

Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all
Target 4.7: By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development

Indicator: 4.7.1 Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in (a) national education policies; (b) curricula; (c) teacher education; and (d) student assessment

Institutional information

Organization(s):

UNESCO Institute for Statistics (UNESCO-UIS)

Concepts and definitions

Definition:

Indicator 4.7.1 measures the extent to which countries mainstream Global Citizenship Education (GCED), including gender equality and human rights education, and Education for Sustainable Development (ESD) in their education systems. This is an indicator of characteristics of different aspects of education systems: education policies, curricula, teacher training and student assessment as reported by government officials, ideally following consultation with other government ministries, national human rights institutes, the education sector and civil society organizations. It measures what governments intend and not what is implemented in practice in schools and classrooms.

For each of the four components of the indicator (policies, curricula, teacher education, and student assessment), a number of criteria are measured, which are then combined to give a single score between zero and one for each component. (See methodology section for full details.)

The indicator and its methodology have been reviewed and endorsed by UNESCO's Technical Cooperation Group on the Indicators for SDG 4-Education 2030 (TCG), which is responsible for the development and maintenance of the thematic indicator framework for the follow-up and review of SDG 4. The TCG is composed of 38 regionally representative experts from UNESCO Member States (nominated by the respective geographic groups of UNESCO), as well as international partners, civil society, and the Co-Chair of the [Education 2030 Steering Committee](#). The [UNESCO Institute for Statistics](#) acts as the Secretariat.

Rationale:

In order to achieve SDG target 4.7, it is necessary for governments to ensure that ESD and GCED and their sub-themes are fully integrated in all aspects of their education systems. Students will not achieve the desired learning outcomes if ESD and GCED have not been identified as priorities in education policies or laws, if curricula do not specifically include the themes and sub-themes of ESD and GCED, and if teachers are not trained to teach these topics across the curriculum.

This indicator aims to give a simple assessment of whether the basic infrastructure exists that would allow countries to deliver quality ESD and GCED to learners, mostly but not exclusively in formal education settings. Appropriate education policies, curricula, teacher education, and student assessment are key aspects of national commitment and effort to implement GCED and ESD effectively and to provide a conducive learning environment.

Each component of the indicator is assessed on a scale of zero to one. The closer to one the value, the better mainstreamed are ESD and GCED in that component. By presenting results separately for each component, governments will be able to identify in which areas more efforts may be needed.

In 1974, UNESCO Member States adopted the *Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms*, which encapsulates many of the aims of SDG target 4.7. Every four years countries report on the implementation of the Recommendation. This well-established formal mechanism will be the data source for indicator 4.7.1. The seventh quadrennial reporting round is scheduled to take place in 2020.

Concepts:

Education for Sustainable Development (ESD): empowers learners to take informed decisions and responsible actions for environmental integrity, economic viability and a just society for present and future generations, while respecting cultural diversity. It can be summarised as ‘learning to live sustainably’. It covers sustainable lifestyles and ways of life, climate change, biodiversity, environmental sustainability, the greening of the economy and sustainable consumption, caring for the planet, and disaster risk reduction.

Global Citizenship Education (GCED): nurtures respect for all, building a sense of belonging to a common humanity, and helping learners become responsible and active global citizens. GCED aims to empower learners of all ages to assume active roles to face and resolve local and global challenges and to become proactive contributors to a more peaceful, tolerant, and inclusive and secure world. It can be summarised as ‘learning to live together’. It includes cultural diversity and tolerance, gender equality and human rights, and peace and non-violence.

Comments and limitations:

The indicator is based on self-reporting by government officials. However, countries will be asked to provide supporting evidence in the form of documents or links (e.g. education policies or laws, curricula, etc.) to back up their responses. In addition, UNESCO will compare responses with available information from alternative sources and, if appropriate, raise queries with national respondents. At the end of the reporting cycle, country responses and the supporting documents will be made publicly available.

Methodology

Computation Method:

Annexed to this document are the questions and guidelines from the questionnaire for monitoring the implementation by UNESCO Member States of the 1974 Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms that will be used for the construction of the global indicator. For each of the four components of the indicator (policies, curricula, teacher education, and student assessment), a number of

criteria are measured, which are then combined to give a single score between zero and one for each component.

