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Educational content up close

Examining the learning dimensions of Education for

Sustainable Development and Global Citizenship Education



UNESCO Education Sector

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United Nations
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Education
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The Global Education 2030 Agenda

UNESCO, as the United Nations' specialized agency for education, is entrusted to lead and coordinate the Education 2030 Agenda, which is part of a global movement to eradicate poverty through 17 Sustainable Development Goals by 2030. Education, essential to achieve all of these goals, has its own dedicated Goal 4, which aims to *"ensure inclusive and equitable quality education and promote lifelong learning opportunities for all."* The Education 2030 Framework for Action provides guidance for the implementation of this ambitious goal and commitments.



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We need to ensure education goes beyond literacy and numeracy. In today's world, education must be about building peace, sustainable development, greater justice, social equity and gender equality.

As societies and economies undergo deep transformations and face new challenges, new forms of education are required to foster the knowledge, skills and values that they need to thrive and prosper. This implies ensuring education goes beyond literacy and numeracy. In today's world, education must be about building peace, sustainable development, greater justice, social equity and gender equality – in short about learning to live together on a planet under pressure.

This humanistic vision of education guides all of UNESCO's work in support of Target 4.7 of Sustainable Development Goal 4 on Education, and the Education 2030 Agenda as a whole, notably as concerns Education for Sustainable Development (ESD) and Global Citizenship Education (GCED).

Both ESD and GCED empower learners to develop the knowledge, skills, values and attitudes they need to contribute to a more inclusive, just, peaceful and sustainable world. In taking ESD and GCED forward, UNESCO seeks to advance three interlinked dimensions of learning - cognitive, socio-emotional and behavioural – which, combined, offer a holistic learning experience that puts learners on a pathway of empowerment and transformation.

This publication summarizes the findings of a study commissioned by UNESCO on the extent to which the three dimensions of learning, believed to be at the core of ESD and GCED, are reflected in pre-primary, primary and secondary education in ten countries, two from each UNESCO region.

Through this publication, UNESCO hopes to provide policy-makers in education, teachers and educators, researchers at both national and local levels, as well as its partners from civil society with 'food for thought', inspiration and facts that can help them improve their own practices and policies. The ultimate goal of this work is to ensure young people, at all levels, are given the opportunity to develop the cognitive, socio-emotional and behavioural skills they need to be active and responsible citizens and to contribute to more peaceful, just and sustainable societies.



Stefania Giannini

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List of acronyms

APCEIU	Asia-Pacific Centre of Education for International Understanding
CE	Compulsory Education
CERD	Center for Educational Research and Development (Lebanon)
CNLG	National Commission for the Fight against Genocide (Rwanda)
DESD	Decade of Education for Sustainable Development
ECCE	Early Childhood Care and Education
EE	Environmental education
ESD	Education for Sustainable Development
GCED	Global Citizenship Education
GENE	Global Education Network Europe
GER	Gross Enrolment Rate
GIR	Gross Intake Rate
INEE	Instituto Nacional para la Evaluación de la Educación (National Institute for the Evaluation of Education)
LSE	Lower secondary education level
MGIEP	Mahatma Gandhi Institute of Education for Peace and Sustainable Development
NCF	National Curriculum Framework
NGO	Non-Governmental Organization
NISSEM	Networking to Integrate SDG Target 4.7 and SEL into Educational Materials
OECD	Organisation for Economic Co-operation and Development
PE	Primary education
PPE	Pre-primary education
SDGs	Sustainable Development Goals
SD	Sustainable development
SE	Secondary education
SEL	Social and emotional learning
SEPN	The Sustainability and Education Policy Network
SWEDSD	Swedish International Centre of Education for Sustainable Development
TR	Transition Rate
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization
USE	Upper secondary education level

1. Summary

The context

Education for Sustainable Development (ESD) and Global Citizenship Education (GCED) are part of the 2030 Agenda for Sustainable Development, built into Sustainable Development Goal (SDG) 4 on education. More specifically, Target 4.7 prioritizes ESD and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and the appreciation of cultural diversity.

In taking ESD and GCED forward, all three interrelated dimensions of learning - the cognitive, social and emotional and behavioural - are seen as essential to advance a value-based and holistic approach to learning that is truly transformational (UNESCO 2015).

The study question

This publication summarizes the main findings of a study that examined whether, and to what extent, these three learning dimensions are prioritized in commitments to ESD and GCED learning in pre-primary (PPE), primary (PE), lower secondary (LSE) and upper secondary (USE) education in a selection of countries from UNESCO's five regions of the world. These countries are Costa Rica, Japan, Kenya, Lebanon, Mexico, Morocco, Portugal, Republic of Korea, Rwanda and Sweden. More specifically, the study reviewed how the three dimensions of learning are reflected across the four education levels in order to identify the relative emphasis placed on each learning dimension in relation to ESD and GCED learning, within each education level and across countries.

