



# Measuring Global Citizenship Education

*A Collection of Practices and Tools*

# Acknowledgments

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# Abbreviations

<b>CUE</b>	Center for Universal Education
<b>GCED</b>	Global citizenship education
<b>GCED-WG</b>	Global Citizenship Education Working Group
<b>GEFI</b>	Global Education First Initiative
<b>ICCS</b>	International Civic and Citizenship Education Study
<b>ICT</b>	Information and communication technology
<b>NGOs</b>	Non-governmental organizations
<b>PISA</b>	Programme for International Student Assessment
<b>SDGs</b>	Sustainable Development Goals
<b>SEA-PLM</b>	Southeast Asia Primary Learning Metric
<b>STEAMD</b>	Science, technology, engineering, arts, mathematics, and design
<b>UN</b>	United Nations
<b>UNESCO</b>	United Nations Educational, Scientific, and Cultural Organization
<b>YAG</b>	Youth Advocacy Group

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# Executive Summary

The idea of global citizenship has existed for several millennia. In ancient Greece, Diogenes declared himself a citizen of the world,<sup>1</sup> while the Mahaupanishads of ancient India spoke of the world as one family.<sup>2</sup> Today, education for global citizenship is recognized in many countries as a strategy for helping children and youth prosper in their personal and professional lives and contribute to building a better world. This toolkit is intended to shed light on one aspect of operationalizing global citizenship education (GCED): how it can be measured.

This toolkit is the result of the collective efforts of the Global Citizenship Education Working Group (GCED-WG), a collegium of 90 organizations and experts co-convened by the United Nations Educational, Scientific, and Cultural Organization (UNESCO), the Center for Universal Education (CUE) at the Brookings Institution, and the United Nations Secretary General's Global Education First Initiative's Youth Advocacy Group (GEFI-YAG). To gather the measurement tools in this collection, the working group surveyed GCED programs and initiatives that target youth (ages 15–24).<sup>3</sup> For the purposes of this project, GCED was defined as any educational effort that aims to provide the skills, knowledge, and experiences and to encourage the behaviors, attitudes, and values that allow young persons to be agents of long-term, positive changes in their own lives and in the lives of people in their immediate and larger communities (with the community including the environment).

This toolkit begins with a brief review of opinions on why GCED is important and the variety of definitions of GCED. We follow the report with a catalog of 50 profiles of assessment efforts, each describing practices and tools to measure GCED at the classroom, local, and national levels. Note that the survey does not represent an exhaustive list but may be regarded as a living document that will grow as the field of GCED itself grows around the world.

Broadly speaking, the assessment efforts in this survey may be categorized across achieving three goals: (1) fostering the values/attitudes of being an agent of positive change; (2) building knowledge of where, why, and how to take action toward positive change; and (3) developing self-efficacy for taking effective actions toward positive change.

Today, global challenges such as climate change, migration, and conflict will require people to do more than just think about solutions. They will require effective action, by both individuals and communities. Education for global citizenship is one means to help young people develop the knowledge, skills, behaviors, attitudes, and values to engage in effective individual and collective action at their local levels, with an eye toward a long-term, better future at the global level. We offer this toolkit to provide guidance for educators, policymakers, non-governmental organizations, civil society, and researchers, and to inform this conversation.



# Education for Global Citizenship in the Era of the Sustainable Development Goals

On September 25, 2015, the 193-member United Nations General Assembly formally adopted the 2030 Agenda for Sustainable Development, described by Secretary General Ban Ki-Moon as “a universal, integrated, and transformative vision for a better world.”<sup>4</sup> Among the 17 Sustainable Development Goals (SDGs) to end poverty and hunger, protect the planet, and ensure prosperity for all is SDG 4—ensuring inclusive and quality education for all and promoting lifelong learning. Target 4.7 specifies education for global citizenship:

*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.*<sup>5</sup>

Global citizenship education (GCED) was included within the SDGs as a result of many efforts over the past several decades. For example, among the aims of the secretary general’s five-year Global Education First Initiative (GEFI), launched in September 2012, was putting quality, relevant, and transformative education at the heart of social, political, and development agendas. This task included education that fostered global citizenship. GEFI described a vision

for an education that addresses various challenges<sup>6,7</sup> and forges better societies:

*The world faces global challenges, which require global solutions. These interconnected global challenges call for far-reaching changes in how we think and act for the dignity of fellow human beings....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....Technological solutions, political regulation or financial instruments alone cannot achieve sustainable development. It requires transforming the way people think and act. Education must fully assume its central role in helping people to forge more just, peaceful, tolerant and inclusive societies. It must give people the understanding, skills and values they need to cooperate in resolving the interconnected challenges of the 21st Century.*<sup>8</sup>

One such challenge is the effect of climate change<sup>9</sup> on the planet and on human societies.<sup>10</sup> As early as 1990, the Intergovernmental Panel on Climate Change (IPCC) warned that “the greatest single impact of climate change could be on human migration.”<sup>11</sup> Experts project rising global temperatures will result in rising sea levels as well as extreme climate events such as massive storms and prolonged drought.<sup>12</sup> They predict that the resulting failure of crops and livestock, as well as water shortages that expose hundreds of millions

of people to water stress, will trigger massive migration into new and unfamiliar communities. These movements will exacerbate food and water insecurity and challenge the capacity of educational and health care systems. Differing languages, customs, cultural norms, traditions, and demographics among these newly intersecting populations may result in conflict, as increasing numbers of people compete for decreasing resources.<sup>13,14</sup>

The Syrian refugee crisis has revealed the consequences of this type of migration. The media has captured multiple incidents of human rights violations and assaults against human dignity,<sup>15</sup> as institutions and populations in Western European nations attempt to adapt to the rapid influx of 1 million Syrian refugees. Norway's response, in the face of individual incidents of transgressions of universal human rights, has been to address the preservation of human dignity through educational programs that introduce migrants to women's rights. Similar programs are being adopted in other countries such as Denmark and Germany.<sup>16</sup> What tensions and conflicts might surface, then, when waves of millions more environmental migrants arrive on unfamiliar shores?<sup>17</sup>

Another set of challenges and opportunities are related to advances in technology. Experts in technology management have long argued that automation and digitization present challenges to people's livelihoods, as low-skilled jobs are lost to mechanization and the demand for highly skilled workers increases.<sup>18</sup> We glimpse possibilities for such workplace disruptions and the remaking of jobs as automation and artificial intelligence replace not just physical labor in industries like mining<sup>19</sup> but also cognitive labor in fields like education.<sup>20</sup> Indeed, the global and political elites who convened at Davos in 2016 discussed the implications and disruptions<sup>21</sup> of cyber-physical systems, extreme automation, and extreme connectivity in what has been called the Fourth Industrial Revolution.<sup>22</sup>

Technological advancements and connectivity have allowed the movement of people, goods, and ideas across national borders at rapid rates. The opportunities in these technologically facilitated flows of people and ideas from different parts of the world—whether economic opportunities or an enrichment of the human experience through virtual and real interactions with cultural diversity and conflicting ideas—have not been equally accessible to the world's populations,<sup>23</sup> nor are they always used to further human dignity. Experts have highlighted the rise of populism and nationalism as a backlash against technology-related job loss and other challenges from globalization.<sup>24</sup>

GCED is a strategy to help youth access opportunities as well as navigate the challenges presented by this diverse and interconnected world of increasingly porous borders. Such an education:

- equips youth with an understanding of “global ties, relations and connections, and a commitment to the collective good;”<sup>25</sup>
- fosters the “skills, values and knowledge to empower them as global citizens through the practice and promotion of tolerance, human rights, social justice and acceptance of diversity;”<sup>26</sup> and
- allows people to co-exist within diverse spaces and “(seek) to fulfill their individual and cultural interest and (achieve) their inalienable rights.”<sup>27</sup>

Klaus Schwab, the author of *The Fourth Industrial Revolution*, reminds us:

*We need to shape a future that works for all of us by putting people first and empowering them.*



## Building a Broad Collegium of GCED Experts

With GCED viewed as a strategy to help address the challenges and opportunities presented by our increasingly globalized world, three entities—the United Nations Educational, Scientific, and Cultural Organization (UNESCO), the Center for Universal Education (CUE) at the Brookings Institution, and the Youth Advocacy Group (YAG) of the U.N. Secretary General’s Global Education First Initiative (GEFI-YAG)—co-convened a GCED working group (GCED-WG) in 2014. This gathering was in response to recommendations released by the Learning Metrics Task Force (LMTF) that countries move beyond the assessment of numeracy and literacy of youth and measure the demonstration of values and skills necessary for success in their communities, countries, and the world.

The GCED-WG sought to promote GCED by focusing on how we may measure, at the classroom, local, and national levels, the knowledge, skills, behaviors, attitudes, and values related to global citizenship. This group consists of 88 experts drawn from many regions of the world<sup>28</sup> and from a wide range of regional, national, and global educational organizations and institutions, including non-governmental organizations (NGOs), actors in international education policy, universities, and formal education systems. See the acknowledgments for a list of working group members, their organizations, and geographical regions.

To survey current GCED measurement tools and practices, the working group considered the many ideas

of global citizenship and what makes a global citizen. This examination included considerations of global citizenship as an idea discussed since ancient times and in different cultures. For example, in the 4th century BCE, Diogenes famously declared himself “a citizen of the world.”<sup>29</sup> The term cosmopolitan, which is one way of thinking of “global citizenship,” comes from the Greek *kosmopolitês*, which means citizen of the world. In the Mahaupanishads of India, composed pre-500 CE, we encounter the Sanskrit phrase “Vasudaiva Kutumbakam,”<sup>30</sup> which roughly translates to the entire world as one family. The group also looked at how prominent academics have attempted to define global citizenship in more recent times. For example, Oxley and Morris summarize eight ways we contemplate global citizenship—four conceptions through a cosmopolitan lens (political, moral, economic, and cultural) and four through an advocacy lens (social, critical, environmental, and spiritual).<sup>31</sup>

The GCED-WG also considered that different organizations working to implement GCED have different definitions of global citizenship and what it means to be a global citizen. For example, UNESCO (2015, 14) defines global citizenship as “a sense of belonging to a broader community and common humanity. It emphasizes political, economic, social and cultural interdependency and interconnectedness between the local, the national and the global.”<sup>32</sup> The Southeast Asia Primary Learning Metric (SEA-PLM) defines global citizens as individuals who “...appreciate and understand the interconnectedness of all life on the planet.

They act and relate to others with this understanding to make the world a more peaceful, just, safe and sustainable place,” and emphasizes interconnectedness in global citizenship.<sup>33</sup> Oxfam’s definition of a global citizen is someone who is “aware of the wider world and has a sense of their own role as a world citizen; respects and values diversity; has an understanding of how the world works economically, politically, socially, culturally, technologically and environmentally; is outraged by social injustice; participates in and contributes to the community at a range of levels from local to global; is willing to act to make the world a more sustainable place; and takes responsibility for their actions.”<sup>34</sup>

The many ideas and definitions of global citizenship, and what makes a global citizen, generate a diversity of views on education for global citizenship. This diversity was also reflected within the GCED-WG: when members were asked to share their individual definitions of GCED, their responses indicated that familiarity with the terminology and definitions of global citizenship varied widely by region, country, and individual. Most definitions provided by GCED-WG members included at least two of the following components:

- the capacity to identify, understand, or evaluate global processes, problems, or challenges, and the effect of individual actions on global issues;
- a human rights, cultural sensitivity, and/or openness perspective; and
- individual or collective action or a willingness to act to advance a common good.

Though there was a strong common emphasis on action, the practical component of GCED, working group members differed on several points. For example, some members addressed links between local and global citizenship, and others did not. Some specified common goods such as peace, social justice, security, and equity as the purpose of global citizenship, while others did not.

To explore the definitions, working group members were asked to list key competencies they saw as universally important for GCED for all youth ages 15-24 (the target age for this working group) in all countries. This exercise produced a lengthy list of competencies, and in July 2014, at an in-person convening of the GCED-WG in Bogotá, Colombia, members identified eight salient GCED competencies that were felt to underpin any program of global citizenship education (see Table 1). These competencies represent a basis for further consultation rather than an exhaustive catalog.

Of particular note is that five competencies (empathy, critical thinking/problem solving, ability to communicate and collaborate with others, conflict resolution, and sense and security of identity) were identified as germane to the broader landscape of success in learning and life and not specific to global citizenship alone. Also, there was significant debate in the group on whether to include competencies such as information and communication technology skills, digital literacy, and fluency in multiple languages. It was ultimately decided that these could be locally defined and fit into the competencies in Table 1 that described the purpose of these skills. For example, digital literacy was placed within the ability to communicate and collaborate with others. For each competency, working group members felt there should be equal emphasis on knowledge, values/attitudes, and behaviors/actions.

The working group also considered other efforts in the context of a rapidly expanding field of GCED. In 2015, UNESCO published *Global Citizenship Education: Topics and Learning Objectives*, which provides pedagogical guidance to U.N. member states on global citizenship education. This document outlines an extensive list of GCED topics, learning objectives, and themes organized under three GCED domains—the socio-emotional, cognitive, and behavioral (see Table 2 and Appendix I and II).

Table 1: Global citizenship competencies identified by the GCED-WG

1.	Empathy
2.	Critical thinking/problem solving
3.	Ability to communicate and collaborate with others
4.	Conflict resolution
5.	Sense and security of identity
6.	Shared universal values (human rights, peace, justice, etc.)
7.	Respect for diversity/intercultural understanding
8.	Recognition of global issues—interconnectedness (environmental, social, economic, etc.)

Table 2: Global citizenship domains and learning objectives from the UNESCO framework

	Cognitive domain	Socio-emotional domain	Behavioral domain
Topics	<ol style="list-style-type: none"> <li>Local, national, and global systems and structures.</li> <li>Issues affecting interaction and connectedness of communities at local, national, and global levels.</li> <li>Underlying assumptions and power dynamics.</li> </ol>	<ol style="list-style-type: none"> <li>Different levels of identity.</li> <li>Different communities people belong to and how these are connected.</li> <li>Difference and respect for diversity.</li> </ol>	<ol style="list-style-type: none"> <li>Actions that can be taken individually and collectively.</li> <li>Ethically responsible behavior.</li> <li>Getting engaged and taking action.</li> </ol>



## Method and Criteria for Selecting Measurement Tools

The breadth of the concept prompted the GCED-WG to look beyond measurement efforts labeled as GCED or global citizenship and consider measurement practices and tools in other areas of education. To specify some of these other educational areas in the expanded survey, GCED was defined as any educational effort that aims to provide individuals with skills, knowledge, and experiences and encourage behaviors, attitudes, and values for being agents of long-term positive changes in the individuals' own lives and in the lives of people in their immediate and larger communities (with the community including the environment).

From this working definition, the GCED-WG compiled the following non-exhaustive list of educational areas for consideration: citizenship education, civics education, human rights education, environmental education, education for sustainable development, education for 21st century skills, global education, character/moral education, peace education, education for leadership skills, life-skills education, education for financial literacy, education to prevent violent extremism, socio-emotional learning, physical education/sports, and education for girls' empowerment.

In light of the working definition and the many views of what makes a global citizen, the GCED-WG considered six categories of educational efforts in its survey of GCED measurement:

- efforts specifically labeled as addressing GCED, global citizenship, or the development of global citizens;
- efforts that were labeled citizenship education, civics education, human rights education, environmental education, education for sustainable development, education for 21st century skills, global education, character/moral education, peace education, education for leadership skills, life-skills education, education to prevent violent extremism, physical education/sports, and education for girls' empowerment;
- efforts that targeted the development of some or all of the eight competencies identified by the working group;
- efforts whose aims included some or all of the cognitive, socio-emotional, and behavioral dimensions of the UNESCO topics and learning objectives;
- efforts designed to help learners make positive changes in their lives, using a diverse range of vehicles such as health and financial literacy;
- efforts aimed to facilitate and engage learners in making changes in the lives of their communities, using a diverse range of vehicles such as STEAMD (science, technology, engineering, arts, mathematics, and design).

Like GCED, the measurement of learning is a broad field. Indeed, decisionmakers at different levels of any educational system<sup>35</sup> collect and use data on learning for different purposes, using different tools and practices. Parents may informally gather data on their children's learning by asking them what they learned that day. Teachers may gather data on their students' learning through more formalized assessments such as tests, from which they can identify their students' strengths and areas of improvement and accordingly adjust instruction. Tools used in the classroom may serve formative or summative purposes, depending on their design—do they act to develop learners, or to evaluate them?<sup>36</sup> A one-minute writing assessment<sup>37</sup> administered as a quick test can be used formatively: it provides feedback to both teachers and students about where students are in terms of their learning and what a teacher's next steps might be to support students' learning progress. Or it can be used in a summative fashion, to score the number of correct responses. Similarly, end-of-unit, end-of-term, and end-of-year assessments<sup>38</sup> may be summative and evaluate students' mastery of required curricula or may be designed for use in a formative manner.

Decisionmakers may use aggregated data across schools and education systems. For example, administrators may use aggregated assessment data from different grade levels to monitor the learning occurring across a school or to target resources for school improvement by using these data as a barometer of school quality. Data from assessments given to many schools may be used by education officers for the purposes of educational planning—for example, reforming curricula based on recent research or projected social and economic trends. National officials may use learning data from different programs to gauge the overall health of the national education system and make policy decisions that impact the capacity of these systems. Systemwide trends seen from national-level summative assessments,<sup>39</sup> such as public examinations<sup>40</sup> and large-scale systems-level assess-

ments,<sup>41</sup> provide insights into schools' implementation of curricula and student learning opportunities.

