

Global citizenship education in a digital age

Teacher guidelines

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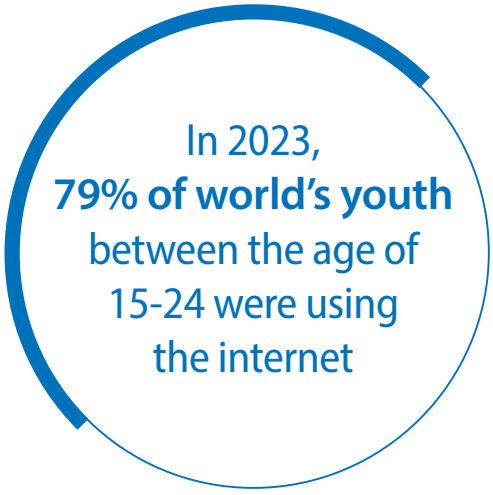
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S H O R T S U M M A R Y

The crucial role of education in an increasingly digital world

Internet access has increased the flow of diverse information and expanded spaces for different expressions of knowing and being – and opportunities for effecting positive societal change. But it has also exacerbated and accelerated the spread of misinformation, disinformation, hate speech, and online violence. Between January and March 2021, 85, 247 videos violated YouTube hate speech policy; and more than 31.5 million pieces of content violated Facebook's hate speech policy in the same quarter and were subsequently removed from the platforms.

In this unfolding digital age, the role of education in general, and global citizenship education in particular, is crucial. It enables to equip all learners, especially the youngest ones, with the skills and competencies to effectively access, critically engage with, create, use and share information and knowledge on and through diverse digital technologies, especially social media platforms.



This publication provides educators with lesson plans, modules, and effective pedagogical strategies to enhance learners' abilities in navigating and positively contributing to the digital world, with a strong focus on critical thinking and ethical decision-making. By equipping educators with these tools, the publication strives to prepare current and future generations for active participation in creating peaceful, just and sustainable societies.

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"Since wars begin in the minds of men and women it is in the minds of men and women that the defences of peace must be constructed"

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Teacher guidelines

Foreword

Digital technologies have brought immense changes to how we learn, access information, shape our understanding of ourselves and engage with others and the planet. These changes have presented us with both unprecedented opportunities and formidable challenges, highlighting the pivotal role education plays in shaping learners to become agents of change, propelling societies towards sustainability and peace.

As the development of digital technology continues to accelerate, the new worlds they create can feel unfamiliar and disorienting, even as we understand their potential to enrich our lives, improve our relationships, and open new horizons for education. The very technologies that have revolutionized our world have also amplified certain obstacles, such as the spread of misinformation, disinformation, conspiracy theories and hate speech.

It is against this backdrop that this publication emerges, aiming to build the capacities of teachers to prepare learners to become global citizens and act ethically and responsibly in physical and digital environments. It provides a critical resource for developing learners' digital global citizenship skills to help them find, access, use, create and freely exchange information, as well as navigate the online environment safely and responsibly. It also encourages learners to engage in local, global, and digital communities to contribute to advancing the Sustainable Development Agenda.

These teacher guidelines were developed in the follow-up to the Global Education Ministers Conference on Addressing Hate Speech through Education convened by the United Nations Secretary-General and organized by UNESCO and the United Nations Office on Genocide Prevention and the Responsibility to Protect in October 2021.

The publication comes at a timely moment in the wake of the recently adopted Recommendation on Education for Peace, Human Rights and Sustainable Development which re-imagines education in the face of contemporary threats and challenges, including the digital revolution, and provides guidance on how to effectively adapt to and make the most of new and emerging technologies. Adopted by UNESCO's 194 Member States in November 2023, the Recommendation is a testament to UNESCO's commitment to supporting everyone dedicated to improving education worldwide.

It is our hope that this publication will support the implementation of the Recommendation and assist teachers in equipping current and future generations of global citizens with sound cognitive, social and emotional and behavioural skills, as well as a robust ethical compass to deal with today's challenges and actively contribute to building just, peaceful, and sustainable societies.



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UNESCO

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Global citizenship education in a digital age

What is global citizenship education?

Global Citizenship Education (GCED) recognizes the relevance of education in preparing learners to understand and address global challenges in their social, political, cultural, economic, environmental, and technological dimensions.[1] It promotes a sense of belonging to a community and common humanity beyond our local or national environment. It involves a commitment to protect the human rights and fundamental freedoms of all.

Today we face major challenges including the rapid spread of violent and hateful ideologies, human rights abuses, conflicts, refugee crises, and mounting insecurities related to climate change. Education must support learners to develop empathy and care for people and the planet, and in doing so, to become change agents to transform societies. This educational approach is particularly critical in our digital age as the use of information and communication technologies has heightened some of these challenges by facilitating the spread of mis-, dis-, and mal-information, and hate speech, while further entrenching inequalities with respect to the digital divide.

GCED provides learning opportunities not only to build knowledge and skills, but also to shape values and attitudes among learners to live peacefully and with dignity in local, global, physical and virtual contexts. It is based on three domains of learning:

Learners are encouraged to act collaboratively and responsibly to achieve common goals within their own and the broader community. By learning to look at the world through a critical lens, learners progressively apprehend the interconnections between the physical and digital worlds, and the power structures at play in both.

GCED is part of UNESCO's response to the challenges that are emerging in society through the rapid integration of digital technologies in almost every sphere of life. It contributes to the vision of a new social contract of education grounded in solidarity, international cooperation and respect for human rights, as described by the International Commission on the Futures of Education.[2] To promote peaceful and sustainable futures, education must be rooted in dignity and human rights, and promote the principles of social justice and cultural diversity that are at the heart of GCED. Furthermore, GCED, as a framework for education, helps bridge the digital divide and prepare teachers and learners to understand the risks and opportunities of information and communication technologies (ICTs) for learning and interacting with others.



Cognitive

Knowledge and thinking skills necessary to better understand the world and its complexities



Social and emotional

Values, attitudes and social skills that enable learners to develop affectively, psychosocially, and physically and to enable them to live together with others respectfully and peacefully



Behavioural

Conduct, performance, practical application, and engagement

1 Adapted from UNESCO (2014) *Global citizenship education: Preparing learners for the challenges of the 21st century*, available at: https://unesdoc.unesco.org/ark:/48223/pf0000227729.

2 UNESCO (2021) *Reimagining our futures together: A new social contract for education*, available at: https://unesdoc.unesco.org/ark:/48223/pf0000379707.locale=en. This report from the International Commission on Futures of Education is the result of a two-year global consultation engaging about 1 million people to look at ways that education can help to build peaceful, just and sustainable futures for all.

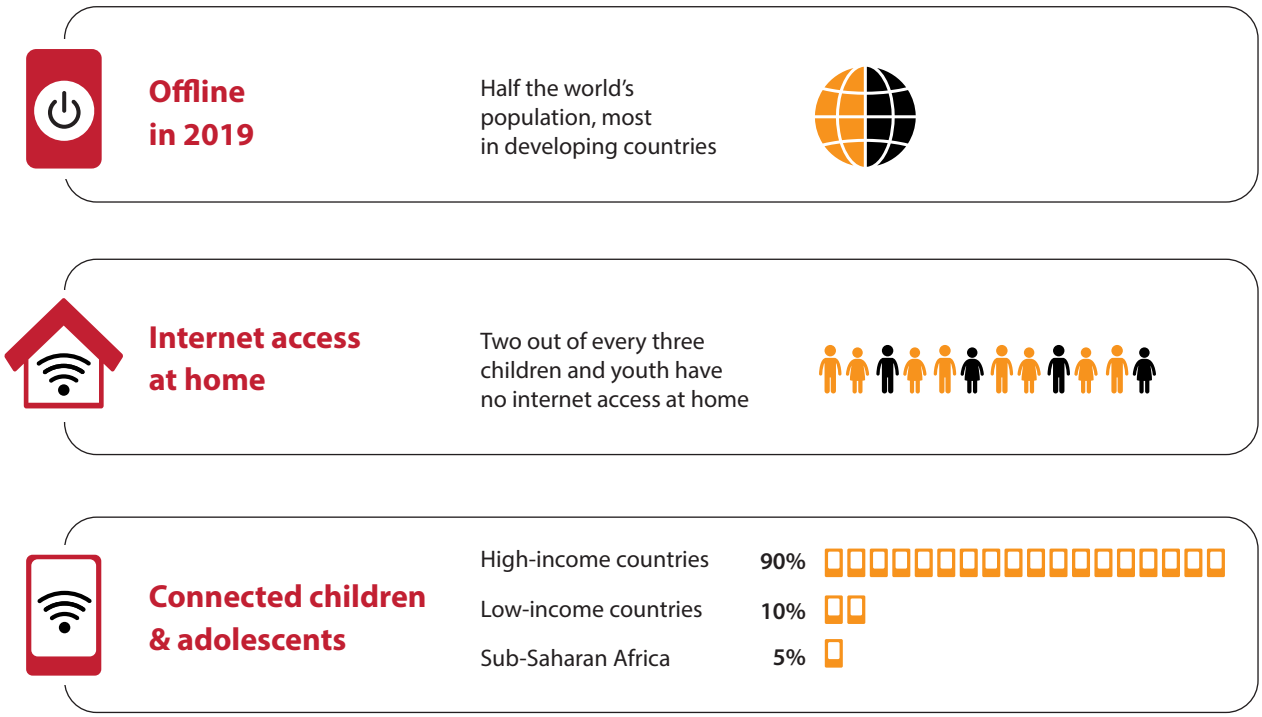
The power of digital transformation

The digital transformation of our societies is impacting our lives in unprecedented ways. Computers are quickly changing the ways in which knowledge is created, accessed, disseminated, validated, and used. Much of this is making information more accessible and opening new and promising avenues for education. But the risks are many: learning can narrow as well as expand in digital spaces; technology provides new levers of power and control which can repress as well as emancipate; and, with facial recognition and AI, our human right to privacy can contract in ways that were unimaginable just a decade earlier. We need to be vigilant to ensure that ongoing technical transformations help us thrive and do not threaten the future of diverse ways of knowing or of intellectual and creative freedom. (UNESCO, 2021*a*, p. 9)

Digital technologies have facilitated access for many individuals and societies to information, news and learning opportunities

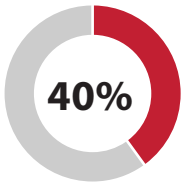
Digital technologies have empowered people to generate and disseminate their own content, giving greater voice to people and groups, including the most marginalized. Learners who have access to ICTs have had opportunities to be informed about the challenges of the world, how to assert their agency, and have their voice heard from an early age. Specifically, and even though a lot remains to be done, digital and assistive technologies have increased the inclusion of learners with disabilities - enabling them to participate fully and equally in school and wider society.

Digital technologies have facilitated access for many individuals and societies to information, news and learning opportunities. Yet, the digital divide within and across systems prevails. Almost half the world's population, 3.7 billion people, the majority of them women and most in developing countries, were still offline in 2019.[3] Approximately two out of every three children and youth have no internet access at home and tens of millions are without requisite hardware such as smartphones or personal computers. In addition to global gaps, digital divides between countries are staggering. While nearly 90 per cent of school-aged children and adolescents are connected in high-income countries, the figure is often under 10 per cent in low-income countries, and under 5 per cent in sub-Saharan Africa.

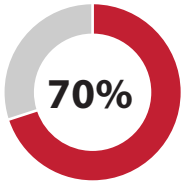


3 UN Habitat (2021). *Addressing the Digital Divide: Taking action towards digital inclusion*. Available at: https://unhabitat.org/sites/default/files/2021/11/addressing_the_digital_divide.pdf.

Internet coverage does not translate into internet use



In 2019, a staggering 40 per cent of the world's population lived within range of a mobile signal but nonetheless failed to make use of it or were unable to carry out a digital activity considered as a 'basic' information communication technology skill (known as the usage gap).



In South Asia and sub-Saharan Africa, almost 70 per cent of people indicated that they did not understand what the internet was or how to use it in 2018.[4] Through their reach and multidirectional and immersive nature, digital technologies have also contributed to improving understanding across cultures, by facilitating interaction and communication, bringing people together from different backgrounds and opening the door to a better appreciation of diversity.

4 For more up to date reporting on the need for more equal data access, see World Economic Forum Report, available at: https://www.weforum.org/reports/.

Digital content can be easily manipulated, such as through the emergence of 'deep fake' technology. It can be used to spread disinformation, conspiracy theories and hate speech, propagating polarization, intolerance, racism, and violence. Digital technology can also be a means of control and surveillance by governments as it shapes social, economic, and political relationships.

The digital transformation has placed powerful technologies in the hands of many young people from an early age, exposing them to a range of global issues and connections to others. The global COVID-19 pandemic shuttered schools worldwide and, in many settings, moved learning to digital platforms. The growing prevalence of social media as a way to connect and share ideas has enabled users of all ages to create and share their own content. Smartphones offer easy access to information across the world, with little guidance on how to use them responsibly. It is the role of education to fill these gaps and to ensure that learners can use digital technologies ethically, responsibly, and with humanistic orientations.

The prevalence of digital technologies has modified the ways that children learn along with what they need to learn. In particular, artificial intelligence has impacts on how children learn with "intelligent, adaptive, or personalized learning systems increasingly being deployed in schools and universities around the world, gathering and analyzing huge amounts of student big data, and significantly impacting the lives of students and educators" (Holmes, et al., 2019, p. 9). For example, a search on the Google platform, which uses a PageRank algorithm primarily, shapes how we look for information and learn about the topics of the search, which means our learning will (continue to) adapt to these tools.[5]

Children need a deeper understanding of their rights and responsibilities – both in the physical and online world – including their right to privacy and an appreciation for pluralism. Digital technologies offer unique means of gathering big data that is putting these rights at risk. Learners need to understand that their data are being collected, not only through activities conducted consciously online, but also through internet-connected tools and software in homes. This is being used to predict their preferences and behaviour, shape their choices, and filter the information that is pushed to them through platforms and applications.

Learning to navigate digital spaces responsibly is essential as children and youth spend an increasing amount of their time on platforms that take little account of age or level of understanding. Accountability is undermined by the depersonalization of communication via machine interfaces and the anonymity that the internet affords. Artificial Intelligence (AI) applications such as machine learning rely on limited data sets, and algorithm biases can contribute to prejudice, xenophobia, and intolerance. It is essential that learners understand how algorithms and data impact their lives, learn how artificial intelligence works, and explore how the ethical development and deployment of artificial intelligence[6] can help solve issues in the world.

Why does GCED matter in a digital age?

Education must play a role in steering the digital transformation of societies. Curricula should support teachers and students to determine how technology is used and towards what purposes. Teachers can use content from various sources and innovative pedagogies that enable young people to make sense of the world around them and see how they can actively contribute to making the changes they wish to see.

Moreover, education must provide opportunities for learners to develop digital and media and information literacy competencies to enable them to navigate the complex information flow, be aware of their rights online, and interact with others in an ethical and responsible manner. Teachers have a responsibility to ensure that ICTs are used in the classroom and beyond in a way that safeguards human rights, freedom of expression and access to information for all students.

GCED lends itself to examining societal issues, such as dis- and misinformation, discrimination, the spread of hate speech, and other forms of intolerance. These societal issues extend far beyond local and national levels. Digital tools present us with information, and in some cases, direct forms of communication with others. They can also raise awareness about human rights, in particular the right to privacy, including the security of personal data and protection against surveillance, as well as prepare learners to utilize digital platforms ethically and responsibly. Learners can also learn to exercise democratic principles through daily practice in schools, for example by learning to negotiate to reach consensus, voicing their opinions and practising dissent, as well as being provided with opportunities in school to exercise leadership in planning and making decisions.

5 For more detailed information, see UNESCO (2022) *Citizenship Education in the Global Digital Age: Thematic paper*, available at: https://unesdoc.unesco.org/ark:/48223/pf0000381534.
6 For more detailed information on UNESCO's first global standard-setting instrument addressing the ethics of artificial intelligence, see UNESCO (2022) *Recommendation on the Ethics of Artificial Intelligence*, available at: https://unesdoc.unesco.org/ark:/48223/pf0000381137.

What is the purpose of the guidelines?

1. By using principles of GCED, digital citizenship, and media and information literacy, the guidelines aim to build the capacities of teachers to prepare learners to understand the implications of global and digital transformations on education, and to build opportunities to practice ethical and responsible behaviours in physical and digital environments. They provide guidance on tapping into the positive potential of the digital transformation, including through new access to information, possibilities of connection, and the creation of tailored content.

2. Build learners' capacities to think critically about the influences and content that they encounter and engage in creating in physical and digital spaces.

3. Shape learners' understanding of global challenges and how they can contribute to the Sustainable Development Goals (SDGs) through globally oriented digital citizenship.

The guidelines are organized as follows:

1. The first section looks at the roles and function of GCED, why it is important that learners engage with global issues in our digital age, and the competencies entailed.

2. The second section provides learning modules with a set of activities that teachers can choose from to encourage learners to engage in physical and digital spaces for the SDGs, which are at the heart of the United Nations 2030 Agenda.[8] The SDGs are a shared blueprint for UN Member States to work together towards peace and prosperity for people and the planet.

Teachers are encouraged to mainstream these activities within existing lessons and use interactive pedagogies to actively engage students in the learning.[7] To encourage a learner-focused approach, teachers can also integrate various media channels into school learning, for example in the search for information, the creation of recordings and other documents presenting diverse perspectives, as well as the gathering of information from maps, tables or surveys that learners create for themselves.

Who are the guidelines for?

This publication has been designed both for new and experienced teachers, as well as other professionals working in non-formal education settings that engage with upper primary and secondary students.

7 For more guidance, please refer to UNESCO (2019) *Empowering students for just societies: Handbook for secondary school students*, available at: https://unesdoc.unesco.org/ark:/48223/pf0000370901?posInSet=2&queryId=eb1bf484-21a9-479a-9839-4ba96e80258c.

Competencies for Global Citizenship

GCED is grounded in a set of competencies that enable learners to act collaboratively and responsibly on issues of local and global relevance. It stimulates learners to better understand themselves and others, see connections between global and local issues, gather multiple perspectives, and prepares them to become socially and ethically active members of the community and the world. Learners are motivated to develop the values, skills, and attitudes to live with others respectfully and peacefully.

Moreover, GCED integrates competencies related to digital citizenship and Media and Information Literacy (MIL), helping learners to critically evaluate information, understand the impact of digital technologies in their lives, as well as be aware of their rights and responsibilities and learn to use media creatively and innovatively to engage in-person and virtually with local and global communities. They learn how to know, to be, to do and to live together, four facets of learning that are described as the four pillars of education.[8]

The key global citizenship competencies in a digital age are briefly described in Table 1 below. In the learning modules, activities are suggested in each of the five areas to guide teachers in ways that GCED can be integrated into classroom, hybrid, formal and informal learning across a range of subject areas related to the SDGs.

Table 1

Key Global Citizenship Competencies in a Digital Age

Understand	Analyse	Be socially responsible	Create, innovate	Participate in society
Deepen understanding of: • Rights and responsibilities online • The impact of digital tools and technologies, and virtual communities on identity • The interconnectedness of online and offline spaces and communities	Critically evaluate information, the impact of digital technologies, and our actions in all facets of our lives, and build resilience to disinformation	Be socially responsible, adopt ethical values and attitudes in physical and digital environments, as well as reject intolerance and other forms of discrimination	Use media creatively and innovatively and apply their skills in practical ways to solve problems.	Actively engage in physical and digital local and global communities to overcome challenges.

