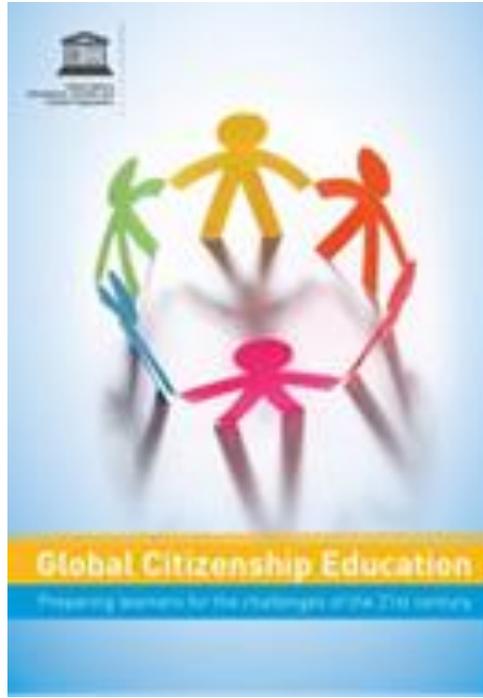


UNESCO

Selected publications and resources on Global Citizenship Education (GCED) and the Prevention of Violent Extremism through Education (PVE-E)

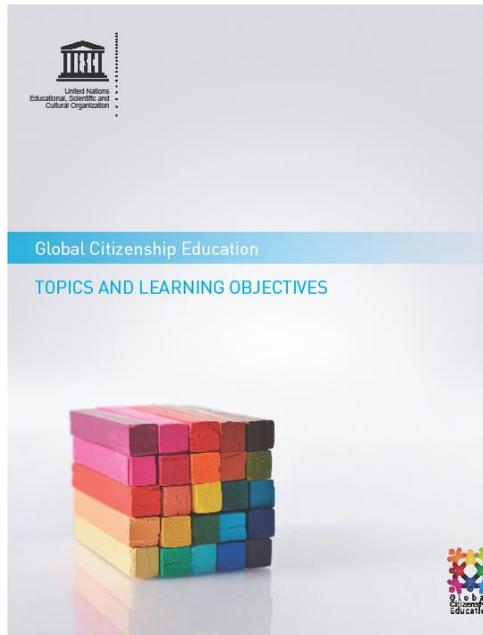


Global Citizenship Education: Preparing learners for the challenges of the 21st century

What is global citizenship education? Do we learn it in school? What difference can it make? How can it be introduced and become a common feature of school curricula? This publication aims to: (i) improve understanding of GCE as an educational approach and its implications for education content and teaching methods; (ii) identify innovative approaches and good practice in GCE; and, (iii) share lessons learned and ways to further promote GCE. It targets education policy makers, practitioners, civil society organizations and youth leaders, and is based on the conclusions of two international conferences dedicated to GCE.

Published in 2014

English: <http://unesdoc.unesco.org/images/0022/002277/227729e.pdf>
 French: <http://unesdoc.unesco.org/images/0023/002300/230062f.pdf>
 Spanish: <http://unesdoc.unesco.org/images/0024/002449/244957s.pdf>
 Portuguese: <http://unesdoc.unesco.org/images/0023/002343/234311por.pdf>

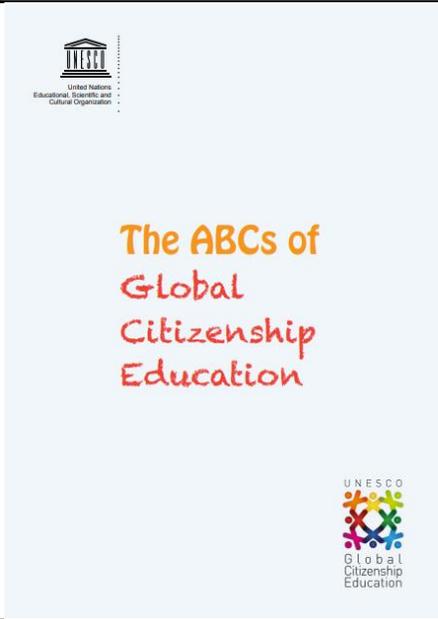
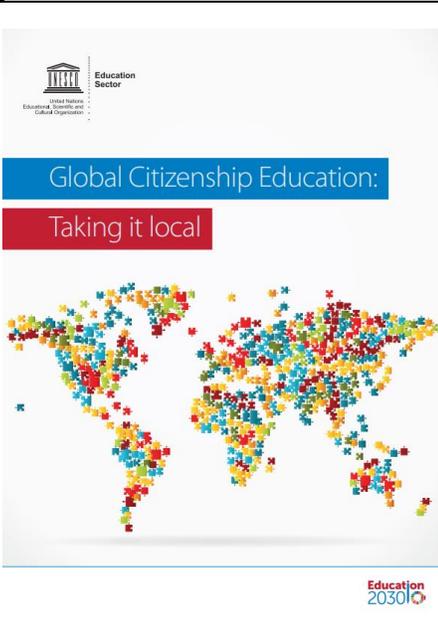