With two broad fields to navigate—GCED and the measurement of learning—the GCED-WG narrowed its focus to surveying GCED educational efforts that included measurement tools to inform decisions around the teaching and learning of youth (ages 15–24), from the classroom and up to the national level. This decision excluded from the scope of this catalog several GCED studies at the regional and international levels worth noting, including the International Civic and Citizenship Education Study (ICCS); the Program for International Student Assessment (PISA), which will include a global competencies dimension in 2018; and the SEA-PLM GCED tools which are currently being piloted. Regional studies such as Latinobarómetro were included because the survey tools are accessible online and could be used at a local or classroom level.

To collect tools, the GCED-WG surveyed literature in books, journal articles, and policy reports, and consulted with organizations working in the various fields described above, with an emphasis on geographic diversity whenever possible. However, more than half of the efforts considered in the current survey have origins in North America and Europe. This is not unexpected, as it reflects the larger, historical story of global aid, global education, and educational research and innovation. The collation efforts were focused on tools that were free of charge, whether available for free download or provided freely upon contacting or registering with an organization, program, or initiative. However, given developments in the space of educational technologies, it was decided that tools that may be purchased with minimal resources would be included.

This initial collection of 49 tools is not an exhaustive list, but rather a sample of the diverse efforts that may inform continuing measurement of GCED.



# Framework for Categorizing the Tools

As the GCED-WG surveyed measurement tools and practices from various GCED educational efforts, it became apparent there were four main sources of tools and practices:

1. “stand-alone” published tools: these efforts were designed to capture and/or guide the development of aspects of the knowledge, skills, behaviors, attitudes, values, and experiences of global citizenship; however, they were stand-alone in that they did not inform the teaching and learning process for a specific program of study or a certification process;
2. courses of study: these consisted of a series of lessons that developed one or more aspects of global citizenship among learners, and included measurement tools;
3. certification efforts: these measurement tools were associated with the process of obtaining a certificate related to learners making positive changes in their own lives and the lives of their communities; the certification was provided to either learners or institutions, and some involved competitions; and
4. archives: these were tools present in collections of teaching resources; some of these archives were discipline specific and most were digitally accessed.

To identify patterns, the tools were mapped to UNESCO’s three domains of GCED (the cognitive, socio-emotional, and behavioral), based on whether they captured evidence for at least one of the learning objectives within the nine topics being considered<sup>42</sup> (Table 2). While the eight GCED competencies (Table 1) were a consideration during the process of surveying various educational efforts, the GCED-WG prioritized the UNESCO framework in its mapping efforts. This decision was in light of several areas of overlap. The eight competencies were found to weave through these dimensions,<sup>43</sup> although their individual representations varied: some, such as critical thinking, are more frequently mentioned than empathy; some, such as respect for diversity, are included as a topic,<sup>44</sup> while others, such as critical thinking, are mentioned within learning objectives.<sup>45</sup> Some competencies imply other skills or subskills; for example, interpersonal skills also imply collaboration. Some competencies are labeled differently. The three categories of the UNESCO topics and learning objectives—cognitive, socio-emotional, and behavioral—were discussed as roughly corresponding to the knowledge, values/attitudes, and behaviors/actions aspects of each competency discussed by the working group.

Table 3: Summary of assessments across GCED domains and topics

	Program/initiative/tool	Cognitive			Socio-emotional			Behavioral			Page #
		C1	C2	C3	SEL4	SEL5	SEL6	B7	B8	B9	
Stand-alone published tools	Beeminder				✓						<a href="#">13</a>
	Global Learning Programme Scotland Teacher Questionnaire (IDEAS)		✓					✓			<a href="#">14</a>
	Global Learning Programme Scotland School Audit (IDEAS)		✓	✓	✓	✓	✓		✓	✓	<a href="#">15</a>
	LatinoBarometro	✓					✓				<a href="#">16</a>
	MoodMeter				✓	✓	✓				<a href="#">17</a>
	SABER Test of Citizenship Competencies	✓	✓			✓	✓			✓	<a href="#">18</a>
	SER Test of Capabilities for Citizenship and Peaceful Co-existence	✓	✓	✓		✓	✓	✓	✓	✓	<a href="#">19</a>
	SER Test of Capabilities for Arts, and Citizenship and Peaceful Coexistence					✓			✓		
	SER Test of Capabilities for Physical Well-Being, and Citizenship and Peaceful Co-existence					✓	✓	✓	✓		
	Treemagotchi		✓					✓		✓	<a href="#">21</a>
Courses of study	Aflatoun		✓		✓	✓	✓	✓	✓	✓	<a href="#">22</a>
	EcoMOBILE	✓	✓		✓						<a href="#">23</a>
	EcoMUVE	✓	✓		✓						<a href="#">24</a>
	Essentials of Dialogue Toolkit			✓	✓	✓	✓	✓			<a href="#">25</a>
	Get Global!	✓	✓	✓				✓		✓	<a href="#">26</a>
	Global Citizen Year		✓		✓	✓	✓	✓	✓	✓	<a href="#">27</a>
	I DEAL (War Child Holland)				✓	✓	✓			✓	<a href="#">28</a>
	LEAP Africa's e-integrity Course*							✓	✓	✓	<a href="#">29</a>
	LEAP Africa's iLEAD Program*					✓	✓	✓		✓	<a href="#">30</a>
	Put Girls First! (Corstone)				✓	✓	✓	✓			<a href="#">31</a>
	S.O.S: An Interactive Learning Resource and Guidance Notes (Trócaire)	✓	✓	✓		✓		✓	✓	✓	<a href="#">32</a>
	Social Media Study (Canadian Olympic Committee)				✓	✓	✓	✓	✓	✓	<a href="#">33</a>
	TED-Ed Clubs						✓	✓			<a href="#">34</a>
	The Education We Want Workshop Facilitator Guide	✓	✓	✓			✓	✓		✓	<a href="#">35</a>
	Young Masters Program on Sustainable Development		✓	✓		✓	✓	✓	✓	✓	<a href="#">36</a>
	Youth Empowerment Through Community Action Programme (YECAP)*	✓	✓	✓	✓	✓		✓		✓	<a href="#">37</a>

	Program/initiative/tool	Cognitive			Socio-emotional			Behavioral			Page #
		C1	C2	C3	SEL4	SEL5	SEL6	B7	B8	B9	
Certification efforts	Association for Supervision and Curriculum Development (ASCD) School Improvement Tool		✓	✓	✓	✓	✓		✓	✓	<a href="#">38</a>
	DECA		✓				✓			✓	<a href="#">39</a>
	Eco-Schools		✓	✓		✓	✓	✓		✓	<a href="#">40</a>
	Global Citizen Diploma		✓	✓		✓				✓	<a href="#">41</a>
	Google Science Fair (Google Education)		✓	✓				✓		✓	<a href="#">42</a>
	FIRST LEGO League Judge's Guide		✓	✓		✓	✓	✓	✓	✓	<a href="#">43</a>
	FIRST (For Inspiration and Recognition of Science and Technology)					✓	✓	✓	✓	✓	<a href="#">44</a>
	VEX Robotics Competition Judge Resources Guide (REC Foundation)					✓	✓	✓			<a href="#">45</a>
	Young Reporters for the Environment (Foundation for Environmental Education)	✓	✓	✓			✓			✓	<a href="#">46</a>
Archives	Edutopia	✓	✓	✓	✓	✓	✓	✓	✓	✓	<a href="#">47</a>
	EuropAfrica's Toward Food Sovereignty	✓	✓	✓				✓	✓		<a href="#">48</a>
	Graduation Performance System (The Asia Society Center for Global Education)	✓	✓	✓		✓	✓	✓	✓	✓	<a href="#">49</a>
	Human Rights, Conflict Resolution, and Tolerance Education Teacher Toolkit (UNRWA)	✓	✓	✓	✓	✓	✓	✓	✓	✓	<a href="#">50</a>
	iCivics	✓	✓	✓		✓		✓			<a href="#">51</a>
	Intel Education Idea Showcase (Intel Education)	✓	✓	✓	✓	✓	✓	✓	✓	✓	<a href="#">52</a>
	National Action Civics Collaborative Toolbox	✓	✓	✓	✓		✓	✓		✓	<a href="#">53</a>
	National Geographic Education	✓	✓	✓	✓	✓	✓	✓	✓	✓	<a href="#">54</a>
	PBS Learning Media (PBS & WGBH Educational Foundation)	✓	✓	✓	✓	✓	✓	✓	✓	✓	<a href="#">55</a>
	Peacebuilding Toolkit for Educators (United States Institute for Peace)	✓	✓	✓	✓	✓	✓	✓	✓	✓	<a href="#">56</a>
	Teaching Values Toolkit (Olympic Values Education Programme)	✓			✓	✓	✓	✓	✓	✓	<a href="#">57</a>
	TED-Ed Lessons (Technology, Entertainment, Design)		✓	✓	✓		✓				<a href="#">58</a>
	Tools for Student-Centered Learning (Intel Education)	✓	✓		✓	✓		✓	✓	✓	<a href="#">59</a>
	Waterloo Global Science Initiative Energy Literacy Challenge (Spongelab)		✓					✓	✓		<a href="#">60</a>

Key: C1 = local, national and global systems and structures; C2 = issues affecting interaction and connectedness of communities at local, national, and global levels; C3 = underlying assumptions and power dynamics; SEL4 = different levels of identity; SEL5 = different communities people belong to and how these are connected; SEL6 = difference and respect for diversity; B7 = actions that can be taken individually and collectively; B8 = ethically responsible behavior; B9 = getting engaged and taking action

A few notable gaps emerged from review of GCED assessment efforts. One pertained to evidence of taking action: achieving the Sustainable Development Goals requires actions and not just thinking about ways and means to achieve them; yet only slightly more than half of these (32 out of 50) include assessment tools for getting engaged and taking action (B9). Action-focused tools are most prevalent within certification efforts, with seven out of the nine programs assessing

evidence of taking action toward positive changes. Another gap pertained to evidence of understanding two key elements of our globalized and interconnected world—diversity and an understanding of interconnectedness—as seen from gaps in efforts to assess different levels of identity (SEL4), and different communities people belong to and how these are connected (SEL5).



# The Catalog of GCED Measurement Efforts

**T**he 49 measurement efforts in this catalog include tools that inform decisions around the teaching and learning of children and youth, whether in school or out, from the classroom to the national level. These tools are sourced from six categories of educational efforts described on page 7. Efforts were made to emphasize geographical diversity in scanning for educational efforts wherever possible.

As described earlier, the measurement practices and tools came from four different sources: stand-alone published tools, courses of study, certification efforts, and archives.

The tools from these 49 GCED measurement efforts were mapped to the topics of UNESCO's three domains of global citizenship (cognitive, socio-emotional, and behavioral).

*A table of contents for the catalog can be found in Table 3, on page 10.*

## Stand-alone tools

<b>Beeminder</b>	
<b>Key GCED areas</b>	socio-emotional (SEL4: different levels of identity)
<b>Age group</b>	youth, young adult
<b>Description</b>	Beeminder is an online commitment contract that applies prospect theory (the concept of being more motivated by fear of loss than gain) to overcome hyperbolic discounting (the phenomenon of decisionmaking being distorted by immediate consequences, seen in failing to achieve goals because immediate rewards trump more distant objectives). Using this goal-setting and goal-tracking platform, individuals can set long-term goals and check in daily on their progress toward the goal. The platform interfaces with other digital tools, such as the digital fitness tracker Fitbit, to provide automatic prompts toward a daily check-in. Examples of goals related to education proposed by Beeminder include learning new skills such as cooking and programming, learning new content such as languages or keeping abreast of current events, and practicing know-how skills by interacting with experts.
<b>Assessment tools</b>	This digital tool uses a self-report system and combines self-assessment with external accountability. Progress toward long-term goals is provided via input from daily check-ins. These data are visually displayed on a virtual road called a Yellow Brick Road. This label is an homage to the American novel, “The Wizard of Oz,” in which companions travel on a yellow brick road to achieve their goals. Decisions that derail the long-term plan are recorded as a deviation of data points from this virtual road and prompt a short-term financial punishment in the form of a financial penalty required to continue using this platform.
<b>Administration or implementation</b>	out of school
<b>Countries</b>	developed in the United States
<b>Availability</b>	free, requires minimum payment of \$5 if there is deviation from goal datapoints
<b>Website</b>	<a href="https://www.beeminder.com/">https://www.beeminder.com/</a>

<b>Global Learning Programme Scotland Teacher Questionnaire (IDEAS)</b>	
<b>Key GCED areas</b>	cognitive (C2: issues affecting interaction and connectedness of communities at local, national, and global levels); behavioral (B7: actions that can be taken individually and collectively)
<b>Age group</b>	for teachers of children and youth
<b>Description</b>	The Global Learning Programme Scotland (GLP-S) is part of a government-funded, United Kingdom-wide program that supports UK schools in equipping students to make a positive contribution to a globalized world. This free program is managed and delivered by IDEAS (International Development Education Association of Scotland). Among its resources for the pedagogy and assessment of global citizenship education is the teacher questionnaire. The purpose of this assessment tool is to measure the impact of the GLP-S. The questionnaire solicits teachers' views and practices around global citizenship education, which is specified to have the themes of "Globalisation and Interdependence, Social Justice and Equity, Diversity, Peace and Conflict, Sustainable Development." This baseline questionnaire is preceded at a later date with a followup questionnaire. The information from the questionnaire informs continued free support to the school.
<b>Assessment tools</b>	The teacher questionnaire is a self-report designed to capture both qualitative and quantitative data about teachers' perceptions around global citizenship education, defined as encompassing four themes: globalization and interdependence; social justice and equity; diversity, peace, and conflict; and sustainable development. Through a rating scale as well as written comments, the questionnaire provides teachers the option of responding to questions regarding their confidence with teaching global citizenship, their knowledge of the field, their view of pupils' interest, and their view of the value of teaching global citizenship.
<b>Administration or implementation</b>	in school
<b>Countries</b>	developed in the United Kingdom
<b>Availability</b>	free to download
<b>Website</b>	<a href="http://www.ideas-forum.org.uk/education/schools/projects/global-learning-programme-scotland/for-teachers">http://www.ideas-forum.org.uk/education/schools/projects/global-learning-programme-scotland/for-teachers</a>

<b>Global Learning Programme Scotland School Audit (IDEAS)</b>	
<b>Key GCED areas</b>	cognitive (C2: issues affecting interaction and connectedness of communities at local, national, and global levels, C3: underlying assumptions and power dynamics); socio-emotional (SEL4: different levels of identity, SEL5: different communities people belong to and how these are connected, SEL6: difference and respect for diversity); behavioral (B8: ethically responsible behavior, B9: getting engaged and taking action)
<b>Age group</b>	for teachers of children and youth
<b>Description</b>	The Global Learning Programme Scotland (GLP-S) is part of a government-funded, United Kingdom-wide program that supports UK schools in equipping students to make a positive contribution to a globalized world. This free program is managed and delivered by IDEAS (International Development Education Association of Scotland). Among its resources for the pedagogy and assessment of global citizenship education is the school audit—an instrument for supporting the school’s development of global citizenship among its learners, which is specified to have the themes of “Globalisation and Interdependence, Social Justice and Equity, Diversity, Peace and Conflict, Sustainable Development.” While this audit is designed for the senior management of a school, it may be completed by a teacher. The audit is completed at first contact with the GLP-S as a baseline measure, with a followup at the end of the school year. The information from the audit informs continued free support to the school.
<b>Assessment tools</b>	The audit is a self-report on the level of integration of global citizenship education throughout the school curriculum. The self-report rubric has descriptors across four categories (pre-engaged, interested, introductory, and developed and advanced stages) and five criteria (whole school planning and policy, integration of global citizenship as a context for learning, linking global citizenship to curriculum for excellence, resources for global citizenship, and integration of global citizenship through existing whole school initiatives). In addition, examples of whole school initiatives are provided so that respondents can report participation, including the community-participation-based Eco-Schools award.
<b>Administration or implementation</b>	in school
<b>Countries</b>	developed in the United Kingdom
<b>Availability</b>	free to download
<b>Website</b>	<a href="http://www.teachglobalambassadors.org/images/docs/glps-school-audit-6.2.14.pdf">http://www.teachglobalambassadors.org/images/docs/glps-school-audit-6.2.14.pdf</a>

<b>Latinobarómetro</b>	
<b>Key GCED areas</b>	cognitive (C1: local, national, and global systems and structures); socio-emotional (SEL6: difference and respect for diversity)
<b>Age group</b>	16 years of age and older
<b>Description</b>	This survey is produced and administered by Corporación Latinobarómetro, an NGO based in Santiago, Chile that engages in research on the development of democracy, economy, and society, using public opinion indicators that measure attitudes, values, and behaviors. This survey is administered annually, with about 20,000 interviews. Corporación Latinobarómetro is solely responsible for the production and publication of the data, which are used by a variety of international, governmental, and regional socio-political actors and the media.
<b>Assessment tools</b>	This survey instrument is for the evaluation of certain citizenship attitudes and knowledge for youth and adult citizens within the community, rather than specific to education. Citizenship aspects enquired about by the survey include: (1) citizens' knowledge about democracy and institutions, (2) citizens' conceptions of citizenship, (3) citizens' attitudes toward social fraud, discrimination, legality, and their rights and responsibilities, (4) citizens' trust in persons and institutions, and (5) citizens' perceptions of public policies, the country's economy, and the media.
<b>Administration or implementation</b>	general public
<b>Countries</b>	Argentina, Bolivia, Brazil, Chile, Colombia, Costa Rica, Ecuador, El Salvador, Guatemala, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, Dominican Republic, Uruguay, Venezuela.
<b>Availability</b>	free to download
<b>Website</b>	<a href="http://www.latinobarometro.org/">http://www.latinobarometro.org/</a>