(a) Policies

The following questions are used to calculate the policies component of the indicator:

A2: Please indicate which themes and sub-themes of GCED and ESD are covered in national or sub-national education policies, frameworks or strategic objectives.

There are four levels of education (pre-primary, primary/secondary, tertiary, non-formal), eight GCED/ESD themes (including gender equality and human rights education) = 32 responses.

Response categories are no = 0, yes = 1, and unknown, which is treated as zero. Blanks are also treated as zeros.

If more than half of responses are unknown or blank the component score is not calculated.

Question score = simple mean of the 0 and 1 scores.

A3. Please indicate whether national or sub-national education policies, frameworks or strategic objectives on education provide a mandate to integrate GCED and ESD.

There are two levels of government (national, sub-national), five areas of integration (curricula, learning objectives, textbooks, teacher education, and student assessment) = 10 responses.

Response categories are no = 0, yes = 1, unknown – treated as zero – and not applicable, which is ignored. Blanks are also treated as zeros.

If more than half of responses excluding not applicables are unknown or blank, the component score is not calculated.

Note that 'not applicable' is used where only one level of government is responsible for education.

Question score = simple mean of the 0 and 1 scores, excluding not applicables (i.e., if five of the 10 responses are 'not applicable', the sum of the 0 and 1 scores is divided by 5 to get the mean and not by 10).

A4. Please indicate which themes and sub-themes of GCED and ESD are covered in national or sub-national laws, legislation or legal frameworks on education.

There are two levels of government (national, sub-national), eight GCED/ESD themes (including gender equality and human rights education) = 16 responses.

Response categories are no = 0, yes = 1, unknown – treated as zero – and not applicable, which is ignored. Blanks are also treated as zeros.

If more than half of responses excluding not applicables are unknown or blank, the component score is not calculated.

Note that 'not applicable' is used where only one level of government is responsible for education.

Question score = simple mean of the 0 and 1 scores, excluding not applicables (i.e., if eight of the 16 responses are 'not applicable', the sum of the 0 and 1 scores is divided by 8 to get the mean and not by 16).

E1. Based on your responses to questions in the previous section (policies) please indicate to what extent global citizenship education (GCED) and education for sustainable development (ESD) are mainstreamed¹ in education policies, frameworks or strategic objectives in your country.

¹ GCED and ESD are mainstreamed if they or their themes and sub-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),

There are four levels of education (pre-primary, primary/secondary, tertiary, non-formal), two levels of government (national, sub-national) = 8 responses.

Response categories are not at all = 0, partially = 1, extensively = 2, unknown – treated as zero – and not applicable, which is ignored. Blanks are also treated as zeros.

If more than half of responses excluding not applicables are unknown or blank, the component score is not calculated.

Note that 'not applicable' is used where only one level of government is responsible for education.

Question score = half the simple mean of the 0, 1 and 2 scores, excluding not applicables (i.e., if four of the eight responses are 'not applicable', the sum of the 0, 1 and 2 scores is divided by 8 to get half the mean and not by 16). The score is half the mean in order to ensure it lies between 0 and 1 as do the scores for the other three questions in this section.

Policy component score = simple mean of the scores for questions A2, A3, A4 and E1 (except where the component score should not be calculated because too many responses were unknown or blank).

(b) Curricula

The following questions are used to calculate the curricula component of the indicator:

B2: Please indicate which themes and sub-themes of GCED and ESD are taught as part of the curriculum.

There are four levels of education (pre-primary, primary/secondary, tertiary, non-formal), eight GCED/ESD themes (including gender equality and human rights education) = 32 responses.

Response categories are no = 0, yes = 1 and unknown – which is treated as zero. Blanks are also treated as zeros.

If more than half of responses are unknown or blank, the component score is not calculated.

Question score = simple mean of the 0 and 1 scores.

B4. Please indicate in which subjects GCED and ESD are taught.

There are two types of education (GCED and ESD), three levels of education (pre-primary, primary/secondary, tertiary), 11 subjects = 66 responses.

Response categories are no = 0, yes = 1 and unknown – which is treated as zero. Blanks are also treated as zeros.

If more than half of responses are unknown or blank, the component score is not calculated.

Note that responses to 'other subjects, please specify' in the question are ignored. If appropriate, during quality assurance answers in this category may be recoded to one of the other 11 subjects.

Question score = simple mean of the 0 and 1 scores.

