

ASPnet Key Resources & Search Engines

“ASPnet Guide for Members” & “ASPnet Guide for National Coordinators” (2018)

The ASPnet Guide for Members provides all relevant information about the purpose and meaning of being an ASPnet member, to fully understand and play the role of pioneers in educating for peace and sustainable development, and to give their students the means and the space to grow and act as global citizens. It is for everyone in an ASPnet member institution: the principal or director, the designated ASPnet focal point, teachers, staff, students, the school board and students’ families. It can also serve as a communication tool to the local community, local authorities and partners, visitors and the media. The guide is based on, and supplements, the Guide for ASPnet National Coordinators, which defines the overall governance structure of ASPnet and the roles and responsibilities of its different actors. The [Guide for Members](#) is available online in UNESCO’s Digital Library in Arabic, Chinese, English, French, Portuguese, Russian and Spanish. The [Guide for National Coordinators](#) is available online in UNESCO’s Digital Library in Arabic, Chinese, English, French, Russian and Spanish.

“[Webinar](#): ASPnet In Action: Engagement For The International Decade Of Indigenous Languages” (2022)

In raising greater awareness of the importance of linguistic diversity and multilingualism for sustainable development, ASPnet is contributing to Output 1 “Inclusive, equitable, intercultural, quality education and lifelong learning environments and opportunities in Indigenous languages provided in formal, non-formal and informal educational settings” of the Global Action Plan of the International Decade of Indigenous Languages. The ASPnet International Coordination Unit of UNESCO’s Education Sector is inviting indigenous and non-indigenous (language) teachers, youth and the wider public to [this global webinar](#), as a kick-off event for taking joint action for the decade. The webinar was organized in collaboration with the [Canadian Commission for UNESCO](#) and the UNESCO Communication and Information Sector’s Team for the [International Decade of Indigenous Languages](#).

“The futures of education: perspectives and insights from the UNESCO Associated Schools Network” (2021)

Through a global call for participation, National Coordinators for the network were invited to organize focus group discussions in their countries to engage school leaders, teachers, students and their parents in joint reflections and to co-construct ideas and perspectives on what the futures of education ought to be. The outcomes of focus group deliberations were shared through a [series of global online events](#) with ASPnet members worldwide and engaged members of the [International Commission on the Futures of Education](#). The quotes from ASPnet members in this report were taken from the submitted National Reports. [This paper](#) was commissioned by UNESCO to analyze the reports from focus group discussions organized within the framework of the Futures of Education initiative.

“Teaching and Learning with Living Heritage: Resources for teachers” (2021)

Based on the survey results and the lessons learnt from the 10 pilot projects, UNESCO developed a [resource kit for teachers](#) on how to integrate living heritage in school-based teaching. The kit includes a guidebook introducing a step-by-step methodology on how to integrate living heritage in teaching different subjects in primary and secondary schools, a set of 10 case studies, short films documenting 3 of the case studies and practical tools. The kit is conceived as a living document and will be completed as new materials become available.

“Trash Hack: Action learning for sustainable development – a teacher’s guide” (2021)

This guide for teachers is providing a framework and 9 activities following an action-based approach for transformative learning to engage learners and communities around trash, waste management and, more widely,

education for sustainable development. The [publication](#) is available online in English, French, Spanish via the UNESCO's Digital Library.

“Humanistic Futures of Learning: Perspectives from UNESCO Chairs and UNITWIN Networks” (2020)

The [UNESCO Chairs and UNITWIN Networks](#) from all disciplines and scholarly fields, comprised of 800+ institutions and affiliates in over 110 countries, were invited to prepare think pieces to help advance a shared vision for the future. A selection of 48 independent think pieces are presented in this publication, each of them highlighting key dimensions to be considered in re-visioning and re-purposing education for the future of humanity and the planet. A humanistic approach to education and development is the common thread that weaves together the diversity of contributions into a rich tapestry on learning. The [publication](#) is available in English and French via the UNESCO's Digital Library.

“Understanding GCED in Asia-Pacific: A how-to guide for *Taking it local*” (2020)

Targeting teachers, educators, policymakers, as well as other education-related stakeholders, this guide is expected to deepen their understanding of GCED through building knowledge and capacity on the diverse cultural examples of GCED, as well as to generate dialogue and exchanges on stories from the region that can contribute to building more peaceful, inclusive and sustainable societies. Furthermore, this guide presents a concrete step-by-step design on conducting a “Taking it local” workshop on GCED. The [publication](#) is available in English via the UNESCO's Digital Library.