8 UNESCO (1996). *Learning: The treasure within*. Report from the International Commission on Education for the Twenty-first Century. Available at: https://unesdoc.unesco.org/ark:/48223/pf0000109590.

The digital component of global citizenship education

Looking at both the opportunities and risks raised by digital technologies is an integral part of GCED. This connection has gained importance over the last decade as learners need to strike a balance between using digital technologies safely and responsibly to create, innovate, express, and participate, while also being conscious of the negative impact words and actions can have on society.

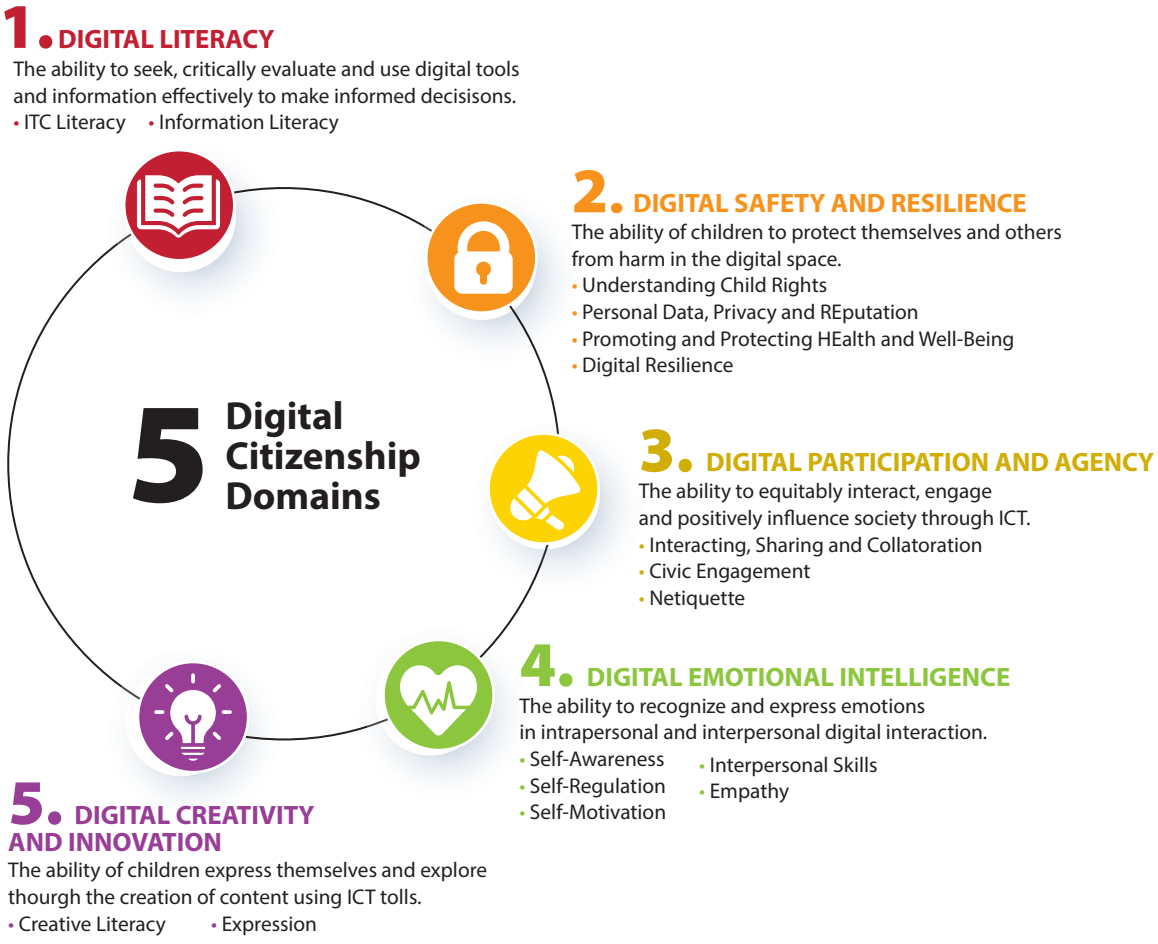
Teachers have a role to play in sensitising learners about the potential impact of technologies on their rights and responsibilities, as well as on different facets of their lives, including their well-being. Strengthening critical thinking is important to enable learners to navigate the complex information and communication environment and exercise their agency in thoughtful, ethical, and collaborative ways.

To prepare learners to act responsibly and be resilient amidst complex challenges, it is also essential to develop their social and emotional competencies and ethical values. Finally, teachers can build learners' engagement in addressing global issues through critical competencies such as digital participation, creativity, and innovation.

Digital Citizenship Education, which focuses more explicitly on the impact of digital tools and technologies on the lives of people, helps learners 'find, access, use and create information effectively, engage with other users and with content in an active, critical, sensitive and ethical manner, as well navigate the online environment safely and responsibly, being aware of one's rights'.[9] Figure 1 below illustrates how digital citizenship elements can be incorporated into the learning cycle holistically in a model developed by UNESCO, building on its experience in Asia and the Pacific.[10]

Figure 1

Developing a generation of active, ethical digital citizens through five digital citizenship domains



Source: Unesco Bangkok

9 UNESCO (2016). *A policy review: Building digital citizenship in Asia-Pacific through safe, effective and responsible use of ICT*. Bangkok: UNESCO Asia and Pacific Regional Bureau for Education. Available at: https://unesdoc.unesco.org/ark:/48223/pf0000246813.

10 UNESCO Office Bangkok and Regional Bureau for Education in Asia and the Pacific (2023), *Digital citizenship in Asia-Pacific: translating competencies for teacher innovation and student resilience*. Available at: https://unesdoc.unesco.org/ark:/48223/pf0000385426.

Media and information literacy, a building block in the learning agenda

It is essential to train teachers on media and information literacy, as central competencies of GCED. Learners need to develop the critical thinking skills needed to navigate the rapidly evolving information landscape and engage with global challenges through informed, diverse, and creative production and use of information. Box 1 below gives an overview of MIL and initial ideas on how teachers mainstream it within their approaches and lessons by integrating specific activities included in the learning modules.

Creativity, a catalyst for problem-solving and innovation

The Organization for Economic Co-operation and Development (OECD) is currently assessing the creative thinking capacity of adolescents in more than 40 countries, emphasizing increasing dependence on creativity to drive the types of innovation and knowledge creation required to address emerging challenges. Creativity in this specific sense is defined as being 'grounded in knowledge and practice that supports individuals in achieving better educational outcomes'.[11] When learning takes place in an environment where creative and artistic expression is encouraged, learners can discover their own capabilities and interests and better understand themselves as well as increase their social agency and well-being.[12]

GCED activities centre on learning by doing and can be conducted with or without digital technology. Learners can be encouraged to experiment with tools and apply their knowledge to solve real-life problems in subject areas from mathematics to language studies. By using different tools and media sources to produce tangible outputs, learners gain the skills necessary in language and media to express themselves coherently and creatively.

In recent years, digital technologies have opened new opportunities for learners to show their creativity in and out of school. Teachers can promote students' creativity in different forms – from the creation of content and gaming techniques to empowering them to engage and lead digital communities that address global challenges such as racism and climate change.

Box 1

Media and Information Literacy (MIL) in the Guidelines[1]

MIL is an interrelated set of competencies that help people to maximize advantages and minimize harm in the new information, digital and communication landscapes. MIL covers competencies that enable people to engage with information critically and effectively and the institutions that facilitate information and content and use digital technologies with discernment. These competencies ensure learners can effectively navigate the complex information, digital and communication landscape.

To have a positive impact on society, learners need to know where and how to access trustworthy information and what to do when they encounter misinformation and dis-information. They need to be able to critically analyse information to evaluate its authenticity, value, and relevance. Using information effectively and judiciously, choosing the information most fit for purpose, and organizing and storing information for ready access, all require a broad set of competencies that students can apprehend through practice in learning situations. Other activities for students include applying information to solve problems, reaching out to gather information, and conducting interviews and surveys to see issues from other perspectives or validate data learned from other sources. MIL can also motivate learners to investigate information sources and analyse the motivation of publishing platforms, the policies and practices of media companies and the way that information is presented. Learners become aware that the motivations of the producer or publisher of the content can reinforce stereotypes that undermine equality or amplify discrimination and hate speech.

The learning modules provided in the guidelines integrate MIL in a diverse set of practical activities that aim to build learners' critical thinking skills and look at issues from different perspectives. For example, some activities examine the way certain sectors of the population are represented in media to influence attitudes, for example, regarding gender equality. Students are invited to question stereotypes and use investigative skills to unravel misinformation about issues such as poverty and hunger. Other activities also encourage students to use MIL to help recognize and decode misinformation, disinformation and hate speech. For example, learners can develop a better understanding of these phenomena and engage with materials that alert for or 'prebunk' hateful disinformation, propaganda, and conspiracy theories to build their resilience to them.[2]

1 UNESCO (2021). *Media and information literate citizens: think critically, click wisely!* Available at: https://unesdoc.unesco.org/ark:/48223/pf0000377068

2 UNESCO (2022). Addressing conspiracy theories: what teachers need to know. Available at: https://unesdoc.unesco.org/ark:/48223/pf0000381958

11 OECD (2019). *PISA 2021 creative thinking framework*. Available at: https://www.oecd.org/pisa/publications/PISA-2021-creative-thinking-framework.pdf.

12 UNESCO (2022). *Re/shaping Policies for Creativity – Addressing culture as a global public good*. Available at: https://www.unesco.org/reports/reshaping-creativity/2022/en.

At the same time, it is important that teachers steer the use of digital technologies towards learning and sensitise young people about possible pitfalls, such as passivity.[13] Social media provide platforms that make it easy for them to repost content which can reduce the incentives for learners to create original content. Adolescents using social media are presented with content that due to profiling and algorithms caters to their preferences and media habits, which can limit their exposure to pluralism and diversity.

Social and emotional learning: building empathy and resilience

Social and emotional skill development is a gradual process whereby children develop the capacity to experience, understand, express, and manage their emotions as they take part in meaningful interactions with others[14]. Learners construct their social and emotional skills through self-awareness and awareness of others. As students increasingly use digital tools and technologies to facilitate learning, their face-to-face interactions are reduced. Therefore, social and emotional activities must be given sufficient space in the curriculum by providing time to dialogue about the content that students are encountering and creating, and understanding how they impact on others.

The sense of self and others can be warped online, where communication takes place via a machine interface, with diminished accountability and a higher prevalence of anonymity. Social media platforms tend to focus on image and popularity and therefore can encourage a drive for perfection by providing editing tools and filters that are used by influencers. At the same time social media can facilitate cyberbullying, especially for those students who are seen as gender non-conforming, including those who are lesbian, gay, bisexual, or transgender (LGBT).[15] These consequences undermine self-confidence, self-image, self-concept clarity, and overall social and emotional well-being.

GCED aims to help learners see themselves and their connections to local and global societies and communities. It encourages learners to explore the global connections in their everyday life, to be curious and examine the world and the people in it, and to enhance their awareness of the diverse ways that people their age live in other parts of the world. They are supported to develop an appreciation for others and their cultures while applying a critical lens to the world they live in.

GCED also provides opportunities and guidance for learners to reflect on their own and others' emotions and practice human-centred communication skills. Communication involves a range of skills including listening, observing and non-verbal skills. Communication is central to collaboration with others, and collaboration is essential for young people to learn to work together towards common goals. Through collaboration, young people learn to actively listen to others, become aware of different perspectives, and respect and appreciate the value of diversity. It gives practice in asking for information, speaking up, taking responsibility for ideas and opinions and, when appropriate, changing and converting ideas into actions for social change.

Developing self-esteem is an important condition for developing social emotional learning. GCED provides opportunities for activity-based learning to build learners' confidence in attaining simple, measurable, achievable, realistic, and timely (SMART) goals. In activity-based learning, contemporary tools and platforms can be used to create, cooperate, and communicate, boosting learners' self-confidence as they improve their technical skills and reinforcing positive self-image. Competence within an environment means having greater control, which leads to a readiness to create and experiment that is not curbed by fear of failure. Young people learning to cooperate with others on joint projects towards shared goals will reinforce their sense of belonging and commitment to the community. Their communication skills will improve as they become more observant in their interactions with others.

The sense of self and others can be warped online, where communication takes place via a machine interface, with diminished accountability and a higher prevalence of anonymity

13 Burroughs B. (2017). *YouTube Kids: The App Economy and Mobile Parenting*. Available at: https://journals.sagepub.com/doi/full/10.1177/2056305117707189.
14 Chatterjee Singh, N. and Duraiappah, A. K. (Eds.). (2020). *Rethinking learning: a review of social and emotional learning frameworks for education systems*. New Delhi. UNESCO MGIEP. Available at: https://mgiep.unesco.org/rethinking-learning.
15 UNESCO (2019). Behind the numbers: Ending school violence and bullying. Available at: https://unesdoc.unesco.org/ark:/48223/pf0000366483.

GCED aims to help learners see themselves and their connections to local and global societies and communities

Learning about the challenges faced by others and identifying global social goals is an effective means of improving social awareness. Finding ways to contribute to achieving such goals will increase the agency of learners and encourage them to engage with society in ways adapted to their age and capacity. Learners become empowered because they are making responsible decisions and taking active steps to shape their local and global environments. This is an effective way of enabling young people to create more meaningful, impactful interactions that will increase their empathy and affirm their self-identity.

Quality education must equip students with the resilience[16] to adapt to and recover from different types of adversity at the individual level. This is the capacity to withstand, address and adjust to various challenges, including but not limited to interpersonal adversity, such as rejection and hostility. It is especially important for young people who spend a lot of time in virtual spaces where bullying, hate and other forms of intolerance and discrimination have become a growing concern.

Box 2

Resilience: Individual vs societal dimensions

Resilience is closely linked to the capacity of learners to turn failure and setbacks into opportunities for growth. It relates to the ability to adapt to change and cope with disappointment with a positive sense of self.[1] Learners might encounter failure on their learning path, but failure provides opportunities. Teachers are encouraged to help them to develop the tools to deal with adversity and the perseverance and determination to pursue their goals. Resilience development can be integrated into different forms of learning such as hybrid or online and class learning.

Teachers can also develop students' capacities to anticipate, prepare for and be resilient to global challenges facing their societies, such as climate change. It can also contribute to the agency to question, change, and/or contribute towards not only making societal systems more robust and resilient but also inclusive, just, and peaceful. Flexibility and adaptability are constructs of resilience that will be fostered through the learning contexts that encourage learners to put forward different ideas for solving societal problems. Activity-based, rather than knowledge-based, learning will enable young people to set themselves challenges and make ethical and responsible decisions. Role models can also inspire learners by showcasing how resilient people are able to overcome adversity through courage, determination, and collective engagement.

1 Gonser S. (2021). *5 Ways to Build Resilience in Students.* Available at: https://www.edutopia.org/article/5-ways-build-resilience-students

16 UNESCO (2015). *Safety, resilience and social cohesion: a guide for curriculum developers*. Available at: https://www.iiep.unesco.org/en/publication/overview-incorporating-safety-resilience-and-social-cohesion-education-sector-planning.

The impact of digital technologies on teaching and learning

From school to life, a new role for educators

Increased access to information and improved modes of communication have brought major shifts in society and workforce requirements. Global citizens need to understand the positive and negative impacts that digital technologies can have on society, the potential communities and social movements that can be created or enhanced, and the divides that it can create or deepen.

Knowledge production has rapidly expanded in the last decade in both content and diversity of sources, with people becoming both information producers and consumers. Teaching and learning must adapt, incorporating the rapidly evolving information and communication tools and platforms into competence-based pedagogical models that consider the different motivations, objectives and abilities of learners throughout their life.

The rise of digital learning necessitates additional training for educators to help them discover the most appropriate ways to apply transformative technologies and guide learners in the new pedagogical spaces. A wealth of learning resources is now available on the internet to educators, making it much easier for them to build bridges between classrooms, families, and communities locally and in other parts of the world. Technologies can help learners connect to others and gather multiple perspectives on a given topic. For example, they can find and connect with humanitarian and other organizations worldwide through email or social media, or simply by writing a letter. Activities like these adapt equally well to formal, informal, flipped, face-to-face, online and hybrid learning contexts, giving greater freedom to learners to choose their learning modes.

Apprehending new modes of communication

As communication tools have evolved, they have opened new possibilities in interacting with other individuals and communities. Educators have an important role to play by providing contexts where learners can develop effective oral and written communication skills through their guided usage of contemporary communication tools and platforms. Learners need opportunities to understand how communication media can be used positively for meaningful expression, but also to negatively influence attitudes and behaviours.

While improvements in ICT allows for global access less linked to location and/or status, the geographic and socio-economic conditions of learners must still be considered. For example, the UN estimates that 272 million-plus people worldwide are currently displaced within or beyond their countries' borders (This number does not include the estimated 10 million-plus displaced following the invasion of Ukraine by the Russian Federation on 24 February 2022 and the ongoing war). As ICT has developed and expanded in use and availability, refugees, internally displaced persons (IDPs) and others in geographic transition have increasingly relied on it to contact people, access vital information anywhere they find themselves, and in the provision of education in transitional and/or emergency settings. In many contexts, especially where education does not provide sufficient guidance on important topics such as Comprehensive Sexuality Education, learners are turning to digital sources.[17]

New communication modes in digital spaces have also introduced new risks for learners. The ease of data capture, storage, and surveillance in digital spaces requires educators to sensitise students about ethical issues related to safety, privacy, anonymity, and accountability, while keeping them informed of emerging risks in the immersive technologies of augmented reality and virtual reality (see glossary for additional information). Privacy management is important to reduce the risk of profiling and to optimise pluralism.

By using social media as an entry point for social engagement, young people develop a deeper understanding of the power and reach of such platforms and discover new ways of interacting and sharing information through them. At the same time, educators must help them use social media responsibly by recognizing the manipulative techniques used to spread mis-, dis- and mal-information, conspiracy theories, and hate speech.

17 UNESCO (2020) Switched on: Sexuality education in the digital space. https://en.unesco.org/sites/default/files/unesco-swtiched_on-technical_brief.pdf

Promoting students' freedom of expression while countering hate speech

Discrimination, hate speech and conspiracy theories have always existed, but digital technologies have increased their power and influence as they rapidly spread, including to vulnerable populations. Recent advances in information technologies, mass media, and online communication have transformed the breadth and speed of the spread of hateful narratives. Moreover, the dehumanised interface that is characteristic of online communication tends to minimise the empathy of the offender and maximise the impact on the person at the receiving end.

These dynamics are particularly concerning for secondary school students as evidence suggests that forms of hate speech, including bullying influenced by gender norms, has a persistent negative impact on students' academic performance, for both boys and girls.