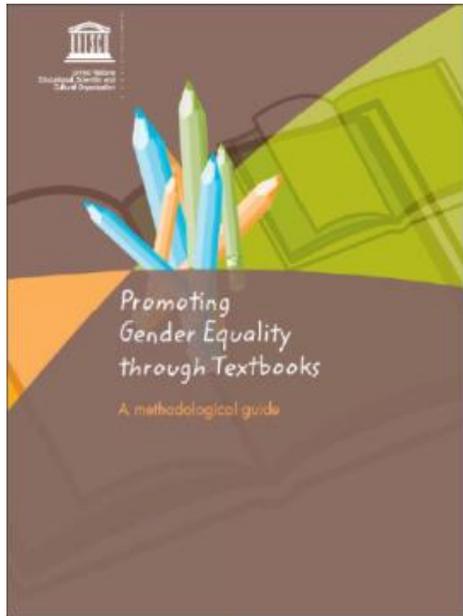
Global Citizenship Education: Topics and Learning Objectives

Global citizenship education aims to be transformative, building the knowledge, skills, values and attitudes to enable learners to contribute to a more inclusive, just and peaceful world. This publication, titled Global Citizenship Education: Topics and learning objectives, is the first pedagogical guidance from UNESCO on Global Citizenship Education. It presents suggestions for translating Global Citizenship Education concepts into practical and age-specific topics and learning objectives in a way that allows for adaptation to local contexts. It is intended as a resource for educators, curriculum developers, trainers as well as policy-makers, but it will also be useful for other education stakeholders working in non-formal and informal settings.

Published in 2015

English: <http://unesdoc.unesco.org/images/0023/002329/232993e.pdf>
 French: <http://unesdoc.unesco.org/images/0023/002332/233240f.pdf>
 Arabic: <http://unesdoc.unesco.org/images/0023/002329/232993a.pdf>
 Danish: <http://unesdoc.unesco.org/images/0023/002329/232993dan.pdf>
 Italian: <http://unesdoc.unesco.org/images/0026/002618/261836ita.pdf>

	<p>Korean: http://www.unescoapceiu.org/board/bbs/board.php?bo_table=m412&wr_id=82</p> <p>Portuguese: http://unesdoc.unesco.org/images/0024/002448/244826por.pdf</p> <p>Spanish: http://unesdoc.unesco.org/images/0023/002338/233876s.pdf</p> <p>Russian: http://unesdoc.unesco.org/images/0023/002329/232993r.pdf</p>
	<p><u>The ABC of Global Citizenship Education</u></p> <p>The ABC of Global Citizenship Education (GCED) contains the most frequently asked questions about GCED, explanations and examples.</p> <p>Published in 2016</p> <p>English: http://unesdoc.unesco.org/images/0024/002482/248232e.pdf</p> <p>French: http://unesdoc.unesco.org/images/0024/002482/248232f.pdf</p>
	<p><u>Global Citizenship Education. Taking it local</u></p> <p>UNESCO is leading global efforts on Global Citizenship Education (GCED), which is at the core of Target 4.7 of Sustainable Development Goal 4 on Education. To address the perception that the concept of GCED is concerned mainly with global matters and maybe dissociated from local needs and realities, UNESCO has identified local/national/traditional precepts and concepts that are similar to the UNESCO understanding of global citizenship. As culturally relevant expressions of GCED and to contribute to building peace through the implementation of GCED, the concepts identified here can serve as entry-points to teach and learn about GCED in more locally relevant ways.</p> <p>Published in 2018</p> <p>English: http://unesdoc.unesco.org/images/0026/002654/265456e.pdf</p> <p>French: http://unesdoc.unesco.org/images/0026/002654/265456f.pdf</p>