“Empowering students for just societies: a handbook for primary school teachers” (2019)

This handbook for primary school teachers is a collaborative effort between UNESCO's Global Citizenship Education (GCED) and UNODC's Education for Justice (E4J) initiative, which is part of the Global Programme for the Implementation of the Doha Declaration. As part of this partnership, UNESCO and UNODC have also developed a handbook for secondary school teachers that offers access to activities, lessons and units which aim to strengthen the rule of law and promote a culture of lawfulness. The [publication](#) is available in English, French, Spanish and Arabic via the UNESCO's Digital Library.

“Empowering students for just societies: a handbook for secondary school teachers” (2019)

This handbook for secondary school teachers is a collaborative effort between UNESCO's Global Citizenship Education (GCED) and UNODC's Education for Justice (E4J) initiative, which is part of the Global Programme for the Implementation of the Doha Declaration. As part of this partnership, UNESCO and UNODC have also developed a handbook for primary school teachers that offers access to activities, lessons and units which aim to strengthen the rule of law and promote a culture of lawfulness. The [publication](#) is available in English, French, Spanish and Arabic via the UNESCO's Digital Library.

“Educational content up close: examining the learning dimensions of Education for Sustainable Development and Global Citizenship Education” [\(2019\)](#)

This publication summarizes the findings of a study commissioned by UNESCO on the extent to which the three dimensions of learning, believed to be at the core of ESD and GCED, are reflected in pre-primary, primary and secondary education in ten countries, two from each UNESCO region. The [publication](#) is available in English and French via the UNESCO's Digital Library.

“Youth empowerment for peace and resilience building and prevention of violent extremism in Sahel and surrounding countries: a guide for teachers” (2019)

The “Youth Empowerment for Peace and Resilience Building and Prevention of Violent Extremism in Sahel and Surrounding Countries Guide” (Sahel Guide) supports the capacity-building of secondary school teachers and teacher educators to address violent extremism. It understands that Africa’s teeming youth population, if not harnessed creates an opportunity for radicalization and extremism. Therefore, aims to engage, support, and educate youth on peace, resilience building and the prevention of violent extremism.

The [publication](#) is available in English and French via the UNESCO’s Digital Library.

“Preparing teachers for global citizenship education: a template” (2018)

This publication provides useful information on integrating GCED concepts, principles and activities into curricula and teaching practices covering a broad spectrum of issues and pedagogies. It contains exemplars illustrating how GCED can be integrated into various subject areas. Diverse resources and materials listed in the document also offer readers a wide range of references. Underscoring the pragmatic objective of this work is the need for teachers to become global citizens themselves. The [publication](#) is available in English via the UNESCO’s Digital Library.

“Global Citizenship Education in ASPnet Schools: An Ethical Framework for Action (Canada)” (2018)

This [report](#) offers teachers and schools an ethical framework to practice global citizenship, based on conviviality and the “whole-school approach”. Written for the UNESCO Associated Schools network (AspNet schools), the report includes a short section on the history of global citizenship education and UNESCO; a section on global citizenship education as an ethical position; a section on "conviviality" and "learning to live together" and a section on activities and strategies that can enhance a global citizenship perspective in schools. The report also provides a variety of resources to integrate global citizenship and indigenous perspectives in classrooms.

“Global Citizenship Education: Taking it Local” [\(2018\)](#)

To address the perception that the concept of GCED is concerned mainly with global matters and maybe dissociated from local needs and realities, **UNESCO has identified local/national/traditional precepts and concepts** that are similar to the UNESCO understanding of global citizenship. As culturally relevant expressions of GCED and to contribute to building peace through the implementation of GCED, the concepts identified here can serve as entry-points to teach and learn about GCED in more locally relevant ways. The [publication](#) is available in English and French via the UNESCO’s Digital Library.

“Global citizenship education and the rise of nationalist perspectives: reflections and possible ways forward” (2018)

This paper seeks to provide clarification on the evidence of the rise of nationalist perspectives and its causes, and to lay out how GCED is challenged by this phenomenon. It recommends ways forward for the work of UNESCO and other education stakeholders promoting GCED. The [publication](#) is available in English and French via the UNESCO’s Digital Library.