<b>MoodMeter App (Yale Center for Emotional Intelligence)</b>	
<b>Key GCED areas</b>	socio-emotional (SEL4: different levels of identity, SEL5: different communities people belong to and how these are connected, SEL6: difference and respect for diversity)
<b>Age group</b>	children, youth, young adults
<b>Description</b>	The Yale Center for Emotional Intelligence is a global pioneer in the field of emotional intelligence. The MoodMeter App is an anchoring tool of the center's RULER (Recognizing, Understanding, Labeling, Expressing, and Regulating) Approach to Social and Emotional Learning program, which approaches developing emotional intelligence in the school community (teachers, administrators, parents, and students) with the understanding that a common mindset and vocabulary around emotions will facilitate adults supporting learners in their own emotional intelligence, which has an impact on behaviors. This tool is designed to help users expand emotional vocabulary and understand, express, and regulate emotions. The app is used to develop emotional self-awareness and self-regulation through mindfulness around changes in emotions and how emotions impact actions. The app allows users to set reminders to check in with how they are feeling, identify their emotion from a list of 100 emotions color coded for pleasantness and energy, and strategize to shift emotions if needed. These emotions can be tracked over time, allowing users to gauge their overall mood and engage in conversations around the impact of emotion on action.
<b>Assessment tools</b>	This for-purchase self-report tool has 100 emotions in the app categorized by color on a range from unpleasant and high energy, such as anger, to pleasant and low energy, such as satisfaction. By using this app to periodically label emotions, users can track their feelings over time, with the option of strategizing to shift them.
<b>Administration or implementation</b>	in school and out of school
<b>Countries</b>	United States
<b>Availability</b>	available for download (USD \$0.99)
<b>Website</b>	<a href="http://moodmeterapp.com/">http://moodmeterapp.com/</a>

<b>SABER Test of Citizenship Competencies</b>	
<b>Key GCED areas</b>	cognitive (C1: local, national, and global systems and structures, C2: issues affecting interaction and connectedness of communities at local, national, and global levels); socio-emotional (SEL5: different communities people belong to and how these are connected, SEL6: difference and respect for diversity); behavioral (B9: getting engaged and taking action)
<b>Age group</b>	students in grades 5, 7, 9, and 11 (last year at school) and last-year undergraduate students of all higher education (including university) programs
<b>Description</b>	This national-level test is produced and administered by Colombia’s state office in charge of educational assessment, the Instituto Colombiano de Evaluación Educativa (ICFES) (Colombian Institute for Educational Assessment). The citizenship education module is part of the general assessment of educational quality. Since 2011, these tests of citizenship competencies have been implemented every year, and the number of grades or levels to which they were applied was broadened to include a test for undergraduate students in their last year of studies (known as SABER PRO). It is compulsory for every student to take the test.
<b>Assessment tools</b>	The tests for 11th grade and undergraduate students can be considered “high stakes”—scores are produced for each student individually, they can be made public, and they can be required for educational or work applications—and cover only the cognitive dimension. However, the test for other grades—for which only school averages are produced and provided to the participating schools—also include items for self-report and report by the students, covering attitudes, behaviors, and school environment. The cognitive part is a pen-and-paper test with multiple-choice single response items. It covers four components: (1) knowledge of the state, the Constitution, and human rights; (2) critical evaluation of arguments; (3) “multiperspectivism” (the capacity to analyze problems from different perspectives); and (4) systemic thinking. The last three are seen as different tools of critical thinking and are taken to be general skills or competencies; the first one addresses the understanding of general principles of the Constitution and the state, as well as the violation or protection of human rights. The non-cognitive part (only present in SABER 5, 7, and 9) enquires about students’ attitudes toward justifications for the use of violence, animal abuse, corruption, democracy, school and political participation, legality, diversity, and gender roles, and about assertiveness, empathy, and anger management. It also asks about the students’ experience with virtual, physical, or relational aggression and the report of acts of discrimination.
<b>Administration or implementation</b>	schools register their students, and the test is administered by ICFES
<b>Countries</b>	Colombia
<b>Availability</b>	some sample questions as well as the instruction manual are available on the internet
<b>Website</b>	<a href="http://www.icfes.gov.co">http://www.icfes.gov.co</a>

## SER Test of Capabilities for Citizenship and Peaceful Coexistence

<b>Key GCED areas</b>	cognitive (C1: local, national and global systems and structures, C2: issues affecting interaction and connectedness of communities at local, national, and global levels, C3: underlying assumptions and power dynamics); socio-emotional (SEL5: different communities people belong to and how these are connected, SEL6: difference and respect for diversity); behavioral (B7: actions that can be taken individually and collectively, B8: ethically responsible behavior, B9: getting engaged and taking action)
<b>Age group</b>	9th-grade students
<b>Description</b>	This test, produced and administered by the Secretariat of Education of the District of Bogotá (SED) since 2014, is part of a general attempt by the SED to assess disciplines and topics that are generally excluded from the national tests that are produced and administered by the national-level Colombian Institute for Educational Assessment (ICFES). While citizenship education is evaluated by the ICFES, the SED concluded that the approach was insufficient and that it needed a new orientation based on capabilities rather than on competencies. Six capabilities had been determined by the SED as essential for citizenship and peaceful coexistence: (1) identity; (2) dignity and rights; (3) duties and respect for others' rights; (4) sensitivity and emotional management; (5) meaning of life, body, and nature; and (6) participation.
<b>Assessment tools</b>	For the test, for each of those six capabilities one or two of their corresponding functionings (regarded as activities that the citizen engages in) are chosen. Then, cognitive and attitudinal qualifiers are established for each, as well as external or context conditions that may favor or hinder the enactment of those functionings (at the school, family, or neighborhood levels). The cognitive qualifiers are tested by means of multiple-choice single-response items, called "A ver si puedes (AVSP)" (Let's see if you can), whereas the functionings, attitudinal qualifiers, and external conditions are inquired upon by means of self-report and report items, called "Dímelo con sinceridad (DCS)" (Tell me honestly). The test is taken by all the 9th-grade students from all the public schools and a sample of private schools in Bogotá. Scores are produced as averages for schools, but not for individuals. The following table presents the functionings, cognitive and attitudinal qualifiers, and context conditions for each of the six capabilities tested for.

Practices or functionings (level of involvement)	Qualifiers for the functionings	Context conditions
<i>Identity.</i> (DCS) Pays attention to who is being excluded from a conversation or communicative process, and tries to include her.	(AVSP) Identifies forms of discrimination in communication (such as pejorative terms, specialized jargon, selectivity in allowing to speak or in being listened to, and other forms of asymmetry in communication) and ways to mitigate them. (DCS) Disapproves of the use of pejorative or discriminatory language in communicative processes.	(DCS) Her classmates disapprove of the use of pejorative or discriminatory terms to refer to people from other social groups.
<i>Duties and respect for the rights of others.</i> (DCS) Self-regulates in the use of her power in her relations with others.	(DCS) Disapproves of destructive uses of power over others. (AVSP) Identifies destructive and constructive ways in which power can be exercised.	(DCS) In her school and at home norms and principles are established that avoid (or do not promote) relations where power is exercised destructively.
<i>Sensitivity and emotional management.</i> (DCS) Experiences political or moral anger toward injustice.	(AVSP) Recognizes the role of moral and political emotions in citizen actions and relationships.	(DCS) In her family, school, or neighborhood just relationships are cared for.

<b>Administration or implementation</b>	schools register their students, and the test is administered by the National University of Colombia
<b>Countries</b>	Colombia
<b>Availability</b>	past versions of the test available online
<b>Website</b>	<a href="http://www.educacionbogota.edu.co">http://www.educacionbogota.edu.co</a>

<b>Treemagotchi (Snowballs and FlyWheels)</b>	
<b>Key GCED areas</b>	cognitive (C2: issues affecting interaction and connectedness of communities at local, national, and global levels); behavioral (B7: actions that can be taken individually and collectively, B9: getting engaged and taking action)
<b>Age group</b>	children, youth, young adults
<b>Description</b>	This online tool, developed by Kairos Tools, was one of three finalists in the TEDxAmsterdam Challenge. While the free tool has been archived, the principles of Treemagotchi are now being used in corporate social responsibility programs at multinational corporations. The tool was intended to help people take the step from thinking about issues of social and global fairness to taking action, using concepts from current psychological research around sustainable behavior change. Participants are engaged in an online community that may extend into the non-digital world through a digital tool that is designed to be fun and sociable. Individuals have the opportunity to interact with one another, learn and share within a peer-to-peer community of practice, and participate in real-world hands-on learning tasks.
<b>Assessment tools</b>	This digital tool depends on a self-report system. Individuals “plant” a virtual tree on their blog, social media platform, or website. They feed this tree by taking actions that directly relate to social and global fairness, such as initiatives to improve their community through environmental activities or through changes to their social environment. The tree flourishes when it is “watered” by many such actions and deteriorates when neglected.
<b>Administration or implementation</b>	out of school
<b>Countries</b>	developed in the Netherlands
<b>Availability</b>	free
<b>Website</b>	<a href="http://snowfly.nl/en/home-2/">http://snowfly.nl/en/home-2/</a>

## Tools present in lessons and modules of a program of study

<b>Aflatoun</b>	
<b>Key GCED areas</b>	cognitive (C2: issues affecting interaction and connectedness of communities at local, national, and global levels); socio-emotional (SEL4: different levels of identity, SEL5: different communities people belong to and how these are connected, SEL6: difference and respect for diversity); behavioral (B7: actions that can be taken individually and collectively, B8: ethically responsible behavior, B9: getting engaged and taking action)
<b>Age group</b>	children, youth
<b>Description</b>	Founded in Mumbai, India, and based in the Netherlands, Aflatoun focuses on delivering a social and financial education that educates children about their rights and responsibilities, alongside managing financial resources. The curriculum is structured around a series of lessons that teach both social skills and financial literacy, where children learn about themselves, child rights, saving, basic financial concepts, and enterprise. The program uses learner-centered pedagogy, with children expressing themselves, acting on their own, and collaborating to solve practical problems according to the Aflatoun motto, “Explore, Think, Investigate, and Act.” Methods of learning include storytelling, song, drama and dance, games, savings clubs, financial enterprises, and community improvement activities. The program consists of five divisions: curriculum, 5 core elements, start a program, training, and evaluation.
<b>Assessment tools</b>	The role of the teacher is that of a facilitator who guides learners through activities, such as “Image Theatre” and “Problem Trees,” to teach interpersonal and intrapersonal skills. Detailed lessons are provided that incorporate team building and collaborative learning exercises (such as forming a “snake” with the entire classroom as an energizer, and passing a ball among a circle of learners to take turns speaking) and place activities within a collaborative learning environment. Students are provided opportunities to share their reflections and self-assess throughout the different lessons. Discussion prompts are suggested for guided discussions. In addition, children produce visible artifacts, such as tree diagrams, which teachers and peers may provide feedback on.
<b>Administration or implementation</b>	in school and out of school
<b>Countries</b>	developed in India
<b>Availability</b>	free, contact Aflatoun
<b>Website</b>	<a href="http://www.aflatoun.org">http://www.aflatoun.org</a>

<b>EcoMOBILE (EcoLearn)</b>	
<b>Key GCED areas</b>	cognitive (C1: local and national systems and structures, C2: issues affecting interaction and connectedness of communities at local, national, and global levels); socio-emotional (SEL4: different levels of identity)
<b>Age group</b>	youth (middle school)
<b>Description</b>	EcoMOBILE (Ecosystems Mobile Outdoor Blended Immersive Learning Environment), an extension of Harvard's EcoMUVE platform, constructs an Augmented Reality Experience (ARE) to enhance ecosystem field trips. This research project from the Harvard Graduate School of Education (HGSE) explores the infusion of virtual resources with real ecosystems for generating engaging, immersive virtual learning opportunities that support setting-enhanced learning in environmental education. The ARE interface of EcoMOBILE layers students' experience with the real ecosystem of a pond with virtual resources accessed through smartphones and other mobile devices such as environmental probes. The platform provides clues at various hotspots and prompts teams of students to capture evidence toward problem solving their environmental mystery, such as capturing pictures, videos, and voice recordings, as well as gathering and recording data measures from the real world (e.g., dissolved oxygen, temperature, turbidity, and pH). For example, one EcoMOBILE ARE involves students tracking a virtual carbon atom around an ecosystem to learn about photosynthesis and respiration.
<b>Assessment tools</b>	The ARE platform teaches students about ecosystems by layering visuals, supplemental information, and just-in-time feedback as students work individually or in teams. The ARE prompts structured and guided interactions, with teachers facilitating students to move at their own pace. Research indicates that teachers perceive increased student ownership of their learning as the ARE facilitates a more student-directed rather than teacher-directed experience. Similar to EcoMUVE, there are opportunities for formative assessment through artifacts (a product of learners' activities, such as worksheets) and guided discussions. Program assessment measures include pre-post surveys of content, self-report attitudinal measures such as self-efficacy, and student ratings of various activities.
<b>Administration or implementation</b>	in school
<b>Countries</b>	developed in the United States
<b>Availability</b>	contact EcoLearn at HGSE
<b>Website</b>	<a href="http://ecolearn.gse.harvard.edu/ecoMOBILE/overview.php">http://ecolearn.gse.harvard.edu/ecoMOBILE/overview.php</a>

<b>EcoMUVE (EcoLearn)</b>	
<b>Key GCED areas</b>	cognitive (C1: local and national systems and structures, C2: issues affecting interaction and connectedness of communities at local, national, and global levels); socio-emotional (SEL4: different levels of identity)
<b>Age group</b>	youth (middle school)
<b>Description</b>	The EcoMUVE curriculum, developed at the Harvard Graduate School of Education, is an inquiry-based environmental education curriculum that uses a virtual reality (VR) interface to teach middle school students about ecosystems, scientific inquiry, complex causality, and stewardship. Two 10-day modules—Pond and Forest—are built around a virtual ecosystem that students access through a computer. This Multi User Virtual Environment (MUVE)—a virtual 3-D world, similar to those of video games—recreates real ecological settings. Students work individually, as well as collaborating in teams, to solve authentic problems by collecting data in the virtual world, identifying connections between variables in the system, and understanding changes over time. For example, the Pond curriculum commences with students discovering that all the fish in the virtual pond have died, and proceeds with students working in teams to determine the complex causal relationships involved in this phenomenon, thus being immersed in the experience of being ecosystem scientists. Students participate in a mini-scientific conference to showcase their finding and research around their investigation into the mystery being presented by the MUVE.
<b>Assessment tools</b>	The curriculum is structured around a series of lessons that introduce ecological concepts such as food webs, energy transfer, and biotic and abiotic factors. The virtual reality experience prompts students to collect both quantitative and qualitative data, with teachers facilitating discussions about the interconnections surfaced by these observations. The lessons incorporate opportunities for formative assessment of artifacts such as worksheets, concept maps, and presentations, suggestions for probing questions to gauge student understanding during guided discussions, and digital tools to gauge students' understanding of core concepts, with stealth assessments (embedded diagnostic assessments). Explicit roles, responsibilities, and group norms guide the process of collaborative inquiry and jigsaw pedagogy, with scaffolding provided for presentation of final findings. In addition, assessment data are collected through pre- and post-surveys of science content as well as affective measures such as self-efficacy.
<b>Administration or implementation</b>	in school
<b>Countries</b>	United States, India, Mexico, Denmark, Australia, China (list is expanding)
<b>Availability</b>	free to download, requires registration
<b>Website</b>	<a href="http://ecolearn.gse.harvard.edu/ecomuve/overview.php">http://ecolearn.gse.harvard.edu/ecomuve/overview.php</a>

## Essentials of Dialogue Toolkit (Tony Blair Faith Foundation)

<b>Key GCED areas</b>	cognitive (C3: underlying assumptions and power dynamics); socio-emotional (SEL4: different levels of identity, SEL5: different communities people belong to and how these are connected, SEL6: difference and respect for diversity); behavioral (B7: actions that can be taken individually and collectively)
<b>Age group</b>	youth, young adult
<b>Description</b>	The Essentials of Dialogue Toolkit from the Tony Blair Faith Foundation supports the Faith to Face program, which develops skills of respectful dialogue and facilitation in schoolchildren between 12 and 17 years of age. Students are taught dialog and facilitation skills, through a program of structured lessons and activities, in the art of expression. The lessons incorporate cooperative learning strategies and provide opportunities for civic engagement around social justice. The program may be delivered through school clubs or integrated within subjects such as social studies and other curricula. Students use these skills in facilitated opportunities, including remotely through videoconferencing, where they engage in expressing personal beliefs and learn about the beliefs and values of others. These opportunities are forums to practice a variety of skills such as listening, cooperation, questioning, and leadership. The modules incorporate cooperative learning strategies and provide opportunities for civic engagement around social justice.
<b>Assessment tools</b>	The toolkit contains many formative assessment activities, such as structured reflection artifacts (e.g., WWW—what-went-well, and EBI—even-better-if). In addition, there are resources to support self-assessment, such as sample norms around dialogue and self-assessment checklists, as well as tools that scaffold an analysis of self-identity, including a social identity wheel. Examples of sample criteria provided for educators to incorporate into their formative/summative assessment and feedback practices include: “my students are able to identify the major influences on their lives, behavior, beliefs, and thinking”; “they can find differences as well as similarities between their own lives, values, and beliefs and those of others”; and “they are able to reflect on their own skills of dialogue (and those of others) and consider how these could be improved in the future.”
<b>Administration or implementation</b>	in school and out of school
<b>Countries</b>	Australia, Canada, Egypt, India, Indonesia, Israel, Italy, Jordan, Lebanon, Mexico, Pakistan, Palestine, Philippines, Singapore, United Arab Emirates, United Kingdom, Kosovo, Ukraine, United States
<b>Availability</b>	free to download
<b>Website</b>	<a href="http://tonyblairfaithfoundation.org/sites/default/files/Essentials-of-Dialogue.pdf">http://tonyblairfaithfoundation.org/sites/default/files/Essentials-of-Dialogue.pdf</a>