Promoting gender equality through textbooks: a methodological guide

This guide draws attention to the importance of textbooks in good quality education policy, together with their various implications for Education for All and gender equality. It concludes that a critical review of textbook content must be conducted. As a practical tool, it focuses on gender discrimination in textbooks. Using research findings, it endeavours to analyse existing gendered representations. Ideas are suggested for representations promoting gender equality. Tools for identifying and monitoring textbook representations are also offered. Finally, the guide explains the textbook environment. It highlights the actors involved throughout the textbook chain (those who produce and use textbooks) and the role they can play in the recognition of gender equality. It is illustrated with examples of activities and projects currently under way or already completed.

Published in 2009

English: <http://unesdoc.unesco.org/images/0015/001588/158897e.pdf>

French: <http://unesdoc.unesco.org/images/0015/001588/158897f.pdf>

Arabic: <http://unesdoc.unesco.org/images/0015/001588/158897a.pdf>



Making textbook content inclusive:

A focus on religion, gender, and culture



Education
2030

Making textbook content inclusive: a focus on religion, gender, and culture

The objective of this guide is to help to put an end to harmful stereotypes. It pursues this objective by assisting all actors involved in textbook production, from design to use, in adopting new approaches and practices based on equality and respect for diversity.

Regardless of their actual role in the development and use of textbooks, all users of the guide can expect to gain heightened awareness of how to promote peace, equality, and social cohesion in developmental and educational contexts. By illustrating the important work of shaping teaching and learning interactions that are free from prejudices and harmful stereotypes, the guide offers insights useful to all those interested in development and education.

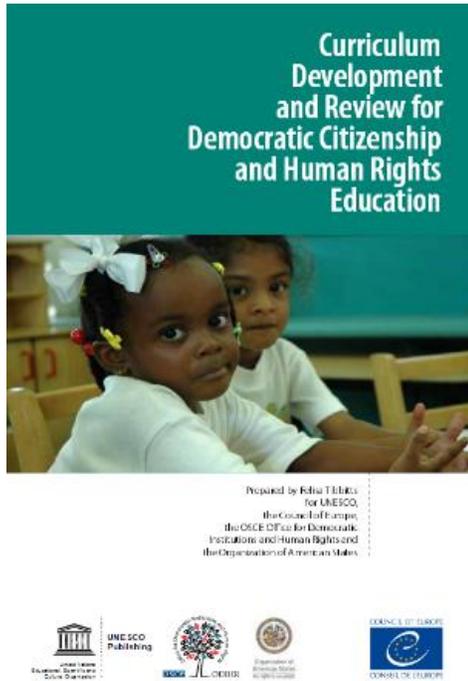
Published in 2017

English: <http://unesdoc.unesco.org/images/0024/002473/247337e.pdf>

French: <http://unesdoc.unesco.org/images/0024/002477/247749f.pdf>

Arabic: <http://unesdoc.unesco.org/images/0024/002473/247337a.pdf>

German: <http://unesdoc.unesco.org/images/0026/002617/261792ger.pdf>



Curriculum development and review for democratic citizenship and human rights education

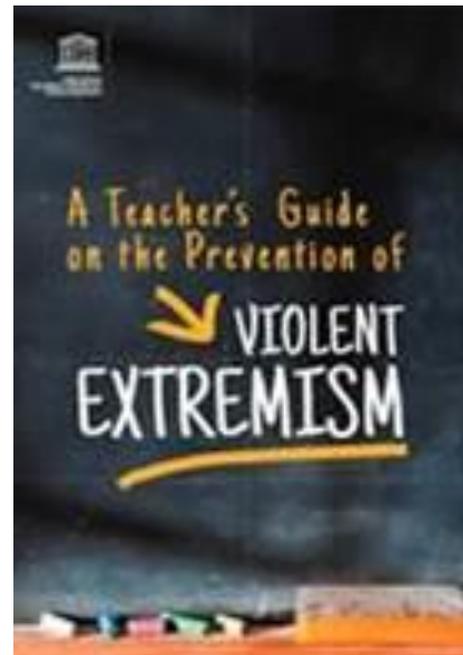
Education for democratic citizenship and human rights education are vital for peaceful, sustainable and inclusive societies based on respect for the human rights of every person. Effective teaching and learning processes require well-trained teachers, positive learning environments and high-quality learning materials. This is underpinned by education policy, including curriculum development and review, which is the main focus of this book. The strengthening of education policies in the fields of education for democratic citizenship and human rights lies at the very heart of the efforts of the Council of Europe, the United Nations Educational, Scientific and Cultural Organization, the Office for Democratic Institutions and Human Rights of the Organization for Security and Co-operation in Europe, and the Organization of American States. These organisations have jointly produced this publication in order to support states' commitment to fostering citizenship and human rights education and improving access to quality education for all.