Education provides a powerful tool to prevent and counter all forms of intolerance, discrimination and hate speech.[19] Educators need to be supported as they learn to balance teaching learners about norms and rights related to the freedom of expression—which is an essential pedagogical component to learning, critical debate, classroom dialogue, conversations with teachers and active participation—while simultaneously protecting learners from hate speech.[20]

> Loss of interest in school due to the problematic context may result in lack of concentration, inability to study, falling grades, disrupted studies and even school drop-out, leading to limited access to university and hence fewer employment opportunities[18]

Box 3

Understanding young people's interests and motivations to engage for the SDGs

UNESCO conducted informal consultations with representatives of youth-led organizations in Latin America and the Caribbean,[1] South-East Asia, Africa, and Europe in 2021 to understand what it means to be a global citizen and their motivations to engage with the SDGs. Sustainability of the planet and the well-being of its inhabitants appeared top of the agenda for the young people consulted.

During the consultations, young people mentioned several challenges they experienced first-hand, which prompted their interest and motivation to engage for just, peaceful, and sustainable societies. These included climate change, their experience of global warming and the COVID-19 pandemic. Several young people mentioned that they encountered discrimination and hate speech and thought school should be helping them address this. Young people also stressed that they have been raised in an environment where digital technologies are built in, which provides a parallel space for identity and engagement. This has tested their capacity to handle complexity, protect their privacy, filter fact from fiction, as well as engage respectfully with others.



They mentioned the importance of Quality Education, SDG13 Climate Action, SDG 10 Reducing Inequality, SDG1 No Poverty, SDG5 Gender Equality and SDG16 Peace, Justice and Strong Institutions as well as SDG17 Partnerships to achieve the Sustainable Development Agenda (see below). Although the young people who participated in the consultations were limited in number and not demographically representative of their regions, the results of the consultations align well with international research on this topic. The WISE Global Education Barometer, a survey carried out with 9,500 people aged 16 to 25 in 20 countries, shows that young people's biggest concerns are #1 poverty and social inequality (84 per cent), #2 climate change and the environment (82 per cent), and #3 access to employment.

1 UNESCO (2021). *Consulta Regional con Infancias y Juventudes para las Directres sobre Education para la Ciudadania Muncial en la Era Digital*. Available at: https://www.facebook.com/the.millennials.movement/photos/a.289677587837628/2132464610225574/?type=3.

18 UNESCO (2020). *School-related gender-based violence (SRGBV): a human rights violation and a threat to inclusive and equitable quality education for all*. Available at: https://unesdoc.unesco.org/ark:/48223/pf0000374509?2=null&queryId=17735336-ba7f-45eb-a6d2-f8df82c3f155.

19 UNESCO and the United Nations Office on Genocide Prevention and the Responsibility to Protect (2023). *Addressing Hate Speech through Education: a guide for policy-makers*. Available at: https://unesdoc.unesco.org/ark:/48223/pf0000384872; UNESCO-OSCE (2018). *Addressing anti-semitism through education: guidelines for policymakers*. Available at: https://unesdoc.unesco.org/ark:/48223/pf0000263702

20 UNESCO and the United Nations Office on Genocide Prevention and the Responsibility to Protect (2023).

Students' active participation should be underpinned by ethical values and a solid knowledge of responsibilities as well as rights online, to enable learners to communicate effectively and respectfully with others.[21] This requires regular training to equip learners with critical thinking and social and emotional skills to effectively process information and spot discrimination or disrespect for the rights and freedoms of others.

Alerting learners about the existence of potentially harmful or misleading contents, or 'prebunking', has proven to be an effective intervention to strengthen the resilience of learners to hate speech, disinformation, and conspiracy theories. Research in psychology has shown that presenting learners with small amounts of well-framed and curated misleading contents can lower their susceptibility and strengthen their eventual ability to identify and dismiss contents of similar nature when encountered outside of education settings. This approach can help to sensitize learners about the manipulation techniques and underlying prejudice of common forms of hate speech and disinformation in ways that work like a vaccine. However, effective 'inoculation' requires adequate training and preparation of educators to avoid adverse effects.[22]

Tapping into the potential of student engagement with the SDGs

Children and young people spot opportunities and are keen to experiment with the latest innovation tools that society can produce. Digital technologies are no exception. The digital transformation has facilitated young people across the globe to socially connect and drive change on global issues from climate change and gun violence to racial discrimination and gender equality. They are taking central roles in planet-wide movements such as Global Youth Mobilization. org,[23] an initiative to scale-up youth-led solutions and youth engagement programmes across the world. Other examples are Fridays For Future,[24] #blacklivesmatter and #marchforourlives.

Children and young people today feel that it is their right and obligation to act and interact to help change the world, notably through digital platforms and networks. They are eager to express their opinions, commit to causes and showcase their social agency. This represents an opportunity for educators. Guiding students to meaningfully

Children and young people spot opportunities and are keen to experiment with the latest innovation tools that society can produce.

build their knowledge on topics that link to issues such as the sustainability of the planet or defending democratic values and encouraging them to use digital tools and platforms to be part of the changes they wish to see, are ways to capture their interest, spark their imagination and fuel their motivation. Their understanding of the world will be sharpened as they delve into topics from climate change and poverty to gender equality and world peace, because these issues have an immediate impact on their lives.

Box 3 below highlights young people's interests and motivations to engage for the SDGs. Teachers should take these into account when developing their lessons since learning around students' experience, concerns or needs is a strong motivator that makes knowledge and content more meaningful and less easily forgotten.

The digital transformation has opened exciting possibilities for young people to exercise agency and entrepreneurship, way beyond those experienced by their parents and older family members.[25] Yet they do require support and guidance to face the difficulties that arise as they play, communicate and learn in digital spaces.

Providing educators with tools and learning resources for reflexivity

Teachers and educators have a key role to play in developing the competencies needed to mitigate emerging challenges of our digital age and encourage learners to participate creatively in an increasingly digital, information-rich, and fast-changing world. Research suggests the importance of teacher and educator reflexivity as a necessary step in teaching GCED competencies. Table Y below offers a self-assessment tool in how well they are prepared to address these competencies. Its intent is to serve as more of a spectrum, where teachers and educators can explore their levels of growth toward different goals and practice areas associated with teaching global citizenship in a digital age.

21 Richardson, Milovidov (Council of Europe, 2017). *Digital citizenship education handbook*. Available at: https://www.coe.int/en/web/digital-citizenship-education/active-participation.
22 UNESCO (2022). Addressing conspiracy theories: what teachers need to know. Available at: https://unesdoc.unesco.org/ark:/48223/pf0000381958.
23 https://globalyouthmobilization.org
24 https://fridaysforfuture.org/
25 Council of Europe (2022).

Table

Self-assessment tool for teachers and educators[26]

Teaching goal/ practice	Levels of growth				
	Emerging	Exploring	Applying	Integrating	Innovating
Use age-appropriate digital technology for activities	I want to use age-appropriate digital technology for activities.	I try to find more age-appropriate digital technology for activities to use.	I always use age-appropriate digital technology for activities.	I always use age-appropriate digital technology for activities, and I create them myself if I cannot find any.	I work with students to use age-appropriate digital technology for activities that are also differentiated to learners' needs at the individual level.
Learner-centred teaching	I want to inspire learner reflexivity through my teaching.	I am trying to cause learner reflexivity through my teaching.	I inspire learner reflexivity through my teaching, daily.	I inspire learner reflexivity through my teaching and regularly check in with learners about their reflections.	I keep an open dialogue in my classes to ensure learner reflexivity and share my own reflections with students to inspire discourse.
Use of simple (i.e., not academic) language to communicate with learners	I want to use simple language to communicate with learners.	I try to use simple language to communicate with learners when appropriate.	I regularly use simple language to communicate with learners.	I use simple language to communicate with learners in multiple modes (i.e., oral, written, electronic communication).	I use simple language in discourse with learners to improve my vocabulary and understanding of the language learners perceive to be simple (i.e., slang, popular culture references).
Communicate learning objectives	I want to communicate learning objectives with learners.	I sometimes post written learning objectives with learners	I always communicate learning objectives with learners in multiple modes.	I regularly communicate learning objectives with learners in multiple modes and I check for learner understanding of these objectives.	I work with students to create learning objectives and we communicate our thoughts and understanding of the objectives every day.

26 The levels of growth come from The Continuum of Teaching Practice developed and published by the Department of Education for the State of California, The Commission on Teaching Credentialing, and the New Teacher Center. The original file can be found at https://www.ctc.ca.gov/docs/default-source/educator-prep/ca-ti/final-continuum-of-teaching-practice.pdf. Content in the table was also adapted from Tichnor-Wagner et al. (n.d.). *Becoming a Globally Competent Teacher*.

Teaching goal/ practice	Levels of growth				
	Emerging	Exploring	Applying	Integrating	Innovating
Encourage learners' agency	I want to encourage learners' agency over choices about goals, roles, content, and approach.	I try to encourage learners' agency when I feel it is appropriate for them to make choices about goals, roles, content, and approach.	I regularly encourage learners' agency over choices about goals, roles, content, and approach.	I give learners agency to choose their learning goals, our classroom roles, the course content (when appropriate), and the approach learners take to master objectives.	Learners and I engage in discourse regarding their agency over choices about goals, roles, content, and approach to ensure learner autonomy.
Design activities that take learners beyond the classroom walls, to interact with local, regional, and global communities	I want to design activities to take learners beyond the classroom to interact with local, regional, and global communities.	I design some activities to take learners beyond the classroom to interact with local, regional, and global communities.	I regularly design activities that take learners beyond the classroom and have learners interacting with local, regional and, to a lesser extent, global communities.	I design activities that take learners beyond the classroom to interact with local, regional, and global communities and gather and evaluate learner feedback for effectiveness.	I work with local, regional, and global communities to design activities that take learners beyond the classroom. I invite constant communication with these communities to keep my lessons engaging and relevant.
Foster learner participation through a variety of meaningful activities to enable learners to practice different types of communication (including written, oral; role play, debates, instructing, presenting)	I want to foster learners' participation in a variety of activities to enable them to practice different types of communication, but I am not sure how to start.	I am learning how to foster learners' participation through a few activities that enable them to practice different types of communication.	I foster learners' participation by using a variety of meaningful activities that enable them to practice different types of communication that includes written, oral, role play, debates, instructing and presenting regularly.	I foster learners' participation by integrating a variety of meaningful activities that enable them to practice different types of communication in every lesson I teach.	I allow learners to participate through a variety of meaningful activities that enable them to practice different types of communication by choosing to participate in activities with which they are comfortable, and I encourage learners to expand their choices and try types of communication that are initially uncomfortable for them.

Teaching goal/ practice	Levels of growth				
	Emerging	Exploring	Applying	Integrating	Innovating
Integrate a variety of learning settings in learner-centred tasks (individual, pair, group, whole class)	I want to integrate a variety of learning settings in learner-centred tasks, but I am not sure of all the types of settings.	I have integrated a few different learning settings in learner-centred tasks in my classroom.	I integrate a variety of learning settings in learner-centred tasks in my classroom (i.e., individual, pair, group, whole class) regularly.	I integrate a variety of learning settings in learner-centred tasks in my classroom multiple times during a lesson.	I can integrate a variety of learning settings in learner-centred tasks in my classroom based on learners' preferences for each activity or lesson.
Prepare activities and interactions that appeal to different learning styles and cater to different learning needs, contexts, and experiences	I want to prepare activities and interactions that appeal to different learning styles and cater to different learning needs, contexts, and experiences but I need more training/ resource/help.	I am preparing activities and interactions that appeal to different learning styles and cater to different learning needs, contexts, and experiences for future/possible use.	I prepare activities and interactions that appeal to different learning styles and cater to different learning needs, contexts, and experiences.	I use my prepared activities and interactions that appeal to different learning styles and caters to different learning needs, contexts, and experiences.	I work with my students to implement activities and interactions that appeal to their different learning styles. I cater to different learning needs, context and experiences based on student feedback and student choices.
Integrate different types of media resources in my teaching	I want to integrate different types of media resources in my teaching.	I try to find different types of media resources to integrate in my teaching.	I use a few different types of media resources in my teaching. I encourage learners to make effective use of different types of resources available to them.	I integrate a variety of different types of media resources in my teaching. I encourage learners to make effective use of the full range of resources available to them.	I integrate all the different types of media resources available to me in my teaching to model how I expect learners to make use of the full range of resources available to them.
Encourage learners to make effective use of the full range of available resources	I want to encourage learners to make effective use of the full range of resources available to them.	I explore how to help learners to make effective use of resources available to them.	I encourage learners to make use of different types of resources.	I encourage learners to make effective use of the full range of resources available to them. I seek resources learners may not be familiar with to increase learners' exposure.	I encourage learners to explore and teach me how to integrate media resources I am not familiar with.

Teaching goal/ practice	Levels of growth				
	Emerging	Exploring	Applying	Integrating	Innovating
I use technology to enhance active and meaningful engagement in learning where relevant.	I want to use technology to enhance active and meaningful engagement in learning where relevant, but I am unsure how to move beyond basic understand of technology and its applications. (i.e., word-processing, social media interactions)	I use technology to enhance active and meaningful engagement in learning where I can see relevance.	I use technology to enhance active and meaningful engagement in learning in all my lessons.	I use technology to enhance active and meaningful engagement in learning based on learners' interest in specific technological tools and applications.	I encourage learners' choice in the types of technology used to enhance individual/personal engagement in learning.
I do not allow technological limitations to determine pedagogy.	I want to overcome technological limitations to keep those limitations from determining pedagogy.	I search the internet and other teacher resources to ensure I am not allowing technological limitations to determine pedagogy.	I do not allow technological limitations to determine pedagogy.	My pedagogy is flexible to overcome technological limitations and can easily be adapted to be high-tech or low-tech.	When encountering technological limitations, I engage learners' creativity to guide my pedagogical practices.

How to use the learning modules

The learning modules presented in these Guidelines offer a menu of activities that teachers can choose from to encourage learners in upper primary to upper secondary school to use their agency to make a positive change in the world. They strive to illustrate the ways they can channel their students' concerns, interests, and enthusiasms across various subject areas within the framework of the school curriculum.

The learning modules each centre on one of the SDGs because they relate to issues students encounter in their own lives or hear in the media. They are intended to provoke reflection on issues such as hunger, poverty, gender equality, education, peace, and justice as well as the sustainability of the planet, and show learners practical ways they can convert their knowledge into action. The SDGs featured in the learning modules were selected to reflect the interests indicated by young people during the regional consultations (see box 5 on page X).

The modules are structured as follows:

- Each module opens with an outline of the subject areas touched upon in that specific module.
- Key words and key facts offer a guide to issues that will be discussed. The facts presented underline some of the challenges involved in meeting the 2030 goals set by the United Nations' Sustainable Development Agenda.
- The modules are built around the five essential areas of competence for global citizenship, namely the need to understand, analyse, be socially responsible, create/ innovate, and participate in society (see Table 1 on Page 11: Key global citizenship competencies in a digital age).

The table below provides a summary table of the learning objectives for each module. It aligns with the three components of GCED: Cognitive, socio-emotional, and behavioural.

Table X

Overview of learning outcomes

Age level	Cognitive		Socio-emotional	Behavioural	
	To understand	**To analyse**	**Be socially responsible**	**Create/ innovate**	**Participate**
	Deepen understanding of: • Rights and responsibilities online • The impact of digital tools and technologies, and virtual communities on identity • The interconnectedness of online and offline spaces and communities	Critically evaluate information, the impact of digital technologies, and our actions in all facets of our lives; and build resilience to disinformation	Be socially responsible, adopt ethical values and attitudes in physical and digital environments, as well as reject intolerance and other forms of discrimination	Use media creatively and innovatively, and apply their skills in practical ways to solve problems and produce outputs	Actively engage in local, global and virtual communities to overcome challenges
SDG 1 No poverty					
Upper Elementary	Understands the different forms of poverty at home and abroad Acquires knowledge from multiple resources about other populations and countries	Uses digital tools to interpret and represent data in graphic and other formats	Appreciates and values differences Is resilient to pre-conceived ideas and stereotypes		Engages with civic groups and organizations that aim at contributing to alleviating poverty and effect positive social change
Secondary	Understands the multifactorial roots of poverty and its impact	Compares and contrasts information from maps, tables and other graphic representations Critically evaluates media content to identify bias	Appreciates art and cultural expression as a tool for activism Reflects on own role within the structures that perpetuate inequalities in the world	Plans and measures impact of digital actions to raise public awareness	Acts effectively, responsibly, and collaboratively, with sensitivity towards the plight of others
SDG 2 No hunger					
Upper Elementary	Understands about the local and global dimensions of hunger Uses digital tools to interpret and represent data in graphic and other formats Acquires knowledge from multiple sources about food, hunger, and nutrition in community, and across countries	Analyses own habits related to issues of food, hunger, nutrition and considers ways and consequences of changing those habits Develops an appreciation for justice, human well-being, and respect of human rights. Values and respects nature and human diversity	Reflects on own habits and impact on other people and environment	Creates daily habits that reflect own feelings about food, hunger, nutrition Creates daily habits that reflect own feelings about own impact on other people and environment	Expresses interest in civic organizations and/ or social movements contributing to collective action

	Cognitive		Socio-emotional	Behavioural	
Secondary	Understands: • climate change, and its impact on sustainable food supply • food, health, and physical and mental well-being	Analyses cause and effect: • climate change, and its impact on sustainable food supply • food, health, and physical and mental well-being	Learns to think critically and builds resilience to disinformation Communicates with others with tact Appreciates and respects diversity	Communicates with others with tact Identifies strategies for local entrepreneurship	Interacts with the community to gather multi-perspectives Communicates with others with tact Investigates strategies for local entrepreneurship Explores different types of civic engagement
SDG5 Gender equality					
Upper elementary	Understands gender inequality and its impact on individuals and society Collects information using a range of tools Is aware of the impact of advertising on consumer behaviour	Is aware of the impact of advertising on consumer behaviour	Appreciates diversity and how the individual relates to the community Can feel empathy with those who differ from gender expectations and roles Resists negative influence and pressure of stereotypes	Thinks about and creates diverse ways to engage on gender issues with voluntary groups and social movements Considers multiple ways through which gender is expressed, especially digitally	Demonstrates respect, solidarity and human dignity in daily behaviour. Engages with voluntary groups and social movements toward gender equality
Secondary	Recognises the influence of media on shaping attitudes Uses technology to present findings	Reflects on the root causes of gender discrimination Analyses the use of technology to present findings	Can recognize prejudice. Develops a sense of belonging to common humanity	Synthesizes technology in presenting findings Models information through the creation of a parody of an advertisement	Advocates for gender equality, non-discrimination, and inclusion
SDG13 Climate change					
Upper elementary	Understands climate change as a phenomenon resulting from increased greenhouse gas emissions and its overall impact	Collects and analyses information using a range of tools	Recognizes and express emotions relating to climate change in intrapersonal and interpersonal digital interaction Perceives own personal impact on the world's climate and understands the concept of common good	Uses artistic expression to sensitise others about climate change	Identifies local solutions to climate change Acts responsibly and in harmony with nature
Secondary	Understands the root causes of climate change Uses technology to interpret maps and infographics	Critically analyses information from conflicting sources about global issues	Can recognize and express emotions relating to climate change in intrapersonal and interpersonal digital interaction Can assess personal impact on world's climate and revise their habits	Collaborates with others to develop a climate-friendly action plan	Collaborates with others to implement a climate-friendly action plan Communicates effectively to policy-makers on climate change

	Cognitive		Socio-emotional	Behavioural	
SDG16 Peace, justice, and strong institutions					
Upper elementary	Understands and symbolises the meaning of peace Understands the right to freedom of expression	Analyses different forms of injustice	Appreciates and respects diversity Shows empathy and solidarity for those suffering from injustice Upholds values that help other people live together peacefully (such as solidarity, inclusion, and human dignity)	Creates and/or engages with anti-bullying projects Creates a strategy to ensure that only accurate and helpful information gets shared	Interacts with individuals or groups that are experiencing injustice. Learns about social movements aimed at justice and peace and considers how to participate
Secondary	Understands causes and impacts of forced migration	Critically analyses the power of media and the challenges to freedom of the press	Can reflect on own role in relation to issues of peace, justice and inclusion. Demonstrates personal responsibility for a sustainable, peaceful and just world. Can show resilience to discrimination and hate speech	Undertakes creative actions to connect and engage in movements related to forced migration Creates and implements a strategy to only share information that is accurate and helpful	Can mobilise support for those suffering from injustice

The learning modules presented in these guidelines are underpinned by an experiential pedagogical approach that centres on the core principles of doing, applying and reflecting, based on Kolb's experiential learning theory.[27] As learners work together under the guidance of their educators, they observe and plan, actively explore and reflect on the opportunities and challenges of the world around them for themselves and others. Through interaction with their peers, they learn to formulate hypotheses and convert knowledge into action, shaping their values and attitudes in the process and learning to exercise their agency in concrete positive ways.

