arab Emirates addressed the question: What does being a global citizen mean to you? A group of UNESCO Club members was set up to organize seminars and develop ideas on how to spread global citizenship at the school.

In 2014-2015, the American International School in Dubai was also involved in the project 'I have the right to...?', promoting human rights and freedom of expression at the ASPnet school. The school developed an action plan to raise students' awareness of their rights in relation to learning, health care and expressing their opinions.

VOLUNTEERING AND COMMUNITY WORK FOR GLOBAL CITIZENSHIP

ASPnet Institution: Roots Millennium Schools
Place: Islamabad, Pakistan
Values and skills promoted: Volunteerism, community awareness, sense of belonging to a global community and common humanity
Key actors involved: Students, teachers, school management, Pakistan Red Crescent Society

Roots Millennium Schools in Pakistan have entered into an official partnership with the Pakistan Red Crescent Society to promote the spirit of volunteerism among its students and staff community.

Within the framework of the partnership, Roots Millennium School students engage in different community projects, such as working with people who were affected by the recent floods in Pakistan. Students used innovative means to raise funds and in-kind contributions. Taking part in the project increased the students' empathy with other members of society and boosted their motivation to help those in need.

The schools also celebrated World Poverty Day and World Food Day to raise awareness of people suffering from hunger and poverty around the world. Morning Assembly presentations highlighted the significance of the days and students engaged in interactive classroom discussions.

Aiming to foster global citizenship, the project strengthens students' volunteerism and community awareness at Roots Millennium Schools' campuses across Pakistan.

GLOBAL BRIDGES PROJECT

ASPnet Institutions: Fleming Island High School; Walter Johnson High School

Place: Jacksonville, Florida, United States of America

Values and skills promoted: Global citizenship, empathy with people in different parts of the world, sense of belonging to a global community and common humanity

Key actors involved: Students and teachers from different countries

"I think this project is an awesome opportunity for students around the world to learn about each other and gain an empathetic Global Perspective. I feel that it is imperative that students develop a multidimensional geographical social perspective of other cultures in order to be educated responsible world citizens. In an increasingly complex, troubled and closely intertwined global community of cultures and states, students must develop an understanding and empathy for people in other places in order to make informed decisions. Connecting students with students in other countries will help them understand critical world issues such as maternal health in developing countries, food security, environmental degradation, political conflict, and other global concerns."

Amy Bridgewater, social studies teacher, Fleming Island High School

The interdisciplinary "Global Bridges" project of the ASPnet school Fleming Island in Jacksonville, Florida, USA paired its local students with students from Cordoba, Argentina. The project's objective was to help students develop a multidimensional geographical perspective and the ability to understand critical world issues; to see the world from a perspective other than their own; and to develop empathy with people in other countries.

As a first step, the Jacksonville students discussed aspects of their city and culture. They investigated issues such as local power relationships; the effects of local segregation; economic stratification; inner city poverty; and deindustrialization. They also examined local urban renewal efforts and the effects of those policies on the impoverished. Geography came alive as students engaged in authentic field work, photographing evidence of Jacksonville's employment structure and applying knowledge of urban models to explain the urban morphology of Jacksonville. Students further analyzed the effects of scale and connected Jacksonville's local urban development with national and international events.

Working cooperatively, students created engaging media presentations, using interactive multimedia formats of maps, text, audio, still images, animation, graphs, charts and video, to explain their city's urban morphology and cultural history to students from their partner school in Cordoba. The Cordoba students prepared the same type of investigation and presentation.

Using teleconferencing technology, the two groups then connected in a video session to present and exchange their project work, comparing and contrasting their local geography. Becoming teachers themselves greatly increased their engagement in their own learning. Students from the Spanish classes were incorporated as support translators during the teleconference session.

Because of the project's success, it is expanding to include other teachers in the United States. It was also presented at the National Council for Social Studies and the National Council for Geographic Education, among others.

