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IMPLEMENTATION OF STANDARD-SETTING INSTRUMENTS

PART II

IMPLEMENTATION OF THE 1974 RECOMMENDATION CONCERNING EDUCATION FOR INTERNATIONAL UNDERSTANDING, CO-OPERATION AND PEACE AND EDUCATION RELATING TO HUMAN RIGHTS AND FUNDAMENTAL FREEDOMS – PREPARATIONS FOR THE NEXT CONSULTATION

SUMMARY

Pursuant to 39 C/Resolution 79 and in compliance with 177 EX/Decision 35.I and 196 EX/Decision 20 on the specific multi-stage procedure for the monitoring of the implementation of UNESCO conventions and recommendations for which no specific institutional mechanism is provided, the next consolidated report on the implementation of the 1974 Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms, should be submitted to the General Conference at its 41st session in 2021.

In accordance with stage 3(b) of the above-mentioned specific multi-stage procedure, the Secretariat is to seek the advice of the Committee on the Conventions and Recommendations prior to the collection of information from Member States, National Commissions, research institutions and civil society organizations in order to prepare the next consolidated report of the implementation of the 1974 Recommendation. This document presents draft guidelines developed to guide the reporting on the implementation of the 1974 Recommendation.

The financial or administrative implications related to this document are covered in document 40 C/5.

Decision required: paragraph 9.

Introduction

1. The *1974 Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms* (the "*1974 Recommendation*") adopted by the General Conference at its 18th session aims to promote international education and world peace through understanding, solidarity and cooperation, as enshrined in UNESCO's Constitution.

2. Under Article VIII of UNESCO's Constitution, Member States are required to submit a report on the legislative and administrative provisions and any other measures they have taken to implement the conventions and recommendations adopted by the Organization. In accordance with the specific multi-stage procedure for the monitoring of the implementation of UNESCO conventions and recommendations for which no specific institutional mechanism is provided, as adopted by the Executive Board at its 177th session (177 EX/Decision 35.I) and amended at its 196th session (196 EX/Decision 20), the frequency for submitting reports is set for an interval of four years.

3. Pursuant to 39 C/Resolution 79, the Director-General will transmit to the General Conference it at its 41st session (2021) the next consolidated report on the measures taken by Member States to implement the *1974 Recommendation*. In compliance with Stage 3(b) of the above-mentioned specific multi-stage procedure, the Director-General submits to the Executive Board for its approval the draft guidelines for reporting on the implementation of the *1974 Recommendation*, presented in the annex to this document.

Guidelines for the 7th Consultation

4. Today, the principles of the *1974 Recommendation* apply equally well to Education for Sustainable Development (ESD) and to Global Citizenship Education (GCED) and therefore represent a powerful tool for promoting the 2030 Agenda for Sustainable Development and in particular Sustainable Development Goal (SDG) target 4.7 on ESD and GCED, target 12.8 on access to information on sustainable development and target 13.3 on climate change education. For this reason, it is proposed to use the questionnaire for the monitoring of the *1974 Recommendation* to also collect data needed for the construction of the global SDG indicator[1] to be used for monitoring these three targets:

> 4.7.1, 12.8.1 and 13.3.1: *The extent to which (i) global citizenship education and (ii) education for sustainable development are mainstreamed in (a) national education policies; (b) curricula; (c) teacher education and (d) student assessment.*

5. The guidelines for the 7th Consultation have been revised substantially to provide definitions of key terms and advice on how to answer questions, to enable more systematic reporting by countries, and to better meet the data requirements for the global SDG indicators as part of the monitoring of the 2030 Agenda for Sustainable Development. Following a series of consultations with ESD and GCED experts and partner organizations as well as a pilot survey conducted by the Secretariat in 2019, the Inter-Agency and Expert Group on the SDG Indicators (IAEG-SDGs) approved the *1974 Recommendation* monitoring process as the source of the global indicator. Combining these two reporting exercises will not only raise the profile of the *1974 Recommendation* and its relevance to today's Agenda 2030 for Sustainable Development but will also help to keep the response burden of countries to a manageable level.