<b>Get Global!</b>	
<b>Key GCED areas</b>	cognitive (C1: local, national and global systems and structures, C2: issues affecting interaction and connectedness of communities at local, national, and global levels, C3: underlying assumptions and power dynamics); behavioral (B7: actions that can be taken individually and collectively, B9: getting engaged and taking action)
<b>Age group</b>	youth, young adult
<b>Description</b>	This resource for facilitating and assessing active global citizenship in the classroom defines active global citizenship as students participating fully in a global society. Its approach to developing the knowledge, skills, and experience of effecting change within a global society spans three themes: taking action to effect change; developing inquiry, participation, and reflection skills; and developing an understanding of the world as a global community and its related social, political, economic, and environmental implications. Students experience having a voice and taking responsible action in their community—which may be at the school, local, national, or global level—through six steps: (1) asking questions to explore their understanding, values, and attitudes toward global citizenship; (2) identifying an actionable issue; (3) researching the local and global effects of their chosen issue on people, including their environment; (4) constructing a feasible and practical action plan; (5) taking action and self-monitoring their progress; and (6) reflecting on their implementation to identify changes moving forward. These steps may be approached non-sequentially within the learning trajectory. The activities within them encourage collaborative exploration of personally relevant issues through participatory learning activities and visual tools, and their skills-based approach allows versatility in integration across subjects and grades. In addition, there are games to develop collaboration and communication skills.
<b>Assessment tools</b>	The tools in this resource are designed to be versatile: they may be used for various types of assessment (self, peer, group, or teacher), and positioned at various points of the learning trajectory including pre/post activity, lesson, or module. Suggested assessment tools include products such as a portfolio to provide information on skills and information learned, the capturing of observations through photographs, the capturing of conversations in focus groups, and formative assessment practices (e.g., Graffiti Walls and Double Wheel). Tools related to the steps of executing an action plan, including brainstorming personally relevant issues, planning and participating in action, and reflecting on the implemented plan, include an active global citizenship survey, an issues wheel to identify actions, a research matrix to inform an action plan, an impact matrix for evaluating actions, and an active global citizenship certificate template.
<b>Administration or implementation</b>	in school
<b>Countries</b>	developed in the United Kingdom
<b>Availability</b>	free to download
<b>Website</b>	<a href="http://www.teachglobalambassadors.org/images/docs/schools_get_global.pdf">http://www.teachglobalambassadors.org/images/docs/schools_get_global.pdf</a>

<b>Global Citizen Year</b>	
<b>Key GCED areas</b>	cognitive (C2: issues affecting interaction and connectedness of communities at local, national, and global levels); socio-emotional (SEL4: different levels of identity; SEL5: different communities people belong to and how these are connected, SEL6: difference and respect for diversity); behavioral (B7: actions that can be taken individually and collectively, B8: ethically responsible behavior, B9: getting engaged and taking action)
<b>Age group</b>	youth, young adult
<b>Description</b>	Global Citizen Year is a non-profit that recruits and trains a diverse group of U.S. high school graduates to participate in an international bridge year or gap year program before they start college. Students apply to the program and are selected on the basis of competencies evident in their application essay, such as demonstration of grit and curiosity. Once selected, they encounter a structured program where they receive coaching and training with competencies, including language, cultural, and leadership skills, prior to departing to join their host family and community. The host country experience is a gradual immersion process that includes being oriented by Global Citizen Year staff and fellows in a major city, followed by an eight-month homestay and apprenticeship with a community-based organization. The selection of host families supports the vision of mentoring and assessing youth. Participants apprentice and contribute to a local project or organization in experiences as varied as environmental conservation, social enterprise, and public health. They are provided re-entry training before they transition to their home country.
<b>Assessment tools</b>	Participants engage in one-on-one coaching and mentoring sessions every few weeks with a Global Citizen Year team leader and participate in training sessions, as a country cohort, every eight weeks. During these sessions, participants are assessed through de-briefing conversations, artifacts they may produce at the end of each training session, and peer and self-assessment. In addition, assessments provided by the host family and the participating community organization provide further evidence of the development of learners' competencies throughout their experience. In addition to verbally reflecting, sharing, and celebrating, participants compile a portfolio of their learning journey, and present their capstone projects in their home country.
<b>Administration or implementation</b>	in school
<b>Countries</b>	developed in the United States
<b>Availability</b>	free, contact Global Citizen Year
<b>Website</b>	<a href="http://www.globalcitizenyear.org/">http://www.globalcitizenyear.org/</a>

<b>I DEAL (War Child Holland)</b>	
<b>Key GCED areas</b>	socio-emotional (SEL4: different levels of identity, SEL5: different communities people belong to and how these are connected, SEL6: difference and respect for diversity); behavioral (B9: getting engaged and taking action)
<b>Age group</b>	children, youth
<b>Description</b>	War Child Holland invests in a peaceful future for children affected by armed conflict, by empowering children and young people while enabling adults to bring about positive and lasting changes in their lives. The I DEAL toolkit is one in a series of “DEALS” toolkits developed to address challenges faced by young people, girls, parents, and teachers as a result of conflict. The I DEAL toolkit, a life skills intervention for building resilience, consists of six thematic modules (identity and assessment, dealing with emotions, peer relations, relationships with adults, conflict and peace, and the future) that combine games, activities, active-learning exercises, drama, visual arts, and group discussions to help young people better “deal” with their daily lives. Designed to be led by two trained facilitators, the 90-minute sessions within each module build upon one another and allow participants to explore important issues in their lives and learn better coping skills through learner-centered pedagogy that includes community-building exercises such as group-talk.
<b>Assessment tools</b>	The activities within the toolkit are organized around the six thematic modules listed above. Facilitators lead children through a variety of different hands-on, minds-on activities such as visual arts, role play, group discussions, and planning of peace projects. The learning process is made visible and queried at various points using questions that check for participants’ understanding, including through artifacts such as group-constructed lists of challenges, and the use of a self-reflection exercise of a personal goal drawing. Evaluations, in the form of guiding questions that elicit students’ self-reflection, are provided at the end of each module. These include participants’ reflection on the application of learned skills and insights in their daily lives.
<b>Administration or implementation</b>	in school and out of school
<b>Countries</b>	Afghanistan, Burundi, Chechnya, Colombia, Democratic Republic of the Congo, Israel and the Occupied Palestinian Territories, Lebanon, the Netherlands, Sierra Leone, Sri Lanka, Sudan, and Uganda, and others
<b>Availability</b>	online and free to use
<b>Website</b>	<a href="http://www.warchildlearning.org/">http://www.warchildlearning.org/</a>

<b>LEAP Africa's e-Integrity Course</b>	
<b>Key GCED areas</b>	behavioral (B7: actions that can be taken individually and collectively, B8: ethically responsible behavior, B9: getting engaged and taking action)
<b>Age group</b>	youth, young adult (14-30)
<b>Description</b>	Leadership, Effectiveness, Accountability & Professionalism (LEAP) Africa is a not-for-profit that aims to develop dynamic, innovative, and principled African leaders. LEAP's e-Integrity course equips learners with the knowledge and skills to clarify their values and create a personal code of ethics, understand the different shades of corruption and how to address them, recognize and handle conflicts of interest appropriately, and engage actively in the campaign for a more transparent and accountable society. Learning takes place via Eleap, LEAP's Learning Management System (LMS) and online resource center. The course is self-paced and uses animated videos, scenario-based activities, and content refined to suit local peculiarities—all of which are easily accessible and compatible with various platforms—to create an impactful and exciting learning experience. The curriculum is adopted from LEAP's Integrity Institute supported by the UK Global Opportunities Fund and in partnership with the Nigerian Citizens Leadership and Training Centre. Upon completion of the course, young people are empowered to build a culture of ethics and to be responsible and accountable citizens.
<b>Assessment tools</b>	During the learning process, students are given activities, such as developing a personal code of ethics, which they can email to the organization for analysis and feedback. Students are also encouraged to participate in online conversations, both on the LMS and on social media, and to join organizations actively involved in the campaign for a more transparent society. Multiple-choice pre- and post-course assessment quizzes are administered through the LMS, and focus on heightened sense of awareness, in-depth understanding, and change of attitude and mindset with regard to ethical issues.
<b>Administration or implementation</b>	implemented through CDs and via the web on an LMS that targets in-school and out-of-school youth and professionals
<b>Countries</b>	Nigeria
<b>Availability</b>	on CDs and via registration on LMS
<b>Website</b>	<a href="http://learn.leapafrika-elearning.org/">http://learn.leapafrika-elearning.org/</a>

<b>LEAP Africa's iLEAD program</b>	
<b>Key GCED areas</b>	Socio-emotional (SEL5: different communities people belong to and how these are connected, SEL6: difference and respect for diversity); behavioral (B7: actions that can be taken individually and collectively, B9: getting engaged and taking action)
<b>Age group</b>	youth (13-18)
<b>Description</b>	Leadership, Effectiveness, Accountability & Professionalism (LEAP) Africa is a not-for-profit that aims to develop dynamic, innovative, and principled African leaders. The organization offers the iLEAD program (formerly YDTP), aimed at transforming mindsets and equipping young people to be value creators and change agents. Using a train-the-trainers approach, iLEAD aims to inspire, equip, and challenge teachers to be leadership role models to their students, provide a platform for secondary school students to acquire skills or meaningful and productive futures, stretch students' ambition by exposing them to a range of career opportunities, and advance youth participation in community development and nation building through developing impactful change projects in their communities. The three focal areas of the iLEAD curriculum are: (1) leadership and life skills, which are essential skills and attitudes for directing the course of one's life and engaging successfully with others; (2) entrepreneurship, which includes commercial literacy and the foundational skills for operating an enterprise and managing finances; and (3) employability/career counselling, which broadens students' exposure to a wide range of career models and spans the tertiary and vocational/technical tracts.
<b>Assessment tools</b>	Learning objectives are assessed through the successful execution of student-led change projects that are assessed by independent evaluators on four key criteria: need/relevance, creativity/innovation, resourcefulness, and project management. Schools compete at a community level for the best change projects. Assimilation of content and capacity to cascade learning is assessed throughout the process using teacher assessments such as written and mock facilitation tests and student mindset surveys, administered in three phases—entry, mid, and exit. In addition, class assignments are reviewed and there are opportunities to reflect on lessons learned.
<b>Administration or implementation</b>	in school
<b>Countries</b>	Nigeria
<b>Availability</b>	on request and through sponsorship
<b>Website</b>	<a href="http://leapafrika.org/home/homepage-2/">http://leapafrika.org/home/homepage-2/</a>

<b>Put Girls First! (Corstone)</b>	
<b>Key GCED areas</b>	socio-emotional (SEL4: different levels of identity, SEL5: different communities people belong to and how these are connected, SEL6: difference and respect for diversity); behavioral (B7: actions that can be taken individually and collectively)
<b>Age group</b>	youth
<b>Description</b>	The Put Girls First! program focuses on providing tools for cultivating personal resilience—the capacity to “bounce back” and thrive in the face of adversity—to marginalized and economically disadvantaged adolescent girls ages 12-16. The program aims to impact three interdependent factors in the well-being of youth: emotional health, physical health, and education. The basis of these factors is positive psychology—which focuses on mental and emotional wellness and cultivating strengths such as optimism, hopefulness, empathy, persistence, and forgiveness—integrated with research from fields such as social-emotional healing, positive youth development, attitudinal healing, emotional intelligence, and restorative practice. Through collaborative effort, program participants focus on the present and learn to identify goals, advocate for their rights, and make positive decisions toward achieving a preferred future, such as by leveraging individual, family, and community assets. Attendees participate in a series of sessions that focus on different topics in positive psychology, attitudinal healing, and restorative practices (e.g., character strengths, listening skills, emotional awareness and self-regulation, interpersonal communication, problem solving, nutrition, reproductive health, gender-based violence, advocating for their rights, setting goals, and making positive decisions toward improving their circumstances in the direction of a preferred future), facilitated by peer support groups and led by trained teachers.
<b>Assessment tools</b>	Baseline data about the learners’ emotional and physical strengths and challenges, as well as immediate socioecological constraints and enablers, such as family circumstances, are established using an extensive self-report instrument. The lessons provide entry points for formative assessment practices, such as the eliciting of closing statements after guided discussions around critically analyzing stories that illustrate gender-based violence, and feedback after practicing skills such as being assertive. Other measures include capturing both qualitative and quantitative data through questionnaires, survey instruments developed from existing scales, and focus groups.
<b>Administration or implementation</b>	in school and out of school
<b>Countries</b>	developed in the United States
<b>Availability</b>	free, contact Corstone
<b>Website</b>	<a href="http://corstone.org/">http://corstone.org/</a>

## S.O.S: An Interactive Learning Resource and Guidance Notes (Trócaire)

<b>Key GCED areas</b>	cognitive (C1: local and national systems and structures, C2: issues affecting interaction and connectedness of communities at local, national, and global levels, C3: underlying assumptions and power dynamics); socio-emotional (SEL5: different communities people belong to and how these are connected); behavioral (B7: actions that can be taken individually and collectively, B8: ethically responsible behavior, B9: getting engaged and taking action)
<b>Age group</b>	children, youth (up to 11 years)
<b>Description</b>	Trócaire, a charity established by the Bishops of Ireland, has the dual mandate of supporting the most vulnerable people in developing nations and raising awareness around development in Ireland. The S.O.S toolkit uses material from the Story of Stuff ( <a href="http://www.storyofstuff.org">http://www.storyofstuff.org</a> ; for the film see <a href="http://www.storyofstuff.org/movies-all/story-of-stuff">http://www.storyofstuff.org/movies-all/story-of-stuff</a> ), to support educators in incorporating the global dimension. The program explores the themes of “Self, Others and our relationship to ‘Stuff’ and consumerism.” Activities in this resource address aspects such as fostering sense and security of identity through exploring what makes children unique, developing skills such as communication and collaboration, and developing an understanding of interconnectivity through exploring relationships with one another and the global South, and through chains of causal responsibility stemming from decisionmaking around consumerism. A variety of protocols, such as Group Yell and Community of Enquiry, are included that facilitate these activities.
<b>Assessment tools</b>	The activities in this resource are designed to allow integration across a variety of disciplines and include teacher-facilitated opportunities for guided small group and whole class discussions, as well as shared reflections such as “circle time closure.” Learning intentions are provided and specified for each unit of study. These may be used by teachers to inform judgment criteria when assessing children’s contributions and outcomes. In addition, learning activities have “suggested success criteria” that teachers may draw on to devise and share their own success criteria. Activity protocols to capture feedback from students include Wool Web and Jigsaw.
<b>Administration or implementation</b>	in school
<b>Countries</b>	developed in Ireland
<b>Availability</b>	free to download
<b>Website</b>	<a href="https://www.trocaire.org/getinvolved/education/resources/sos-interactive-learning-resource-and-guidance-notes">https://www.trocaire.org/getinvolved/education/resources/sos-interactive-learning-resource-and-guidance-notes</a>

<b>Social Media Study (Canadian Olympic Committee)</b>	
<b>Key GCED areas</b>	socio-emotional (SEL4: different levels of identity, SEL5: different communities people belong to and how these are connected, SEL6: difference and respect for diversity); behavioral (B7: actions that can be taken individually and collectively, B8: ethically responsible behavior, B9: getting engaged and taking action)
<b>Age group</b>	youth
<b>Description</b>	Social Media Study is one of several educational resources housed by the Canadian Olympic Committee. This resource guides students through the process of learning about both traditional and digital media, and developing a media campaign around the theme of the Sochi 2014 Olympic Winter Games and Cultural Olympiad. The project pack is intended to introduce students to digital citizenship by situating the use and misuse of social media within the context of social media crisis management for the Canadian Olympic team. Students collaborate in small groups to complete three tasks around the appropriate use of social media: (1) preparing a digital presentation about appropriate uses, (2) preparing a tip-sheet or brochure, and (3) responding to scenarios of social media crisis management.
<b>Assessment tools</b>	The tasks are designed to incorporate opportunities for facilitated discussions of digital citizenship, with suggested discussion questions around social media presence, etiquette, crisis management, and cyber-bullying. Opportunities for informal feedback through conversations are also suggested, such as planning for set meetings to track group progress. The teacher resource includes a presentation rubric.
<b>Administration or implementation</b>	in school and out of school
<b>Countries</b>	developed in Canada
<b>Availability</b>	free to download
<b>Website</b>	<a href="http://olympic.ca/education/">http://olympic.ca/education/</a>