SUSTAINABLE SCHOOL ENTERPRISE "MACADAMIAFANS GÖTTINGEN"

ASPnet Institution: Hainberg-Gymnasium

Place: Göttingen, Germany

Values and skills promoted: Sustainable development, sustainable consumption and production

Key actors involved: Students, teachers, local community

In 2012, ten secondary school students from Hainberg-Gymnasium in Göttingen, Germany founded the Sustainable School Enterprise "Macadamiafans Göttingen". They began selling macadamia nuts and oil, produced by Kenyan small-scale farmers, in and around their school community in Göttingen, for example at school events and conferences,as well as to friends and acquaintances. The project promotes an innovative value chain: Small-scale farmers from Kenya earn a satisfactory amount of money while customers pay an affordable price.

As part of their work for the business, the ASPnet students developed advocacy materials such as flyers, posters, video clips, and letters to sponsors and parents. They explored different sales options, researched the legal status of student enterprises, learnt how to set up a proper accounting system and presented the project to the entire school. Students also collaborated with the local organic food store to increase their outreach.

The students' engagement is part of the initiative WELT:KLASSE e.V., a registered charity that supports international student exchange programmes.Selling about 100 kg of macadamia nuts and 80 containers of macadamia oil during the first six months, students generated an income of €2,200, a net profit of €768. The profit was used to finance the next WELT:KLASSE team.

The cooperation with the Kenyan farmers begins when selected small-scale farmers receive certified planting material, information on managing the macadamia trees, and the rules for ecological farming. Further education on quality control is being provided.

The second step includes the harvesting and processing. Instead of selling their harvest to middlemen, the farmers process the nuts in local facilities, located in every farmer community, offering the farmers access to easy-to-use systems for drying, peeling, and sealing their macadamia nuts. For the processing the farmers get a set basic pay, as well as an additional amount of money for the quality of their nuts. The local processing facilities that are paid off become the property of the farmer communities. The customer can trace every single package back to the small-scale farmer who produced it and has the possibility to contact the farmer.

The packaged nuts are then transported from Mombasa by container ship, to the reservoir in Essen and the Hainberg Gymnasium in Goettingen. The greenhouse gases produced are comparatively low: many kilograms of nuts cause less greenhouse gas than one gram of beef.

EDUCATION ACTION PLAN ON MDGS THROUGH SCHOOL TWINNING BETWEEN NORTH AND SOUTH

ASPnet Institution: Centro de Formação Dr. Rui Grácio

Place: Lagos, Portugal

Values and skills promoted: Sustainable development

Key actors involved: Students, teachers from different countries

The project "Education Action Plan about Millennium Development Goals through School twinning between North and South" educates youth from Cameroon, Burkina Faso, Bulgaria, France, Italy and Portugal and their families on sustainable development. It aims to promote behaviour change, bringing together European and African schools in the process.

Project activities have included field research; pilot testing of training modules for teachers, principals, students and parents; awareness raising and dissemination of good practice.

Several seminars, visits and meetings were organized in the five partner countries of the project in collaboration with the Centro de Formação Dr. Rui Grácio. During these activities, concepts, principles and methods were developed, including:

- Critical analysis on sustainable development;
- Analysis and practice of the North-South schools twinning;
- Discussion, selection and realization of micro-projects in Africa;
- Intercultural mediation and activities in schools on sustainable development;
- Teacher Training modules on "Sustainable Management of Schools" and "Scholastic Agenda 21" for school principals and teachers;
- Participative discussions on good governance of resources.

The project was co-financed by the European Union and coordinated by the University Ca Foscari, Venice.

GREEN SCHOOLS IN WEST AFRICA

ASPnet institution: Bilingual school, Sacré Coeur

Place: Dakar, Senegal

Values and skills promoted: Sustainable consumption, environmental protection

Key actors involved: Students, teachers from different countries

"This project has as its main goal to change the community - to change first your personal life, your family life and then also the community. To make it more sustainable, less wasteful. And save the planet in the end."

Dr. Dominique Duval-Diop, Project Coordinator

The Bilingual School in the Sacré Cœur district of Dakar, Senegal is an award-winning green school in West Africa. The school was recognized for its concrete activities to make the school greener through recycling and energy saving measures, with the aim of reaching out to students, parents and the entire community.

Students at the Bilingual School in Dakar developed posters and undertook research on sustainable development issues and on the student body (e.g. conducting a survey and interviews on their knowledge of sustainable development issues). Based on the research outcomes, the sustainable development club developed tips for the students of the school.