Published in 2015

English: <http://unesdoc.unesco.org/images/0023/002343/234386e.pdf>

French: <http://unesdoc.unesco.org/images/0024/002434/243451f.pdf>

Russian: <http://unesdoc.unesco.org/images/0023/002343/234386r.pdf>



A Teacher's guide on the prevention of violent extremism

Violent extremism and the underlying forces of radicalization are among the most pervasive challenges of our time. While violent extremism is not confined to any age, sex, group or community, young people are particularly vulnerable to the messages of violent extremists and terrorist organizations. The knowledge, skills and attitudes that can help them build their resilience to such propaganda can be developed with the help of confident, well prepared and respected teachers, who are in extensive contact with young people. This Guide was designed for teachers in upper primary, lower secondary and upper secondary education and seeks to provide practical advice on when and how to discuss the issue of violent extremism and radicalization with learners and to help teachers create a classroom climate that is inclusive and conducive to respectful dialogue, open discussion and critical thinking.

Published in 2016

English: <http://unesdoc.unesco.org/images/0024/002446/244676e.pdf>

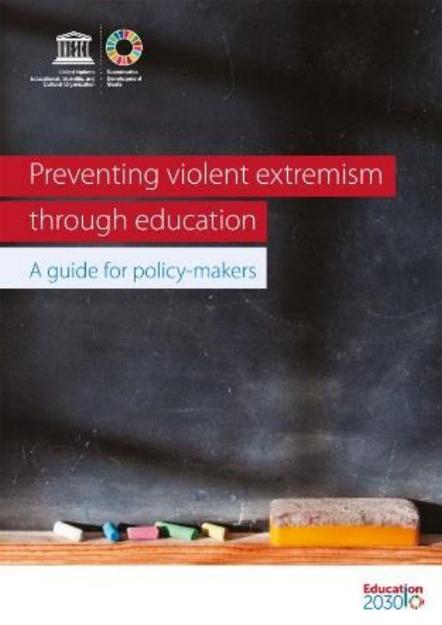
French: <http://unesdoc.unesco.org/images/0024/002446/244676f.pdf>

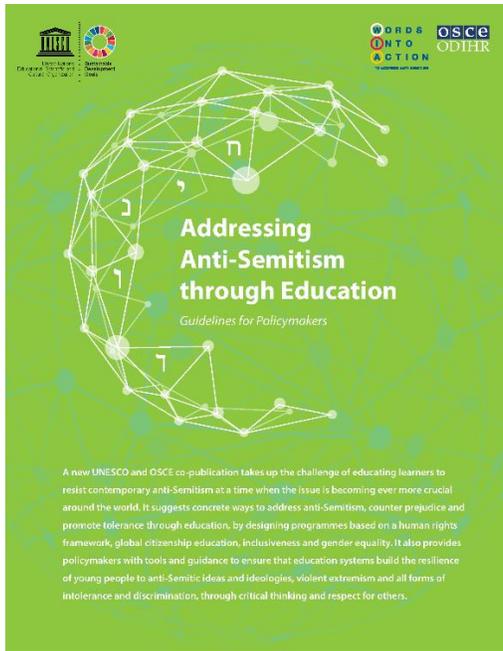
Arabic: <http://unesdoc.unesco.org/images/0024/002446/244676a.pdf>