B5. Please indicate the approaches used to teach GCED and ESD in primary and secondary education.

There are two types of education (GCED and ESD), four teaching approaches (GCED/ESD as separate subjects, cross-curricular, integrated, whole school) = 8 responses.

Response categories are no = 0, yes = 1 and unknown, which is treated as zero. Blanks are also treated as zeros.

If more than half of responses are unknown or blank the component score is not calculated.

educational institutions (e.g. schools, colleges and universities), and/or education professionals (e.g. teachers and lecturers) as appropriate.

Question score = simple mean of the 0 and 1 scores.

E1. Based on your responses to questions in the previous section (curricula) please indicate to what extent global citizenship education (GCED) and education for sustainable development (ESD) are mainstreamed² in curricula in your country.

There are four levels of education (pre-primary, primary/secondary, tertiary, non-formal), two levels of government (national, sub-national) = 8 responses.

Response categories are not at all = 0, partially = 1, extensively = 2, unknown – treated as zero – and not applicable, which is ignored. Blanks are also treated as zeros.

If more than half of responses excluding not applicables are unknown or blank, the component score is not calculated.

Note that 'not applicable' is used where only one level of government is responsible for education.

Question score = half the simple mean of the 0, 1 and 2 scores, excluding not applicables (i.e., if four of the eight responses are 'not applicable', the sum of the 0, 1 and 2 scores is divided by 8 to get half the mean and not by 16). The score is half the mean in order to ensure it lies between 0 and 1 as do the scores for the other three questions in this section.

Curricula component score = simple mean of the scores for questions B2, B4, B5 and E1 (except where the component score should not be calculated because too many responses were unknown or blank).

(c) Teacher education

The following questions are used to calculate the teacher education component of the indicator:

C2: Please indicate whether teachers are trained to teach GCED and ESD during initial or pre-service training and/or through continuing professional development.

There are four levels of education (pre-primary, primary/secondary, tertiary, non-formal), two types of training (initial/pre-service and continuing professional development), and two types of teachers (of any subjects, and of selected subjects in which ESD/GCED are typically taught) = 16 responses.

Response categories are no = 0, yes = 1 and unknown – which is treated as zero. Blanks are also treated as zeros.

If more than half of responses are unknown or blank, the component score is not calculated.

Question score = simple mean of the 0 and 1 scores.

C3. Please indicate for which themes and sub-themes of GCED and ESD pre-service or in-service training is available for teachers.

There are four levels of education (pre-primary, primary/secondary, tertiary, non-formal), eight GCED/ESD themes (including gender equality and human rights education) = 32 responses.

Response categories are no = 0, yes = 1 and unknown – which is treated as zero. Blanks are also treated as zeros.

If more than half of responses are unknown or blank, the component score is not calculated.

Question score = simple mean of the 0 and 1 scores.

² GCED and ESD are mainstreamed if they or their themes and sub-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 and lecturers) as appropriate.

C4. Please indicate whether teachers are trained to teach the following dimensions of learning in GCED and ESD.

There are two types of education (GCED and ESD), four levels of education (pre-primary, primary/secondary, tertiary, non-formal), four learning dimensions (knowledge, skills, values, and attitudes/behaviours) = 32 responses.

Response categories are no = 0, yes = 1 and unknown – which is treated as zero. Blanks are also treated as zeros.

If more than half of responses are unknown or blank, the component score is not calculated.

Question score = simple mean of the 0 and 1 scores.

C5. Please indicate whether teachers are trained to use the following approaches to teach GCED and ESD in primary and secondary education.

There are two types of education (GCED and ESD), four teaching approaches (GCED/ESD as separate subjects, cross-curricular, integrated, whole school) = 8 responses.

Response categories are no = 0, yes = 1 and unknown – which is treated as zero. Blanks are also treated as zeros.

If more than half of responses are unknown or blank, the component score is not calculated.

Question score = simple mean of the 0 and 1 scores.

E1. Based on your responses to questions in the previous section (teacher education) please indicate to what extent global citizenship education (GCED) and education for sustainable development (ESD) are mainstreamed³ in teacher education in your country.

There are four levels of education (pre-primary, primary/secondary, tertiary, non-formal), two levels of government (national, sub-national) = 8 responses.

Response categories are not at all = 0, partially = 1, extensively = 2, unknown – treated as zero – and not applicable which is ignored. Blanks are also treated as zeros.