6. UNESCO has so far conducted six consultations of Member States on the implementation of the *1974 Recommendation*. The consolidated report of the sixth and latest consultation (2013-2016) was examined by the 202nd session of the Executive Board (document 202 EX/24 Part III Rev.) and

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[1] As part of the first major review of the global SDG indicator framework, it is expected that the UN Statistical Commission will approve a recommendation to replace one of the current global indicators for Target 13.3, 13.3.1, by indicator 12.8.1 and to rename both indicator 4.7.1 and 12.8.1 so that their titles are identical. This decision will be taken in March 2020 at the 51st session of the Statistical Commission.

resulted in 39 C/Resolution 79, adopted by the General Conference at its 39th session in November 2017. The consolidated report presented highlighted the almost universal mainstreaming of the guiding principles of the *1974 Recommendation* in national constitutions or domestic legislation, in education policies and frameworks and in curricula. The vast majority of countries reported increased efforts in the previous five years and the establishment of government mechanisms (e.g. dedicated task forces, working groups or offices) to facilitate the integration of the principles in education systems. However, more efforts were required in the areas of teacher training and student assessment although improvements were observed compared with earlier consultations.

7.   The seventh consultation (2017-2020) of Member States will be launched in May 2020 following the 209th Executive Board's approval of the draft guidelines presented as an annex to this document. The deadline for submission of completed questionnaires will be 31 August 2020. The consolidated report on the outcome of the consultation will be examined by the Executive Board at its 211th session in spring 2021 and by the General Conference at its 41st session. Following approval by the Executive Board and validation by reporting countries, the first country-level results for the global SDG indicator for Targets 4.7, 12.8 and 13.3 will be submitted to the United Nations Statistics Division for publication in June/July 2021 in the global SDG database.

8.   To encourage the participation of a maximum number of Member States and for cost-effectiveness, the seventh consultation will also be made available online. Where the online submission of country reports is not possible, Member States will have the option to complete and submit the questionnaire electronically in Word to UNESCO. Following completion of the seventh consultation, country reports and any supporting materials or links provided will be published in the Observatory on the Right to Education[2].

Proposed draft decision

9.   In light of the above, the Executive Board may wish to adopt a decision along the following lines:

The Executive Board,

1.   <u>Bearing in mind</u> Member States' obligations under Article VIII of UNESCO's Constitution and Article 17 of the Rules of Procedure concerning recommendations to Member States and international conventions covered by the terms of Article IV, paragraph 4, of the Constitution,

2.   <u>Recalling</u> 177 EX/Decision 35.I and 196 EX/Decision 20 on the specific multi-stage procedure for the monitoring of the implementation of UNESCO conventions and recommendations for which no specific institutional mechanism is provided,

3.   <u>Also recalling</u> 39 C/Resolution 79, by which the General Conference requested the Director-General to share the results of the sixth consultation as a means of supporting the implementation and monitoring of target 4.7 of Sustainable Development Goal 4 and invited the Director-General to transmit to it at its 41st session the subsequent consolidated report on the implementation of the 1974 Recommendation,

4.   <u>Having examined</u> document 209 EX/18.II and the report of the Committee on Conventions and Recommendations (CR) thereon (209 EX/xx),

5.   <u>Underlining</u> the importance of the 1974 Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms as a means of supporting the implementation and

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2   http://www.unesco.org/education/edurights/index.php?action=home&lng=en

monitoring of the 2030 Agenda for Sustainable Development, especially targets 4.7, 12.8 and 13.3,

6. Approves the draft guidelines for the preparation of reports by Member States on the application of the 1974 Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms, as set out in the Annex to document 209 EX/18.II, including the questions to be used for the calculation of the global Sustainable Development Goal indicator for targets 4.7, 12.8 and 13.3;

7. Requests the Director-General to invite Member States to submit to UNESCO their reports on the implementation of the 1974 Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms;

8. Also requests the Director-General to submit to it at its 211th session the next consolidated report on the implementation of the 1974 Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms, with a view to transmitting that report, together with the Executive Board's comments thereon, to the General Conference at its 41st session.