For this, the study examined the content of national laws, policies and the intended curriculum in the selected countries pertaining to PPE, PE, LSE and USE in the formal sector. It did not explore official statements pertaining to tertiary education, adult education or non-formal education. Although it reviewed subject syllabi, it did not gather information on the implemented curriculum (what is taught in classrooms) or on textbooks, nor on the learning outcomes achieved by students, all of which are beyond this study's scope. The data sources are from publicly available documents and materials.

Assumptions of the study

It is assumed that

- For effective teaching and learning of ESD and GCED, all three learning dimensions need to be developed in conjunction:
 - **Cognitive:** To acquire knowledge, understanding and critical thinking about global, regional, national and local issues, the interconnectedness and interdependency of different countries and populations, as well as social, economic and environmental aspects of sustainable development;
 - **Social and emotional:** To have a sense of belonging to a common humanity, sharing values and responsibilities, empathy, solidarity and respect for differences and diversity, as well as feel and assume a sense of responsibility for the future;
 - **Behavioural:** To act effectively and responsibly at local, national and global levels for a more peaceful and sustainable world.
- Each dimension in ESD and GCED teaching and learning deserves to be emphasized vertically across education levels, and horizontally within each level across relevant subject areas – without however assuming that an equal level of focus and an identical approach to the three dimensions is necessarily the most appropriate across different countries, education levels and subject domains. However, less balanced ESD and GCED approaches – such as a disproportionate focus on cognitive learning or addressing all three dimensions only at some education levels and not others – may foster learners who will be less likely to alter their everyday actions and actively contribute to living in and building a more inclusive, just, peaceful and sustainable society.

- Furthermore, it is assumed that the more policy and curricular commitments are articulated and focused on appropriate ESD and GCED learning objectives, the more likely such commitments will lead to expected learning outcomes. Even in contexts where the implemented curriculum does not fully reflect the intended curriculum, it is assumed that the articulation of explicit learning objectives will help to create favourable conditions for prioritizing the teaching of ESD and GCED themes.

Key findings

- There is a **major pattern of commitment to the three learning dimensions** in the selected countries and across the four education levels.
- Overall, there is **declining emphasis on the social and emotional dimension of ESD and GCED, from PPE to USE**. Concomitantly, from PPE to USE, there is an increased emphasis on the cognitive dimension of learning. The emphasis on the behavioural dimension is less than on the other two dimensions and remains more consistent across education levels.
- The findings reveal **country variations**. While some countries have an overall greater focus on the cognitive learning dimension in ESD and GCED learning, e.g. Sweden, Mexico and Costa Rica; other countries, including Kenya, Lebanon, Morocco and the Republic of Korea, emphasize the social and emotional dimension.
- **In no country do the three learning dimensions receive similar levels of focus at all four education levels**. In several countries, emphasis on the three dimensions is relatively similar at two or three levels of education. Where there is minimal focus on a particular dimension in relation to ESD and GCED learning in certain countries or education levels, this is almost always the behavioural dimension and often at the secondary level.
- **National education laws include more of a focus on the social and emotional dimension in references to ESD and GCED learning compared to other document types**. In relation to the GCED versus ESD thematic focus, all document types were similar in that they included roughly twice as much GCED-coded material as that coded for ESD.
- Of the three learning dimensions, there is a **greater focus on the cognitive dimension in the social sciences and natural sciences subject curricula**. The social and emotional dimension receives a slightly greater focus in languages and in other required courses across levels, as well as in general curricula at the pre-primary and primary levels.
- Across all documents, **GCED content included a greater focus on the social and emotional dimension than the cognitive dimension**, and a lesser focus on the behavioural dimension. **ESD content included a greater focus on the cognitive dimension than the behavioural dimension and placed the least emphasis on the social and emotional dimension**.
- **The relative focus on ESD and GCED remains quite consistent across the three timeframes studied:** (i) prior to 2006, (ii) 2006 to 2014, (iii) and 2015 to present. In contrast, the emphasis on the three learning dimensions is most extensive in the documents published since 2015.

Take-away points

The findings and analysis highlight the following take-away points:

- 1. Patterns vary** – The study shows that the relative emphasis on each of the three interrelated learning dimensions – cognitive, social and emotional and behavioural -- varies across education levels and across countries, reflecting specific contexts, systems, and needs.
- 2. Importance of holistic learning** – While emphasis varies, the study shows that there is a great need for countries to pay more attention to the social and emotional and behavioural dimensions of learning, to create synergistic and holistic impacts.
- 3. Focus on subject domains** – The study shows that emphasis on different dimensions of learning varies depending on the subject domain where ESD and GCED is included. In light of this, ESD and GCED education stakeholders need to pay more attention to the subject domains where topics are taught, as this can determine the emphasis placed on the three learning dimensions and ESD and GCED learning overall.
- 4. Whole-school approaches** – UNESCO recommends whole-school approaches to ESD and GCED so that educational systems are modelling and teaching ESD and GCED understandings not only through the explicit curriculum and pedagogy, but to all education stakeholders through the physical and operational environment of schooling, through engagements with community, and via the overall governance priorities of educational systems and institutions.
- 5. Future research** – The study solely examined curriculum and policy materials. Analysing what is actually happening in the classroom and the school environment is required in future research, to explore the learning processes and outcomes related to the three dimensions of learning.