If more than half of responses excluding not applicables are unknown or blank, the component score is not calculated.

Note that 'not applicable' is used where only one level of government is responsible for education.

Question score = half the simple mean of the 0, 1 and 2 scores, excluding not applicables (i.e., if four of the eight responses are 'not applicable', the sum of the 0, 1 and 2 scores is divided by 8 to get half the mean and not by 16). The score is half the mean in order to ensure it lies between 0 and 1, as do the scores for the other three questions in this section.

Teacher education component score = simple mean of the scores for questions C2, C3, C4, C5 and E1 (except where the component score should not be calculated because too many responses were unknown or blank)

(d) Student assessment

The following questions are used to calculate the student assessment component of the indicator:

³ GCED and ESD are mainstreamed if they or their themes and sub-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 and lecturers) as appropriate.

D2: Please indicate whether the themes and sub-themes of GCED and ESD below are generally included in student assessments or examinations.

There are four levels of education (pre-primary, primary/secondary, tertiary, non-formal), eight GCED/ESD themes (including gender equality and human rights education) = 32 responses.

Response categories are no = 0, yes = 1 and unknown – which is treated as zero.

Blanks are also treated as zeros.

If more than half of responses are unknown or blank, the component score is not calculated.

Question score = simple mean of the 0 and 1 scores.

D3. Please indicate which of the dimensions of learning below are generally included in student assessments or examinations.

There are two types of education (GCED and ESD), four levels of education (pre-primary, primary/secondary, tertiary, non-formal), four learning dimensions (knowledge, skills, values, and attitudes/behaviours) = 32 responses.

Response categories are no = 0, yes = 1 and unknown, which is treated as zero. Blanks are also treated as zeros.

If more than half of responses are unknown or blank, the component score is not calculated.

Question score = simple mean of the 0 and 1 scores.

E1. Based on your responses to questions in the previous section (student assessment) please indicate to what extent global citizenship education (GCED) and education for sustainable development (ESD) are mainstreamed⁴ in student assessment in your country.

There are four levels of education (pre-primary, primary/secondary, tertiary, non-formal), two levels of government (national, sub-national) = 8 responses.

Response categories are not at all = 0, partially = 1, extensively = 2, unknown – treated as zero – and not applicable, which is ignored. Blanks are also treated as zeros.

If more than half of responses excluding not applicables are unknown or blank, the component score is not calculated.

Note that 'not applicable' is used where only one level of government is responsible for education.

Question score = half the simple mean of the 0, 1 and 2 scores, excluding not applicables (i.e., if four of the eight responses are 'not applicable', the sum of the 0, 1 and 2 scores is divided by 8 to get half the mean and not by 16). The score is half the mean in order to ensure it lies between 0 and 1, as do the scores for the other three questions in this section.

Student assessment component score = simple mean of the scores for questions D2, D3 and E1 (except where the component score should not be calculated because too many responses were unknown or blank).

The component scores all lie between zero and one and are presented as a dashboard of four scores. They are not combined to create a single overall score for the indicator. The higher the score, the more GCED

⁴ GCED and ESD are mainstreamed if they or their themes and sub-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 and lecturers) as appropriate.

and ESD are mainstreamed in the given component. In this way, users can make a simple assessment in which component area more efforts may be needed.

Disaggregation:

None.

Treatment of missing values:

- **At country level**

A small number of missing values – unknown responses and/or blanks – are treated as zeros in the calculation of the question scores. Where they represent more than 50% of the responses to a single question, the component score is not calculated. In such cases, the component score will be presented as missing when results are disseminated.

- **At regional and global levels**

Regional and global values are not calculated.

Regional aggregates:

Regional aggregates are not calculated.

Sources of discrepancies:

There should be no difference as the indicator values are calculated from the responses submitted by countries. If any changes are proposed to responses as a result of quality assurance procedures, these will be communicated to and verified with countries.

Methods and guidance available to countries for the compilation of the data at the national level:

- Countries wishing to calculate this indicator for themselves should follow the same steps as are described in the computation method above.
- The questionnaire for the monitoring of the implementation of the 1974 Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms is approved by the Member States of the Executive Board of UNESCO. The questionnaire contains guidelines for completion and a glossary of key terms. In addition, UNESCO provides direct support to Member States in completing the questionnaire and responds to queries in a quality and timely manner.