ANNEX

**DRAFT GUIDELINES FOR THE PREPARATION OF REPORTS BY MEMBER STATES
ON THE APPLICATION OF THE 1974 RECOMMENDATION CONCERNING EDUCATION
FOR INTERNATIONAL UNDERSTANDING, CO-OPERATION AND PEACE AND EDUCATION
RELATING TO HUMAN RIGHTS AND FUNDAMENTAL FREEDOMS**

I.   Introduction

A.   About the 1974 Recommendation

1.   UNESCO's *1974 Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms*[3] (the "*1974 Recommendation*") aims to promote international education and world peace through understanding, solidarity and cooperation. It was adopted on 19 November 1974 by the General Conference of UNESCO at its 18th session.

2.   The *1974 Recommendation* applies to formal, non-formal and informal education and to all levels, from pre-primary to tertiary and adult education and lifelong learning. The General Conference recommended "*that Member States should apply*" the provisions included in the *1974 Recommendation* "*by taking whatever legislative or other steps*" that provide institutional (e.g. policies and legal frameworks) and pedagogical (e.g. curricula, teacher training, educational materials, equipment, and student assessment) support for its implementation, based on the "*objectives*", referred to in paragraph 4 of the *1974 Recommendation*, "*regarded as major guiding principles of education policy*" including: an international dimension and a global perspective on education, cultural diversity, interdependence, communication, rights and responsibilities, international solidarity and cooperation, and problem solving.

3.   Today, the principles of the *1974 Recommendation* apply equally well to Education for Sustainable Development (ESD) and to Global Citizenship Education (GCED) and therefore represent a powerful tool for promoting the 2030 Agenda for Sustainable Development and in particular SDG Target 4.7 on the promotion of sustainable development through education, Target 12.8 on access to information on sustainable development and Target 13.3 on climate change education.

4.   The General Conference in its 39th session recommended the use of the *1974 Recommendation* reporting process to support the implementation and monitoring of Target 4.7 of Sustainable Development Goal 4 (39 C/Resolution 79). [The UNESCO Executive Board at its 209th session approved the use of the current guidelines for both the monitoring of the *1974 Recommendation* and the collection of data needed for the following global SDG indicator for which UNESCO is custodian (209 EX/Decision …]:

> 4.7.1, 12.8.1 and 13.3.1: *The extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed in (a) national education policies; (b) curricula; (c) teacher education and (d) student assessment.*

5.   Questions marked with an asterisk (*) will be used in the calculation of the respective indicators (**Table 1**). As approved by the Inter-Agency and Expert Group on the SDG Indicators, the indicators will be calculated for primary and secondary education only.

Table 1 Questions used in the calculation of the global SDG indicator for Targets 4.7, 12.8 and 13.3

Policies	Curricula	Teacher education	Student assessment
A2, A4, A5, E1a	B2, B3, B4, E1b	C2, C3, C4, C5, E1c	D2, D3, E1d

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3   http://portal.unesco.org/en/ev.php-URL_ID=13088&URL_DO=DO_TOPIC&URL_SECTION=201.html

B. Reporting obligations

6. The General Conference, at its 18th session, when adopting the *1974 Recommendation* recommended "*that Member States submit […] reports concerning the action taken by them in pursuance of this recommendation*". Moreover, in accordance with Article VIII of UNESCO's Constitution "*Each Member State shall submit to the Organization […] reports […] on the action taken upon the recommendations and conventions referred to in Article IV, paragraph 4.*"

7. Thus, **all UNESCO Member States are expected to report on the steps they have taken to implement the *1974 Recommendation*** preferably by completing the following questionnaire. Such reporting takes place every four years.

II. Guidelines for completion of the questionnaire

8. This questionnaire and its accompanying guidelines are addressed to Ministers responsible for relations with UNESCO. The questionnaire is typically completed by Ministries of Education and other government authorities responsible for education. Responses should cover, as far as possible, education at all levels of government, including sub-national levels where applicable as well as education outside the government sector.

9. National respondents are encouraged to **consult widely** both within, across and beyond government, including with Ministries of Environment, with national human rights institutions, the education sector, civil society partners and others, as necessary, to gather the information needed to complete the questionnaire.

10. Responses to the seventh consultation should cover:

   (i)   the time period 2017-2020;

   (ii)   education at all levels of formal education from pre-primary to tertiary education as well as non-formal education;

   (iii) all levels of government that have responsibility for education within the country; and

   (iv)   where possible, education outside the government sector.