The green school initiative is an activity of the UNESCO Office in Dakar in support of sustainable development. The aim of the initiative is to instill in students a sense of ecological responsibility and caring for a better future.

6 Resources

Easy access to links on the electronic version of the guide:
http://www.unesco.org/new/en/education/networks/global-networks/aspnet/publications/

PUBLICATIONS

Global Citizenship Education (GCED). UNESCO's Approach. UNESCO, Paris, 2015
http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/ED/pdf/questions-answers-21jan-EN.pdf

Global Citizenship Education: Preparing learners for the challenges of the 21st Century. UNESCO, Paris, 2014
http://unesdoc.unesco.org/images/0022/002277/227729E.pdf

Roadmap for Implementing the Global Action Programme on Education for Sustainable Development. UNESCO, Paris, 2014
http://unesdoc.unesco.org/images/0023/002305/230514e.pdf

Sustainable Development Begins with Education: How education can contribute to the proposed post-2015 goals. Education for All Global Monitoring Report.
UNESCO, Paris, 2014
http://globaleducationfirst.org/files/Resource_Sustainable_Development.pdf

Stay Safe and Be Prepared. Student's guide.
UNESCO, Paris, 2014
http://unesdoc.unesco.org/images/0022/002287/228798e.pdf

Education for Sustainable Development Sourcebook.
UNESCO, Paris, 2012
http://unesdoc.unesco.org/images/0021/002163/216383e.pdf

YouthXchange: Biodiversity & Lifestyles Guidebook.
UNESCO and UNEP, Paris/Nairobi, 2015

YouthXchange: Climate Change and Lifestyles Guidebook.
UNESCO and UNEP, Paris/Nairobi, 2011
http://unesdoc.unesco.org/images/0021/002128/212876E.pdf

YouthXchange - towards sustainable lifestyles.
UNESCO/UNEP, Paris/Nairobi, 2008 (second edition)
http://unesdoc.unesco.org/images/0015/001587/158700e.pdf

Global Education First Initiative Brochure. United Nations Secretary General's Global Education First Initiative, 2012
http://globaleducationfirst.org/files/GEFI_Brochure_ENG.pdf

WEBSITES AND CLEARINGHOUSES

UNESCO Education for Sustainable Development
http://en.unesco.org/themes/education-sustainable-development

UNESCO Global Citizenship Education
http://www.unesco.org/new/en/global-citizenship-education

United Nations Secretary General's Global Education First Initiative
http://globaleducationfirst.org

UNESCO Clearinghouse on Global Citizenship Education hosted by APCEIU
http://www.gcedclearinghouse.org/

UNESCO Climate Change Education Clearinghouse
http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/education-for-sustainable-development/climate-change-education/cce-clearinghouse/

VIDEOS

Global Citizenship is… Participants of the Second UNESCO Forum on Global Citizenship Education.
28-30 January 2015, UNESCO HQ, Paris
https://www.youtube.com/watch?v=XVSgbU6WVSk#t=54

Education for Sustainable Development. Children speak up.
UNESCO, Paris, 2014
https://www.youtube.com/watch?v=F-Wl3crN8eU

Education for disaster preparedness. UNESCO, Paris, 2013
https://www.youtube.com/watch?v=USLHmwvpjX8

Learning to Address Climate Change. UNESCO, Paris, 2012
http://youtu.be/KJbRnv7rMkk

Learning to Protect Biodiversity. UNESCO, Paris, 2012
http://youtube/kHhspf5IfdE

Education Can: Sustainable Development begins with education. United Nations Secretary General's Global Education First Initiative, 2014
https://www.youtube.com/watch?feature=player_embedded&v=3OdP7bYe5wk

Youth and Education for Sustainable Development. Uppsala University (Ingrid Rieser), Uppsala, 2014
https://www.youtube.com/watch?v=68ndl7c0W7s

If you are a teacher and want to engage in teaching Global Citizenship Education and Education for Sustainable Development, this guide will give you information and creative ideas to mobilise and inspire your students, along with your school community and colleagues.

United Nations
Educational, Scientific and
Cultural Organization

Education
Sector