Quality assurance

- UNESCO will review country responses for consistency and credibility and, if necessary, queries will be raised with national respondents. To assist with this, from 2020, countries will be asked to provide, in addition to completed questionnaires, supporting evidence of their responses in the form of documents or links (e.g. to education policies, laws, curricula etc). These will be made publicly available along with completed questionnaires after results are published. UNESCO will also take into account alternative sources of information, where available. These may include national responses to similar intergovernmental consultation processes, such as the Council of Europe's consultations on the Charter on Education for Democratic Citizenship and Human Rights Education, the UN Economic Commission for Europe's consultations on the Strategy for Education for Sustainable Development, or other information on ESD and GCED in countries' national education systems.
- Any proposed changes to response values in the questionnaire as the result of quality assurance procedures will be communicated to and verified with countries by UNESCO. Final results will be shared with countries before publication (i) by UNESCO with the national data providers and (ii) by the UIS with education statistics and SDG indicator focal points as part of its annual SDG indicator verification exercise.

Data Sources

Description:

Responses to the quadrennial reporting by UNESCO Member States 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*](#). The next round of reporting is scheduled to take place in 2020. (See methodology section for details of questions asked.)

Collection process:

Responses are submitted by national governments, typically by officials in Ministries of Education. Respondents are asked to consult widely across other government ministries, with national human rights institutes, the education sector and civil society organizations in compiling their responses. Respondents are also asked to submit supporting evidence in the form of documents or links (e.g. to education policies or laws, curricula, etc.), which will be made publicly available at the end of the reporting cycle.

Responses will be reviewed by UNESCO for consistency and credibility and, if necessary, queries will be raised with national respondents. Where feasible, reference will be made to national documents and links supplied by respondents and to available alternative sources of information.

Any proposed changes in response values in the questionnaire as the result of quality assurance procedures will be communicated and verified with countries by UNESCO. Final results will be shared with countries before publication (i) by UNESCO with the national data providers and (ii) by the UIS with education statistics and SDG indicator focal points as part of its annual SDG indicator verification exercise

Data Availability

Description:

During the last consultation 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 carried out in 2016, 83 countries provided reports: Central and Southern Asia (6), Eastern and South-Eastern Asia (8), Europe and Northern America (29), Latin America and the Caribbean (14), Northern Africa and Western Asia (10), Oceania (4), and sub-Saharan Africa (12).

Time series:

The first data will be available for 2020. It may be possible to produce estimates for some countries for 2016 but this work has not yet been carried out.

Calendar

Data collection:

Next round in 2020 followed by 2024.

Data release:

Q1 of 2021 (from 2020 reporting round).

Data providers

Requests for reports are submitted to Ministers Responsible for Relations with UNESCO who are typically Education Ministers. Reports are usually completed by government officials in Ministries of Education. Countries are requested to consult widely before submitting their reports. To assist with this, requests for reports are also copied to NGOs in official partnership with UNESCO and to OHCHR. Prior to release of the results, national data providers and national statistical offices are invited to review the results and, if appropriate, raise any concerns.

Data compilers

UNESCO's Sections for Education for Sustainable Development and Global Citizenship and Peace Education.

References

URL: To be provided later when links to the 2020 round of reporting are available.

References: To be provided later when links to the 2020 round of reporting are available.

Related indicators

The same reporting mechanism and methodology are used for the construction of global indicator 12.8.1.

MODULE FOR THE CONSTRUCTION OF GLOBAL SDG INDICATORS 4.7.1, 12.8.1 AND 13.3.1**I. Introduction**

1. In July 2017, the UN General Assembly adopted a global indicator framework for the follow-up and review of the 17 goals and 169 targets of the 2030 Agenda for Sustainable Development adopted in September 2015 (Resolution 71/313). Three of the targets (4.7, 12.8 and 13.3) make references to education for sustainable development including climate change and/or to global citizenship education including gender equality and human rights education. UNESCO is custodian or co-custodian for the following three global indicators for the monitoring of these targets:

4.7.1: 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.

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

13.3.1: Number of countries that have integrated mitigation, adaptation, impact reduction and early warning into primary, secondary and tertiary curricula.