“Education for Sustainable Development Goals: learning objectives” (2017)

This publication is intended to guide readers on how to use education, and in particular ESD, in achieving the SDGs. It identifies learning objectives, suggests topics and learning activities for each SDG, and describes implementation on different levels from course design to national strategies. The document aims to support policy-makers, curriculum developers, and educators in designing strategies, curricula, and courses to promote learning for the SDGs. The [publication](#) is available online in English, French, Spanish, Arabic, Chinese, Japanese, Russian and Portuguese via the UNESCO’s Digital Library.

“Transformative pedagogy for peace-building: a guide for teachers” (2017)

This guide is designed to build the capacity of teachers so that they are informed and empowered in why and how to educate for peace-building. It offers an analysis of conflict, examines the role of ethics, expands on the elements of transformative pedagogy and provides practical tools to assess learners’ understanding of peace-building concepts and skills. It concludes with 20 engaging activities to support experiential learning. The [publication](#) is available in English via the UNESCO’s Digital Library.

Getting climate-ready: a guide for schools on climate action (2016)

[This guide](#) is the result of a pilot project adopting a whole-school approach to Climate Change, implemented by the UNESCO Associated Schools Network from 2016 to 2018. Through this project, teachers in over 250 schools in 25 countries acted as agents of change, empowering diverse learners to lead healthy lives, promote sustainable development, and engage in the world as creative and responsible world citizens.

“Historical efforts to implement the UNESCO 1974 recommendation on Education in light of 3 SDGs targets” (2016)

This paper presents an analytic overview of historical efforts by Member States of UNESCO to implement the 1974 Recommendation concerning education for international understanding, cooperation and peace education relating to human rights and fundamental freedoms. The main purpose of the review was to provide a historical overview of efforts to achieve Sustainable Development Goal (SDG) Targets 4.7, 12.8 and 13.3 and their proposed measurement indicators, based on states’ historical reporting on the Recommendation. The [publication](#) is available in English via the UNESCO’s Digital Library.

“Schools in action, global citizens for sustainable development: a guide for students” (2016)

This guide aims to introduce secondary school students to Global Citizenship Education and Education for Sustainable Development and provide them with ideas and activities to contribute proactively to a more peaceful and sustainable world. The 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 ASPnet Online Platform: Global Citizens Connected for Sustainable Development in 2014 and 2015. The [publication](#) is available online in UNESCO’s Digital Library in English, French, Spanish and Arabic.

“Schools in action, global citizens for sustainable development: a guide for teachers” (2016)

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 with associated activities and initiatives. The [publication](#) is available online in UNESCO’s Digital Library in English, French, Spanish and Arabic.

“Global citizenship education: topics and learning objectives” (2015)

This publication is the first pedagogical guidance from UNESCO on global citizenship education. It is the result of an extensive research and consultation process with experts from different parts of the world. It was 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. It is intended as a resource for educators, curriculum developers, trainers as well as policymakers, but it will also be useful for other education stakeholders working in non-formal and informal settings. The [publication](#) is available online in English, French, Spanish, Arabic, Russian and Hindi via the UNESCO’s Digital Library.

“Teaching Respect for All”- Guide (2014)

This Teaching Respect for All Implementation Guide comprises a set of policy guidelines, questions for self-reflection, ideas and examples of learning activities to integrate Teaching Respect for All into all aspects of upper primary and lower secondary education, in an effort to counteract discrimination in and through education. It mainly targets policy makers, administrators/headteachers and formal and informal educators. The [publication](#) is available in English, French and Portuguese via the UNESCO’s Digital Library.

Search engines to browse additional publications

You can browse additional publications via the following UNESCO resource banks designed for educators, education planners and practitioners. They offer hundreds of pedagogical ideas for classroom activities and multimedia resources detailing how best to integrate GCED and ESD into teaching and learning, from early childhood care through secondary education:

1. Global Citizenship Education: <https://www.gcedclearinghouse.org>
2. Education for Sustainable Development: <https://en.unesco.org/themes/education/sdgs/material>

GCED ONLINE CAMPUS

Visit and take a course through this e-learning platform on Global Citizenship Education by APCEIU:
<http://www.gcedonlinecampus.org>