German: <http://unesdoc.unesco.org/images/0026/002602/260267ger.pdf>

Russian: <http://unesdoc.unesco.org/images/0024/002446/244676r.pdf>

Urdu: <http://unesdoc.unesco.org/images/0024/002446/244676urd.pdf>

 <p>Preventing violent extremism through education A guide for policy-makers</p> <p>Education 2030</p>	<p><u>Preventing violent extremism through education. A guide for policy-makers</u></p> <p>Together with the Teacher’s Guide on the Prevention of Violent Extremism, this Guide for policy-makers outlines measures that can be taken within education systems to address challenges posed by violent extremism. For example, the development of inclusive education policies and non-discriminatory educational contents; the promotion of safe learning environments; the development of confident and well-trained teachers and, finally, the establishment of empowering partnerships. The document also presents modalities of implementation and includes frequently asked questions.</p> <p>Published in 2017</p> <p>English: http://ulis3.hq.int.unesco.org/images/0024/002477/247764e.pdf French: http://ulis3.hq.int.unesco.org/images/0024/002480/248087f.pdf Arabic: http://unesdoc.unesco.org/images/0024/002477/247764a.pdf</p>
 <p>Preventing violent extremism through education: Effective activities and impact</p> <p>Policy brief</p> <p>Education Sector United Nations Educational, Scientific and Cultural Organization</p> <p>Education 2030</p>	<p><u>Preventing violent extremism through education: Effective activities and impact</u></p> <p>Despite the growing number of PVE-E activities globally, there is a lack of evidence on their effectiveness and impact. This Policy Brief seeks to provide answers to two questions: (i) What types of PVE-E activities tend to be more effective in having impact? and (ii) What is the proven impact of PVE-E activities? The aim is to help education stakeholders undertake programmes with stronger positive impact and take evidenced-informed decisions on spending priorities. The Policy Brief shows that PVE-E does work, highlighting various kinds of activities proven to be particularly effective, and recommending ways forward to develop stronger evidence on what works and does not.</p> <p>Published in 2018</p> <p>English: http://unesdoc.unesco.org/images/0026/002661/266105e.pdf</p>



Addressing Anti-Semitism through Education. Guidelines for Policymakers

A new UNESCO and OSCE co-publication takes up the challenge of educating learners to resist contemporary anti-Semitism at a time when the issue is becoming ever more crucial around the world. It suggests concrete ways to address anti-Semitism, counter prejudice and promote tolerance through education, by designing programmes based on a human rights framework, global citizenship education, inclusiveness and gender equality. It also provides policy-makers with tools and guidance to ensure that education systems build the resilience of young people to anti-Semitic ideas and ideologies, violent extremism and all forms of intolerance and discrimination, through critical thinking and respect for others.

Published in 2018

English: <http://unesdoc.unesco.org/images/0026/002637/263702e.pdf>



Education about the Holocaust and preventing genocide

A policy guide



Education about the Holocaust and preventing genocide. A policy guide.

The publication serves as a resource for policy-makers, curriculum developers, textbooks writers and publishers, and teacher educators. It suggests key learning objectives for education about the Holocaust, as well as topics and activities aligned with educational frameworks relevant to Global Citizenship Education, a priority of the 2030 Education Agenda and a pillar of the Sustainable Development Goal 4 on Education. The guide shows how education about the Holocaust, and more broadly genocide and mass atrocities, can meet some of the world's educational policy priorities. It also provides policy-makers with rationales to teach about the history of genocides in a variety of contexts. The guide identifies key areas of implementation: curricula, textbooks, professional development, classroom practices, cooperation with museums, memorials and the civil society, adult education, and commemorative activities.

Published in 2017

English:

<http://ulis3.hq.int.unesco.org/images/0024/002480/248071e.pdf>

French: <http://unesdoc.unesco.org/images/0025/002597/259701f.pdf>

Arabic: <http://unesdoc.unesco.org/images/0024/002480/248071a.pdf>

Spanish: <http://unesdoc.unesco.org/images/0025/002587/258766s.pdf>



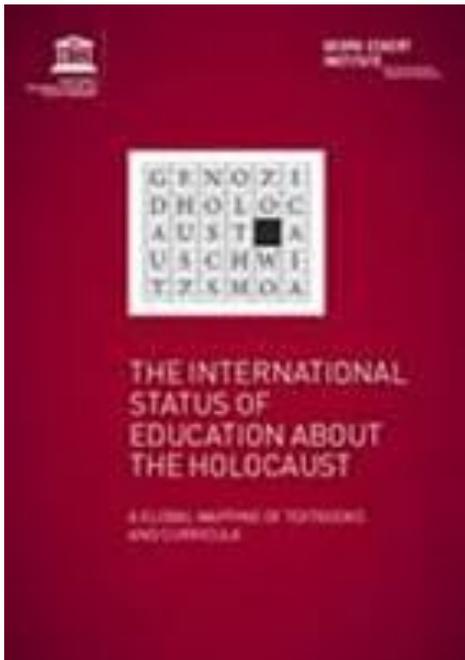
WHY TEACH ABOUT THE HOLOCAUST?