Box 4 below illustrates how each learning module is organized and helps teachers select the activities that are most relevant for their lessons.

Box 4
Module template



SUBJECT AREAS
This first section lists areas of the curriculum where the activities centring on the SDG may be most relevant.



KEY WORDS, KEY FACTS
These underpin the topic and need to be well understood by learners at the outset of the module. Key words will be useful to educators for finding resources to enrich learning activities.



UNDERSTAND
This knowledge building section outlines ways that learners gain better insight into the topic and the goals included under the umbrella of the SDG. It attempts to overcome misconceptions learners may have about the issue, highlight the rights and responsibilities of each of us and underline the interconnections, encouraging them to search for knowledge on issues that could be raised within the learning module.



ANALYSE
Activities are intended to promote reflection and are built around critical analysis, cross-checking information and other essential competencies related to MIL. They aim to unravel some of the myths related to the SDGs and scope out actions for a more sustainable planet. Learners will be led to deconstruct representations and prejudices, develop their independent learning competencies, and learn about some of the pitfalls they may encounter when using media in the diverse facets of their lives.



BE SOCIALLY RESPONSIBLE
Activities encourage learners to investigate their own behaviour and attitudes in local, global, and virtual environments through an ethical lens. In addition, they work collaboratively to solve problems and tackle technology-linked topics such as profiling and disinformation that could undermine their well-being.



CREATE, INNOVATE
Learners are encouraged to build their creative skills and deepen their understanding of culture and art as a means of expression. They are guided through activities where they compare, and contrast information presented in different media forms. In this way, they are led to better appreciate diversity and develop a deeper understanding and appreciation of the many channels of expression available to them. Lateral thinking and problem solving are underlying objectives in this section.



PARTICIPATE
This section can be described as global citizenship in action. It aims to foster meaningful connections and active participation with the civil and other sectors of the local, global, and virtual community, encouraging learners to tackle in their own way the achievement of the sustainable development goal at the core of each of the learning modules. It supports learners in identifying and using journalistic skills and communication modes in ways that can influence opinion and implementing and measuring the impact of public awareness raising strategies as they act on the issues that concern them.

27 Educational Technology (2020). Available at: https://educationaltechnology.net/kolbs-experiential-learning-theory-learning-styles/.

Learning modules on the Sustainable Development Goals



MODULE 1

SDG 1 NO POVERTY

End poverty in all its forms everywhere

More than 650 million[28] of the world's population still live in extreme poverty, struggling to fulfil their most basic needs, such as health, education, and access to water and sanitation. SDG1 aims to put an end to poverty in all its forms everywhere in the world. If this goal can be achieved, it will unlock enormous human potential, and give everyone in the world a chance to prosper and live a productive and rich life.[29]



SUBJECT AREAS

Civic education, geography, arts/literature

Learning outcomes					
Age level	Cognitive		Socio-emotional	Behavioural	
	To understand	To analyse	To be socially responsible	To create/ innovate	To participate
Upper Elementary	Understands the different forms of poverty at home and abroad. Acquires knowledge from multiple resources about other populations and countries.	Uses digital tools to interpret and represent data in graphic and other formats.	Appreciates and values differences. Is resilient to pre-conceived ideas and stereotypes.		Engages with civic groups and organizations that aim at contributing to alleviating poverty and effect positive social change.
Secondary	Understands the multifactorial roots of poverty and its impact.	Compares and contrasts information from maps, tables, and other graphic representations. Critically evaluates media content to identify bias.	Appreciates art and cultural expression as tools for activism. Reflects on own role within the structures that perpetuate inequalities in the world.	Plans and measures impact of digital actions to raise public awareness.	Acts effectively, responsibly, and collaboratively, with sensitivity towards the plight of others.

28 Statistics in 2018, taken from https://blogs.worldbank.org/opendata/april-2022-global-poverty-update-world-bank.
29 https://www.globalgoals.org/1-no-poverty

KEY WORDS, KEY FACTS

Eradicating poverty, social justice, inclusion, living below the poverty line, developed countries

In today's world, living below the extreme poverty line means living on less than US$1.90 per day, and in 2015 this was the case for 10 per cent of the global population.[30]

- The two worst hit regions are South Asia and sub-Saharan Africa, but even so-called developed countries such as the USA, France, and the United Kingdom, are not spared.[31]
- Even in the richest countries of the world, 4 billion people do not benefit from essential public services, including affordable medical care, food, or housing subsidies in 2021.[32]
- Since 2015, the richest 1 per cent of the planet owns twice as much as the combined wealth of everyone else on the planet.[33]
- In 2020, for the first time in more than 20 years, global extreme poverty increased. COVID-19 led to an additional 119-124 million people pushed back into extreme poverty in 2020. Poverty eradication was also hampered by conflict and climate change.[34]
- Data and digital device poverty are most likely to hit lower-income and the most financially vulnerable households. In 2021, approximately 3.7 billion people had no internet access globally. The gap is intensified by inequalities among countries. In developed countries, on average 13 per cent of people lack a connection, yet that number increases to 53 per cent in developing nations, and 81 per cent in least developed countries.[35]

UNDERSTAND

The different forms of poverty that exist: When we talk about poverty, we need to differentiate between poverty and extreme poverty, and think about much more than just the monetary dimension of it.[36] Poverty exists in many different forms that are considered in this first SDG. Ask learners to draw up a list of the different forms of poverty that exist.

They can then try to find the countries that are most affected by poverty on a world map,[37] and see if they can provide explanations for such poverty in those areas (key words: climate change, pandemic(s), conflicts, demography...).

Eradicating poverty at home and abroad: Use examples from daily life in countries across the world to illustrate why SDG1 is a difficult goal to achieve. What would the main challenges be for a family living below the poverty line in the local community? Ask learners to think about some of the actions that could be taken in the community and worldwide to move one step closer to reducing poverty. The video resources in multiple languages may serve as a source of inspiration[36].

Real meaning of poverty thresholds: We should remember that the international poverty threshold is only an average, and that the minimum amount of income a family needs varies from country to country. Discuss what minimum amount of income would be necessary for families living in the learners' country. Does the national poverty threshold provide enough for this? Ask learners to search for information to see which areas in their country are most affected by poverty. Are these areas rural or urban, lightly or densely populated? Which sectors of the population are the most affected (age, gender...)? How can the differences between regions be explained? What factors may have led to poverty in these areas and sectors of the population (political, economic, legal, socio-cultural, environmental, inequalities…)? What could policy-makers do to resolve these issues?

Analysing the impact of crises on poverty: The aim of this activity is to help learners:

- understand how different forms of poverty are interrelated (social, financial, educational, etc.). and the fact that poverty is very often not brought about by an individual but triggered by a complex geopolitical system.
- Read in class the two-page document on No poverty (SDG1)[37]
- Ask learners to select an area or country where the impact of the recent pandemic or another natural disaster has had a big impact on poverty.
  - Have all the inhabitants of the country chosen to have the same standard of living? If not, what are the causes of these inequalities? (Key ideas: access to education, health, social protection, tax distribution, poor working conditions, gender equality, population density...)
  - What consequences can these inequalities have on the well-being of populations when disaster hits?

What solutions can learners suggest to help improve the standard of living of the most vulnerable people living in the country they have chosen to study? What should be the role and what are the responsibilities of each of the following sectors in helping these populations become more resilient: the government, the private sector, academia, civil society? Are there other sectors who have an important role to play?

30 https://www.un.org/sustainabledevelopment/fr/poverty/
31 Ibid.
32 https://unstats.un.org/sdgs/report/2021/
33 https://www.oxfam.org/en/what-we-do/issues/extreme-inequality-and-essential-services
34 https://www.worldbank.org/en/topic/poverty/overview#1
35 https://institute.global/policy/progressive-case-universal-internet-access-how-close-digital-divide-2030#:~:text=In%20total%2C%203.7%20billion%20people,in%20the%20least%20developed%20countries.
36 https://vimeo.com/worldslargestlesson/albums/page:2/sort:date
37 https://www.un.org/sustainabledevelopment/wp-content/uploads/2016/08/1_Why-It-Matters-2020.pdf



ANALYSE

Debunking pre-conceived ideas about poverty
Ask learners to think about the following commonly heard statements, decide if they are true or false, and give reasons and references to support their responses. They may also choose to investigate other statements that they have heard about poverty.

You can't complain about being poor if you have a job. (FALSE. Having a job does not always protect against poverty. 1.4 billion people, or half of all workers in the world, earn on average less than US$2 a day.[38] These people are either paid too little for the jobs they do, or don't receive a full salary because they can only get a few hours' work per week. They are sometimes referred to as 'the working poor'.

You can't be considered poor if you have a roof over your head. (FALSE. Many people live in unsanitary, cramped, or temporary housing, especially in big cities. Other people may be lodged by relatives if they don't have a home of their own. Although this makes their poverty less visible, it also makes it more difficult for others to understand their plight.)

Truth or lie?
While searching for information as described in the UNDERSTANDING section, it is important to be able to distinguish between truth, exaggerations, and lies, especially if we plan to use the information or write about it online. Digital technologies enable information to reach tens, hundreds or even millions of people but that same number can be misinformed if they believe everything they see or hear. Ask learners to suggest statements that they have heard about poverty. What are some of the ways we can prove or disprove these statements, and make sure that untrue statements about poverty aren't spread? (Key ideas: use several different sources to cross-check information, use reliable information sources, consult experts qualified in the relevant field, be wary of facts reported anonymously...).

Reflecting on the impact of media representations of poverty
Collect examples of discourse about poverty in the media: photos, social network posts, podcasts, films, newspaper articles. What sorts of words, images and photos are used to draw the attention of readers or viewers? Is the message being conveyed in a positive or negative way? Are the sources or the origin of the information clearly conveyed, are they reliable and can they be easily checked? Think about who is conveying the message, what their goal is, and how this impacts the way the ideas are presented. What values and/or prejudices are promoted in the examples that learners found?

In general, how does the media portray poverty? Are there big differences between media types? If the image put across is distorted, in what sense and why? What impact does the media have on society by portraying poverty in this way? Can learners think of why it is important to change the social image of poverty, and how this could be done? Can our own attitude towards poverty make a difference? The activity can be completed by looking at some of the organizations and services that should be doing something to alleviate poverty. Are power relations at play between them?



BE SOCIALLY RESPONSIBLE

Role play to break down stereotypes
There are many reasons besides poverty to why people become homeless. Reach out to an organization that works with homeless people or ask learners to look up the key words homeless + real stories online to find out some of the reasons that people become homeless. Working in small groups, learners can prepare an interview, with one taking the role of the homeless person, another the role of a welfare worker, and other group members acting as journalists wanting to write public interest stories about homelessness. Point out to all group members the importance of thinking out their story or the interview questions very carefully, reminding them that certain areas of a person's life or their work are sensitive and should remain private. Ask groups to film their interviews using a mobile phone and share the recording with the other groups to get their feedback before the journalists in the groups write their stories. After having viewed the recordings, ask learners what they have learned from the experience, how to best present their key findings and how they think they could apply this knowledge in other ways. The best stories could be published in the school newsletter or blog.

38 https://www.ilo.org/global/publications/world-of-work-magazine/articles/WCMS_081372/lang--en/index.htm



CREATE, INNOVATE

Cultural expression drives change: Begin with a quote from an author, poet, artist, or famous person that learners will have heard of, preferably from their own country, who has spoken up in the fight against poverty. You could also start with this quote from Nelson Mandela: As long as poverty persists, there will be no real freedom. Why can or can't we consider this to be true? What role can art play in the fight against poverty and what is the mental and psychological influence it can have on health?

Working in small groups, have learners create a painting or poster, write a poem or a story, or compose a song or music that can illustrate their commitment to the fight against poverty or raise awareness of the plight of people living in poverty[39]. They could have their production highlighted in the school or community blog to raise the awareness of fellow learners and other members of the local community.

Problem-solving to contribute to reducing poverty

Invite learners to work in small groups to develop a list of strategies that have been used to tackle poverty in their country. Each group can then choose one strategy that they would like to investigate further, to create a presentation or set of slides about successful ways this strategy has been implemented. Remind them to cross-check their references and cite their sources. See footnote for two inspirations[40].



PARTICIPATE IN SOCIETY

Implementing actions, measuring outcomes

Think of ways that public authorities, NGOs, and businesses can contribute to alleviating poverty. Discuss inspiring initiatives in your community, country, or further afield, then get learners to conduct a fact-finding quest online. What is the role of the organization? Where does it get funding? What criteria are used to measure the outcomes of its actions and how successful is the initiative? Think about the key words and the reliable information sources to be used and draw up a list of questions before the online research begins to avoid being side-tracked. Can learners suggest ways that they could contribute to the initiative they researched?

International Day for the Eradication of Poverty[41] is celebrated on 17 October every year. It has become an international event bringing together people who actively fight against poverty with those who live it daily. After browsing the dedicated website (available in several languages), get learners to think about ways they could work as a team to mark this day. They could contact local or national organizations to ask if there are any ways for schools to participate in Eradication of Extreme Poverty events. Rather than joining an existing initiative, they may decide they would like to set up an event of their own to mark the date. In this case, remind them of the importance of creating a media plan with indicators to see how much interest their initiative can raise. They can find more information about media planning in the library, or online.

Role models

Just a Change[42] is the inspiring story of young people in Portugal who volunteered to rebuild the homes of people living in poverty. Ask learners about how one or two young people succeeded in getting other groups on board. How can they measure progress and have there been any spin offs benefits from *Just a Change*.

39 For inspiration, you can show the students this example of 'With my own two hands' by Playing for Change: https://www.playingforchange.com/tagged/with-my-own-two-hands
40 https://conserveindia.org
41 https://www.un.org/en/observances/day-for-eradicating-poverty
42 http://overcomingpoverty.org/article/just-a-change



MODULE 2

SDG 2 ZERO HUNGER

End hunger, achieve food security and improved nutrition, and promote sustainable agriculture.

Hunger is one of the leading causes of death in the world. Our planet has provided us with tremendous resources, but unequal access and inefficient handling leaves millions of people undernourished.[43] If we promote sustainable agriculture with modern technologies and fair distribution systems, we can sustain the whole world's population and make sure that nobody will ever suffer from hunger again.[44]

This learning module focuses on food, ending hunger and food insecurity, ensuring human well-being and agricultural sustainability. What we eat has a major impact on health, our ability to learn and participate fully in society and life expectancy, but also the sustainability of the planet. Famine, or the crucial lack of food, can be brought about by both natural catastrophes such as drought and floods, but also by man-made crises such as political dissension and war.



SUBJECT AREAS

Health and well-being, geography, social studies, language studies, mathematics, and economics

Learning outcomes					
Age level	Cognitive		Socio-emotional	Behavioural	
	To understand	To analyse	To be socially responsible	To create/ innovate	To participate
Upper Elementary	Understands about the local and global dimensions of hunger. Uses digital tools to interpret and represent data in graphic and other formats. Acquires knowledge from multiple sources about food, hunger, and nutrition in community, and across countries.	Analyses own habits related to issues of food, hunger, nutrition and considers ways and consequences of changing those habits. Develops an appreciation for justice, human well-being, and respect of human rights. Values and respects nature and human diversity.	Reflects on own habits and impact on other people and environment.	Creates daily habits that reflect own feelings about food, hunger, nutrition. Creates daily habits that reflect own feelings about own impact on other people and environment.	Expresses interest in civic organizations and/or social movements contributing to collective action.
Secondary	Understands: –climate change, and its impact on sustainable food supply –food, health, and physical and mental well-being	Analyses cause and effect: –climate change, and its impact on sustainable food supply –food, health, and physical and mental well-being	Learns to think critically and builds resilience to disinformation. Communicates with others with tact. Appreciates and respects diversity.	Communicates with others with tact. Identifies strategies for local entrepreneurship.	Interacts with the community to gather multi-perspectives. Communicates with others with tact. Investigates strategies for local entrepreneurship. Explores different types of civic engagement.

43 https://www.fao.org/hunger/en/
44 This is an extract from https://www.globalgoals.org/goals/2-zero-hunger/

KEY WORDS, KEY FACTS

Hunger, famine, food crops, drought, global warming, climate change, nutrients, healthy diet, eating disorders, food insecurity, malnutrition, undernourishment.

- Since 2014, global chronic hunger slowly began to rise, after steadily diminishing for decades. In 2019, 8.9 per cent of the world's population (a total 690 million people) faced issues related to hunger and some 2 billion people were suffering from food insecurity.[45]
- Hunger is linked to 45 per cent of all child deaths.
- Women and girls make up 60 per cent of the population facing chronic hunger, although they are most the world's food producers.[46]
- In 2019, 6.9 per cent (or 47 million) children under age 5 were affected by wasting, or acute undernutrition, a condition caused by limited nutrient intake and infection.
- During the height of the COVID-19 pandemic in 2020-2021, many children who rely on school meals for balanced daily nutrition needed to look to other sources during school closures.[47]

UNDERSTAND

Hunger – a world challenge:[48] Ask learners to point out on a world map the regions where they think people are probably suffering most from hunger and give reasons why they think this. Now invite them to check their suppositions in the library or online and discuss the results in class. Have they been influenced or misguided by things they have seen or read?[49]

Where is hunger currently and historically most prevalent?
Ask learners working in pairs or small groups to use a search engine and a few carefully chosen key words to find an online world map from a reputable source showing where people worldwide are suffering most from hunger (see footnote for example)[50]. Does the information shown on the map correlate with the information they have seen in media articles?

According to the map learners have found, is hunger more prevalent in certain places, or is it spread across the world? Next, have students create a table or use a spreadsheet software to transfer the data from the map into numerical data. With the information from the map, can learners estimate the overall number of people living in the country to calculate the percentage of the population suffering from hunger? What does this tell them about the country and its place within the global economy? They may also be able to find maps from previous years to track the evolution of the problem.