<b>TED-Ed Clubs (Technology, Entertainment, Design)</b>	
<b>Key GCED areas</b>	socio-emotional (SEL6: difference and respect for diversity); behavioral (B7: actions that can be taken individually and collectively)
<b>Age group</b>	youth, young adult
<b>Description</b>	TED-Ed is TED’s youth and education initiative, whose mission is to “spark and celebrate the ideas of teachers and students around the world.” TED-Ed Clubs, which aim to “stimulate and celebrate creative ideas put forth by students from all over the world,” offer a framework and forum for students to meet on a regular basis and pursue and present their ideas in the form of a TED-style talk. Groups of a maximum of 50 students, along with an adult supervisor, apply to start a club. In addition to educators as club leaders, students are encouraged to start clubs in their schools and serve as club leaders. Upon approval, they are provided access to a program of 13 modules that build members’ presentation and communication skills. The final performance is an individual TED-style talk that is uploaded and that may be delivered and filmed informally in front of fellow club members or in front of a small audience of primarily parents and other students. These talks have the potential for being selected for the TEDYouth and TEDxYouth events.
<b>Assessment tools</b>	Each module is presented as an exploration that begins with guiding questions at the start and then dives more deeply into specific questions. For example, Exploration 2 has the larger guiding question of “what makes a great idea?” which guides subsequent activities such as “sketch a truly great idea,” and is supplemented with additional questions, such as “what do great ideas have in common?” There are many opportunities for reflection, self-assessment, and peer assessment. Many activities that center on watching existing TED talks and reflecting on how the skills demonstrated in those talks might be applied to the student’s performance. Most sessions incorporate a self- and peer-assessment component of sharing of individual work, to solicit guided peer feedback that can be incorporated into the performance (a TED-style talk). Throughout, students work in/maintain an “idea book” throughout their club cycle, to journal artifacts such as sketches, writings, and brainstormers. Exemplars of talks are provided for each module that highlight relevant skills.
<b>Administration or implementation</b>	in school
<b>Countries</b>	developed in the United States
<b>Availability</b>	free, available for download upon successful application
<b>Website</b>	<a href="http://ed.ted.com/clubs">http://ed.ted.com/clubs</a>

## The Education We Want Workshop Facilitator Guide

<b>Key GCED areas</b>	cognitive (C1: local, national, and global systems and structures, C2: issues affecting interaction and connectedness of communities at local, national, and global levels, C3: underlying assumptions and power dynamics); socio-emotional (SEL6: difference and respect for diversity); behavioral (B7: actions that can be taken individually and collectively, B9: getting engaged and taking action)
<b>Age group</b>	youth, young adult
<b>Description</b>	Published by Plan International, in partnership with A World at School and the Youth Advocacy Group of the Global Education First Initiative (GEFI-YAG), this toolkit for youth advocacy around quality education was designed by youth for “anyone who believes passionately in the power of education as a force for good in the world and the right for all children to get a good quality education, no matter where they are and what the circumstances.” The toolkit contains real stories of change led by young people around the world, as well as ideas and tools to help children and youth design and implement their own advocacy campaigns. The toolkit introduces the concept of advocacy and identifies three steps toward action: “Understand It” (how to choose an issue and research for deeper understanding); “Plan It” (identifying and categorizing target audiences, methods of messaging and advocacy); and “Do It” (lobbying, campaigning, mobilizing, use of media and communications, engaging in the art of negotiation to construct win-win situations). The accompanying facilitator’s guide includes workshop activities, techniques, and tips for working with youth to use the guide and develop education advocacy campaigns.
<b>Assessment tools</b>	The toolkit contains many activities toward building understanding of the advocacy process, including two anchoring tools for the “Understand It” and “Plan It” components—the “Your Research Plan” organizer and the “Our Advocacy Plan” organizer, respectively. The facilitation guide suggests a variety of formative assessment practices for the interactive process of workshop facilitation, such as providing opportunities for reflection to consolidate understanding, debriefing and summarizing post discussions and activities, and observing group discussions to ensure understanding. Tools to capture conversations within the workshop include graphic organizers such as “Our Vision, Our School,” as well as flipcharts.
<b>Administration or implementation</b>	in school and out of school
<b>Countries</b>	developed in the United States
<b>Availability</b>	free to download
<b>Website</b>	<a href="https://plan-international.org/advocacy-toolkit#download-options">https://plan-international.org/advocacy-toolkit#download-options</a>

## Young Masters Program on Sustainable Development

<b>Key GCED areas</b>	cognitive (C2: issues affecting interaction and connectedness of communities at local, national, and global levels, C3: underlying assumptions and power dynamics); socio-emotional (SEL5: different communities people belong to and how these are connected, SEL6: difference and respect for diversity); behavioral (B7: actions that can be taken individually and collectively, B8: ethically responsible behavior, B9: getting engaged and taking action)
<b>Age group</b>	youth
<b>Description</b>	The Young Masters Program (YMP) is an initiative of the UNESCO Chair on Education for Sustainable Development (ESD), which has been held by the International Institute for Industrial Environmental Economics (IIIEE) at Lund University in Sweden since 2006. This online course connects youth across the globe to build understanding and cooperation about sustainability issues. The program motto is “learn globally, act globally.” The course content is focused on finding solutions to social, economic, and environmental challenges. Reliability and neutrality of course content is ensured through collaboration with Lund University and the international scientific community. Through this platform, teachers and students from around the world participate in virtual classrooms. Students are placed into small groups (3–5 persons) by a teacher at their school and participate in a global virtual classroom with 20 other groups from different countries. All students in the classroom proceed through the course at the same pace. The course material is organized into missions that students undertake by studying issues through online materials about sustainable development, completing the mission, and then completing offline tasks. In being required to share their assignments with the global classroom every third mission, students and teachers learn about the different local perspectives and solutions to those challenges from around the world. Most missions include an offline task that requires planning and engaging in real-life change projects in the students’ communities. Collaboration is built into the platform, with all missions, tasks, and assignments being undertaken together by the members of the student groups.
<b>Assessment tools</b>	After the approximately 20 weeks required for students to complete the course, they can earn a final diploma. Every third mission is a “feedback mission,” which requires students to share their assignment results with classmates after every three lessons and obtain feedback from both peers and teachers. Group accountability is designed through one member of the student group being responsible for posting answers to mission assignments, on behalf of the group, to the global classroom. This role can rotate throughout the course. There are many reward-based incentives throughout the course, including distinction status on the diploma if students participate in volunteer projects, and credits for appropriate interactions throughout the course.
<b>Administration or implementation</b>	in school and out of school
<b>Countries</b>	more than 110 countries have participated (see website)
<b>Availability</b>	free to download
<b>Website</b>	<a href="http://www.goymp.org/en/site/about_ymp">http://www.goymp.org/en/site/about_ymp</a>

## Youth Empowerment Through Community Action Programme (YECAP)

<b>Key GCED areas</b>	cognitive (C1: local, national, and global systems and structures, C2: issues affecting interaction and connectedness of communities at local, national, and global levels, C3: underlying assumptions and power dynamics); socio-emotional (SEL4: different levels of identity, SEL6: difference and respect for diversity); behavioral (B7: actions that can be taken individually and collectively, B9: getting engaged and taking action)
<b>Age group</b>	youth
<b>Description</b>	YECAP, the flagship program of Linking the Youth of Nigeria Through Exchange (LYNX-NIGERIA), is a platform to empower youth to be socially responsible citizens who are confident and creative in building more resilient, cohesive, and sustainable communities. The three program pillars are: (1) critical analysis, (2) creative problem solving, and (3) collective action. Its objectives for youth include (1) education in civics, democracy, and leadership, (2) creation of a culture of social responsibility, and (3) encouragement of community service and community development through a community service project. Secondary students are trained as peer leaders in a leadership training camp where the curriculum spans civics, human rights, and leadership skills. Youth learn about their history and culture, understand the concept and practice of self-reliance, and plan actions toward social change by analyzing social problems and creating youth-led solutions for community and national development. In the proceeding 10-month service learning program, YECAP clubs are established in secondary schools, and an interactive curriculum on civic education and community service learning is facilitated by the peer leaders and school's teachers, with peer leaders assuming key responsibilities: recruiting peers, starting and managing the clubs, and ensuring the completion of community service projects. Teachers in the schools are trained to help supervise the YECAP clubs. With the support of the school's community, YECAP youth engage in a local community service project where they conduct a community needs assessment, followed by project planning, implementation, and evaluation. Young people are encouraged to start community enterprises, where income is applied to sustaining the enterprise, and youth cooperatives, which help low-income youth break the cycle of poverty.
<b>Assessment tools</b>	Qualitative and quantitative tools are used, including a pre- and post-survey for insights into changing knowledge, a focus group for insights into opinions and feelings about the program from the community, and exit interviews of students by their mentors. Students maintain weekly journals to reflect on their learning and complete take-home assignments. Lesson logs are completed each week and assessed by both teachers and peer leaders. Attendance logs monitor physical participation, and monitoring visits to clubs are conducted on a weekly basis for observation and trouble shooting.
<b>Administration or implementation</b>	in school
<b>Countries</b>	Nigeria
<b>Availability</b>	contact LYNX-NIGERIA
<b>Website</b>	<a href="http://www.lynxnigeria.org">www.lynxnigeria.org</a>

## Tools present in badged programs (competitions, other certificates)

<b>ASCD School Improvement Tool</b>	
<b>Key GCED areas</b>	cognitive (C2: issues affecting interaction and connectedness of communities at local, national, and global levels, C3: underlying assumptions and power dynamics); socio-emotional (SEL4: different levels of identity, SEL5: different communities people belong to and how these are connected, SEL6: difference and respect for diversity); behavioral (B8: ethically responsible behavior, B9: getting engaged and taking action)
<b>Age group</b>	for teachers of children and youth
<b>Description</b>	The ASCD School Improvement Tool is a free, online self-report survey from the Association for Supervision and Curriculum Development (ASCD), an organization that provides programs, products, and services that support teaching practice. The tool is based on ASCD's whole child approach to education, which expands the focus of education from academic achievement to promoting the long-term development and success of children in higher education, employment, and citizenship in the 21st century. ASCD's whole child approach includes students being actively engaged in learning, being connected to the school and broader community, and being prepared for employment and participation in a global environment.
<b>Assessment tools</b>	This tool, designed for use in schools and school systems around the world, is based on ASCD's whole child indicators and evaluates a school's areas of strengths and growth in the areas of (1) school climate and culture, (2) curriculum and instruction, (3) leadership, (4) family and community engagement, (5) professional development and staff capacity, (6) assessment, and (7) provision and sustaining of a whole child approach to education across all aspects of the school experience. The tool may be used by a variety of stakeholders within the school system, including teachers and administrators. Administrators can access schoolwide results by adding their school to the online tool. Survey results can inform policies and practices within the school setting and beyond. The indicators in the survey are among those in the selection process for the Vision in Action: The ASCD Whole Child Award, which recognizes schools that have taken actions that result in learners who are "knowledgeable, emotionally and physically healthy, civically active, artistically engaged, prepared for economic self-sufficiency, and ready for the world beyond formal schooling."
<b>Administration or implementation</b>	in school
<b>Countries</b>	developed in the United States
<b>Availability</b>	online and free to use, requires registration
<b>Website</b>	<a href="http://auth.ascd.org/login.aspx">http://auth.ascd.org/login.aspx</a>

<b>DECA (Distributive Education Clubs of America)</b>	
<b>Key GCED areas</b>	cognitive (C2: issues affecting interaction and connectedness of communities at local, national, and global levels); socio-emotional (SEL6: difference and respect for diversity); behavioral (B9: getting engaged and taking action)
<b>Age group</b>	youth, young adult
<b>Description</b>	DECA is a not-for-profit student organization with members from several countries at both the high school and college levels. Its programs and activities aim to prepare learners across the globe to be academically prepared, community oriented, professionally responsible, and experienced leaders and entrepreneurs in the management, hospitality, finance, and marketing industries. The programs are designed to integrate with classroom learning, with an emphasis on the core values of competence, innovation, integrity, and teamwork.
<b>Assessment tools</b>	Students are given opportunities to develop skills such as team building, innovation, and creativity for future careers in marketing, finance, hospitality, management, and entrepreneurship, by overcoming obstacles they would be faced within the business world. Students are tested on these skills at competitive events organized at the regional, state/provincial, and international level. During these competitions, students are evaluated through various methods including (1) a written component (exam or report), and (2) an interactive component that demonstrates learning through spontaneous action (a role-playing case presentation, with roles ranging from a consultant to an entrepreneur, with an industry professional as a judge). Rubrics and checklists with performance indicators based on DECA's standards are used to assess participants' performance during these evaluations, with top performers recognized with awards.
<b>Administration or implementation</b>	in school
<b>Countries</b>	United States, Canada, China, Germany, Guam, Mexico, Spain, Australia, South Korea, People's Republic of China, Turkey, Hong Kong, Japan
<b>Availability</b>	free, contact DECA
<b>Website</b>	<a href="http://www.deca.org/">http://www.deca.org/</a>

## Eco-Schools (Foundation for Environmental Education)

<b>Key GCED areas</b>	cognitive (C2: issues affecting interaction and connectedness of communities at local, national, and global levels, C3: underlying assumptions and power dynamics); socio-emotional (SEL5: different communities people belong to and how these are connected, SEL6: difference and respect for diversity); behavioral (B7: actions that can be taken individually and collectively, B9: getting engaged and taking action)
<b>Age group</b>	children, youth, young adults
<b>Description</b>	This school-based program aims to encourage youth to proactively protect and improve their environment, both in the school and in the local community. The Eco-School certification process is convened by a student-led Eco Committee, which includes diverse community stakeholders such as educators, non-teaching staff, parents, and community members. The committee meets regularly to discuss environmental actions for the school, conducts an environmental review, determines priority areas for a SMART (specific, measureable, attainable, realistic, timely) action plan, and captures the plan in an EcoCode (a statement about the school's environmental values, memorable to both students and members of the larger community), as well as regularly monitors and evaluates progress toward the action plan. Students play a primary role in this process, which involves input and participation from a diverse range of individuals within the school community. Playing this role allows them to experience authentic environmental issues in authentic contexts. Some suggestions for raising the profile of the program, an element of the certification process, include linking Eco-School activities to the curriculum, integrating within school subjects (especially science, civics, and environmental science), and engaging in activities on global action days such as Earth Day.
<b>Assessment tools</b>	After two years of implementing and achieving high levels of performance in the program, schools may apply for a Green Flag and are badged after an assessment visit from external inspectors. The application criteria are transparent, with structured questions around planning an Eco Committee, constructing and communicating action plans, monitoring and evaluating successes, and informing and involving the community. Examples are provided to guide the construction of assessment tools that are personalized to the school's context. The template environmental review is a survey to guide the planning process; it assesses, for example, whether students are aware of the U.N. Convention on the Rights of the Child, and the extent of student engagement in looking after the local community. The placemat action plan template includes criteria to consider such as cost, timescale, and targets.
<b>Administration or implementation</b>	in school
<b>Countries</b>	Australia, Bahamas, Belgium, Bermuda, Brazil, Bulgaria, China, Croatia, Cyprus, Czech Republic, Denmark, Dominican Republic, England, Estonia, Finland, France, Macedonia, Germany, Ghana, Greece, Iceland, India, Indian Ocean States, Italy, Iran, Ireland, Japan, Jordan, Kazakhstan, Kenya, Latvia, Lithuania, Malaysia, Malta, Mexico, Mongolia, Morocco, Netherlands, Norway, Poland, Portugal, Romania, Russia, Serbia, Singapore, Slovakia, Slovenia, South Africa, Spain, Sweden, Switzerland, Turkey, Uganda, United Arab Emirates, United States, U.S. territories
<b>Availability</b>	free to download
<b>Website</b>	<a href="http://www.ecoschools.global/international-schools/tools-and-resources/">http://www.ecoschools.global/international-schools/tools-and-resources/</a>

## FIRST LEGO League Judge's Guide

<b>Key GCED areas</b>	cognitive (C2: issues affecting interaction and connectedness of communities at local, national, and global levels, C3: underlying assumptions and power dynamics); socio-emotional (SEL4: different levels of identity, SEL5: different communities people belong to and how these are connected, SEL6: difference and respect for diversity); behavioral (B7: actions that can be taken individually and collectively, B8: ethically responsible behavior, B9: getting engaged and taking action)
<b>Age group</b>	children, youth
<b>Description</b>	FIRST LEGO League (FLL) is a mentor-based research and robotics program that develops students' expertise in science and technology through play and a process of imagining and developing solutions to real-world issues. Previous issues have included diverting trash, improving the quality of life for the disabled population, and addressing the health of the world's oceans. These issues are presented as an annual challenge by FLL. Under the guidance of adult coaches, teams research the issue and design solutions to address the issue, alongside designing, building, and programming a robot to compete in a related game. This work may be presented in official tournaments at the regional and international levels. Through experiencing the process of creating ideas, solving problems, and overcoming obstacles, students develop critical thinking and team-building skills, confidence in their abilities to use science and technology to positively impact society, and presentation skills as they showcase their work to external judges. By infusing the FLL core values of "Gracious Professionalism" and "Coopertition" throughout the process of researching, building a robot, developing a solution, and engaging in friendly competition that encourages mutual gain, participants experience cooperation as the foundation of teamwork. These two unique values underpin the ethos of FIRST and combine empathy with competition: Gracious Professionalism involves displaying integrity and sensitivity through producing high-quality and competitive work, while valuing and respecting other individuals and the community; Coopertition involves displaying kindness, respect, and cooperation with others, including competing teams.
<b>Assessment tools</b>	The three components to the challenge—the core values, the project, and the robot—are given equal importance in the judging process. Through observations and conversations, the teams are judged using rubrics that scale from beginning to developing, accomplished, and exemplary. In the case of core values, for example, judges look for evidence of the integration of team spirit into everyday life. They note behaviors that demonstrate respect throughout the various events of the competition and evidence of research, project management, and communication skills (e.g., multiple sources of information, feasibility study of implementation).
<b>Administration or implementation</b>	out of school and in school
<b>Countries</b>	Australia, Austria, Belgium, Bolivia, Brazil, Bulgaria, Canada, Chile, China, Colombia, Cyprus, Czech Republic, Denmark, Dominican Republic, Egypt, Estonia, Faroe Islands, France, Germany, Greece, Haiti, Hong Kong, Hungary, Iceland, India, Indonesia, Ireland, Israel, Italy, Japan, Jordan, Kuwait, Latvia, Lebanon, Lithuania, Malaysia, Mexico, Moldova, Montenegro, New Zealand, Nigeria, Norway, Pakistan, Palestine, Netherlands, Peru, Philippines, Poland, Portugal, Qatar, Republic of Korea, Russia, Serbia, Singapore, Slovakia, Slovenia, South Africa, Spain, Sweden, Switzerland, Taiwan, Thailand, Turkey, Ukraine, United States, United Kingdom, Yemen, Zimbabwe.
<b>Availability</b>	free to download, fees required for participation in regional and international events
<b>Website</b>	<a href="http://firstlegoleague.org/sites/default/files/combined-rubrics-2015.pdf">http://firstlegoleague.org/sites/default/files/combined-rubrics-2015.pdf</a>