2. The global indicators for Targets 4.7 and 12.8 are very similar and are currently based on a quadrennial reporting mechanism by UNESCO Member States 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*. The results of the 6th round of reporting which took place in 2016 were used to develop an initial methodology for the calculation of both indicators. Following feedback at the end of 2018 from the body responsible for the development of the global indicator framework, the Inter-Agency and Expert Group on SDG Indicators, the reporting instrument is being revised to ensure a better alignment with the requirements of these two global indicators. At the same time, it is proposed to collect data for the construction of global indicator 13.3.1, which is related to the other two indicators using the same instrument.
3. The following set of questions is intended to collect data for indicators 4.7.1, 12.8.1 and 13.3.1. It will be included in the draft questionnaire for the 7th round of reporting on the implementation of the 1974 Recommendation in 2020. The questions have been chosen to provide sufficient data for the calculation of the indicators whilst keeping the questionnaire to a manageable size. They form a subset of the full questionnaire and have been ordered to reflect the respective components of the global indicators. Questions marked with an asterisk (*) will be used in the calculation of the respective indicators. Each section of the questionnaire will begin with an open-ended question which will provide further qualitative information to inform countries' responses to the questions which will be used to construct the indicators.
4. One question covers climate change education only to cater for the specific needs of indicator 13.3.1 (climate change education).
5. UNESCO has consulted a wide range of experts on this set of questions, including thematic experts in education for sustainable development and global citizenship education, partner organizations and experts on the sustainable development goal indicators. Ministries of Education and National Statistical Offices were invited to volunteer to participate in a pilot exercise to test the questions. The set of questions needs to be finalised by December 2019 in order to be used for data collection in 2020.

II. Guidelines

1. The questions in this module are addressed to Ministries of Education and other government authorities responsible for education. National respondents are encouraged to consult widely both within and across government, including national human rights institutions, with the education sector and with civil society partners to gather information necessary to complete this module.
2. Responses should cover education at all levels of formal education from pre-primary to tertiary education as well as non-formal education and other types of education that may exist in the responding country.
3. Responses should cover all levels of government that have responsibility for education within the country.
4. There is, as yet, no common agreement on the definitions of global citizenship education and education for sustainable development. Countries often use different terms when referring to topics under either of these headings. Therefore, to assist countries in responding to this module, UNESCO has developed the following set of themes within global citizenship education and education for sustainable development. Please refer to the definitions of key terms in Section III before completing the questionnaire.

1. Global citizenship education

1.1 cultural diversity and tolerance

1.1.1 international or intercultural understanding, solidarity and cooperation

1.1.2 intercultural and interreligious dialogue

1.1.3 local, national and/or global citizenship

1.2 gender equality

1.2.1 gender-based equal opportunities

1.2.2 gender equality and justice

1.2.3 gender roles, identity and stereotypes

1.3 human rights

1.3.1 equality and non-discrimination based on race, colour, language, religion, disability, political or other opinion, national or social origin, birth or other status

1.3.2 human rights values, human dignity, justice, inclusion and participation

1.3.3 respect for human rights and fundamental freedoms (as outlined in international conventions and declarations)

1.4 peace and non-violence

1.4.1 friendly relations among peoples and nations

1.4.2 challenging negative stereotypes, promoting peaceful solutions, learning to live together, including others and preventing violent extremism

1.4.3 preventing other forms of violence including bullying, verbal abuse and gender-based violence

2. Education for sustainable development

2.1 climate change

2.1.1 mitigation

2.1.2 adaptation

2.1.3 impact reduction

2.1.4 early warning

2.2 environmental sustainability

2.2.1 caring for the planet, protecting nature

2.2.2 environmental justice

2.2.3 biodiversity, water

2.3 human survival and well-being

2.3.1 environmental health as it pertains to human well-being, disaster risk reduction

- 2.4.2 health of the planet for future generations
- 2.4.3 sustainable cities and communities
- 2.4 sustainable consumption and production
 - 2.3.1 responsible and sustainable lifestyles
 - 2.3.2 green economy, green jobs
 - 2.3.3 sustainable energy

5. If you have any questions about this module or how to complete it, please contact Ms Alison Kennedy, Senior Project Officer in the Section for Education for Sustainable Development (a.kennedy@unesco.org Tel +33 1 45 68 18 32). Completed modules should be sent to Ms Kennedy, if possible no later than **xxxx**.