11. To assist countries in responding to this questionnaire, UNESCO has developed the following set of global citizenship education and education for sustainable development themes. The list is based on a review of current common practices in many countries as well as a review of relevant literature. While the terms ESD and GCED may be used differently in some countries, the list of themes typically captures what are seen as key elements of Target 4.7. Please refer to the definitions of key terms in **Section III** before completing the questionnaire.

   Global citizenship education and education for sustainable development

   1.   cultural diversity and tolerance

      1.1   international or intercultural understanding, solidarity and cooperation
      1.2   intercultural and interreligious dialogue
      1.3   local, national and/or global citizenship

   2.   gender equality education

      2.1   gender-based equal opportunities
      2.2   gender equality and justice
      2.3   gender roles, identity and stereotypes

3.   human rights education

   3.1   equality and non-discrimination based on race, colour, language, religion, disability, political or other opinion, national or social origin, birth or other status
   3.2   human rights values, human dignity, justice, inclusion and participation
   3.3   respect for human rights and fundamental freedoms (as outlined in international conventions and declarations)

4.   peace and non-violence

   4.1   friendly relations among peoples and nations
   4.2   challenging negative stereotypes, promoting peaceful solutions, learning to live together, including others and preventing violent extremism
   4.3   preventing all forms of violence including bullying, verbal abuse and gender-based violence

5.   climate change education

   5.1   mitigation
   5.2   adaptation
   5.3   impact reduction
   5.4   early warning

6.   environmental sustainability

   6.1   caring for the planet, protecting nature
   6.2   environmental justice
   6.3   biodiversity, water

7.   human survival and well-being

   7.1   environmental health as it pertains to human well-being, disaster risk reduction
   7.2   health of the planet for future generations
   7.3   sustainable cities and communities

8.   sustainable consumption and production

   8.1   responsible and sustainable lifestyles
   8.2   green economy, green jobs
   8.3   sustainable energy

III.   Definitions of key terms

Term	Definition
Themes of global citizenship and education for sustainable development	
1. Cultural diversity and tolerance	*Education about and for diversity including language, ethnicity, race, religion as well as the development of tolerance, mutual respect and appreciation for cultural diversity. It includes intercultural and interreligious dialogue, understanding, solidarity and co-operation, and citizenship education.*
2. Gender equality education	*Education that addresses the wider issue of gender equality by promoting new attitudes and patterns of belief, transforming the way people think about traditional gender roles and helping to build long-term sustainable change. It examines how gender roles, activities, needs, opportunities, rights and entitlements affect men, women, girls and boys differently. It deals with the relationships between females and males, their access to and control of resources and the constraints they face relative to each other. It respects the rights of all learners – women, men, boys and girls – equally and gives equal access to learning opportunities, resources and*

	protections. All learners benefit from and are treated in education equally without the limitations set by stereotypes, rigid gender roles and prejudices. It covers gender-based equal opportunities, gender equality and justice, and gender roles, identity and stereotypes.
3. Human rights education	*Education that promotes universal respect for and observance of all human rights and fundamental freedoms and thus contributes, inter alia, to the prevention of human rights violations and abuses by providing persons with knowledge, skills and understanding and developing their attitudes and behaviours, to empower them to contribute to the building and promotion of a universal culture of human rights.* *It includes equality and non-discrimination, human rights values, dignity, justice, inclusion and participation and respect for human rights and fundamental freedoms.*
4. Peace and non-violence	*Education about peace and peace-building, mediation, conflict prevention and resolution, non-violence, reconciliation and living together peacefully. It includes advocating for friendly relations among peoples and nations, challenging negative stereotypes, promoting peaceful solutions, learning to live together and preventing violent extremism and other forms of violence including bullying.*
5. Climate change education	*Education to help people, in particular youth, understand, address, mitigate, and adapt to the impacts of climate change. It encourages changes in attitudes and behaviours needed to put the world on a more sustainable development path, and build a new generation of climate change-aware citizens.* *It covers various responses to climate change including mitigation, adaptation, impact reduction and early warning.*
6. Environmental sustainability	*Education about responsible interactions with the environment to avoid depletion or degradation and to promote environmental quality and health. It includes, caring for the planet and protecting nature, environmental justice, biodiversity and water.*
7. Human survival and well-being	*Education that promotes social well-being and harmony including in future generations due to healthy environmental systems. It includes health of the planet and environment related to human well-being, disaster risk reduction and sustainable cities and communities.*
8. Sustainable consumption and production	*Education on the use and production of resources, products and services that have a minimal adverse impact on the environment. It promotes resource and energy efficiency, sustainable infrastructure and green jobs. It includes responsible and sustainable lifestyles, the green economy and sustainable energy.*
Dimensions of learning	
Knowledge	*Factual information and understanding acquired through study and/or experience.*
Skills	*The ability to carry out a task well as a result of training, practice and innate aptitude. Skills may be physical, mental or both.*
Values	*Principles that form the foundation on which individuals conduct themselves and interact with others and with the environment around them.*
Attitudes and behaviours	*Ability to act on the basis of beliefs and knowledge acquired through study or experience.*
Levels of education	
Pre-primary	*Education designed to support children's early cognitive, physical, social and emotional development and introduce young children to organized*