## FIRST (For Inspiration and Recognition of Science and Technology)

<b>Key GCED areas</b>	socio-emotional (SEL4: different levels of identity, SEL5: different communities people belong to and how these are connected, SEL6: difference and respect for diversity); behavioral (B7: actions that can be taken individually and collectively, B9: getting engaged and taking action)
<b>Age group</b>	youth, young adult
<b>Description</b>	FIRST is a sports-based robotics program that develops students' expertise in science and technology, as well as fostering capabilities such as 21st century work-life skills of collaboration through teamwork and communication through public speaking, to help them become well-rounded contributors to society. Guided by mentors, student teams address a new, annual challenge unveiled every year, and are judged on their work at regional and international official tournaments. Under the constraints of both resources and time, student teams design, build, and program robots that can perform prescribed tasks. They are guided through this process by adult volunteers, such as teachers, parents, post-secondary students, and professional engineers, who serve as mentors. Teams compete in refereed tournaments that draw on the resources of the larger community of corporations, foundations, and institutions that donate space, time, materials, and mentorship. In addition to honing technical knowledge in the course of engineering a robot that can perform prescribed tasks against a field of competitors, participants also develop a breadth of skills through management processes such as raising funds, designing a team "brand," maintaining an engineering notebook, and organizing community outreach. The tournaments also provide participants with the opportunity to access scholarship funds and have contact with industry and business leaders, who volunteer their time.
<b>Assessment tools</b>	Judges evaluate teams on technical aspects such as robot design and performance, breadth of skills such as collaboration, and evidence of "Gracious Professionalism" and "Coopertition," values that underpin the ethos of FIRST and combine empathy with competition. Gracious Professionalism involves displaying integrity and sensitivity through producing high-quality and competitive work while valuing and respecting other individuals and the community; Coopertition involves displaying kindness, respect, and cooperation with others, including competing teams. Assessment tools include checklists and rubrics, with judges observing teams and engaging in conversation with participants throughout the tournament.
<b>Administration or implementation</b>	in school and out of school
<b>Countries</b>	Australia, Brazil, Bosnia-Herzegovina, Canada, Chile, China, Colombia, Czech Republic, Denmark, Dominican Republic, Ecuador, France, Germany, India, Israel, Japan, Mexico, Netherlands, Poland, Taiwan, Turkey, Singapore, United Arab Emirates, United Kingdom, United States
<b>Availability</b>	free to download, fees required for participation in regional and international events
<b>Website</b>	<a href="http://www.firstinspires.org/">http://www.firstinspires.org/</a>

<b>Global Citizen Diploma</b>	
<b>Key GCED areas</b>	cognitive (C2: issues affecting interaction and connectedness of communities at local, national, and global levels, C3: underlying assumptions and power dynamics); socio-emotional (SEL5: different communities people belong to and how these are connected); behavioral (B9: getting engaged and taking action)
<b>Age group</b>	youth, young adult
<b>Description</b>	The Global Citizen Diploma (GCD) was devised to recognize and describe the qualities that students need to be active, effective global citizens. This diploma is currently administered by a consortium of international schools (Yokohama International School, Zurich International School, American School of Bombay, and NIST International School). It is awarded alongside the school diploma at the time of secondary school graduation. With a focus on community engagement, this diploma recognizes learners' willingness to put their knowledge and understanding of others into helpful action in service to their communities, see the world as a community, be active participants and advocates within it, and have the skills to serve in global action (communicate with clarity, precision, and conviction, and communicate between languages). Three tiers in the diploma reflect learners' engagement with the following values, identified as elements of global citizenship: communications, global perspectives, community engagement, academics, adventure, apprenticeship, arts for life, digital citizenship, fit for life, leadership, management, advanced academics, personal goals, and personal accomplishment. Of these, communications, global perspectives, and community engagement are considered core elements, while the remaining values are considered extended and advanced elements of global citizenship. Learners choose the path that is best suited to them in the course of their academic planning, and access the skills development and mentoring needed to effectively engage in actions and reflect on these actions through the school and broader curriculum.
<b>Assessment tools</b>	An online portfolio of experiences is submitted by learners, to reflect the depth and breadth of their engagement with global citizenship values. The criteria used to assess the entries are transparent throughout the process. For example, the criteria of global perspective is described as demonstrating significant international understanding of the least socially and economically privileged through (1) an in-depth case study or sustained involvement with a chosen area of focus, or (2) the application of global understanding to multiple contexts. The portfolio is assessed by a GCD Reading Committee, formed by teachers and administrators, with learners provided opportunities to improve and re-submit reflections. Where applicable, the link to the online portfolio is shared with higher-education admissions officers to provide a more holistic understanding of the applicant.
<b>Administration or implementation</b>	currently implemented in school
<b>Countries</b>	Japan, Switzerland, India, Thailand
<b>Availability</b>	online portfolio tools are available with participation in consortium
<b>Website</b>	<a href="http://globalcitizendiploma.org/">http://globalcitizendiploma.org/</a>

<b>Google Science Fair (Google Education)</b>	
<b>Key GCED areas</b>	cognitive (C2: issues affecting interaction and connectedness of communities at local, national, and global levels, C3: underlying assumptions and power dynamics); behavioral (B7: actions that can be taken individually and collectively, B9: getting engaged and taking action)
<b>Age group</b>	youth (13–18)
<b>Description</b>	This online science competition is open to youth from around the globe who are interested in addressing a problem they have identified. Participants do not need to have a specific number of years of schooling or a background in science, but the competition is restricted to those free of U.S. sanctions or in countries where participation is legal. They are scaffolded through the process of identifying a problem of interest they wish to address, formulating a hypothesis, performing experiments and studies, and electronically submitting their project and findings through a standardized portal. Winning projects at the regional level are competitively selected for the global finalist pool, from which a cohort of global finalists is selected to attend an in-person final winner selection at the Google headquarters. In addition to recognition as a finalist, other awards available to global finalists include the Community Impact Award, which recognizes projects that address environmental, health, and resource challenges. Mentorship is available throughout the process, with Google Education reporting a strong correlation between winning projects and mentorship. Prizes include both monetary awards (e.g., scholarships) and experiential learning opportunities at sponsoring organizations. Participation requires access to an internet connection and the ability to communicate in English, German, Italian, Spanish, and/or French.
<b>Assessment tools</b>	The website houses free lessons for mentors and teachers, who scaffold the process of students designing and developing their project. Lessons provide formative assessment opportunities around teamwork, presentation, and feedback, with a student reflection framework included. Projects are judged on eight core transparent criteria: presentation, question, hypothesis, research, experiment, data, observations, and conclusion. Awards are assessed on transparent criteria. The Community Impact Awards, focused on five regions (Africa and the Middle East, Asia and the Pacific, Latin America, North America, Europe), honor projects that offer practical and innovative solutions toward an environmental, health, or resources challenge; that are easy to implement; and that are scalable across diverse contexts.
<b>Administration or implementation</b>	in school and out of school
<b>Countries</b>	developed in the United States, with applicants from any country
<b>Availability</b>	free to download, no entry fees for participation in contest
<b>Website</b>	<a href="http://www.google-sciencefair.com/">http://www.google-sciencefair.com/</a>

## VEX Robotics Competition Judge Resources Guide (REC Foundation)

<b>Key GCED areas</b>	socio-emotional (SEL4: different levels of identity, SEL5: different communities people belong to and how these are connected, SEL6: difference and respect for diversity)
<b>Age group</b>	youth
<b>Description</b>	The VEX Robotics Competition for middle school and high school students (ages 11–18) around the world, presented by the Robotics Education & Competition Foundation (REC), is a platform to engage students in the science, technology, engineering, and math (STEM) fields and foster future interest in innovation. A new game is presented annually that pertains to an engineering challenge. Students, with guidance from their teachers and mentors, build robots and participate in tournaments usually held on school grounds. In the course of preparing for and participating in these year-round matches, students develop a breadth of skills, such as collaboration, communication, critical thinking, project management, perseverance, and problem solving. Teams are expected to design and maintain an engineering notebook that documents their journey through the iterative process of engineering, including the planning process, negotiation of failure, and elements of team structure and culture such as meeting notes, personnel resources and roles, and organizational practices. An essential component of the VEX Robotics Competition is positive, respectful, and ethical conduct, which models ethics as an important component of an engineer’s professional training and practice. An accompanying modular, project-based curriculum is also available that can be integrated within the formal classroom.
<b>Assessment tools</b>	An assessment checklist is available, with assessments based on observations and conversations, where judges conduct student interviews and team discussions during the event. Team conduct is considered when determining some awards. Team members include students, mentors, and adults.
<b>Administration or implementation</b>	out of school and in school
<b>Countries</b>	Australia, Bahrain, Brazil, Canada, Chile, China, Colombia, Democratic Republic of Congo, Egypt, Ethiopia, France, Guatemala, Hong Kong, India, Ireland, Japan, Lebanon, Mexico, New Zealand, Paraguay, Philippines, Russia, Saudi Arabia, Senegal, Singapore, South Korea, Spain, Syria, Taiwan, Thailand, Turkey, United Arab Emirates, United Kingdom, United States, U.S. territories.
<b>Availability</b>	free to download, fees required for participation in regional and international events
<b>Website</b>	<a href="http://www.roboticseducation.org/documents/2016/02/vrc-judge-resources-guide.pdf">http://www.roboticseducation.org/documents/2016/02/vrc-judge-resources-guide.pdf</a>

## Young Reporters for the Environment (Foundation for Environmental Education)

<b>Key GCED areas</b>	cognitive (C1: local and national systems and structures, C2: issues affecting interaction and connectedness of communities at local, national, and global levels, C3: underlying assumptions and power dynamics); socio-emotional (SEL6: difference and respect for diversity); behavioral (B8: ethically responsible behavior)
<b>Age group</b>	youth, young adult
<b>Description</b>	Young Reporters for the Environment (YRE) is an environmental education program of the Foundation for Environmental Education (FEE), a non-governmental, non-profit organization promoting sustainable development through environmental education. The YRE platform engages youth on environmental issues and problems by facilitating their communicating a stand on environmental issues they feel strongly about. Young people engage in investigative environmental journalism and capture their findings around environmental injustices through a variety of media such as writing, photography, or video. These findings are disseminated to a national and international network and audience through competitions hosted by the national operators of the FEE: participants' submissions to the national competitions are judged, with each country sending its top article, photograph, and video in each age category onto the international competition. These entries are further judged and further honors and awards bestowed. The resources provided outline a four-step methodology for participants: (1) investigate a local environmental problem or issue, including soliciting perspectives from a range of stakeholders and conducting original research; (2) propose solutions using both personal creativity and the input of local experts and community leaders; (3) report the issue or solution, with deliberate consideration of the target audience and the rigor of the report; and (4) disseminate this information to the immediate and wider community.
<b>Assessment tools</b>	The International Competition handbook provides transparent submission, acceptance, and judging criteria. Submissions are judged on a rating scale on technical aspects such as form and composition; content dimensions such as the rigor of the report, including links to the global picture and historical narratives and the use of credible sources and data; and citizenship dimensions such as the dissemination of information.
<b>Administration or implementation</b>	in school and out of school
<b>Countries</b>	China, Cyprus, Finland, France, Germany, Greece, India, Israel, Italy, Latvia, Kazakhstan, Macedonia, Malta, Montenegro, Morocco, Netherlands, Portugal, Romania, Serbia, Slovakia, Sweden, Turkey, United Kingdom, United States (Puerto Rico)
<b>Availability</b>	free to download
<b>Website</b>	<a href="http://www.yre.global/handbook">http://www.yre.global/handbook</a>

## Tools present in repositories of lessons and units

<b>Edutopia (George Lucas Educational Foundation)</b>	
<b>Key GCED areas</b>	cognitive (C1: local and national systems and structures, C2: issues affecting interaction and connectedness of communities at local, national, and global levels, C3: underlying assumptions and power dynamics); socio-emotional (SEL4: different levels of identity, SEL5: different communities people belong to and how these are connected, SEL6: difference and respect for diversity); behavioral (B7: actions that can be taken individually and collectively, B8: ethically responsible behavior, B9: getting engaged and taking action)
<b>Age group</b>	children, youth, young adults
<b>Description</b>	This online community showcases practices and programs in K-12 education that aim to help students acquire and effectively apply the knowledge, attitudes, skills, and beliefs to “thrive in their studies, careers, and adult lives,” and that are innovative, replicable, and evidence-based. Edutopia’s vision for learning is a world where students have the “creativity, inspiration, and ambition informed by real-world evidence and experience...[and] become lifelong learners and develop 21st-century skills...where schools provide rigorous project-based learning, social-emotional learning, and access to new technology...where students and parents, teachers and administrators, policy makers and the people they serve are all empowered with a shared vision to change education for the better.” The repository emphasizes core strategies such as project-based learning, comprehensive assessment, social and emotional learning, teacher development, and technology integration. Experts provide overviews of these strategies alongside pedagogical resources. Pedagogical resources are available for various topics such as global education, environmental education, character education, collaborative learning, critical thinking, game-based learning, mindfulness, school climate, project-based learning, and inquiry-based learning. These resources include exemplar videos of the teaching-learning process, curated activities and tools, resources from profiled schools in the United States, practitioner contributions about best practice, and video clips.
<b>Assessment tools</b>	The assessment resources for the core strategies are varied. They cover topics such as global education, environmental education, character education, collaborative learning, critical thinking, game-based learning, mindfulness, project-based learning, and inquiry-based learning. For example, assessments in socio-emotional competencies include rubrics, self-assessment surveys, and self-assessment questions such as goal-setting and reflection sheets. The resources for formative assessment include technology tools, such as digital Exit Tickets (where learners submit a summary of their key learnings and/or questions), and resources for school climate assessment.
<b>Administration or implementation</b>	in school and out of school
<b>Countries</b>	developed in the United States
<b>Availability</b>	free to download
<b>Website</b>	<a href="http://www.edutopia.org">http://www.edutopia.org</a>

<b>EuropAfrica's Towards Food Sovereignty (EuropAfrica)</b>	
<b>Key GCED areas</b>	cognitive (C1: local and national systems and structures, C2: issues affecting interaction and connectedness of communities at local, national, and global levels, C3: underlying assumptions and power dynamics); behavioral (B7: actions that can be taken individually and collectively, B9: getting engaged and taking action)
<b>Age group</b>	youth (11-16)
<b>Description</b>	The NGO EuropAfrica monitors European and global policies that may directly or indirectly impact food security in Africa. The organization has developed a set of geography resources aimed at teaching students about sustainable agricultural practices used by peasants, fishermen, and shepherds in Europe and Africa, threats to these activities at an international scale, and ways to make a difference through individual choices. The website houses modules on a variety of topics related to these themes, and includes resources such as lesson outlines, Power Point presentations, and activities for pupils.
<b>Assessment tools</b>	The modules include artifacts that capture peer assessments, such as a worksheet to record feedback about presentations designed to support small-scale farmers in Africa, and artifacts that provide opportunities for teacher feedback, such as the recording of findings from the discovery learning field trip to a local farmers' market. In addition, there are opportunities for guided discussions and feedback, such as through the plenary activity of a belief circle, which offers opportunities for self- and group reflection. Self-report pre- and post-surveys capture changes to students' attitudes about food and farming issues. These include shifts in content knowledge, such as the meaning of technology justice, knowledge of crops grown in Africa, and the risks and benefits of food export. They also include shifts in personal and collective action, such as reading labels on food prior to purchase.
<b>Administration or implementation</b>	in school
<b>Countries</b>	Italy, France, United Kingdom
<b>Availability</b>	free to download
<b>Website</b>	<a href="http://www.europafrika.info/it/tool-kit/">http://www.europafrika.info/it/tool-kit/</a>