Conversely, ask learners to find a table that provides figures about people suffering from hunger, and convert the data into a map using colour coding to show the findings. Remind them to create a legend to explain the colour coding.

Finally, with either the map or the spreadsheet, ask students to consider the root causes for hunger prevalent in certain regions. Students will use library resources and/or online resources that are credible to deepen their understanding. Guiding questions include: What do people eat in areas where hunger is most prevalent? How much do they eat? Where does their food come from? Who are the people who eat the most, and where does their food come from? Lastly, write down all your personal eating habits in a day/24-hour period (possible homework).

(Key ideas: colonial legacies, economic structures, land theft, climate change...).

Food as a human right
Are learners familiar with the United Nations Convention on the Rights of the Child?[51] Can they find articles that refer to the topics of hunger and food (articles 5, 6, 24, 27)? Who is responsible for making sure that children have enough to eat, parents, schools, . . .? Is there anything we can do for people who go hungry every day?

ANALYSE

Why are people hungry?
Hunger can sometimes be related to injustice rather than the lack of food. First, ask learners to reflect on their personal eating habits and how they think about nutrition, food, and hunger. Learners can journal about this.

Next, have learners suggest and research a country where certain sectors of the population are quite wealthy and live in luxury, but other parts of the population can no longer afford to buy food. Working in teams or small groups, explain how learners can do a root cause analysis of the

45 https://www.weforum.org/agenda/2020/07/global-hunger-rising-food-agriculture-organization-report/
46 https://www.care-international.org/files/files/LeftOutandLeftBehind.pdf
47 https://www.un.org/en/coronavirus/we-need-act-now-avoid-worst-impacts-our-efforts-control-pandemic
48 The following document provides useful background reading for educators working on this module: https://www.unicef.org/media/60806/file/SOWC-2019.pdf
49 Rosling, H & O (2018). *Factfulness: Ten Reasons We're Wrong About the World – and Why Things Are Better Than You Think*. https://www.consilium.europa.eu/fr/documents-publications/library/library-blog/posts/factfulness/.
50 https://hungermap.wfp.org
51 https://www.unicef.org/child-rights-convention/convention-text-childrens-version

situation in the country they have suggested. The outcome may be a diagram or a poster, either physical or digital, to share their findings with the class. How to proceed:

1. Define the problem by investigating and listing proof, or the symptoms, of the situation. (Guiding topics to look for: modes of food production, sustainable food production, cash crops, climate change, nature conservancy)
2. Identify factors that could be causing the symptoms.
3. Try to come up with one or more root causes at the heart of the injustice.
4. Recommend solutions.
5. Cite references.

Defining the root cause of a problem is an important skill in developing critical thinking that can be applied to analyse other issues such as migration.[52]

Searching for hidden intentions

Why does the information about world hunger vary from one source to another? Ask learners to choose 3 different websites or articles with information about hunger either in the world, or in a specific country, and try to understand the goal of the publisher or author of that article or website. In the learners' opinion, does the real goal of SDG2 correspond to the one put forward by the author, or is there a hidden agenda? What is the profession of the publisher/author? Does the content appear more meaningful to learners than it would if they read it in a book or a report? What is the difference between information published in books and official reports, and other information published online? Discuss the role of an editor and their impact on credibility and accountability.

Beware of generalities!

Divide learners into small groups and ask each group to choose a country that is currently suffering from famine. The assignment is to use all the media available to learners to investigate potential causes of hunger in that country. Do the learners think that everyone in their chosen country is hungry, or does it also depend on a person's location and social position (gender, race, class, etc.) within that country? How is it possible that countries that are so close to each other (e.g., the Islamic Republic of Iran and Afghanistan) differ so much?

Groups can share and compare their findings to try to find if certain common features exist between the regions most affected by hunger. *(Key ideas: famine, drought, political tension, poverty, natural resources).*

Differentiating between misinformation and disinformation

Ask students to look at this statement from a government official who declared in the news during a major crisis that 'We can't predict when and where a food crisis hits' Ask learners to fact-check the first statement or another false news item that is relevant for their context. How do you know this is a false statement? Could the situation have been prevented if adequate planning and early warning systems were in place? What is the difference between objective facts, misinformation, and disinformation? As a whole group, have learners create a table, digital or physical, listing in the left column examples of disinformation learners are aware of, or encounter online, in the media or in their lives? In the right column next to each disinformation type, indicate all the reasons why someone would create this type of false information (Key ideas: to exaggerate to get more attention, hide an inconvenient truth, protect, or manipulate someone, win an election, arouse hate...). What can we do when faced with disinformation? (don't share it, correct it, and report it).

Learners can find out the definitions of misinformation and disinformation in the glossary of terms of the UNESCO MIL curriculum as well as learn about different strategies to deal with disinformation.[53]



BE SOCIALLY RESPONSIBLE

Multiple ways of expressing and understanding feelings

When we send a text message or comment on a social media post, we often use emojis to express our feelings. How do learners feel when they see someone in their community who is suffering from hunger, indifferent or upset? Have the learners themselves ever felt hungry? What emoji would learners use to show their feelings? Ask learners to cut out the emojis on page 32 in *All aboard for DigiTown*, and choose any that could be related to feeling worried, upset, indifferent, or hungry. On the back of the chosen emojis, they should name the emotion they would feel. By comparing the emojis they chose and the emotions they wrote with a partner, they will soon realise that people often feel situations quite differently. They can make up other situations (i.e., food cost, food choice, food production, etc), and ask family or friends to choose the emojis they would use to explain their feelings in that situation. If learners find they have generally negative feelings, discuss as a whole group or in pairs how they might change their negative feelings/emotions toward the positive and think of ways to act on this.

Facial, oral, and verbal expressions often trigger different emotions and understanding in different people. This is why it is important to show empathy to others and communicate this in a way that respects others' feelings.

52 https://unesdoc.unesco.org/ark:/48223/pf0000247089

53 UNESCO (2021). Think Critically, Click Wisely! Media and Information Literate Citizens, Second Edition of the UNESCO Media and Information Literacy Curriculum for Educators and Leaners. Available at: https://unesdoc.unesco.org/ark:/48223/pf0000377068?posInSet=1&queryId=74e8aba5-e9e6-415d-8444-23756549633c



CREATE, INNOVATE

Food for thought; seeking solutions
How can local communities be empowered to provide food for themselves in a sustainable way? Working in small groups, learners choose one country to focus on. They then draw up a project plan to find or suggest potential solutions to encourage entrepreneurship in that country to help overcome hunger. What would an entrepreneur need to get started, especially those from disadvantaged backgrounds?[54] Is financial support (e.g., in the form of micro-credits) available in that country, and if so, what would be required to benefit from the system? Do students have recommendations on how the existing support from the government could be adapted to promote local entrepreneurship? Learners should be reminded to carefully choose key words for an effective online search and avoid ads and outdated information. Findings can be presented in class, with each group creating a presentation using digital technologies, a poster, or infographics to best illustrate the fruit of their research and brainstorming.

Food, and sustainability
What is the impact of our diet on the sustainability of the planet? Ask learners to work in small groups to make wall charts about the foods they eat daily and where these come from. Underneath each food type, they can paste images, draw, or write the names of the countries these come from and how these foods are made available in their country. How could we lessen the impact on the environment (key ideas: eating local, seasonal foods, supporting local food production)?



PARTICIPATE IN SOCIETY

Learning about solutions to address hunger
If learners know someone who has lived in a country where hunger is widespread, or an NGO working in such a country, ask them to organize and conduct an interview (in-person or remotely) with that person or service. The information gained through the interview will give learners real insight into the challenges other humans face, and ideas for realistic solutions. Before setting up the interview, learners need to define the questions they would like to ask, taking care not to ask for personal or sensitive information that could put the well-being of the interviewee at risk. What would be the goal of the interview? What questions could and should be asked? What topics would require a more sensitive approach?

Remind learners to draft a permission request form for interviewees to sign, outlining the type of information they are seeking and whether photos or video recordings will be made and/or published. This will ensure that any private information (name of interviewee and other identifying data) can be used in online and offline articles.

The United Nations World Food Programme (WFP)[55] is a humanitarian organization that tackles hunger worldwide. It provides emergency relief following disasters such as floods, earthquakes, and war, and develops long term projects in certain countries to help the population find means of overcoming the root causes of famine. Ask learners to find out where the WFP is currently active, why emergency support is necessary there and what it is doing in those countries to overcome famine. They could contact the local town hall to see if any initiatives are underway in the community to help one or more countries that have been recently hit by a crisis.

Once they have obtained sufficient information, help learners organize a class meeting to analyse concrete ways they can contribute. These could include:

- organizing a fund-raising or food-drive activity or launching a blog of their own to support a cause related to hunger.
- teaming up with an initiative in their home country to combat poverty or hunger brought about by an injustice such as land theft for mining.
- contributing to an inspiring initiative or global actions such as The Hunger Project,[56] Akshavya Patra in India,[57]or Rise against hunger.[58]

The decision about where and how to contribute could be put to a class vote. Learners should be reminded of the importance of checking organizations for reliability, reputation, and impact before aligning with them.

54 https://blogs.worldbank.org/voices/responding-stark-rise-food-insecurity-across-poorest-countries
55 https://www.wfp.org/
56 The Hunger Project, at https://thp.org/
57 https://www.akshayapatra.org/
58 https://www.riseagainsthunger.org/



MODULE 3

SDG5 GENDER EQUALITY

Achieve gender equality

Gender inequality is undermining our social fabric and devalues the entire society. It is not just a human rights issue, but also an issue of ensuring all the world's population can discover and unleash their full human potential to contribute towards an equal, sustainable, and peaceful world. Political, economic, and social equality for women will benefit all people in the world. When women thrive, humanity thrives. Together we can 'un-stereotype' the world, achieve gender equality, women's empowerment, and respect for all.

SUBJECT AREAS

Health, communication studies, social studies, culture and history, mathematics/ economics, geography, gender studies

Learning outcomes					
Age level	Cognitive		Socio-emotional	Behavioural	
	To understand	To analyse	To be socially responsible	To create/ innovate	To participate
Upper Elementary	Understands gender inequality and its impact on individuals and society. Collects information using a range of tools. Is aware of the impact of advertising on consumer behaviour.	Is aware of the impact of advertising on consumer behaviour.	Appreciates diversity and how the individual relates to the community. Can feel empathy with those who differ from gender expectations and roles. Resists negative influence and pressure of stereotypes.	Thinks about and creates diverse ways to engage on gender issues with voluntary groups and social movements. Considers multiple ways through which gender is expressed, especially digitally.	Demonstrates respect, solidarity, and human dignity in daily behaviour. Engages with voluntary groups and social movements toward gender equality.
Secondary	Recognises the influence of media on shaping attitudes. Uses technology to present findings.	Reflects on the root causes of gender discrimination. Analyses the use of technology to present findings.	Can recognize prejudice. Develops a sense of belonging to common humanity.	Synthesizes technology in presenting findings. Models information through the creation of a parody of an advertisement.	Advocates for gender equality, non-discrimination, and inclusion.

KEY WORDS, KEY FACTS

Stereotypes, gender norms, human and children's rights, gender-based violence, health, inequity

- The World Economic Forum estimates that, at the current rate of progress in 2022, closing the global gender gap needs another 132 years on average, among four key dimensions: economic participation and opportunity, educational attainment, health and survival and political empowerment.[59]
- Globally, women on average earn 23 per cent less than men in similar roles, COVID-19 pandemic has enlarged the gap to 37 per cent in 2021.
- In 2020, women globally spend about three times as many hours on unpaid domestic and care work as men on average (4.2 hours compared to 1.7). In Northern Africa and Western Asia that gender gap is even higher, with women spending more than seven times as much as men.[60]
- In 2021, one in five girls worldwide is formally married or in an informal one before the age of 18.[61]
- In 2020, one in three women worldwide experience physical and/or sexual violence, mostly by an intimate partner or other family members.[62] In the most extreme cases, the violence is lethal: on average a woman or a girl is killed by someone in her own family every 11 minutes.[63] Since 2019, the COVID-19 pandemic has worsened gender-based violence globally.[64]
- In 2018, about 50,000 human trafficking victims were detected and reported by 148 countries. The most common form of human trafficking is sexual exploitation, accounting for around 50 per cent of detected victims, and the second largest is for forced labour, accounting for 38 per cent. Globally, one in every three victims detected is a child. Female victims continue to be the primary targets – women make up 46 per cent and girls 19 per cent of all victims of trafficking.[65]
- In 2020 globally, 2.4 million children died in the first month of life.[66] A 2020 UN Report stated in some countries primarily located in Southern and Western Asia, the risk of girls dying before the age of 5 is significantly higher than expected based on global patterns.[67]
- Adults around the world, 118.5 million girls were out of school in 2021. Two-thirds of the 750 million illiterate adults are women, a proportion unchanged since 1976, the earliest data available for the world total.[68]

UNDERSTAND

The high cost of gender inequality

In 2022, the World Bank estimated that inequalities between men and women led to a loss of money estimated at 172 trillion dollars worldwide, which is almost twice the world's GDP!69 Can learners find information that would explain some of the causes of this huge loss. Gender inequality comes at a high price, especially in a time of crisis when all people have a very important role to play. Can they suggest ways the loss could be avoided?

Gender discrimination

Ask learners to make a list of examples of gender discrimination in their country, or another country of their choice. Set learners to work in small groups to create a short presentation on one or more ways that digital technologies are being used to combat gender discrimination.

Gender equality at home and abroad

In the opinion of learners, what are some of the basic requirements of children, especially girls, if they are to grow up under the best conditions? What could be the risks to their physical and mental health if these conditions are not met? What would be the specific risks in the case of girls, for example, child marriage,[70] genital mutilation[71] or gender-based violence?[72] What impact could this have on the life of the family and the community? Ask learners to find statistical data about some of the following issues related to gender equality in their country: school drop-out, early and unintended pregnancies, unemployment, physical and mental health conditions, gender-based violence, and human trafficking. Remind them of the importance of using several different sources to check their facts. They could present their findings in class or in the school newsletter or blog to raise community awareness.

59 https://www.weforum.org/reports/global-gender-gap-report-2022/digest
60 https://www.un.org/en/desa/world%E2%80%99s-women-2020
61 https://www.unfpa.org/child-marriage#readmore-expand
62 https://www.unwomen.org/en/what-we-do/ending-violence-against-women/facts-and-figures#notes
63 https://www.unodc.org/documents/data-and-analysis/statistics/crime/UN_BriefFem_251121.pdf
64 https://www.un.org/sustainabledevelopment/gender-equality/
65 https://www.un.org/en/observances/end-human-trafficking-day
66 https://www.who.int/news-room/fact-sheets/detail/levels-and-trends-in-child-mortality-report-2021
67 unpd_2020_levels-and-trends-in-child-mortality-igme-.pdf
68 https://unesdoc.unesco.org/ark:/48223/pf0000369000
69 https://www.worldbank.org/en/topic/gender/publication/unrealized-potential-the-high-cost-of-gender-inequality-in-earnings
70 https://www.unfpa.org/fr/resources/mariage-denfants-foire-aux-questions
71 https://www.who.int/news-room/fact-sheets/detail/female-genital-mutilation
72 https://blogs.worldbank.org/opendata/global-crisis-violence-against-women-and-girls-tackling-it-new-better-data-use

Equality as a human right
Look at the United Nations Convention on the Rights of the Child (UNCRC),[73] ask learners to find which Articles talk about equality, the fight against discrimination and the rights of all to education. Can they rewrite these Articles in their own words? Which of these rights seem to them the most difficult to have respected and why?

SDG5 and global blueprints such as the Beijing Declaration and Platform for Action[74] are dedicated to the promotion of gender equality. Can learners give examples in their daily life or surrounding local community where gender equality might be advanced? What can be done to make these rights better known and respected?[75]



ANALYSE

Quantifying an issue
One of the ways to quantify a problem and make it visible to others is to collect, analyse and synthesise data about it. The findings can then be shared with peers and others, but different information sources must be used to get the full picture and references cited to enable readers to check the evidence. Gathering and analysing data about gender equality will help learners better understand some of the challenges in the world we live in and empower them to take an active role in informing and raising the awareness of their families, communities, and the world about the importance of gender equality. Begin the activity by looking at the most recent World Economic Forum report on gender gaps.[76]

Ask learners to make a list of the ways that gender equality could improve. What would need to be done to overcome the barriers to gender equality? Are there sectors of society where greater equality would have a positive impact on society (for example, people with specific mental or physical needs, unemployed people with insufficient training…)? Explain the findings and proposals by using data and statistics presented via excel or google documents. Learners could choose one specific area they would like to study to make a short documentary or write an article on ways that improved equality would have a positive impact on society. Micro-credits for women in certain parts of Africa could be an interesting example for learners.

Consider role models:

Option 1
Request learners to first draw or find another innovative way of presenting a female role model. In their presentations, they need to highlight: who is she, what she does, what challenges has she have to overcome, and why they find her life inspirational. If learners cannot come up with female role models, the teachers might allow them to spend some time on the internet researching. This activity could be closed by a reflection on why it was difficult to find female role models in the first place.

Option 2
Ask learners to suggest famous women in their own community, country, region or world who fought to overcome adversity or structural injustice to become business leaders, athletes, scientists, Presidents and so on? Let them make a presentation of the challenges that they had to overcome? Let them consider why did that person have to struggle, for example, to be paid equally than say male athletes, or to get a job even though she was qualified? In their presentations, let the students also include some suggestions on how the barriers could have been removed (better education, equal access to facilities such as gyms, etc.)? Let them reflect on many other young girls who had much harder odds to overcome and imagine the many possibilities that they could have become (for themselves and their communities). Lastly, ask students to draw lessons from the life journeys of these exemplary women. (A few examples include Malala, Serana Williams, Greta, and so on).

73 https://www.unicef.org/child-rights-convention/convention-text-childrens-version
74 https://www.unwomen.org/en/digital-library/publications/2015/01/beijing-declaration
75 Lots of resources in different languages: https://worldslargestlesson.globalgoals.org/
76 https://www.weforum.org/reports/global-gender-gap-report-2022/

BE SOCIALLY RESPONSIBLE

Online discrimination

Although being online gives us access to a lot of information, it also exposes us to risks of harm, including cyber bullying, hate speech, and other forms of discrimination. Can learners think of reasons why these types of discrimination are often prevalent online? What discrimination have they or anyone they know experienced online? Do they know of any online tools that help address discrimination online? What about helpline services that support people who have been targets of discrimination? Ask them to find the address of a helpline service in their school, community, or region, and see if they can find out more about the profile of the staff who work there and the ways the service can help people.

Gender stereotyping

Get learners to type the words 'women + pastimes + images' into a search engine, then compare the results when you type 'men + pastimes + images'. Are many of the pastimes proposed different for men and women? Why do learners think this is? Is it because women most often look up these types of interests, or because there is stereotyping in magazines and news articles and search engines emphasise these because of the limited datasets they use? Ask learners to collect a few of the images they find in their search (checking copyright notices to make sure they have the right to copy). Now invite friends and family to look at the images and say if they think they reflect the reality? Could this raise problems in terms of expectations? Learners may want to use the images they have collected to create posters for display in the common areas of the school. In this way, they may be able to trigger more open discussion about tackling gender stereotypes in the local environment.