	instruction outside of the family context. Participants are usually aged from three years.
Primary and secondary	*Education designed to:* *(i) provide students with fundamental skills in reading, writing and mathematics (i.e. literacy and numeracy) and establish a solid foundation for learning and understanding core areas of knowledge and personal development (primary education); and* *(ii) prepare students for further education at post-secondary and tertiary levels and for entry into the labour market (secondary education).* *It includes both general and vocational education.*
Tertiary	*Education designed to provide learning activities in specialised fields of education. It aims at learning at a high level of complexity and specialisation. It includes what is commonly understood as academic education but also covers advanced vocational or professional education.*
Types of education	
Adult education	*Education specifically targeted at individuals who are regarded as adults by their society to improve their technical or professional qualifications, further develop their abilities, enrich their knowledge with the purpose to complete a level of formal education, or to acquire, refresh or update their knowledge, skills and competencies in a particular field.*
Formal education	*Education that is institutionalized, intentional and planned through public organizations and recognized private bodies which – in their totality – constitute the formal education system of a country. Formal education programmes are recognized by the relevant national or sub-national education authorities. Formal education consists mostly of initial education (e.g., pre-primary, primary, secondary and tertiary education).*
Non-formal education	*Education that is an addition, alternative and/or a complement to formal education within the process of the lifelong learning of individuals. It is often provided to guarantee the right of access to education for all. It caters to people of all ages but does not necessarily apply a continuous pathway-structure. It may be short in duration and/or low-intensity, and it is typically provided in the form of short courses, workshops or seminars. Non-formal education mostly leads to qualifications that are not recognized by the relevant national or sub-national education authorities or to no qualifications at all. Non-formal education includes programmes on life skills including literacy and numeracy, work skills, and social or cultural development. Most types of adult education are also included.*
Vocational education	*Education that is designed for learners to acquire the knowledge, skills and competencies specific to a particular occupation or trade or class of occupations or trades. Vocational education may have work-based components (e.g. apprenticeships). Successful completion of such programmes leads to labour-market relevant vocational qualifications acknowledged as occupationally-oriented by the relevant national authorities and/or the labour market. Vocational education can be offered at secondary and post-secondary or tertiary levels of education.*

IV. Information about the respondent

Country:

Name of the respondent:

Position of the respondent:

Organization:

Email address:

Telephone (please include the country code):

Date of submission:

V.   Other contributors consulted during the completion of this questionnaire

Please indicate below the names of other organizations and contributors consulted during the completion of this questionnaire.

Government institutions including other Ministries (please specify)**:**

National human rights institutions (please specify)**:**

Local and regional authorities responsible for education (please specify)**:**

Other local and regional authorities (please specify)**:**

Organizations representing education stakeholders (e.g. teachers, students, parents, etc.) (please specify)**:**

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Other civil society organizations (please specify):

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Others (please specify)**:**

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VI. Questionnaire

A. Laws and policies (preamble and paras 4 and 7 of the *1974 Recommendation*)

A1a. Please describe any specific national or sub-national <u>laws, legislation or legal framework</u>(s) in your country that govern the promotion of global citizenship education (GCED) and/or education for sustainable development (ESD). Explain whether GCED and/or ESD themes[4] are mentioned explicitly or are inferred and what types or levels of education are covered.

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A1b. Please provide the full names of any <u>laws, legislation or legal frameworks</u> referred to in A1a and, where possible, web links to relevant documents.