## Graduation Performance System (The Asia Society Center for Global Education)

<b>Key GCED areas</b>	cognitive (C1: local and national systems and structures, C2: issues affecting interaction and connectedness of communities at local, national, and global levels, C3: underlying assumptions and power dynamics); socio-emotional (SEL5: different communities people belong to and how these are connected, SEL6: difference and respect for diversity); behavioral (B7: actions that can be taken individually and collectively, B8: ethically responsible behavior, B9: getting engaged and taking action)
<b>Age group</b>	children, youth
<b>Description</b>	Asia Society is an educational organization dedicated to promoting mutual understanding and strengthening partnerships among peoples and institutions in Asia and the United States. Initially established to promote greater knowledge of Asia in the United States, the society today fulfills its educational mandate through a wide range of cross-disciplinary programming. The Graduation Performance System (GPS) toolkit for assessing students' global competence, defined as "the capacity and disposition to understand and act on issues of global significance," encompasses six disciplines (world languages, mathematics, science, arts, history and social studies, and English language arts) as well as the interdisciplinary dimension of leadership, for several grades (3, 5, 8, 10, and 12). The globally competent student is conceived as having the constellation of knowledge, disposition, and actions for global leadership, where he or she synthesizes information and ideas from many sources and perspectives, and makes well-informed decisions to act on what is learned. The online samples from the toolkit are examples that may be readily adapted for use across various subjects and grade levels in the classroom. The tools are written in student-friendly language, with four domains of assessment for each discipline: investigate the world, weigh perspectives, communicate ideas, and take action. Critical thinking is present throughout the rubrics, with multiple mentions of analyzing, evaluating, and using evidence. The "take action" component is one of learn-before-doing rather than learn-by-doing, with learners in grade 3 engaging in the planning of actions but in grade 12 engaging in physical actions.
<b>Assessment tools</b>	The GPS assessments were created in partnership with the Stanford Center for Assessment, Learning, and Equity (SCALE). Rubrics as well as student self-assessment "I can" statements are included for five grades (3, 5, 8, 10, and 12) and six disciplines (world languages, mathematics, science, arts, history and social studies, and English language arts). The rubrics may support both summative and formative assessment practices, while the "I can" statements, which can be integrated into metacognitive self-assessment practices such as goal setting and goal reflection, support formative assessment practices.
<b>Administration or implementation</b>	in school
<b>Countries</b>	developed in the United States
<b>Availability</b>	free to download
<b>Website</b>	<a href="http://www.asiasociety.org/education/resources-schools">http:// www.asiasociety.org/education/resources-schools</a>

## Human Rights, Conflict Resolution, and Tolerance Education Teacher Toolkit (UNRWA)

<b>Key GCED areas</b>	cognitive (C1: local and national systems and structures, C2: issues affecting interaction and connectedness of communities at local, national, and global levels, C3: underlying assumptions and power dynamics); socio-emotional (SEL4: different levels of identity, SEL5: different communities people belong to and how these are connected, SEL6: difference and respect for diversity); behavioral (B7: actions that can be taken individually and collectively, B8: ethically responsible behavior, B9: getting engaged and taking action)
<b>Age group</b>	children, youth
<b>Description</b>	The UNRWA (United Nations Relief and Works Agency for Palestine Refugees in the Near East) schools and toolkit seek to encourage Palestinian refugees to know and exercise their rights, uphold the rights of others, be proud of their Palestinian identity, and contribute to their society in a positive way. This classroom teaching guide is aimed at developing children’s human rights knowledge, skills, and attitudes in an enjoyable and engaging way. It has several components, including a general guide on human rights, planning tools to integrate human rights education in schools, and activities to develop the knowledge, skills, and attitudes that facilitate students’ positive contribution toward a culture of human rights. The lessons and activities touch on a breadth of topics such as human rights knowledge (e.g., basic human rights, gender awareness, democracy, the United Nations human rights framework, human rights violations such as war crimes, world history and events); human rights values and attitudes (e.g., respect, tolerance, compassion, solidarity, Palestinian identity); and human rights skills (e.g., leadership, conflict resolution, reflection, using human rights language, using media to find human rights information, human rights actions such as inclusion and safety, protecting others’ human rights). This program may be integrated with many subjects such as language arts, Islamic education, civic education, social studies, sciences, and physical education.
<b>Assessment tools</b>	Lessons are designed to incorporate opportunities for students to engage in conversation with their peers through cooperative learning strategies, as well as with the teacher through debriefing and facilitated discussion questions. Included are a variety of formative assessment tools, such as a human rights climate survey and reflections on human rights; knowledge-based worksheets, such as the identification of basic emotions from pictures; and tools to capture community interactions, such as interviews. Writers of the toolkit emphasize shifting assessments away from written tests. Performance activities include a model United Nations simulation for grades 7-9 as well as whole school activities such as school parliaments.
<b>Administration or implementation</b>	in school
<b>Countries</b>	Palestine, Jordan, Lebanon, Syria
<b>Availability</b>	free to download
<b>Website</b>	<a href="http://www.unrwa.org/resources/strategy-policy/human-rights-conflict-resolution-and-tolerance-education-teacher-toolkit">http://www.unrwa.org/resources/strategy-policy/human-rights-conflict-resolution-and-tolerance-education-teacher-toolkit</a>

<b>iCivics</b>	
<b>Key GCED areas</b>	cognitive (C1: local, national, and global systems and structures, C2: issues affecting interaction and connectedness of communities at local, national, and global levels, C3: underlying assumptions and power dynamics); socio-emotional (SEL5: different communities people belong to and how these are connected); behavioral (B7: actions that can be taken individually and collectively)
<b>Age group</b>	children, youth, young adults
<b>Description</b>	iCivics is a U.S. non-profit organization that aims to prepare young Americans for citizenship through educational resources such as lessons and digital games. Developed by experts in the field, such as current and former educators, education game developers, technology companies, and civic organizations, these resources are designed to support individual, small group, and whole class learning across a variety of settings. The curriculum consists of topical units that span a mix of readings, activities, discussions, and games. The lessons include scaffolded simulations, foldables (3-D interactive graphic organizers, usually folded from sheets of paper), skits, vocabulary development, graphic organizers, and active participation opportunities. In addition, the iCivics platform has relevant role-playing games that allow students to experience agency in addressing various issues, such as Argument Wars, where learners take on the role of a lawyer in arguing a real United States Supreme Court case. While the content is aligned with U.S. standards, some games and activities touch on aspects of global citizenship education (such as action plans toward active participation).
<b>Assessment tools</b>	The activities in this repository span topics such as citizenship, participation, understanding international organizations, and mini-lessons on foundational political science figures. For example, “Global You” uses ocean pollution as the hook to introduce global citizenship; “Trip Around the World” has students engage in a transnational comparative study of the rights and responsibilities of citizens; and “Students Engage” includes tasks such as brainstorming a list of local problems, taking action steps to solve these problems, and analyzing the problem/solution alignment. Designed to scaffold student learning, these activities include worksheets with answer keys. These products, as well as the discussions designed into the lesson plans, offer opportunities for feedback. Complementing these activities are digital games such as “Activate,” in which students identify an area of personal interest for making a positive change in their community and engage in a virtual community campaign of their choice. These games are also designed to guide learning through feedback, such as through winning by better argument against a competing lawyer in “Argument Wars.”
<b>Administration or implementation</b>	in school and out of school
<b>Countries</b>	developed in the United States
<b>Availability</b>	free to download (requires registration)
<b>Website</b>	<a href="https://www.icivics.org/products/lesson-plans">https://www.icivics.org/products/lesson-plans</a>

<b>Intel Education Idea Showcase (Intel Education)</b>	
<b>Key GCED areas</b>	cognitive (C1: local and national systems and structures, C2: issues affecting interaction and connectedness of communities at local, national, and global levels, C3: underlying assumptions and power dynamics); socio-emotional (SEL4: different levels of identity, SEL5: different communities people belong to and how these are connected, SEL6: difference and respect for diversity); behavioral (B7: actions that can be taken individually and collectively, B8: ethically responsible behavior, B9: getting engaged and taking action)
<b>Age group</b>	children, youth, young adults
<b>Description</b>	<p>Intel Education provides free, online resources such as a digital repository of lessons that include the integration of technology in learner-centered teaching and assessment practices. The Idea Showcase features project-based learning lessons, and units couple the math and science disciplines with skills such as critical thinking and collaboration. A selection of protocols from the authentic project tasks included in this repository, with a community participation or community action component, include:</p> <ul style="list-style-type: none"> <li>• “Community Decision,” where students experience a community decisionmaking process, by assuming the role of social science researchers to study the issue, conducting a needs assessment, and presenting findings and recommendations to a Community Advisory Committee.</li> <li>• “Don’t Trash The Earth,” where students assume the role of waste management consultants to research and analyze practices, develop a plan including the cost analysis, present proposed recommendations to a committee, and mobilize community action through both digital and print media.</li> </ul>
<b>Assessment tools</b>	The project-based lessons and units include an assessment plan for the course of the project as well as assessment tools for formative and summative feedback. Some examples of tools include rubrics, journals, checklists, presentation rubrics, and presentation checklists.
<b>Administration or implementation</b>	in school and out of school
<b>Countries</b>	developed in the United States
<b>Availability</b>	free to download
<b>Website</b>	<a href="https://engage.intel.com/community/teachersengage/showcase/content">https://engage.intel.com/community/teachersengage/showcase/content</a>

## National Action Civics Collaborative Toolbox

<b>Key GCED areas</b>	cognitive (C1: local and national systems and structures, C2: issues affecting interaction and connectedness of communities at local, national, and global levels, C3: underlying assumptions and power dynamics); socio-emotional (SEL4: different levels of identity, SEL6: difference and respect for diversity); behavioral (B7: actions that can be taken individually and collectively, B9: getting engaged and taking action)
<b>Age group</b>	youth
<b>Description</b>	The National Action Civics Collaborative (NACC) was founded by six organizations: CIRCLE (the Center for Information & Research on Civic Learning & Engagement) at Tufts University, Earth Force, Generation Citizen, Mikva Challenge, the University Community Collaborative, and Youth on Board. This initiative aims to energize and improve youth civic engagement in America by reinvigorating civic education through “Action Civics,” a student-centered, project-based approach to civics education in which students develop personal agency and civic knowledge by taking action toward solving real-world problems in their own lives and in their communities. NACC’s guiding principles are youth voice, youth expertise, collective action, and reflection. The toolbox includes lessons and units such as exploring deeper causes of issues, identifying issues of interest, and community asset mapping prior to project implementation.
<b>Assessment tools</b>	Lessons include suggestions for facilitating guided discussions as well as templates for student artifacts such as a list of actionable ideas. Assessment tools from the participating programs include (1) a self-report student survey on the cognitive aspects of citizenship, including knowledge of current events, examples of the use of specific competencies such as communication, collaboration, and critical thinking, and examples of a broad range of participatory practices beyond mobilization and advocacy; (2) community impact survey tools; and (3) rubrics for project planning and implementation, including criteria that assess the cycle of research, action, and reflection.
<b>Administration or implementation</b>	in school and out of school
<b>Countries</b>	developed in the United States
<b>Availability</b>	free to download
<b>Website</b>	<a href="http://actioncivicscollaborative.org/resources/toolbox/">http://actioncivicscollaborative.org/resources/toolbox/</a>

## National Geographic Education

<b>Key GCED areas</b>	cognitive (C1: local and national systems and structures, C2: issues affecting interaction and connectedness of communities at local, national, and global levels, C3: underlying assumptions and power dynamics); socio-emotional (SEL4: different levels of identity, SEL5: different communities people belong to and how these are connected, SEL6: difference and respect for diversity); behavioral (B7: actions that can be taken individually and collectively, B8: ethically responsible behavior, B9: getting engaged and taking action)
<b>Age group</b>	children, youth (up to 14 years)
<b>Description</b>	National Geographic Education is an initiative of National Geographic, a large non-profit scientific and educational institution. This online repository houses geo-literacy-focused resources that span geography, science, and social studies and teach children and youth interconnections among Earth's systems at local to global scales, as well as relationships to humankind's past, present, and future. These resources are aligned to U.S. standards and aim to build a society "prepared to make critical 21st century decisions about places near and far." Included are interactives such as "Global Closet Calculator," which links global trade and interdependence, as well as lesson plans and unit plans that incorporate ecological and geographical perspective taking and decisionmaking around global and local issues. For example, both "Making Informed Environmental Decisions: How Do Conflicts That Are Connected to the Environment Get Resolved?" and "Making a Decision About Building a Road in the Amazon: Who Will Be Affected by Building a Road in the Amazon?" are lessons that scaffold systematic decisionmaking among learners through the sequence of brainstorming consequences, considering stakeholder perspectives, and identifying a decision. The "Beyond Borders" unit explores intersections among borders of both physical and human geography, cooperation, and conflict.
<b>Assessment tools</b>	Lessons include multiple activities facilitated by the teacher that allow opportunities for guided small group and whole class discussions. Suggestions and reminders to check for understanding and consolidate understanding are provided after each lesson and include artifacts such as reflection statements, consequence webs, surveys, and stakeholder tables. Suggestions for formal assessments include artifacts with specified look-for criteria, such as the "Your Decision Statement," where evidence of knowledge of the decisionmaking process and application of reasoning to the case study are captured in (1) a decision statement, (2) evidence supporting the decision, and (3) a statement of stakeholders who experience benefits and negative fallout from the decision.
<b>Administration or implementation</b>	in school
<b>Countries</b>	developed in the United States
<b>Availability</b>	free to download
<b>Website</b>	<a href="http://education.nationalgeographic.org/teaching-resources/">http://education.nationalgeographic.org/teaching-resources/</a>

## PBS Learning Media (PBS & WGBH Educational Foundation)

<b>Key GCED areas</b>	cognitive (C1: local and national systems and structures, C2: issues affecting interaction and connectedness of communities at local, national, and global levels, C3: underlying assumptions and power dynamics); socio-emotional (SEL4: different levels of identity, SEL5: different communities people belong to and how these are connected, SEL6: difference and respect for diversity); behavioral (B7: actions that can be taken individually and collectively, B8: ethically responsible behavior, B9: getting engaged and taking action)
<b>Age group</b>	youth, young adult
<b>Description</b>	PBS Learning Media, developed in partnership with the WGBH Educational Foundation, is an online repository providing access to free digital teaching resources, such as professional development tools for effective instruction and assessment, for pre-K-12 educators. Many of these resources are drawn from critically acclaimed television programs such as NOVA and expert contributors like NASA. This repository houses a range of digital resources across pre-K-12 grade levels and beyond. Learners may engage directly with the content available or may encounter it in the context of formal learning spaces. The content is aligned with U.S. standards and represents topics from a range of issues related to sustainable development, such as climate change and food and water security. The resources may be refined based on grade level, subject matter, alignment with specific U.S. standards, the presence of accompanying lesson plans and student activities, and appropriateness as a self-paced lesson. The platform also allows teachers to engage in a digital community of practice.
<b>Assessment tools</b>	The platform houses two key assessment tools: Quiz Maker allows the teacher to make quizzes, and Storyboard allows students to demonstrate their understanding of complex concepts presented in a lesson through designing an interactive webpage that uses resources, graphics, and images from the lesson.
<b>Administration or implementation</b>	in school and out of school
<b>Countries</b>	developed in the United States
<b>Availability</b>	free to download
<b>Website</b>	<a href="http://www.pbslearningmedia.org/">http://www.pbslearningmedia.org/</a>

**Peacebuilding Toolkit for Educators (United States Institute for Peace)**

<b>Key GCED areas</b>	cognitive (C1: local and national systems and structures, C2: issues affecting interaction and connectedness of communities at local, national, and global levels, C3: underlying assumptions and power dynamics); socio-emotional (SEL4: different levels of identity, SEL5: different communities people belong to and how these are connected, SEL6: difference and respect for diversity); behavioral (B7: actions that can be taken individually and collectively, B8: ethically responsible behavior, B9: getting engaged and taking action)
<b>Age group</b>	youth, young adult
<b>Description</b>	The purpose of this toolkit from the United States Institute for Peace (USIP) is to support the work of educators in developing young people as peace builders. The activities in this resource, targeted at students' capacity for conflict management, are accompanied by a variety of resources on the USIP website such as simulations around current peace-building efforts in regions of global conflict, case studies, and a discussion forum on USIP's Global Peacebuilding Center website. The lessons within the toolkit, modifiable for audiences of different ages and in both traditional or alternative educational settings, are designed with opportunities for interaction, to encourage students to collaborate in understanding concepts and solving problems. Students are encouraged to think critically about the world around them and their place in it, and engage in conversations about peace and conflict and systems of relationships, and make choices and take action toward short-term and long-term positive impact. The lessons build students' awareness of skills involved in conflict identification and resolution through activities such as practicing active listening, identifying sources of conflict, deconstructing attributes of famous peacebuilders, reflecting on the successes and failures of peacebuilding efforts, and discussing possibilities for courses of action during peace building.
<b>Assessment tools</b>	The toolkit suggests that educators use rubrics to assess conversations involving personal reflection and understanding multiple perspectives, and observations of student's participation in activities, small group and whole class discussions, and individual growth. A sample rubric is included for observations on student participation, with criteria such as taking initiative in participating and self-regulation within the learning environment. Each lesson offers ideas for assessment and opportunities for formative assessment and feedback but does not prescribe assessments.
<b>Administration or implementation</b>	in school and out of school
<b>Countries</b>	developed in the United States
<b>Availability</b>	free to download
<b>Website</b>	<a href="http://www.buildingpeace.org/train-resources/educators/peacebuilding-toolkit-educators">http://www.buildingpeace.org/train-resources/educators/peacebuilding-toolkit-educators</a>