CREATE, INNOVATE

Gender norms change over time and in cultures

Can men wear skirts or look after babies? Can women lead a country or be firefighters? Why do you think society tends to divide people into groups, such as male and female? Do all people fit into either group? Where does the idea of type-casting people in society come from, what purpose does it serve, does it have virtues, and can it be problematic? How so? Do gender norms vary from country to country, and where and how do we learn them? Does gender discrimination have historical roots? Ask learners to search for photographs or testimonies about the lives of men and women 50 years ago and 100 years ago in their country and compare them with the things people of all genders can do in society today. It is also interesting to look at the different ways that women and men have been depicted in art history through the ages. Learners could take a virtual tour of some of the world's leading art exhibitions[77] to compare gender norms over the past centuries.

Identifying and deconstructing gender stereotypes in advertisements

Advances in AI and data analytics mean that companies can use a person's digital footprint to interpret and target them based on things they may not even know about themselves. The goal of many 'free' online services is to build datasets that are traded between advertisers and content-brokers and used to profile users and target content and advertising to them. This type of profiling can perpetuate stereotypes, for example, of women in traditional roles. AI-driven content prioritization can also favour emotional over factual content, through algorithms that equate "engagement" with "enragement". The issue is further complicated because, in the digital environment, distinctions between news, advertising, sponsored content and other kinds of content are less obvious, even in search results.

Group challenge

Ask learners to work in groups to set up a checklist that will enable them to conduct a comparative analysis of gender stereotypes in the ads they find in the media. They could include questions such as: Who created this advertisement? What product it is meant to advertise? What does it depict? Who speaks in the ad? What are the similarities/differences with other ads found on different topics on that communication platform?

Class discussion

The groups pool their findings and debate the following questions in class: What stereotypes did they find? Who are the targets of the advertisers, and what messages are they putting across for different sectors of the population? They can write their ideas on post-it notes and regroup them according to what they feel are the central themes. This will help them realise the differences in language used to appeal to specific target sectors.

Do learners recognize themselves in the representations and values promoted by advertisers? What consequences can these stereotypes have (for example, they may influence consumer purchases, which in turn can accentuate inequalities)? Are there people who are not depicted in these ads? Talk about cultural, sexual and disability exclusion.

In groups, make a counter-advertisement or a parody version of the advertisements, avoiding stereotyping related to gender equality. Remind learners to think about the things that must be avoided in a non-stereotyped ad (use of certain colours, actor types, imaginary universes…).

Extension activity

Have learners look at advertising in different countries (for example, on websites in different languages), and create their own benchmark to compare levels of gender equality. Are certain sectors of the population targeted more than others through advertising? What could be the reasons behind this?

77 https://artsandculture.google.com



PARTICIPATE IN SOCIETY

(Un)equal employment opportunities

Work with learners to create a list of socially valued jobs in and around their local or regional environment: school director, senior employees in their parents' workplace, health professionals, head of government, policy-makers, IT engineers, scientists... Use the list to create a survey grid with four columns and the following titles across the top: 1) socially valued jobs, 2) female, 3) male and 4) both. Attribute one line per job and ask learners to fill in the grid by noting the gender of people they know who exercise that job or profession. Collect the grids, anonymise, and compile the results for discussion in class. On average, what is the male and female representation in each job respectively? What is the impact of having limited male or female representation in different fields and how can this be changed?

Learners can then compare the results with national/international averages that they search for online. Working in small groups, they could use a free online tool to produce an infographic. Remind them that because an infographic should graphically summarise their key points in just one page, they will need to think carefully about the messages they wish to promote in their choice of pictograms. The most effective infographics could be published in the school blog, or even presented to a representative from the local community. This could be a first step in reflecting on ways that learners can contribute to local awareness-raising on issues that are important to them.

Organise an International Girls in Information Communication Technology (ICT) Day event

Did you know that every year on the 27th of April, the International Telecommunication Union organizes the International Girls in ICT Day? See footnote for some resources that can help learners organize such an event in their own school or community[78]. They may also be inspired by the video on 'Girl Tech' from UNICEF (see footnote)[79].

78 https://www.itu.int/women-and-girls/girls-in-ict/fr/girlsinict-2021-connecter-les-jeunes-filles-ameliorer-les-perspectives-davenir/kit-pratique-organiser-une-manifestation-dans-le-cadre-de-la-journee-des-jeunes-filles-dans-le-secteur-des-tic/

79 https://www.youtube.com/watch?v=cYJ_z04MHFc&t=31s



MODULE 4

SDG13 CLIMATE ACTION

Taking urgent action to combat climate change and its impacts.

Climate change is an urgent threat to the Earth and every life on it. The effects are dramatic, and we need to act now. Through education, innovation, and adherence to our climate commitments, we can make the critical changes to protect the planet. Education for Sustainable Development empowers learners with knowledge, skills, values, and attitudes to take informed decisions and make responsible actions for environmental integrity, economic viability, and a just society.[80]

Climate change is a topic that can be easily incorporated into all school subjects. It offers an interesting example of how young people can lead the way through their active engagement based on thorough research, joint reflection, and carefully planned actions. This is a major topic of concern for many children and young people who are witnessing the impact of climate change through the many natural disasters occurring across the world.



SUBJECT AREAS

Science/biology, history, geography, civic education, sport/health, social sciences, mathematics and languages

Learning outcomes					
Age level	Cognitive		Socio-emotional	Behavioural	
	To understand	To analyse	To be socially responsible	To create/ innovate	To participate
Upper Elementary	Understands climate change as a phenomenon resulting from increased greenhouse gas emissions and its overall impact.	Collects and analyses information using a range of tools.	Recognizes and express emotions relating to climate change in intrapersonal and interpersonal digital interaction Perceives own personal impact on the world's climate and understands the concept of common good.	Uses artistic expression to sensitise others about climate change.	Identifies local solutions to climate change. Acts responsibly and in harmony with nature.
Secondary	Understands the root causes of climate change. Uses technology to interpret maps and infographics.	Critically analyses information from conflicting sources about global issues.	Can recognize and express emotions relating to climate change in intrapersonal and interpersonal digital interaction Can assess personal impact on world's climate and revise their habits.	Collaborates with others to develop a climate-friendly action plan.	Collaborates with others to implement a climate-friendly action plan. Communicates effectively to policy-makers on climate change.

80 https://en.unesco.org/themes/education-sustainable-development/what-is-esd

KEY WORDS, KEY FACTS

Climate change, biodiversity, ecological transport, renewable energy, drought, human dignity

- 2015 to 2021 have been the seven warmest years on record. Since the 1980s, each decade has been warmer than the previous one and this is expected to continue.[81]
- 99% of the world's population breathes air exceeding WHO air quality limits, especially in cities[80]
- Climate change and increasingly extreme weather events have caused a surge in natural disasters over the past 50 years, disproportionately impacting poorer countries.[82] Growing intensity and frequency of extreme weather and natural disasters such as heatwaves, hurricanes, floods, drought and wildfire leave millions of people displaced every year.[83]
- Covering more than 70 per cent of Earth's surface, the ocean has absorbed 90 per cent of the warming over the past 50 years, leading to sea level rise due to thermal expansion, coral bleaching, the accelerated melting of major ice sheets, intensified hurricanes, and changes in ocean health and biochemistry. Ocean heat is at a record high, and it is expected to continue to rise.[84]
- Global sea level mean reached a new record high in 2021, increasing at a rate that doubles that of 1993 and 2022.
- The world's reference glaciers have, on average, thinned by 33.5 meters (ice-equivalent) since 1950, with 76 per cent of this thinning since 1980.[85]
- Burning fossil fuels accounts for over 75 per cent of global greenhouse gas emissions and nearly 90 per cent of all carbon dioxide emissions.[86] Together with cutting down forests and farming livestock, greenhouse gas produced by human activities is by far the largest contributor to global warming, and its concentration in the atmosphere had risen to 48 per cent above its pre-industrial level (before 1750) by 2020.[87]
- Greenhouse gas emissions today are mainly linked to the level of a nation's wealth: the richest countries represent only 16 per cent of the world population but almost 40 per cent of CO_2 emissions. The two categories of the poorest countries in the World Bank classification account for nearly 60 per cent of the world's population, but for less than 15 per cent of emissions.[88]
- Leading climate scientists acknowledge that colonialism is a historic and ongoing driver of the climate crisis. Vulnerability of ecosystems and people to climate change differ substantially among and within regions. These differences are driven by patterns of intersecting socio-economic development, unsustainable ocean and land use, inequity, marginalization, and ongoing patterns of injustices such as colonialism.[89]

UNDERSTAND

The impact of climate change: What is contributing the most to climate change? What is the greenhouse effect and what impact is it having on the world? How is climate change unequally impacting the world's population? Ask learners to research and list all phenomena they can find considered to be directly related to climate change, and the consequences of each phenomenon in their own region or country. How is climate change impacting biodiversity and why should this matter to humans? Two useful resources to address these themes in class in multiple languages are available here[90] (see footnote).

Tracking climate change: Climate change is not often evident, and it is interesting for learners to find ways of comparing landscapes over time. There are several tools that will help do this:

- The Timelapse function on Google Earth[91] will enable learners to go back as far as 1984 to visualize the changes that have occurred in their selected geographical area. In this way, they will be able to see for themselves the deforestation in the Amazon and the melting of ice in Alaska, as well as what is happening in their region or country.
- NASA has published images comparing the changes that have occurred in selected places over the past 40 years[92].
- If learners don't have access to the internet, ask them to bring in pictures of the city or region they have chosen, from the past. Images might be found in books or in the local heritage museum.

Divide learners into small groups and get them to use the maps or images they have found to observe and note the climatic, environmental, demographic, and industrial changes that have taken place in the city, region or country they have chosen. Learners can use the thinking routine See-Think-Wonder to carefully make observations and inquiries as they explore their chosen map. They can illustrate their observations by creating comparative maps with a title and legend to explain the observed evolutions.

81 https://news.un.org/en/story/2022/01/1110022
82 https://news.un.org/en/story/2021/09/1098662
83 https://www.weforum.org/agenda/2019/12/extreme-weather-climate-change-displaced/
84 https://climate.nasa.gov/vital-signs/ocean-heat/
85 https://public.wmo.int/en/media/press-release/four-key-climate-change-indicators-break-records-2021
86 https://www.un.org/en/climatechange/science/causes-effects-climate-change
87 https://ec.europa.eu/clima/climate-change/causes-climate-change_en
88 https://www.imf.org/en/Publications/fandd/issues/2021/09/climate-change-and-inequality-guivarch-mejean-taconet
89 https://news.climate.columbia.edu/2022/09/21/how-colonialism-spawned-and-continues-to-exacerbate-the-climate-crisis/
90 https://www.oce.global/en/resources and https://worldslargestlesson.globalgoals.org
91 https://earth.google.com/web/
92 https://climate.nasa.gov/images-of-change?id=365#365-mccarty-glacier-melt-alaska

ANALYSE

Research activity on climate change
Environmental topics offer interesting opportunities to draw attention to misinformation, poor estimations or even errors in publications. It is not always easy to distinguish between scientific, political, lobbying, and moral objectives, but here are some tips for spotting misinformation:

1. Is the author or the person speaking competent enough in introducing technical knowledge and analysing statistical evidence to be talking about the topic? Has the publication been made by a scientific organization, an NGO, or a business company? Is the goal of the publication as straightforward as it seems, or is there a hidden financial, social, or political purpose?

2. Checking facts: one effective way of getting a non-biased and comprehensive vision on a subject is to use multiple sources of information.

Divide learners into groups and ask them to come up with as many ideas as possible on how to slow down global warming and climate change. They can then research and quantify each item on their list and show their results in an infographic. This[93] document will help them.

Proving your point
Write each of the following statements on a separate card and distribute one card to each group of learners. Their task is to find supporting arguments to disprove the following statements (all of which are false), applying the two tips above. Each group will present the results of their research to the rest of the class. They should be prepared to back their information as not everyone may agree with them.

1. Animals will have no problems adapting to climate change.
2. Climate change will only be a problem for future generations.
3. We should not worry about the current climate change, because the planet has experienced others.
4. There is no need to act to reduce our carbon emissions: even if the Earth warms, people will be able to adapt.

BE SOCIALLY RESPONSIBLE

Climate justice
Launch a discussion with learners about whether all populations in the world equally share the benefits and burdens of climate change, and the responsibilities to deal with it. Learners can work in three teams to investigate these three areas at the global level. Are there benefits of climate change and who is getting the biggest share of them? Which sectors of the population are carrying the biggest burden, for example, from climate-related displacement or diminishing resources? Are all populations taking on equal responsibility in implementing actions to slow down climate change? Ask learners to present their findings during a class debate, using Socratic Seminar for example, on the question: What is climate justice and what more can be done to ensure it?

Mapping our impact
There are many ways that we contribute to climate change, including the transport modes we use, the products we buy, the amount of trash we produce and the way we dispose of it. Ask learners to work on the first of these: transport. Divide learners into small groups and ask each group to download or print out a map of their city or area. They should first pinpoint specific public places on the map (station, market, sports field, shops…), then calculate the distance between the school and those places. Now ask them to list all the means of transport they could use to get from the pinpointed places to school. Working with a table online or on paper, they will analyse the advantages and disadvantages of each transport mode by calculating travel time, transport costs, CO_2 expenditure, and any other criteria they feel should be considered. They can calculate their carbon footprint per journey here[94].

Thinking beyond transport, learners can consider what imported products they have recently bought and how much trash they accumulate each week. They could create a class quiz to track their carbon footprint, by listing their carbon-producing activities and calculating the environmental cost; available online tools such as this[95] (see footnote) will help with ideas and show the carbon produced per activity. As a result of their investigation, they could be encouraged to set up 'a week of ecological habits' (to encourage sorting of trash, or walking or cycling to school), or a 'never without my own water bottle' week (to get rid of disposable plastic bottles). Learners can invent challenges suitable for their class or school.

93 https://en.unesco.org/sites/default/files/mil_climate_change.zip
94 https://www.carbonfootprint.com/calculator.aspx.
95 https://www.carbonfootprint.com/calculator.aspx.



CREATE, INNOVATE

Creativity to the rescue: Here are some examples of international artists who have used their talents to alert people to the impact of climate change:

- **Indigenous artist**
  Jeffrey Gibson's art explores the relationship between nature and indigenous artists, past and present and the environmental destruction of colonialism in the Americas[96].
- **Painter sculptor**
  Danish Olafur Eliasson and his Ice Watch Project alerts the public to climate change[97].
- **Singer**
  This song, composed for World Environment Day in 2018, brings together well-known personalities in India to fight plastic-related pollution[98].
- Photographers: International Competition on Climate Change[99].
- Upcycling: Making a clock out of electronic waste[100]

Can learners think of any other artists or well-known people from their country who are engaged in the fight against climate change? Are there ways to reach out to these people to find out more about their actions and what inspired them to become committed to this cause? If necessary, show learners how they may be able to set up a meeting with one of these people, either online or at school. One awareness-raising idea would be for learners to set up an exhibition in the school of photos or other artistic works relating to the fight against climate change or alternatively carry out an online awareness-raising campaign. Local associations, authorities or museums may be interested in participating in the physical or virtual exhibition and providing publicity for the cause.



PARTICIPATE IN SOCIETY

Cleaning up the city, neighbourhood or school

Ask learners to choose a theme relating to the management, use and preservation of natural resources *(for example, how to prevent, reduce, reuse waste; renewable and non-renewable energy; water saving...)*.[101] Their goal is to create an action plan to improve the quality of life in their community, city, neighbourhood or school, and raise the awareness of friends and family about alternative ways to help increase the sustainability of the planet. They should come up with inspiring solutions that can easily be applied, as well as a budget and time plan. A representative of the local waste sorting service, or other relevant community groups may be interested in coming to the school to help them create a viable plan.

Follow up activities

With the information learners have found and developed, they could produce an attractive, easy-to-read charter on home and school waste sorting, as well as recommendations for minimizing waste in the home or at school. Alternatively, they could look for ways to create and manage a community compost space or organize the collection of second-hand clothes to sort and donate.

Invite learners to produce a summary presentation of the outcome of their action using a smartphone, tablet, or computer to make recordings. This could be compiled into a documentary or podcast, taking the documentaries they see or hear on radio or TV as an example. They may prefer to use the results of their project to publish a mood post, chronicle, portrait, or similar on social media.

Fridays for Future:[102]

This is a worldwide youth led movement initiated by Greta Thurnberg in 2019. Young people organize marches and strike movements to put pressure on policy-makers to:

1. Keep the global temperature rise below 1.5° Celsius compared to pre-industrial levels.
2. Ensure climate justice and equity.
3. Listen to the best united science currently available.

Do learners consider that such actions are effective? How can the impact be measured? What other ways can they suggest to ensure their ideas are heard by policy-makers at local, regional, national and/or global levels?

96 https://www.nrdc.org/stories/story-colonialism-and-climate-change-told-through-centuries-indigenous-artworks
97 https://olafureliasson.net/archive/artwork/WEK109190/ice-watch
98 https://www.youtube.com/watch?v=-JENHhWeHtk&t=205s
99 https://epoty.org/
100 https://ceramics.org/ceramic-tech-today/ceramic-video/video-ghanaians-turn-waste-into-art#:~:text=Awuah%2DDarko%20is%20a%2024,to%20sustainably%20manage%20the%20waste
101 https://unesdoc.unesco.org/ark:/48223/pf0000247444
102 https://fridaysforfuture.org/



MODULE 5

SDG16 PEACE, JUSTICE, AND STRONG INSTITUTIONS

Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable, and inclusive institutions at all levels.

Conflict, insecurity, weak institutions, and limited access to justice remain a great threat to sustainable development. SDG16 aims to promote peace, justice, and accountable institutions – from reducing all forms of violence and related death rates to ensuring responsive, inclusive, participatory, and representative decision-making at all levels, public access to information, and protecting fundamental freedoms.

SUBJECT AREAS

History, civic education, art, literature

Learning outcomes					
Age level	Cognitive		Socio-emotional	Behavioural	
	To understand	To analyse	To be socially responsible	To create/ innovate	To participate
Upper Elementary	Understands and symbolises the meaning of peace. Understands the right to freedom of expression.	Analyses different forms of injustice.	Appreciates and respects diversity. Shows empathy and solidarity for those suffering from injustice. Upholds values that help other people live together peacefully (such as solidarity, inclusion, and human dignity).	Creates and/or engages with anti-bullying projects. Creates a strategy to ensure that only accurate and helpful information gets shared.	Interacts with individuals or groups that are experiencing injustice. Learns about social movements aimed at justice and peace and considers how to participate.
Secondary	Understands causes and impacts of forced migration and other injustices.	Critically analyses the power of media and the challenges to freedom of the press.	Can reflect on own role in relation to issues of peace, justice, and inclusion. Demonstrates personal responsibility for a sustainable, peaceful, and just world. Can show resilience to discrimination and hate speech.	Undertakes creative actions to connect and engage in movements related to forced migration and other injustices. Creates and implements a strategy to only share information that is accurate and helpful.	Can mobilise support for those suffering from injustice.