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*A2 Please indicate which GCED and ESD themes are covered in national or sub-national <u>laws, legislation or legal frameworks</u> on education by entering the appropriate number in each white cell.

KEY: 0 = no, 1 = yes, 9 = unknown, 99 = not applicable *(e.g. where the given level of government is not responsible for education)*

	National				**Sub-national**			
	Pre-primary	Primary/ secondary	Tertiary	Non-formal	Pre-primary	Primary/ secondary	Tertiary	Non-formal
1. Cultural diversity and tolerance								
2. Gender equality								

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4   See the schema described in paragraph 11 of Section II of these guidelines.

3. Human rights								
4. Peace and non-violence								
5. Climate change								
6. Environmental sustainability								
7. Human survival and well-being								
8. Sustainable consumption and production								

A3a. Please describe any specific current national or sub-national education policies, frameworks or strategic objectives in your country that promote global citizenship education (GCED) and/or education for sustainable development (ESD). Explain whether GCED and/or ESD themes[5] are mentioned explicitly or are inferred and what types or levels of education are covered.

A3b. Please provide the full names of any education policies, frameworks or strategic objectives referred to in A3a and, where possible, web links to relevant documents.

*A4. Please indicate which GCED and ESD themes are covered in national or sub-national education policies, frameworks or strategic objectives affecting each level of education by entering the appropriate number in each white cell.

KEY: 0 = no, 1 = yes, 9 = unknown

	Pre-primary	Primary and secondary	Tertiary	Non-formal education
1. Cultural diversity and tolerance				
2. Gender equality				
3. Human rights				
4. Peace and non-violence				
5. Climate change				
6. Environmental sustainability				

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[5]   See the schema described in paragraph 11 of Section II of these guidelines.

7. Human survival and well-being				
8. Sustainable consumption and production				

*A5 Please indicate whether national or sub-national <u>education policies, frameworks or strategic objectives</u> on education provide a mandate to integrate GCED and ESD in the following areas by entering the appropriate number in each white cell.

KEY: 0 = no, 1 = yes, 9 = unknown, 99 = not applicable *(e.g. where the given level of government is not responsible for education)*

	Pre-primary	Primary and secondary	Tertiary	Non-formal education
National				
Design or revision of the curricula				
Setting of programme learning objectives				
Textbook development				
Teacher education and training				
Assessment of student outcomes				
Sub-national				
Design or revision of the curricula				
Setting of programme learning objectives				
Textbook development				
Teacher education and training				
Assessment of student outcomes				

B. Curriculum (paras 4 and 10-19 of the *1974 Recommendation*)

B1a. Please describe in which ways GCED and ESD are mainstreamed in school curricula. Indicate whether topics are taught as standalone subjects or are integrated into the curricula of other subjects. Explain whether GCED and/or ESD themes[6] are mentioned explicitly or are inferred and what types or levels of education are covered.

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6   See the schema described in paragraph 11 of Section II of these guidelines.

B1b. Please provide examples of curricula in which GCED and/or ESD are mainstreamed and, where possible, web links to relevant documents.

*B2 Please indicate which GCED and ESD themes are taught as part of the curriculum at each level of education by entering the appropriate number in each white cell.

KEY: 0 = no, 1 = yes, 9 = unknown

	Pre-primary	Primary and secondary	Tertiary	Non-formal education
1. Cultural diversity and tolerance				
2. Gender equality				
3. Human rights				
4. Peace and non-violence				
5. Climate change				
6. Environmental sustainability				
7. Human survival and well-being				
8. Sustainable consumption and production				

*B3 Please indicate in which subjects or fields of study GCED and ESD are taught in primary and secondary education by entering the appropriate number in each white cell.

KEY: 0 = no, 1 = yes, 9 = unknown

	Cultural diversity and tolerance	Gender equality	Human rights	Peace and non-violence	Climate change	Environmental sustainability	Human survival and well-being	Sustainable consumption and production
Arts								
Civics, civil or citizenship education								
Ethics/moral studies								
Geography								
Health, physical education and sports								
History								
Languages								
Mathematics								
Religious education								

Science								
Social studies								
Integrated studies								
Other (please specify)								

*B4 Please indicate the approaches used to teach GCED and ESD in primary and secondary education by entering the appropriate number in each white cell.