## Teaching Values Toolkit (Olympic Values Education Programme)

<b>Key GCED areas</b>	cognitive (C1: local and national systems and structures); socio-emotional (SEL4: different levels of identity, SEL5: different communities people belong to and how these are connected, SEL6: difference and respect for diversity); behavioral (B7: actions that can be taken individually and collectively, B8: ethically responsible behavior, B9: getting engaged and taking action)
<b>Age group</b>	youth (8–18)
<b>Description</b>	The Olympic Values Education Programme (OVEP) teaching toolkit is intended as a reference document for promoting the values of Olympism and suggests five pathways of program delivery: (1) integrated and cross-curricular; (2) teacher-centered classrooms; (3) weekly or monthly Olympic themes; (4) teaching excellence through sports or physical education programs; and (5) conducting workshops with youth-group leaders, including teachers and post-secondary participants. The content of the toolkit spans five educational values across the cognitive, socio-emotional, and kinesthetic domains of learning: (1) “joy of effort,” which relates to challenging oneself as well as others in physical activity; (2) engaging in “fair play”; (3) “respect for others,” which relates to practicing personal behaviors that are peaceful, accepting, and respectful of diversity; (4) pursuing excellence; and (5) “balance between body, will, and mind,” where physical literacy contributes to both intellectual and moral learning.
<b>Assessment tools</b>	The toolkit encourages an interactive program that uses Olympic stories and symbols (rings, torch, and medals). The lesson suggestions include artifacts such as worksheets on identifying previous Olympic locations, performances such as constructing an Olympic village from a net, and opportunities for guided discussion. The program planning template in the toolkit (“planning for balance in the learning environment”) scaffolds the construction of an assessment and instruction plan that incorporates measures along eight categories of skills that align with multiple intelligences, including interpersonal and intrapersonal skills. In addition, the toolkit includes a self-report survey about values like winning and losing, a self-report climate survey for embedding the spirit of Olympism, and tools for accountability and incentivization such as community pledge letters and templates for certificates.
<b>Administration or implementation</b>	in school and out of school
<b>Countries</b>	developed in Canada
<b>Availability</b>	free to download
<b>Website</b>	<a href="http://www.olympic.org/educators-teachers-tool-kit">http://www.olympic.org/educators-teachers-tool-kit</a>

## TED-Ed Lessons (Technology, Entertainment, Design)

<b>Key GCED areas</b>	cognitive (C2: issues affecting interaction and connectedness of communities at local, national, and global levels, C3: underlying assumptions and power dynamics); socio-emotional (SEL4: different levels of identity, SEL6: difference and respect for diversity)
<b>Age group</b>	youth, young adult
<b>Description</b>	TED-Ed is TED's youth and education initiative. This library of animated videos provides a platform that teachers around the world can access to create interactive lessons. Teachers may use existing lessons or use the platform to construct their own lessons around a TED-Ed video and share them with students. A variety of videos highlight global issues such as the impact of climate change ("Can Wildlife Adapt to Climate Change"), planning for sustainable development ("Ecofying Cities"), and explaining environmental pollution ("The Complicated Journey of Marine Plastic Pollution"). In addition, the videos in this repository deconstruct knowledge about various competencies such as collaboration, problem solving, and critical thinking.
<b>Assessment tools</b>	The platform houses questions for each lesson under the categories of think, dig deeper, and discuss, and allows for student responses to assignments to be reviewed. The TED-Ed lesson creator can provide feedback on student responses to open-answer questions, with the caveat of character limitation. The platform also allows students to respond to the feedback provided. In addition, the platform allows virtual participation to be monitored.
<b>Administration or implementation</b>	in school and out of school
<b>Countries</b>	developed in the United States
<b>Availability</b>	free to download
<b>Website</b>	<a href="http://ed.ted.com/lessons">http://ed.ted.com/lessons</a>

## Tools for Student-Centered Learning (Intel Education)

<b>Key GCED areas</b>	cognitive (C1: local and national systems and structures, C2: issues affecting interaction and connectedness of communities at local, national, and global levels); socio-emotional (SEL4: different levels of identity, SEL5: different communities people belong to and how these are connected); behavioral (B7: actions that can be taken individually and collectively, B8: ethically responsible behavior, B9: getting engaged and taking action)
<b>Age group</b>	children, youth, young adults
<b>Description</b>	<p>Intel Education provides free, online resources such as a digital repository of lessons that include the integration of technology in learner-centered teaching and assessment practices. The Idea Showcase features project-based learning lessons, and units couple the math and science disciplines with skills such as critical thinking and collaboration. A selection of protocols from the authentic project tasks included in this repository, with a community participation or community action component, include:</p> <ul style="list-style-type: none"> <li>• “Community Decision,” where students experience a community decisionmaking process, by assuming the role of social science researchers to study the issue, conducting a needs assessment, and presenting findings and recommendations to a Community Advisory Committee.</li> <li>• “Don’t Trash The Earth,” where students assume the role of waste management consultants to research and analyze practices, develop a plan including the cost analysis, present proposed recommendations to a committee, and mobilize community action through both digital and print media.</li> </ul>
<b>Assessment tools</b>	The project-based lessons and units include an assessment plan for the course of the project as well as assessment tools for formative and summative feedback. Some examples of tools include rubrics, journals, checklists, presentation rubrics, and presentation checklists.
<b>Administration or implementation</b>	in school and out of school
<b>Countries</b>	developed in the United States
<b>Availability</b>	free to download
<b>Website</b>	<a href="https://engage.intel.com/community/teachersengage/showcase/content">https://engage.intel.com/community/teachersengage/showcase/content</a>

<b>Waterloo Global Science Initiative Energy Literacy Challenge (Spongelab)</b>	
<b>Key GCED areas</b>	cognitive (C2: issues affecting interaction and connectedness of communities at local, national, and global levels); behavioral (B7: actions that can be taken individually and collectively, B8: ethically responsible behavior)
<b>Age group</b>	youth, young adult
<b>Description</b>	The Energy Literacy Challenge is an initiative of SpongeLab Interactive in collaboration with the Waterloo Global Science Initiative, a non-profit partnership between the Perimeter Institute for Theoretical Physics and the University of Waterloo, with the mandate of promoting dialogue around “complex global issues...to catalyze the long-range thinking necessary to advance ideas, opportunities and strategies for a secure and sustainable future.” The challenge consists of a series of lessons and activities around smart energy choices that integrate content with games, interactives, and videos. These aim to educate youth about modern energy choices, sustainability, and the environmental impact of energy generation.
<b>Assessment tools</b>	Games and content include topics such as measurement of electricity usage, alternative energy sources and their risks and benefits, the impact of global warming, and mitigation methods such as carbon sequestration. Game design theory and components are used to motivate and reward students in this game-based learning platform. They receive instant feedback, and climb higher on an Energy Literacy Leaderboard as they explore more activities and lessons. In addition, there are artifacts such as worksheets that students can complete for formal feedback or for participation in debriefing conversations during guided discussion sessions.
<b>Administration or implementation</b>	in school and out of school
<b>Countries</b>	developed in Canada
<b>Availability</b>	free, requires registration
<b>Website</b>	<a href="http://www.spongelab.com/energyliteracy/">http://www.spongelab.com/energyliteracy/</a>

## Appendix I: UNESCO Topics

TOPICS			
Cognitive	<p><b>1. Local, national, and global systems and structures</b></p> <ul style="list-style-type: none"> <li>• critical thinking/problem solving (B1.4, B1.2.1, B1.2.2, B1.4.3)</li> <li>• shared universal values (B1.2.2)</li> <li>• respect for diversity/intercultural understanding (B1.2.1, B1.3.1)</li> <li>• recognition of global issues &amp; interconnectedness (B1.2.1, B1.3.1, B1.3.2, B1.4.3)</li> </ul>	<p><b>2. Issues affecting interaction and connectedness of communities at local, national, and global levels</b></p> <ul style="list-style-type: none"> <li>• critical thinking/problem solving (B2.4, B2.1.2, B2.4.1, B2.4.3, B2.4.4, B2.4.5)</li> <li>• communication/collaboration (B2.4.5)</li> <li>• conflict resolution (B2.4.1)</li> <li>• recognition of global issues &amp; interconnectedness (B2, B2.1, B2.3, B2.4, B2.1.1, B2.1.3, B2.2.2, B2.2.3, B2.3.1, B2.3.3, B2.4.2)</li> </ul>	<p><b>3. Underlying assumptions and power dynamics</b></p> <ul style="list-style-type: none"> <li>• critical thinking/problem solving (B3.4, B3.3.3, B3.4.1, B3.4.3)</li> <li>• communication/collaboration (B3.1.2, B9.4.7)</li> <li>• conflict resolution (B3.3.3)</li> </ul>
Socio-emotional	<p><b>4. Different levels of identity empathy (B4.2.4)</b></p> <ul style="list-style-type: none"> <li>• critical thinking/problem solving (B4.4)</li> <li>• communication/collaboration (B4.1.7)</li> <li>• conflict resolution (B4.2.5)</li> <li>• sense and security of identity (B4, B4.3, B4.4, B4.1.1, B4.3.1, B4.3.2, B4.4.1, B4.4.3)</li> <li>• shared universal values (B4.4.2)</li> <li>• respect for diversity/intercultural understanding (B4.4.3)</li> <li>• recognition of global issues &amp; interconnectedness (B4.3.4)</li> </ul>	<p><b>5. Different communities people belong to and how these are connected</b></p> <ul style="list-style-type: none"> <li>• empathy (B5.3.2)</li> <li>• critical thinking/problem solving (B5.4)</li> <li>• communication/collaboration (B5)</li> <li>• shared universal values (B5.1.3, B5.3.1, B5.3.2)</li> <li>• respect for diversity/intercultural understanding (B5.3, B5.1.1, B5.1.4, B5.2.1, B5.2.4)</li> <li>• recognition of global issues &amp; interconnectedness (B5, B5.1, B5.4)</li> </ul>	<p><b>6. Difference and respect for diversity</b></p> <ul style="list-style-type: none"> <li>• empathy (B6.2.3, B6.4.4)</li> <li>• communication/collaboration (B6.2.3, B6.3.3, B6.3.5)</li> <li>• conflict resolution (B6.2.3, B6.3.3, 6.3.5, B6.4.1)</li> <li>• shared universal values (B6.1.)</li> <li>• respect for diversity/intercultural understanding (B6, B6.3, B6.4, B6.1.4, B6.2.1, B6.2.2, B6.2.3, B6.3.2, B6.4.1, B6.4.2, B6.4.4)</li> </ul>

TOPICS			
Behavioral	<p><b>7. Actions that can be taken individually and collectively</b></p> <ul style="list-style-type: none"> <li>• critical thinking/ problem solving (B7.1.3, B7.4.4)</li> <li>• communication/ collaboration (B7.1.2, B7.4.3)</li> <li>• recognition of global issues &amp; interconnectedness (B7.3)</li> </ul>	<p><b>8. Ethically responsible behavior</b></p> <ul style="list-style-type: none"> <li>• empathy (B8.3.4)</li> <li>• critical thinking /problem solving (B8.4)</li> <li>• communication/collaboration (B8.3.3)</li> <li>• conflict resolution (B8.4.3)</li> <li>• respect for diversity/ intercultural understanding (B8.1.1, B8.1.2, B8.3.3)</li> <li>• recognition of global issues &amp; interconnectedness (B8.1.3, B8.4.2)</li> </ul>	<p><b>9. Getting engaged and taking action</b></p> <ul style="list-style-type: none"> <li>• critical thinking/problem solving (B9.4.5)</li> <li>• communication/ collaboration (B9.4.1)</li> </ul>

*Note: The information in this table is taken from the UNESCO publication Global Citizenship Education: Topics and Learning Objectives.*

## Appendix II: UNESCO Learning Objectives

LEARNING OBJECTIVES		
Cognitive	<p><b>1. Local, national, and global systems and structures</b></p> <ul style="list-style-type: none"> <li>• Describe how the local environment is organized and how it relates to the wider world, and introduce the concept of citizenship.</li> <li>• Identify governance structures, decisionmaking processes, and dimensions of citizenship.</li> <li>• Discuss how global governance structures interact with national and local structures and explore global citizenship.</li> <li>• Critically analyze global governance systems, structures, and processes and assess implications for global citizenship.</li> </ul>	<p><b>2. Issues affecting interaction and connectedness of communities at local, national, and global levels</b></p> <ul style="list-style-type: none"> <li>• List key local, national, and global issues and explore how these may be connected.</li> <li>• Investigate the reasons behind major common global concerns and their impact at national and local levels.</li> <li>• Assess the root causes of major local, national, and global issues and the interconnectedness of local and global factors.</li> <li>• Critically examine local, national, and global issues, responsibilities and consequences of decisionmaking, examine and propose appropriate responses.</li> </ul>
		<p><b>3. Underlying assumptions and power dynamics</b></p> <ul style="list-style-type: none"> <li>• Name different sources of information and develop basic skills for inquiry.</li> <li>• Differentiate between fact/opinion, reality/fiction, and different viewpoints/perspectives.</li> <li>• Investigate underlying assumptions and describe inequalities and power dynamics.</li> <li>• Critically assess the ways in which power dynamics affect voice, influence, access to resources, decisionmaking, and governance.</li> </ul>

LEARNING OBJECTIVES			
Socio-emotional	<p><b>4. Different levels of identity</b></p> <ul style="list-style-type: none"> <li>• Recognize how we fit into and interact with the world around us and develop intrapersonal and interpersonal skills.</li> <li>• Examine different levels of identity and their implications for managing relationships with others.</li> <li>• Distinguish between personal and collective identity and various social groups, and cultivate a sense of belonging to a common humanity.</li> <li>• Critically examine ways in which different levels of identity interact and live peacefully with different social groups.</li> </ul>	<p><b>5. Different communities people belong to and how these are connected</b></p> <ul style="list-style-type: none"> <li>• Illustrate differences and connections between different social groups.</li> <li>• Compare and contrast shared and different social, cultural, and legal norms.</li> <li>• Demonstrate appreciation and respect for difference and diversity, cultivate empathy and solidarity toward other individuals and social groups.</li> <li>• Critically assess connectedness between different groups, communities, and countries.</li> </ul>	<p><b>6. Difference and respect for diversity</b></p> <ul style="list-style-type: none"> <li>• Distinguish between sameness and difference, and recognize that everyone has rights and responsibilities.</li> <li>• Cultivate good relationships with diverse individuals and groups.</li> <li>• Debate on the benefits and challenges of difference and diversity.</li> <li>• Develop and apply values, attitudes, and skills to manage and engage with diverse groups and perspectives.</li> </ul>
Behavioral	<p><b>7. Actions that can be taken individually and collectively</b></p> <ul style="list-style-type: none"> <li>• Explore possible ways of taking action to improve the world we live in.</li> <li>• Discuss the importance of individual and collective action and engage in community work.</li> <li>• Examine how individuals and groups have taken action on issues of local, national, and global importance and get engaged in responses to local, national, and global issues.</li> <li>• Develop and apply skills for effective civic engagement.</li> </ul>	<p><b>8. Ethically responsible behavior</b></p> <ul style="list-style-type: none"> <li>• Discuss how our choices and actions affect other people and the planet and adopt responsible behavior.</li> <li>• Understand the concepts of social justice and ethical responsibility and learn how to apply them in everyday life.</li> <li>• Analyze the challenges and dilemmas associated with social justice and ethical responsibility and consider the implications for individual and collective action.</li> <li>• Critically assess issues of social justice and ethical responsibility and take action to challenge discrimination and inequality.</li> </ul>	<p><b>9. Getting engaged and taking action</b></p> <ul style="list-style-type: none"> <li>• Recognize the importance and benefits of civic engagement.</li> <li>• Identify opportunities for engagement and initiate action.</li> <li>• Develop and apply skills for active engagement and take action to promote common good.</li> <li>• Propose action for and become agents of positive change.</li> </ul>

*Note: The information in this table is taken from the UNESCO publication *Global Citizenship Education: Topics and Learning Objectives*.*

## Endnotes

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  40. Kellaghan & Greaney (2001) note that public examinations certify student achievement. They are considered high-stakes when used as the gate-keeper to accessing further education or professional learning and practice. The data may be analyzed to reflect schools' implementation of curriculum.
  41. According to Kellaghan & Greaney (2001), large-scale regional, national and international assessments differ from public examinations in that have no consequences for individual learners. These assessments collect data on learning outcomes as well as ecological measures such as student background and their learning environments. Policy-makers can then leverage this data, for example by analyzing and linking the various measures to explain the impact of students' background on variations in student performance.
  42. The UNESCO publication *Global Citizenship Education: Topics and Learning Objectives* recommends learning objectives for 9 topics from primary and lower primary (5 – 9 years) through to upper secondary (15 – 18+ years). However, with the nascent emergence of this field and discourses of skills education for a changing world, GCED topics and learning objectives, within this report, are being considered through a lens of readiness rather than being age-bound.
  43. Appendices I and II present the dimensions and topics of GCED from the UNESCO document and show where the eight competences, identified by the GCED-WG, are explicitly stated at the 3 different levels (topics, learning objectives, and key themes).
  44. Respect for diversity is included in topic B6 of the socio-emotional dimension, which is 'difference and respect for diversity.'
  45. Critical assessments, examinations and analyses are mentioned within the learning objectives in all three topics of the cognitive dimension, as well some topics of the socio-emotional dimension (B4, B5) and behavioral dimension (B8). As a reminder, there are four learning objectives within each topic of UNESCO's publication, *Global Citizenship Education: Topics and Learning Objectives*. These learning objectives vary based on pupil age/ grade level, ranging from pre-primary and lower primary (5 – 9 years) through to upper secondary (15 – 18+ years).

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