KEY WORDS, KEY FACTS

Commitment, peace, war, discrimination, migration, injustices, violence

Peace, human rights, and respect of the law are essential to ensure that everyone enjoys equal rights and takes part in the sustainable development of our planet. This means working together to reduce all forms of violence and finding lasting solutions to end conflicts and insecurities around the world.

And yet, worldwide:

- In 2022, 25 per cent of children under the age of 5 were not registered at birth, and therefore had no legal proof of identity to protect their rights and access basic services such as health care and education.[103]
- A record 100 million people worldwide were forcibly displaced from their homes in 2022 by persecution, conflict, violence, or human rights violations.[104]
- Refugee children are five times more likely to be out of school than others.[105] More than half of the world's refugee children did not get an education in 2019.[106]
- 50 journalists were killed in 2020 for carrying out their information mission – in countries that are supposedly 'at peace'.[107]
- A quarter of the global population was living in conflict-affected countries by the end of 2020.
- In 2021, about a third of the world's population, mostly women, feared walking alone in their neighbourhoods at night.
- Globally, almost 1 in 6 businesses received bribe requests from public officials in 2021.

UNDERSTAND

What is peace?[108]

Why is it important for us to live in peace? What does a world without peace look like? Would it be different from the one we know today? Is the peace in our own or a neighbouring country under threat at present? Why do many cultures use the symbol of the dove to represent peace? Ask learners to write their own definition of peace and create their own symbols to represent peace. They could also ask family, friends, and relatives for their definitions. Discuss the definitions and symbols in class to formulate a shared definition of peace and a set of symbols that integrates all learners' perspectives. Ask learners to find key words and images to show peaceful and non-peaceful situations. Are there specific values and attitudes that promote peace and, if so, what are they? Learners can give examples from their own lives or from the world around them. This could be extended into a written expression activity using some of the ideas in UNESCO's multilingual teaching resources on the concept of peace[109] (see footnote).

Looking for justice

Divide learners into small groups and ask them to think about the following statements:

- Corruption, bribery, theft, and tax evasion cost developing countries US$1.26 trillion a year.[110]
- In 2018, one billion people around the world did not have an official proof of identity and were therefore legally 'invisible'.[111]
- One in three prisoners worldwide was being held without trial in 2021, which meant they had not been found guilty by a court of justice. [112]

Ask each group to research one of the three statements online, carefully choosing the key words they will use *(examples: corruption/bribery/tax evasion; proof of identity; held without trial/court of law)*. What are the causes of such situations and why might they occur? What consequences do they have for the people, or the countries concerned? Groups should begin by formulating their hypothesis, and then share their ideas with the class. They could limit their research to one or more countries or take a more general look at the phenomena.

Encourage groups to choose an innovative way to share their findings (for example, by acting out a sketch, or creating and presenting a mind map) rather than simply reading their findings aloud.

103 https://data.unicef.org/topic/child-protection/birth-registration/
104 https://news.un.org/en/story/2022/05/1118772
105 https://news.un.org/en/story/2016/05/529802-refugee-children-are-five-times-more-likely-be-out-school-others-un-report
106 https://news.un.org/en/story/2019/08/1045281
107 https://rsf.org/en/news/rsfs-2020-round-50-journalists-killed-two-thirds-countries-peace
108 https://worldslargestlesson.globalgoals.org/resource/the-power-of-peace/
109 https://en.unesco.org/writing-peace-manual
110 https://www.unodc.org/unodc/en/press/releases/2015/November/eliminating-corruption-is-crucial-to-sustainable-development.html
111 https://blogs.worldbank.org/voices/global-identification-challenge-who-are-1-billion-people-without-proof-identity
112 https://www.unodc.org/unodc/en/frontpage/2021/July/one-in-three-people-globally-imprisoned-without-trial--while-overcrowding-puts-prisoners-at-risk-of-contracting-covid-19--says-unodcs-first-global-research-on-imprisonment.html

ANALYSE

Freedom of expression
According to Article 19 of the Universal Declaration of Human Rights, *'Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers'*. Discuss Article 19 and ask learners to share their ideas about activities that would help young children understand the right to freedom of expression as an integral part of just societies. To get started, check out the multi-language toolkit referenced before.

Freedom of the press – an essential aspect of freedom of expression in just societies
Freedom of expression is essential for journalists to fulfil their important role in society. Why is the freedom of expression of newspapers, press and media so important? What happens in a country if media is censored? Should media be free to say anything they want? What are the duties and responsibilities of media? Give learners a few days to research the topic and bring examples ready for a class debate on 'the freedom of the press'. An underlying aim is to help them understand that when freedom of the press exists, it enables citizens to see multiple perspectives and gather enough elements to be able to have an informed opinion. You can spice up the debate by asking learners to argue against their initial positions.

Social media – where are the limits?
Thanks to social media networks, everyone can express themselves freely nowadays.' Is this statement true? Do we have the right to say anything we want on the internet, and if not, where are the limits? Certain statements and disclosures made online can spread false information about a topic or person or can lead to violence and bullying. What emotions do we feel when we live negative experiences online? What can be done by social media networks, service providers, the police, parents, school authorities and each of us to prevent online violence? Useful resources on this topic can be found here[113] (see footnote).

BE SOCIALLY RESPONSIBLE

From a refugee's perspective
Read the story of a 12-year-old girl from Ukraine: *'I am Oksana. Our family lost everything when we had to leave our country because of the war, and now we are living in Poland. We are having to learn a new language, make a new home, find new friends. But I'm not just a refugee, I'm also a lot of other things.'*

Who is Oksana, and what does she mean when she says '. . . I'm not just a refugee, I'm also a lot of other things? Ask learners to note, draw or take clippings from newspapers or magazines to show how they would feel, what they would need, and what would give them hope if they had to escape their home country because of war or persecution.

Children on the move
'Millions of children are on the move. Some are forced to leave their homes because of conflict, poverty, or climate change; others are in search of a better and safer life. Far too many children face danger, detention, precariousness, and discrimination during their journey, arrival, or return. That should not be the case. Many of them live in crowded places, making them more vulnerable to contagious diseases like COVID-19. False information about the spread of this disease also exacerbates the xenophobia and discrimination to which many are already victims. Finally, they have less access to health care services such as vaccination.'

Ask learners to read the text and try to find responses to the following questions, researching their responses wherever useful or appropriate:

- Why are so many young people on the move?
- Which countries are they most likely to come from and why *(key words: famine, natural disasters, political tensions/conflicts, poverty, epidemic, exploitation, climate-related displacement)*?
- What are the biggest dangers that displaced children face?
- How could these dangers impact their future well-being?
- Do our justice systems adequately protect children on the move?

Are there displaced children in your country, region, or community? What do learners know about their specific needs, and about the organizations that are providing them support (examples: Save the Children, IOM, Caritas...)? Does the state provide education or family services to these children? Why or why not? Ask learners to make suggestions about how the state could better provide for displaced children.

Supporting others
In small groups, give learners ten minutes to list as many ways as possible that their school or community could help children who have had to leave their country due to conflict or war. The more ideas, and the more imaginative they are, the better. The purpose of this activity is to give learners room to think laterally and give free reign to their imagination on a topic they probably see or hear about frequently on the news. Groups then share their ideas and everyone in the class casts two votes to select 1) the most innovative idea, and 2) the most practical idea. If one or two of the ideas could be implemented, ask learners to define roles and steps for its realization. An example from the Taiwan Province of China could help get inspiration flowing[114].

113 https://www.unicef.org/end-violence/how-to-stop-cyberbullying
114 https://www.dfcworld.org/VIDEO/ViewVideo/117.

Understanding historical and cultural influences
Each country is marked and influenced by the successive migrations that have taken place over time and progressively built its cultural and social identity. Ask learners to discuss their own cultural background with their family, to understand the cultural and historical contributions they may have made to shaping the culture of the community and nation. Where did their ancestors come from, what languages or dialects did they speak, and what types of cuisine or art forms did they bring from their former community? Can they imagine what their ancestors would have thought of the world we live in today?



CREATE, INNOVATE

Art for peace: Artists can use their talents to make beautiful works of art about society, and sometimes also to denounce violence and other problems in society. Ask learners to go online or check in the library to find Pablo Picasso's 'Guernica', 'The War' by Otto Dix, 'The Horrors of War' by Rubens, or The Flower Thrower by Banksy. What do these paintings try to show us? What are artists trying to tell us when they create such works? Is it an artist's role to speak out about war and atrocities? How can art communicate to people to foster understanding and inclusivity for peace? Can you find paintings or other works by famous artists in your country who are committed to a specific cause?

Discuss in class *'Art as a form of expression'* and encourage learners to try their hand at expressing something they feel strongly about in a drawing, painting, story, or other art form. Alternatively, they could prepare a presentation on someone who has used art, music, dance, or another artistic medium to express feelings about a societal issue or to promote values such as peace or anti-discrimination. Encourage them to look at the context when the art was produced to better understand the artist's motivation.

Creating an anti-hate speech tree
Divide learners into small groups and ask them to draw a tree on a very large sheet of paper. Over a period of one or two weeks, they should collect all examples of hate speech or discrimination that they see or hear and write these on the trunk of the tree. Educators should be prepared to speak about this controversial issue.[115] Discuss the examples in class, then ask learners to write in the roots of their tree the causes they think may explain the examples they have collected. In the branches, they can write the consequences each example could have on the person it is directed to. They can finish the tree with beautifully coloured leaves where they write their ideas on how to work against this type of behaviour. Post the trees on the class or school wall as a reminder to everyone that hate speech and discrimination are not acceptable.



PARTICIPATE IN SOCIETY

Exchanging ideas on forced migration
Draw the outline of a learner on a large sheet of paper to create a poster of a human silhouette, and ask other participants to write, draw or paste their ideas, images, and news clippings about forced migration on the poster. Discuss the ideas expressed to draw up a short list of points of consensus. Learners could look for someone in the community who left their country because of persecution or non-respect of human rights to get feedback on their poster, perhaps in a face-to-face or online meeting with the whole class. This will help clarify what it means to have to flee a home country and will help learners correct any misconceptions. Alternatively, they could share their poster with a local association that supports migrants and refugees and ask for an on- or offline exchange of ideas on the challenges such people encounter and ways the community could help them settle in.

Troubleshooting and finding help
Think about the many different forms of violence we encounter both on- and offline, at school, in the community or through repercussions of national or international crises. For each of these different forms of violence, ask learners to find a local support service people could turn to for help and how these services can be accessed. Using an online tool such as Canva[116], ask them to create an infographic that they could share in school or through social media for anyone looking for help to deal with one of these forms of violence.

Alternatively, learners could choose to focus on a specific issue such as school bullying, account pirating, or sexual violence. Remind them that a local child protection organization or service may be able to provide data and check the facts they would like to publish to ensure that they don't provide any misleading information.

115 Teachers could consult UNESCO (2014), "Teaching respect for all: A guide for implementation".
116 https://www.canva.com/en_au/

Extension activities

Social and Emotional Learning activities

Some of the activities in these guidelines can trigger learners. To ensure that triggers are used for learning instead of emotional distress, teachers are advised to consult UNESCO MGIEP digital resources[117] on simple SEL activities that they can weave into the modules. For example, breathing, mindfulness, journaling, and other short activities, could be implemented at the beginning, during, or at the end of each module to ensure that learning happens at a place of strength instead of distress. This[118] UNESCO MGIEP reports that synthesises current research on SEL has curated (Page 236 onwards) simple resources that spans child-friendly mobile apps to digital games. The MGIEP SEL Blog[119] also curates rich posts with tips on multiple ways of integrating physical and digital SEL activities in formal and informal learning spaces.

Protecting our privacy online

Often when we want to find out more about a topic online, for example, when we look up a recipe to make something special or use free software, we are asked to accept cookies and sign up using our email address. Both can lead to spam, phishing, and unwanted contacts. Read the cookie notice carefully, accept only the necessary cookies to facilitate navigation, and set up an extra email account to use for one-off registrations. When communicating with an unknown organization or person, it's not wise to use the personal email account used for schoolwork, or an account that may contain personal information. There are a few things to check online before contacting a person or an organization. Do they exist? What do we know about them, their credentials, and objectives? If donations are involved, what guarantees are there that the transaction is secure and that donations are used for the intended cause?

Protecting our data

Passwords are the key to protecting our online data. For many of the activities we do online, we need to create an account, and passwords act as keys to lock other people out. How effective are the passwords learners use to protect their data? Ask them to write on a piece of paper two passwords they believe are strong, without indicating their name on the paper. Collect and redistribute the passwords to other learners whose take it is to check them on a password-checking website[120] to see how strong they are. Do learners understand how to create a strong password, and the pitfalls to avoid? They can look up password-creation advice online, for example, the 20 worst passwords.[121] A list of the most common passwords is published and regularly updated by Wikipedia.[122]

Thinking about facial recognition

Facial recognition is a technological application that can automatically identify a person from a digital image or a frame from a video. In some ways, this can be useful, but it can also be risky, annoying, and a threat to our right to privacy. Ask learners to work with a partner or in small groups to list examples of uses of facial recognition in schools and communities and explain how it can be used against us (-) or how it can help us (+). Is tagging on social networks, for example, a useful application or is it a problem? Can learners suggest any ways that facial recognition may be reinforcing biases? Discuss the responses from the groups in class.

Factors that fuel discrimination in education

Ask learners to do background research on the way certain topics have been dealt with in schools that could lead to discrimination. One example could be apartheid in South Africa until the early 1990*s*. Why does discrimination sometimes exist in education, and what are the causes and consequences of this? These usually relate to national, regional, or global causes and biases, and include things like the way history, gender or culture is presented in schoolbooks. In some countries there could be a combination of factors, and perhaps a domino or snowball effect, with one factor triggering the next, as during the Third Reich in Germany in the 1930*s*.

Learners can carry out this activity in small groups using a spreadsheet application to organize their findings. They could then team up with another group, compare and adjust the categories they have used on their spreadsheet, then merge their findings. A whole class discussion may be necessary to get learners started.

Education through a different lens

Why does information about access to quality education in different parts of the world vary from one source to another? Ask learners to look at three different websites about education in a country of their choice, the first from a technology provider, the second from an NGO,

117 https://mgiep.unesco.org/all-courses
118 https://d1c337161ud3pr.cloudfront.net/files%2Fc1178d56-5c72-460b-bd58-02bfba9a6abd_RL_Rethinking%20Learning%20-%20A%20Review%20of%20Social%20and%20Emotional%20Learning%20For%20Education%20System.pdf
119 https://mgiep.unesco.org/sel-for-everyone
120 https://www.passwordmonster.com/
121 https://www.nsi.org/2020/12/22/the-20-worst-passwords-of-2020/
122 https://en.wikipedia.org/wiki/List_of_the_most_common_passwords

and the third from an international organization, for example OECD or UNESCO. Are the facts the same on each website, and do they provide readers with a similar picture of education in that country? Are specific words or types of images used to influence readers to adopt a similar viewpoint to that of the publisher of the website? Would the content appear more meaningful to learners if they had read it in a book or report? Why? Does the credibility of an article depend on where it is published (e.g., a nationwide newspaper, a leaflet, a magazine, a tabloid, the television)?

Creating games to raise awareness

Using the information they have gathered throughout the modules, set learners the challenge to invent a class game to raise awareness about one of the SDGs they have studied. They could begin by doing a brainstorming session to define the sort of game they would like to create (quiz, a board game, a card game…), or build on their own experiences as gamers to create something like the games they like to play themselves. Once they have chosen the type of game they will create and the age group of players they will target, divide the class into groups to negotiate the dispatch of roles. They will need, for example, to design the platform (cards, board, etc), write the content (e.g., questions if they are creating a quest), define the rules of the game, appoint and train 'ambassadors' who will 'sell' the game to other classes in the school. Depending on the availability of digital technology, the game could be an online one.

Journalism to raise awareness

Invite learners to write an article or blog post for the school or community newsletter or website. First, they must think carefully about the message they would like to put across and the reliable sources they can use for information. Awareness-raising attempts to change the behaviour of the target group in some way, usually through a call for action. Who will be the target group of the article and what will the call for action be?

Physical and mental violence

Violence of all types can impact a person's health and well-being throughout their life, even long after the violence has ended. It increases the risk of depression, anxiety disorders, unplanned pregnancies, sexually transmitted infections including HIV, and many other health, social and economic problems. It has repercussions on society as a whole and involves enormous costs, which have an impact on national budgets and overall development. Girls and women are often more exposed than men to gender-related violence throughout their lives. Can you make a list of the types of services that have been set up in your region or country to protect women against gender-based violence?

Cause and consequence of disruptions in education

School absenteeism causes long-term damage and disproportionately affects girls. UNESCO estimates that 11 million girls were probably unable to return to school after the school closures in 2020-2021 brought about by the COVID-19 pandemic.[123] Even before the pandemic, in 2019, an estimated 69 million girls were already out of school in crisis-affected countries. Post-pandemic numbers have been compounded by crises such as the Taliban ban that has brought an end to school for millions of young Afghan girls[124].

Ask learners to see if they can find any crises in the world right now that may be preventing children, and girls, from exercising their right to quality education. In which countries are such crises occurring, and why is education impacted. Key words: famine, drought, epidemic, natural disasters, political conflict, poverty, natural resource depletion. Learners could work in small groups with each group selecting a different region of the world where a crisis is underway. Groups should work on the following five questions, writing their responses as a post for the school newsletter or website, or creating an illustrated presentation to share with the class.

1. What are the causes of this crisis?
2. What impact is the crisis having on children's rights to quality education?
3. Are girls exposed to more risks than boys?
4. Are there services available in that country to ensure that all children can receive quality education (public services, NGOs, associations...), and what strategies are they implementing?
5. What other strategies could be tried to ensure quality education for all?

An imaginary country where gender equality is a reality: In Equiterra, all inhabitants have equal rights and equal opportunities regardless of their gender. Women and girls feel safe walking on public roads after dark. They receive the same salary as men for work of equal value. Men and women share household chores and family responsibilities at home, and they can get quality childcare at affordable prices! Isn't that fabulous?[125]

123 https://en.unesco.org/news/girls-education-and-covid-19-new-factsheet-shows-increased-inequalities-education-adolescent
124 https://www.unesco.org/en/articles/let-girls-and-women-afghanistan-learn
125 Excerpt from UN Women's Equiterra project https://www.unwomen.org/en/digital-library/multimedia/2020/2/illustration-equiterra-gender-equality-utopia

Learners work in small groups to imagine what Equiterra would be like, and how people interact there. Each group could work on a specific theme:

- Avenue without Violence.
- Alley of Equal Pay
- Street without Stereotypes
- Inclusion Boulevard
- …

The groups research the challenges they could encounter in their part of Equiterra. Once groups have started working on the project, they could visit the Equiterra site[126] to trigger further reflection and perhaps highlight flaws in their reasoning.

The class can then collectively decide which creative tool they would like to use to model their Equiterra city (model, online modelling, drawing/comic...). Each group creates its own street. The final production can serve as a communication model to raise awareness at school, at home and in the local community to show how greater equality could be achieved. Learners could also be encouraged to write about their project in the school blog.