KEY: 0 = no, 1 = yes, 9 = unknown

	Global citizenship and education for sustainable development
GCED/ESD are taught as separate subject(s)	
Cross-curriculum approach (*e.g. GCED/ESD are taught in more than one subject but not throughout the curriculum*)	
Integrated approach (*e.g. GCED/ESD are taught throughout the whole curriculum*)	
Whole school approach (e.g. *GCED/ESD are integrated in the school ethos, management, governance, curriculum, teacher training, teaching practices, the learning environment and in learning experiences in the community and life outside school*)	

B5 Please indicate which human rights education themes are taught as part of the curriculum at each level of education by entering the appropriate number in each white cell.

KEY: 0 = no, 1 = yes, 9 = unknown

		Pre-primary	Primary and secondary	Tertiary	Non-formal education
3.	Human rights education				
3.1	equality and non-discrimination based on race, colour, language, religion, disability, political or other opinion, national or social origin, birth or other status				
3.2	human rights values, human dignity, justice, inclusion and participation				
3.3	respect for human rights and fundamental freedoms (as outlined in international conventions and declarations)				

C. **Teacher education** (including the training of trainers and educators) (paras 4 and 33-37 of the *1974 Recommendation*)

C1a. Please describe in which ways GCED and ESD are mainstreamed in initial training and in continuing professional development of teachers, trainers and educators. Indicate whether all teachers, trainers and educators or only some are required to receive training to teach GCED and/or ESD.

C1b. Please provide examples of teacher training policies or curricula in which GCED and/or ESD are mainstreamed and, where possible, web links to relevant documents. If possible, include examples related to initial training and to continuing professional development.

*C2 Please indicate whether teachers, trainers and educators are trained to teach GCED and ESD during initial or pre-service training and/or through continuing professional development. Please enter the appropriate number in each white cell.

KEY: 0 = no, 1 = yes, 9 = unknown

	Pre-primary	Primary and secondary	Tertiary	Non-formal education
Initial or pre-service training				
For teachers of selected subjects only (in which GCED or ESD are typically taught)				
For teachers of other subjects				
Continuing professional development				
For teachers of selected subjects only (in which GCED or ESD are typically taught)				
For teachers of other subjects				

*C3 Please indicate on which GCED and ESD themes pre-service or in-service training is available for teachers, trainers and educators at each level of education by entering the appropriate number in each white cell.

KEY: 0 = no, 1 = yes, 9 = unknown

	Pre-primary	Primary and secondary	Tertiary	Non-formal education
1. Cultural diversity and tolerance				
2. Gender equality				
3. Human rights				
4. Peace and non-violence				
5. Climate change				
6. Environmental sustainability				
7. Human survival and well-being				
8. Sustainable consumption and production				

*C4 Please indicate whether teachers, trainers and educators are trained to teach the following dimensions of learning in GCED and ESD. Please enter the appropriate number in each white cell.

KEY: 0 = no, 1 = yes, 9 = unknown

	Pre-primary	Primary and secondary	Tertiary	Non-formal education
Knowledge				
Skills				
Values				
Attitudes and behaviours				

*C5 Please indicate whether teachers, trainers and educators are trained to use the following approaches to teach GCED and ESD in primary and secondary education by entering the appropriate number in each white cell.

KEY: 0 = no, 1 = yes, 9 = unknown

	Global citizenship and education for sustainable development
GCED/ESD are taught as separate subject(s)	
Cross curriculum approach (*e.g. GCED/ESD are taught in more than one subject but not throughout the curriculum*)	
Integrated approach (*e.g. GCED/ESD are taught throughout the whole curriculum*)	
Whole school approach (e.g. *GCED/ESD are integrated in the school ethos, management, governance, curriculum, teacher training, teaching practices, the learning environment, and in learning experiences in the community and life outside school*)	

D.   Student assessment (paras 4 and 5 of the *1974 Recommendation*)

D1a. Please describe in which ways GCED and ESD are covered in <u>student assessments and examinations</u>. Indicate whether students are assessed only on their knowledge of and skills related to the topics being tested or also on their values, attitudes and/or behaviours.

*D2 Please indicate whether the GCED and ESD themes below are generally included in student assessments or examinations at each level of education by entering the appropriate number in each white cell.