Why teach about the Holocaust?

The Holocaust was a turning point in human history. Understanding the genocide of the Jewish people and other crimes perpetrated by the Nazi regime remains of great significance in the modern world. Regardless of where we live or who we are, learning about this universal history can help engage students in a critical reflection about the roots of genocide and the necessity to nurture peace and human rights to prevent such atrocities in the future. This short introduction provides an essential overview on education about the Holocaust that can support policymakers, educators and students alike in their understanding of genocide and why it is vital that we continue to teach about the Holocaust today.

Published in 2013

English: <http://unesdoc.unesco.org/images/0021/002186/218631e.pdf>
 French: <http://unesdoc.unesco.org/images/0021/002186/218631f.pdf>
 Arabic: <http://unesdoc.unesco.org/images/0021/002186/218631a.pdf>
 Chinese: <http://unesdoc.unesco.org/images/0021/002186/218631c.pdf>
 Dutch: <http://unesdoc.unesco.org/images/0021/002186/218631dut.pdf>
 Fulfulde: <http://unesdoc.unesco.org/images/0021/002186/218631ful.pdf>
 Punjabi: <http://unesdoc.unesco.org/images/0021/002186/218631pan.pdf>
 Russian: <http://unesdoc.unesco.org/images/0021/002186/218631r.pdf>
 Spanish: <http://unesdoc.unesco.org/images/0021/002186/218631s.pdf>
 Wolof: <http://unesdoc.unesco.org/images/0021/002186/218631wol.pdf>

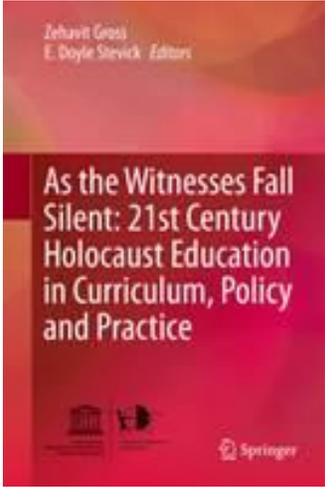
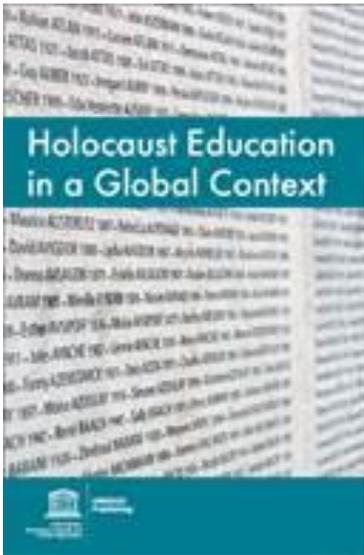


The International status of education about the Holocaust: a global mapping of textbooks and curricula

This study, carried out by UNESCO and the Georg Eckert Institute for International Textbook Research, compares for the first time representations of the Holocaust in school textbooks and national curricula. Drawing on data which includes countries in which there exists no or little information about representations of the Holocaust, the study shows where the Holocaust is established in official guidelines, and contains a close textbook study, focusing on the comprehensiveness and accuracy of representations and historical narratives. The book highlights evolving practices worldwide and thus provides education stakeholders with comprehensive documentation about current trends in curricula directives and textbook representations of the Holocaust. It further formulates recommendations that will help policy-makers provide the educational means by which pupils may develop Holocaust literacy.