III. Definitions of key terms

Term	Definition
1. Global citizenship education	<i>Education which nurtures respect for all, building a sense of belonging to a common humanity and helping learners become responsible and active global citizens. It aims to empower learners of all ages to assume active roles to face and resolve local and global challenges and to become proactive contributors to a more peaceful, tolerant, and inclusive and secure world. It can be summarised as 'learning to live together'. It includes cultural diversity and tolerance, gender equality and human rights and peace and non-violence.</i>
1.1 Cultural diversity and tolerance	<i>Education about 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.</i>
1.2 Gender equality education	<i>Education that 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 and their access to and control of resources and the constraints they face relative to each other and promotes gender equality and justice. It focuses on the rights of men and women to develop their personal abilities and make choices without the limitations set by stereotypes, rigid gender roles and prejudices. It includes gender-based equal opportunities, gender equality and justice, and gender roles, identity and stereotypes.</i>
1.3 Human rights education	<i>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.</i>
1.4 Peace and non-violence	<i>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.</i>
2. Education for sustainable development	<i>Education that empowers learners to take informed decisions and responsible actions for environmental integrity, economic viability and a just society for present and future generations, while respecting cultural diversity. It can be summarised as 'learning to live sustainably'. It covers sustainable lifestyles and ways of life, climate change, biodiversity, environmental sustainability, the greening of the economy and sustainable consumption, caring for the planet and disaster risk reduction.</i>

2.1 Climate change education	<i>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.</i>
2.1.1 Mitigation	<i>Action to decrease climate change by either reducing the flow of greenhouse gases into the atmosphere (e.g. by reducing the use of fossil fuels) or by enhancing the 'sinks' that accumulate and store these gases (e.g. oceans, forests and soil).</i>
2.1.2 Adaptation	<i>Responses to climate change designed to reduce the vulnerability of social and biological systems to sudden changes brought on by global warming and other climate changes.</i>
2.1.3 Impact reduction	<i>Actions to reduce the adverse effects of climate change and manage any residual risk in order to strengthen resilience amongst individuals, communities and organizations touched by adverse climate-related effects.</i>
2.1.4 Early warning	<i>Capacities needed to generate and disseminate timely and meaningful warning information to enable individuals, communities and organizations threatened by a climate-related hazard to prepare to act promptly and appropriately to reduce the possibility of harm or loss.</i>
2.2 Environmental sustainability	<i>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.</i>
2.3 Human survival and well-being	<i>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.</i>
2.4 Sustainable consumption and production	<i>Education on the use 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.</i>

IV. Information about the respondent

Country:

Name and job title of the respondent:

Institution/Department or Organization:

Email address:

Telephone:

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 organizations (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):

Other civil society organizations:

Others (please specify):

VI. Questionnaire

General information

Each section will begin with an open-ended question, which will allow countries to describe how GCED and ESD are covered in the given component of indicators 4.7.1 and 12.8.1. Countries will also be invited to provide evidence of their answers in the form of documents or links or examples of good practice. These questions will be used as part of the broader global consultation on the implementation of the 1974 Recommendation but will also make it possible to quality assure the answers to questions that will be used to calculate the indicators.

A. Policies

*A2. Please indicate which themes and sub-themes of GCED and ESD 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. Global citizenship education				
1.1 Cultural diversity and tolerance				
1.2 Gender equality				
1.3 Human rights				
1.4 Peace and non-violence				
2. Education for sustainable development				
2.1 Climate change				
2.2 Environmental sustainability				
2.3 Human survival and well-being				
2.4 Sustainable consumption and production				

*A3 Please indicate whether national or sub-national education policies, frameworks or strategic objectives 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*)

	Nationally	Sub-nationally
Design or revision of curricula		
Setting of programme learning objectives		
Textbook development		
Teacher education and training		
Assessment of student outcomes		

*A4 Please indicate which themes and sub-themes of GCED and ESD are covered in national or sub-national laws, legislation or legal frameworks 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*)

	Nationally	Sub-nationally
1. Global citizenship education		
1.1 Cultural diversity and tolerance		
1.2 Gender equality		
1.3 Human rights		
1.4 Peace and non-violence		
2. Education for sustainable development		
2.1 Climate change		
2.2 Environmental sustainability		
2.3 Human survival and well-being		
2.4 Sustainable consumption and production		

B. Curriculum

*B2 Please indicate which themes and sub-themes of GCED and ESD 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. Global citizenship education				
1.1 Cultural diversity and tolerance				
1.2 Gender equality				
1.3 Human rights				
1.4 Peace and non-violence				
2. Education for sustainable development				
2.1 Climate change				
2.2 Environmental sustainability				
2.3 Human survival and well-being				
2.4 Sustainable consumption and production				

*B3 Please indicate which responses to climate change 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
2.1 Climate change education				
2.1.1 Mitigation				
2.1.2 Adaptation				
2.1.3 Impact reduction				
2.1.4 Early warning				

*B4 Please indicate in which subjects GCED and ESD are taught at each level of formal education by entering the appropriate number in each white cell.