   KEY: 0 = no, 1 = yes, 9 = unknown

	Pre-primary	Primary and secondary	Tertiary	Non-formal education
1. Cultural diversity and tolerance				
2. Gender equality				
3. Human rights				
4. Peace and non-violence				
5. Climate change				
6. Environmental sustainability				
7. Human survival and well-being				
8. Sustainable consumption and production				

*D3 Please indicate which of the dimensions of learning in GCED and ESD below are generally included in <u>student assessments or examinations</u> at each level of education by entering the appropriate number in each white cell.

   KEY: 0 = no, 1 = yes, 9 = unknown

	Pre-primary	Primary and secondary	Tertiary	Non-formal education
Knowledge				
Skills				
Values				
Attitudes and behaviours				

E. Mainstreaming of GCED and ESD in laws and policies, curricula, teacher education and student assessment (paras 4-5, 7, 10-19 and 33-37 of the *1974 Recommendation*)

*E1 Based on your responses to questions in the previous four sections (laws and policies, curricula, teacher education and student assessment) please indicate to what extent global citizenship education (GCED) and education for sustainable development (ESD) are mainstreamed[7] in (a) education laws and policies, (b) curricula (c) teacher education (including the training of trainers and educators) and (d) student assessment in your country. Please enter the appropriate number in each white cell in the table below.

KEY:
0 Not at all *GCED and ESD are not mainstreamed.*
1 Partially *Some GCED and/or ESD themes[8] are mainstreamed. Select this option if GCED is mainstreamed but ESD is not (or vice versa).*
2 Extensively *Most GCED and ESD themes are mainstreamed.*
9 Not known *It is not known whether GCED and ESD are mainstreamed or not.*
99 Not applicable *The given level of government does not have responsibility for the given component (policies, curricula, teacher education or student assessment) and/or does not have responsibility for the given level or type of education. This may occur at the national level in federal countries where education is the responsibility of individual states or at the sub-national level in small countries where there is only one level of government.*

	Pre-primary	Primary and secondary	Tertiary	Non-formal education
National				
(a) Education laws and policies				
(b) Curricula				
(c) Teacher education				
(d) Student assessment				
Sub-national				
(a) Education laws and policies				
(b) Curricula				
(c) Teacher education				
(d) Student assessment				

F. Technical and vocational education and training (paras 25-29 of the *1974 Recommendation*)

F1 Please describe any major initiatives that have been undertaken to promote GCED and/or ESD in technical and vocational education and training. Describe briefly the outcomes and impact of such initiatives and provide examples of good practices.

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[7] GCED and ESD are mainstreamed if their themes are mentioned explicitly in relevant documents and are expected to be implemented by the relevant authorities (e.g. Ministries, regional or local education authorities), educational institutions (e.g. schools, colleges and universities) and/or education professionals (e.g. teachers, lecturers, trainers and educators) as appropriate.

[8] Refer to the schema in paragraph 11 of Section II of these guidelines.

G.   Adult education (para 30 of the *1974 Recommendation*)

G1   Please describe any major initiatives that have been undertaken to promote GCED and/or ESD in adult education and other forms of non-formal education including youth education, out-of-school education, etc. Describe briefly the outcomes and impact of such initiatives and provide examples of good practices.

H.   Research and International Co-operation (paras 41-45 of the *1974 Recommendation*)

H1   Please describe what kinds of research or experimentation have been carried out to improve the implementation of GCED and/or ESD. Describe briefly how the results of such activities have influenced education policies, curricula and/or teaching practices.

H2   Please indicate which types of activities are available that promote international co-operation at each level of education by entering the appropriate number in each white cell.

KEY: 0 = no, 1 = yes, 9 = unknown

	Pre-primary	Primary and secondary	Tertiary	Non-formal education
Hosting of international meetings on GCED and/or ESD				
Participation in international meetings abroad on GCED and/or ESD				
Support for programmes hosting foreign students, researchers and/or teachers				
Membership of international networks including ASPnet				
Joint research projects on GCED and/or ESD with foreign institutions				
Other activities (please specify):				

I. Any other comments

I1 Please provide any other relevant information or clarifications regarding the implementation of the 1974 Recommendation or the mainstreaming of GCED and ESD in your country's education system.