The impact of climate change on human rights: Certain human rights and children's rights are impacted by climate change. Can learners explain this statement? How would they feel, and how different would their lives be, if the area they live in was struck by a hurricane, flood, or other natural disaster and their homes were destroyed? Get them to look up information about ways children and teens have had to cope after a disaster occurred in their region and write a short story about their struggles. What were the biggest issues to be overcome? Were schools able to stay open and, if not, what was the impact on children when their education was suddenly stopped? How can national governments support the education of learners who are displaced internally or cross-border due to issues related to climate?

Environmental conservation to protect the planet

Ralyn Satidtanasarn is only 14 years old; she fights against the spread of plastic waste in Thailand. Inspired by Greta Thunberg, she began her activism in 2019 at age 8. She was at a beach full of plastic bags left by holidaymakers in Phuket, a tourist resort in the south of the country, and suddenly knew she had to do something about it. She created a Facebook page, which has since become an NGO now active in around thirty countries worldwide: Bye Bye Plastic Bags[127]. In 2019 a young Algerian, Younes, launched the #trash challenge[128] on social networks. The principle: users take a picture of a place polluted with waste, clean up the area, then post a second photo showing that all the garbage has gone. His challenge has since been accepted thousands of times by other young people, schools and even cities the world over.

Invite learners to identify national initiatives led by young people to raise community awareness about environmental conservation. Could they meet online with the leader(s) of the initiative to learn more about it, or offer their support? Is there a cause in the community that learners care about and would like to defend? Building on the inspiring initiatives from Ralyn and Younes, organize a brainstorming session where learners can propose an initiative of their own to defend a cause they feel strongly about.

Digital activism

Climate activism is often said to have become digital and disruptive. How do you think digital media and technology helped the spread of climate activism? Could digital technologies be a threat in any way to the climate itself? Explore the impacts of digital media on the climate, looking at things from smartphones to cloud storage. Encourage learners to compare the positive impact of digital climate activism with the negative impact of the resources required to implement it.

Empowerment through social media

Divide learners into groups to brainstorm about one of the following examples – The Arab Spring, Black Lives Matter, NoDPL, or Article 13 of the European Union's GDPR. How was social media used in these initiatives to spread awareness or even rise against oppression? Would these movements have been feasible without the help of social media? Learners can then present their results to the class or change groups to discuss differences and similarities.

Prisoners of conscience

Ask learners to put themselves in the shoes of a journalist and write a short press article about someone who was convicted, imprisoned, in danger or even assassinated after peacefully using their right to freedom of expression. This could be an artist, blogger, dissident, journalist, human rights activist, lawyer, labour leader, educator, or religious leader. Examples could include Nelson Mandela, Samuel Paty, Karim Wasfi, Emmeline Pankhurst, or Georges Wolinski (Charlie Hebdo). Remind learners of the responsibility of the press to provide a factual unbiased view. Create a "Prisoners of conscience" wall in the classroom to post the press articles or put them together in an online or offline newsletter to be shared with other

126 https://www.unwomen.org/fr/digital-library/multimedia/2020/2/illustration-equiterra-gender-equality-utopia
127 https://byebyeplasticbags.org
128 https://www.instagram.com/explore/tags/trashchallenge/

classes in the school. Do these prisoners of conscience share any special characteristics, and what gave them the strength to uphold their conviction regardless of the personal cost?

In some contexts, it may also be helpful for learners to investigate how freedom of expression has been used in the past and is used nowadays to legitimize hate speech.

Organize a role play

Your town is holding elections to appoint the mayor and city councillors. The first task of the city council is to come up with an original idea to celebrate Nelson Mandela International Day on 18 July. This is celebrated every year in tribute to South Africa's first black president and peace activist, and citizens are asked to symbolically dedicate sixty-seven minutes of their time to community service. The sixty-seven minutes represent the number of years that Mandela dedicated to his struggle for social justice, equality, reconciliation, and cultural diversity.

1. Learners should begin by electing the mayor and the city councillors by 'secret ballot'. What does secret ballot mean, and why is it important?

2. They then work in several small groups, or 'cabinets', each led by one of the elected city councillors. The cabinets write up their proposal on how to celebrate Nelson Mandela Day (alternatively select a local leader, elder, advocate who promoted justice and peace), and appoint a spokesperson for the city council debate.

3. The city councillors meet with the spokespersons, who present the ideas of their cabinet. The whole class observes the process, and learners can individually submit questions in writing to their city councillor. Under the watchful eye of the mayor, the councillors discuss the proposals and select one, which the whole council confirms by vote. They must then decide on the tasks necessary for the implementation of the action and create calls for tenders from the rest of the class, indicating deadlines.

4. All class members except the councillors and the mayor can submit a tender, alone or in small groups. The council discusses the tenders, selects the best, and the work begins. The councillors could send out invitations to other classes in the school, parents of learners, school management, and representatives of local communities, to attend the event.

5. On 18 July the city council and its citizens celebrate Nelson Mandela International Day together. The mayor gives a speech, and other class participants ensure the smooth running of the event: reception of visitors, photos (remember photo permission forms), and note-taking for press articles about the event.

Educators may prefer to replace Nelson Mandela International Day with a different event.

Follow up activities

Educators could organize a class debate to review the event; appoint journalists to write about the event and publish their articles in the school or community newsletter or blog. What could be done better next year?

Glossary of terms

Active participation
The ability of individuals to understand and exercise their fundamental right to exert influence in the governance of their own life and activities and in the broader environment.

Activity-based learning
Educational contexts and activities where learners participate interactively in the learning experience to construct knowledge and understanding and work cooperatively and collaboratively to acquire social skills.

Artificial Intelligence (AI)
The simulation by machines, especially computer systems, of qualities of the human mind such as the ability to navigate language, recognize pictures, solve problems, and learn. Applications of AI include expert systems, natural language processing, speech recognition and machine vision.

Algorithm
A set of step-by-step, computer-implementable instructions, programs or codes, typically to solve a class of problems or to perform a computation.

Augmented Reality (AR)
technology that superimposes a computer-generated image on top of the user's view of something in the real world, to create an interactive experience. This can be done using a mobile phone in a specially created box-like frame or using a dedicated device. The real-world objects are 'augmented' by computer-generated information, that can include visual or auditory information, or even movement or odour. AR can help us explore how ancient ruins, for example, could have looked in the past, or how places or things may look in the future, for example, new transport routes in a town.

Behavioural skills
Interpersonal, self-regulatory competencies that influence how a person interacts with others and responds to certain situations. Behavioural skills help determine a person's actions, thoughts and emotions, and help them connect with others and form relationships.

Big data
Datasets that are too large or complex for traditional data processing software to analyse. Most AI systems rely on the collection, processing and sharing of such big data to perform their functions.

Cognitive skills
The core skills the brain uses to think, read, learn, remember, reason, and pay attention, and the use of these skills by individuals to learn and develop their full potential.

Copyright
A set of rights granted to the author or creator of a work, to restrict others' ability to copy, redistribute and reshape the content.

Critical thinking
The ability to examine and analyse content to understand and assess logical connections as well as values and assumptions, rather than simply taking propositions at face value.

Cyber security
The processes and practices for handling and protecting personal information and data from unauthorised access and usage, and defending computers, servers and mobile devices, electronic systems and networks from data leakages and malicious attacks. Cybersecurity also includes protecting against the disruption of services by intentional or accidental means (privacy or hacking).

Digital footprint
An individual's unique set of traceable digital activities, actions, contributions, and communications manifested on the internet or on digital devices.

Digital literacy
The ability to understand and use digital technologies, communication tools and networks to locate, evaluate, use, create and share content, and to transform data and images through digital manipulation. Digital literacy does not necessarily extend to coding literacy, although it can.

Digital technologies
electronic tools, systems, devices, and resources that generate, store or process data. Well known examples include social media, online games, multimedia, and mobile phones.

Digital transformation
the process of using digital technologies to create new or modify existing processes, culture, and experiences to meet changing societal and environmental requirements.

Disinformation
Content that is false and/or misleading. Disinformation is generally used to describe content that, when produced, is intentionally false. Misinformation is generally considered to be false content without the producer or disseminator of the information being aware that it is false. Disinformation typically either seeks to seduce its targets by offering easy explanations like conspiracy theories, or to discredit something that is true to have people believe it.

Diversity
Diversity is complementary to the idea of pluralism and implies a genuine respect for and appreciation of difference. Democratic societies and systems protect and value diversity as part of human rights and respect for human dignity.

Equality
The idea that everyone, irrespective of age, gender, religion, and ethnicity, is entitled to the same rights. It is a fundamental principle of the Universal Declaration of Human Rights, captured in the words 'recognition of the inherent dignity and the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world'. Citizenship embraces the idea of equality.

Fake news
A type of deliberate disinformation aimed at misleading people and spread via traditional media and online social media. The intent is to damage a target entity, person, or group of persons, for example, through discrimination. Fake news is sometimes used online for commercial gain (with clickbait headlines, click revenue, advertising revenue).

Freedom of expression
A fundamental human right that indicates not only the freedom of verbal speech but any act of seeking, receiving and imparting information. The freedom of the press (see below) is a corollary to this right and essential to the building and supporting of communities and civil society. The norm with freedom of expression as with most other human rights is that freedom is the default condition, and that any interference with this should be exceptional. In terms of international standards, states can only restrict freedom of expression for a limited set of reasons (e.g., protection of the dignity of the person; public health and public order), and these restrictions must be in law as well as proportionate to the objective sought.

Freedom of the press
The freedom of individuals or institutions (not only media institutions) to use their freedom of expression to make content available to a public by using a channel that enables mass distribution. This implies a norm of being free from direct censorship or control by government.

Global citizenship
Global citizenship refers to 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.

Global Citizenship Education (GCED)
Global citizenship education aims to be transformative, building the knowledge, skills, values and attitudes the learners need to be able to contribute to a more inclusive, just, and peaceful world. It aims at deepening learners' understanding of global concerns, trends, and challenges, and opening opportunities to critically reflect on the role of digital technologies in all facets of their lives, as well as the impacts of digital participation in global concerns and challenges. Global citizenship education takes a multifaceted approach, employing concepts and methodologies already applied in other areas, including human rights education, peace education, education for sustainable development and education for international understanding and aims to advance their common objectives.

Goal-oriented learning
The empowerment of learners to develop their competencies by setting their own goals that guide their research. Goal-oriented learning ideally enables learners to find their own study materials and use these in conjunction with teaching materials provided in classes.

Hate speech
Any communication that incites hostility, discrimination, or violence against a defined group of people because of their collective characteristics (ethnicity, gender, sexuality, etc.). Hate speech, in combination with dis- and misinformation, is a direct threat to sustainable development and the development of education for peace, international understanding and education for fundamental freedoms.

Human rights
A set of entitlements and protections regarded as necessary to protect the dignity and self-worth of a human being. Such rights are usually captured in national and international documentation that articulates these rights (e.g., Universal Declaration of Human Rights, the European Convention on Human Rights, and the Convention on the Rights of the Child, etc.). Fundamental rights especially seek to protect especially poor and/or marginalized groups in society.

ICT
Information and communication technology consists of all technical means used to handle information and facilitate communication, including computer and network hardware, as well as necessary software. In other words, ICT consists of Information Technology as well as telephony, broadcast media, and all types of audios and video processing and transmission. All ICTs are electronic, but not all are digital (although this is changing). Also, not all digital technologies deal with information and communication in the MIL sense but may, for example, analyse data in commercial operations, advanced motor vehicles, climate monitoring, etc.

Inequality
The opposite of equality (see respective term), where not all people are entitled to the same rights, irrespective of age, gender, religion, and ethnicity.

Information literacy
Refers to the ability to recognize when information is needed and to locate, evaluate, effectively use, and communicate information in its various formats.

Information privacy/data protection
Information privacy, or personal data privacy (part of data protection), is the relationship between the collection and dissemination of data, technology, and the public expectation of privacy. Data protection may also cover business and government expectation about protecting classified data or trade secrets, but such cases are not matters concerning the right to privacy. However, business and governments do have a duty to protect this right regarding the personal data they hold about citizens.

Internet
A global system of interconnected computer networks that use the standard Internet Protocol Suite (TCP/IP) to serve billions of users worldwide. It is a network of networks that consists of millions of private, public, academic, business and government networks, of local to global scope that are linked by a broad array of electronic and optical networking technologies.

Internet-connected toys
devices that enable connection to the internet via wi-fi, Bluetooth, or other means of connectivity. Such toys can offer a more personalised experience for children via built-in cameras or microphones, supporting speech recognition (so that the toy can respond to children's inquiries), image recognition, recording facilities, or other kinds of tools available via the online connection, such as GPS trackers (so that lost toys can be found). Internet-connected toys usually collect information about the users, often deliberately, and therefore raise serious privacy concerns.

Machine learning
The use and development of computer systems that can learn and adapt without following explicit instructions. Machine learning uses algorithms and statistical models to analyse and draw inferences from patterns in data.

Media literacy
The understanding and usage of mass media in either an assertive or non-assertive way, including an informed and critical understanding of media institutions, their ownership, functions, usage, and the effects of their content. Also, the ability to read, analyse, evaluate, and produce communication in a variety of media forms (e.g., audio-visual, written, graphic, interactive games, etc.).

Metaverse
A virtual reality space in which users can interact with other users within a computer-generated environment. In the metaverse, users traverse a virtual world that mimics aspects of the physical world using technologies such as virtual reality (VR), augmented reality (AR), AI, social media, and digital currency. Whereas the internet is something that people browse, people can, to a certain extent, 'live' in the metaverse.

MIL
MIL stands for Media and Information Literacy, and refers to the essential competencies (knowledge, skills, and attitudes) that allow citizens to engage with content effectively to develop critical thinking and life-long learning skills for socializing and becoming active citizens.

Misinformation
Content that is false and misleading, but not purposely created with the intention of causing harm although its effect may be harmful (as in the case of anti-vaccine falsehoods). Frequently, misinformation derives from initial disinformation. The same content (e.g., an election is "stolen") can be initiated with deceitful intent, but then be disseminated onwards by people who honestly believe it is a true assessment. In other words, an identical falsehood can be both disinformation and misinformation.

Misleading content
Content that misleads someone into believing something that is not true.

Physical world
The real world we live in as human beings; in other words, our real, everyday life.

Profiling
The recording and analysis of a person's psychological and behavioural characteristics to assess or predict their capabilities or preferences in a certain sphere, or to assist in identifying categories of people. Sets of data are used and statistics are applied to provide metrics about people or other phenomena. Sometimes datasets are repurposed for other contexts and applications (like learning analytics, for instance).

Racism
The belief that the genetic or cultural factors, which are socially constructed as signifiers that constitute race, are a primary determinant of human traits and capacities and that racial differences produce an inherent inferiority or superiority of a group thus classified.

Resilience
The process and outcome of successfully adapting to difficult or challenging life experiences, especially through mental, emotional, and behavioural flexibility and adjustment to external and internal demands.

Right to privacy
The freedom from unauthorized intrusion; a person's right to keep their personal matters and relationships secret. This fundamental right, with much at stake in the contemporary world, is defined in Article 17 of the International Covenant on Civil and Political Rights as follows: 'No one shall be subjected to arbitrary or unlawful interference with his privacy, family, home or correspondence, nor to unlawful attacks on his (sic) honour and reputation.'

Social and emotional skills
The skillset used to cope with feelings, set goals, make decisions, get along with and feel empathy for others.

Social networking (social media)
Online connections with people in networks surrounding a common interest of activity. Social network activity includes people publishing profiles that provide information about themselves. Social media can act as 'echo chambers' for emotions expressed by individuals, affecting the self and others' perceptions, and reducing digital identities and digital participation to simplistic quantifications of 'likes.' Facebook, TikTok, and Instagram are examples of popular social networks. Many users of social networks are under the impression that they are interacting with other users, although in reality they are also more specifically interacting with the curation and moderation systems and interests of the platform provider, including the advertising messages and data gathering techniques deployed by them. In other words, a 'platform' is not a passive structure where people interact; it is created and operated to actively fulfil the business model of its owners.

Stereotypes
A common form of (media) representation that uses instantly recognized characteristics to label members of a social or cultural group. It can have both negative and positive connotations.

Sustainable development
An integrated approach relating to the maintenance and enhancement of environmental, social, and economic resources to meet the needs of current and future generations. Environmental sustainability requires that natural capital remains intact, the extraction of renewable resources should not exceed the rate at which they are renewed, and the absorptive capacity of the environment to assimilate wastes should not be exceeded. Social sustainability requires the cohesion of society to work towards common goals and meet individual needs, including health and well-being, nutrition, shelter, education, and cultural expression. Economic sustainability occurs when development, which moves towards social and environmental sustainability, is financially feasible.

Sustainable Development Goals (SDGs)
The 17 SDGs are a call for action by the United Nations for all countries to work together to promote prosperity while protecting the planet. They recognize that ending poverty must go together with strategies that build economic growth and address a range of social needs including education, health, social protection, and job opportunities, while tackling climate change and environmental protection.

Targeted advertising
A form of advertising, including online advertising, that is directed towards an audience with specific traits, depending on the product the advertiser is promoting. This has led to micro-targeted advertising based on many thousands of data points that have been collected about each individual (profiling), with potential to make sense of that person's susceptibility to persuasion even more than the individual is able to. Targeted advertising is increasingly automated, and can be misused beyond the initial purpose, which is why brands are increasingly concerned at being associated with hate speech and misogynistic content as a direct result of algorithmic operations that are content-blind.

Virtual world

When we refer to a 'virtual world' we often mean the internet, however the term literally refers to the computer-generated environment where people interact with each other without the need to physically be in the same place. In our daily communications. virtual worlds are computer-simulated environments, often with highly complex and sophisticated graphics such as online games, where users interact with each other via graphical representations of themselves, called avatars.

Virtual Reality (VR)

A technology that allows users to wear a specific item of hardware (a headset usually composed of headphones and glasses that include small screens) and with which users interact in a digital environment in such a way that it simulates the user's presence in a real or imaginary situation. It is widely used in video games, simulations, and tourism experiences.

Wearable gadgets

These are technological devices worn on our body, which track, analyse and report back data depending on the type of device. For example, a fitness tracker could count and report to us the number of steps we take. Other well-known wearable gadgets are smartwatches, Bluetooth headsets, or web-enabled glasses. Wearable technology has applications in a variety of areas such as health, fitness, sports, entertainment, medicine, fashion, with the advances in AI opening-up many new areas of application for commercial and professional purposes.

Well-being

A general term for the healthy condition of an individual or group. A high level of well-being is desirable for a positive sense of self and community. Online well-being relates to emotions, empathy, engagement in activities, social relationships, and accomplishment of goals.

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Global citizenship education in a digital age

Teacher guidelines

This book is an essential resource for teachers seeking to understand the critical role that digital citizenship education plays in promoting a more informed, engaged, and responsible global citizenry. While digital technologies have opened up new opportunities for life-long learning, they have also given rise to emerging concerns, notably in relation to the rise of disinformation and hate speech online. Aimed at building the capacities of teachers to prepare learners to act ethically and responsibly in physical and digital environments, these guidelines stress the importance of considering how Global Citizenship Education (GCED) and related knowledge, values, skills and attitudes can be fostered for teaching, learning and engaging for a more sustainable, inclusive, just and peaceful world.

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4 QUALITY EDUCATION

Sustainable Development Goals