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

	Global citizenship education			Education for sustainable development		
	Pre-primary	Primary and secondary	Tertiary	Pre-primary	Primary and secondary	Tertiary
Arts						
Civics, civil or citizenship education						
Ethics/moral studies						
Geography						
Health, physical education and sports						
History						
Languages						
Mathematics						
Religious education						
Science						
Social studies						
Other (please specify)						

*B5 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 education	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. making connections across all subjects, connecting the curriculum with learning experiences in the community and life outside school)		
Whole school approach (e.g. GCED/ESD are integrated in the school ethos, management, curriculum, teacher training, teaching practices and the learning environment)		

C. Teacher education

*C2 Please indicate whether teachers 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 regardless of the subjects they teach				
For teachers of selected subjects only (in which GCED or ESD are typically taught)				
Continuing professional development				
For teachers regardless of the subjects they teach				
For teachers of selected subjects only (in which GCED or ESD are typically taught)				

*C3 Please indicate for which themes and sub-themes of GCED and ESD pre-service or in-service training is available for teachers 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. Global citizenship education				
1.1 Cultural diversity and tolerance				
1.2 Gender equality				
1.3 Human rights				
1.4 Peace and non-violence				
2. Education for sustainable development				
2.1 Climate change				
2.2 Environmental sustainability				
2.3 Human survival and well-being				
2.4 Sustainable consumption and production				

*C4 Please indicate whether teachers 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
1. Global citizenship education				
Knowledge				
Skills				
Values				
Attitudes and behaviours				
2. Education for sustainable development				
Knowledge				
Skills				
Values				
Attitudes and behaviours				

*C5 Please indicate whether teachers 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 education	Education for sustainable development
GCED/ESD are taught as separate subject(s)		
Cross curriculum approach (<i>e.g. GCED/ESD are taught in more than one subject but not throughout the curriculum</i>)		
Integrated approach (<i>e.g. making connections across all subjects, connecting the curriculum with learning experiences in the community and life outside school</i>)		
Whole school approach (<i>e.g. GCED/ESD are integrated in the school ethos, management, curriculum, teacher training, teaching practices and the learning environment</i>)		

D. Student assessment

*D2 Please indicate whether the themes and sub-themes of GCED and ESD 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. Global citizenship education				
1.1 Cultural diversity and tolerance				
1.2 Gender equality				
1.3 Human rights				
1.4 Peace and non-violence				
2. Education for sustainable development				
2.1 Climate change				
2.2 Environmental sustainability				
2.3 Human survival and well-being				
2.4 Sustainable consumption and production				

*D3 Please indicate which of the dimensions of learning 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. Global citizenship education				
Knowledge				
Skills				
Values				
Attitudes and behaviours				
2. Education for sustainable development				
Knowledge				
Skills				
Values				
Attitudes and behaviours				

E. Overall

*E1 Based on your responses to questions in the previous four sections (policies, curricula, teacher education, and student assessment) please indicate to what extent global citizenship education (GCED) and education for sustainable development (ESD) are mainstreamed⁵ in (a) education policies, frameworks or strategic objectives, (b) curricula, (c) teacher education, 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 themes or sub-themes of GCED and/or ESD are mainstreamed. Select this option if GCED is mainstreamed but ESD is not (or vice versa).*
- 2 Extensively** *Most themes and sub-themes of GCED and ESD 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
Nationally				
Education policies, frameworks or strategic objectives				
Curricula				
Teacher education				
Student assessment				
Sub-nationally				
Education policies, frameworks or strategic objectives				
Curricula				
Teacher education				
Student assessment				

⁵ GCED and ESD are mainstreamed if they or their themes and sub-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 and lecturers) as appropriate.