Published in 2015

English: <http://unesdoc.unesco.org/images/0022/002287/228776e.pdf>
 French: <http://unesdoc.unesco.org/images/0023/002339/233964f.pdf>
 Spanish: <http://unesdoc.unesco.org/images/0023/002339/233964s.pdf>
 Russian: <http://unesdoc.unesco.org/images/0023/002339/233964r.pdf>
 Arabic: <http://unesdoc.unesco.org/images/0023/002339/233964a.pdf>
 Chinese: <http://unesdoc.unesco.org/images/0023/002339/233964c.pdf>

	<p><u>As the witnesses fall silent: 21st century holocaust education in curriculum, policy and practice</u></p> <p>The policies and practices of Holocaust education around the world are as diverse as the countries that grapple with its history and its meaning. Educators around the globe struggle to reconcile national histories and memories with the international realities of the Holocaust and its implications for the present. These efforts take place at a time when scholarship about the Holocaust itself has made great strides. In this book, these issues are framed by some of the leading voices in the field, including Elie Wiesel and Yehuda Bauer, and then explored by many distinguished scholars who represent a wide range of expertise.</p> <p>Published in 2015</p> <p>English: http://www.springer.com/us/book/9783319154183</p>
	<p><u>Holocaust education in a global context</u></p> <p>The Holocaust has become a global reference point to raise awareness about human rights abuses and state violence. How do educators handle this excessively complex and emotionally loaded subject in fast changing multicultural societies? What is the significance of education about the Holocaust in areas of the world that have no connection whatsoever with the history of the Jewish people and Nazi crimes? Are internationally relevant educational practices emerging as learning and teaching about the Holocaust is expanding? This publication gathers the contributions of major historians and educators from all over the world and frames current debates in the field of Holocaust education and remembrance, bringing to light the reasons why it is so vital that we keep teaching the history of the Holocaust in today's world, regardless of where we live.</p> <p>Published in 2014</p> <p>English: http://unesdoc.unesco.org/images/0022/002259/225973e.pdf</p>



	<p><u>UNESCO GCED Clearinghouse</u></p> <p>The GCED Clearinghouse is a global database on GCED jointly set up by UNESCO and APCEIU to facilitate information sharing and enhance knowledge and understanding of GCED. It includes policy documents, good practices, teaching and learning materials, journal articles and other resources on GCED from all over the world and targets policymakers, education ministry officials, curriculum developers, researchers, educators, parents, learners as well as the general public.</p> <p>Launched in 2015</p> <p>Accessible at: http://www.gcedclearinghouse.org/ Homepage available in English, French, Arabic, Chinese, Korean, Russian, Spanish</p>
	<p><u>Learning to live together in peace through Global Citizenship Education</u></p> <p>The UNESCO video on “Learning to live together in peace through Global Citizenship Education” explains the importance of Global Citizenship Education (GCED) in a globalized and increasingly interconnected and interdependent world. GCED is key to understand the interconnections between the local and the global and nurture a sense of belonging to a common humanity. It builds motivation to assume active roles to contribute to a more just, peaceful, tolerant and sustainable world. The video also illustrates how GCED can be delivered in and outside of schools.</p> <p>Produced in 2016</p> <p>https://www.youtube.com/watch?v=KuKzq9EDt-0</p>
	<p><u>Global Citizenship Education to prevent violent extremism</u></p> <p>The UNESCO video on “Global Citizenship Education to prevent violent extremism” explains how education can prevent violent extremism through equipping young people with the skills to dialogue and think critically, and engage meaningfully with others and their communities in order to build peaceful societies.</p> <p>Produced in 2016</p> <p>https://www.youtube.com/watch?v=nhwVKKPDm4A</p>

	<p><u>Preventing violent extremism through education</u></p> <p>This UNESCO video illustrates the importance of preventing violent extremism through education. It is based on excerpts from “My Former Life”, produced by the Tim Parry Johnathan Ball Foundation for Peace, based on testimonies of people once engaged in promoting or perpetrating extreme violence. This video also draws attention to some of the drivers of violent extremism, to the role of education in preventing violent extremism and to educational approaches recommended by UNESCO.</p> <p>Produced in 2016</p> <p>https://www.youtube.com/watch?v=79MTkVumCcQ</p>
	<p><u>Global Citizenship Education: Taking it Local!</u></p> <p>Societies across the world have long lived according to principles that emphasize solidarity, dialogue and respect for diversity. It is from this rich well of practices that UNESCO’s Global Citizenship Education (GCED) programme draws inspiration - to instill in learners the skills, values, attitudes and behaviors to ‘live together’ and help shape more peaceful, sustainable societies and world.</p> <p>This UNESCO video introduces concepts from different parts of the world which promote the values of GCED. Those concepts show that GCED is not a new concept, but an aspiration long-held across the world.</p> <p>Produced in 2018</p> <p>English: https://youtu.be/bV_AikD2rGg French: https://youtu.be/-HjHPpTjQSI</p>