Nota bene

All graphs in the publication were created by UNESCO. All quantitative data displayed is a direct result of the study commissioned by UNESCO, drawing on publicly accessible documents and materials in the countries concerned, which do not necessarily reflect a comprehensive or complete overview of all official policies and commitments. (See Annex B and E)

2. Background issues

Understanding ESD and GCED

To help countries take forward Target 4.7, UNESCO works on the basis of the following understandings of ESD and GCED, while recognizing the connection and overlap between the two.

- *Education for Sustainable Development (ESD)* empowers everyone to make informed decisions for environmental integrity, economic viability and a just society for present and future generations, while respecting cultural diversity (UNESCO 2014, p. 20).
- *Global Citizenship Education (GCED)* aims to empower learners of all ages to assume active roles, both locally and globally, in building more peaceful, tolerant, inclusive and secure societies (UNESCO 2015, p.14). It seeks to engender 'a sense of belonging to a broader community and common humanity, which emphasizes political, economic, social and cultural interdependence and interconnectedness between the local, the national and the global' (UNESCO 2015, p.14).

Target 4.7

Most national frameworks for ESD were set in motion before and during the United Nations Decade of Education for Sustainable Development (2005-2014). Topics such as environmental sustainability, sustainable lifestyles, sustainable consumption and production and human survival typically remain rooted in ESD. Often 'GCED-related' themes are also included, with an understanding that environmental, social, and economic concerns are overlapping.

GCED was introduced in the UN Secretary-General's Global Education First Initiative (GEFI) in 2012, but elements such as peace and human rights education, which are key to GCED, had been advocated by countries long before GCED was introduced on the global agenda. In some countries, these concepts are encompassed by ESD, just as ESD-related themes can be included in GCED, creating room for commonality between the two themes.

It is important to note that for the purposes of this study, ESD and GCED are looked at differently, but their interconnection and overlapping themes are fully acknowledged and considered.

Since 2015, ESD and GCED are included together in SDG Target 4.7.



By 2030 ensure all learners acquire 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. (UN 2015).

On this basis, countries are expected to report on steps they are taking to achieve Target 4.7 through the submission of Voluntary National Reviews and through reporting on Global Indicator 4.7.1¹. The Global Indicator focuses on the: 'extent to which ESD and GCED, including gender equality and human rights, are mainstreamed at all education levels in: (a) national education policies, (b) curricula, (c) teacher education and (d) student assessment' (UN Statistics Division 2019).

In this publication, ESD and GCED are considered together with a number of identified themes that can be linked with one or both of these terms (see Annex B). While some themes are linked more closely with GCED and others with ESD as part of the analysis, many of the findings consider ESD and GCED learning themes together, given their interwoven concerns and shared uptake in global monitoring processes.

Three learning dimensions

ESD and GCED learning can be understood to be furthered through three interrelated dimensions of learning - the cognitive, social and emotional, and behavioural (UNESCO 2015, 2017; Battiste 2000; Brookings Institution, 2017; UNESCO-APCEIU 2015).

¹ UNESCO uses the quadrennial reporting process on the 1974 Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms in order to collect data from Member States on Global Indicator 4.7.1. It has developed a draft methodology for the calculation of the Global Indicator which remains to be approved by the Interagency and Expert Group on SDG Indicators.

Aligned with the four pillars of learning described in the Delors Report 'Learning: The Treasure Within' (UNESCO 1996): learning to know, to do, to be and to live together, this three part heuristic can help guide inclusion of various learning considerations and a more holistic and embodied approach to learning. It supposes deeper understandings and knowledge, as well as attitudes and values of respect towards the environment, cultures and issues of equity and social justice.

Though presented here as discrete dimensions, this heuristic for understanding holistic learning considers the three dimensions to be interwoven and overlapping.

- The cognitive dimension comprises knowledge and critical thinking skills necessary to better understand the world and its complexities (UNESCO 2015, 2017).
- The social and emotional dimension includes skills, attitudes and values that enable learners to collaborate, negotiate, create and communicate in a diverse and globalized world, as well as cope with the challenges of life and work in the 21st century. This dimension also provides opportunities for developing self-reflection, as well as values, attitudes and motivations that enable learners to lead fulfilled and productive lives, respectfully and peacefully with others.
- The behavioural dimension nurtures the ability of learners to act in compassionate, respectful and non-violent ways, building constructive relationships. It also refers to action competencies, such as participating constructively in community (local or global) projects that promote sustainable development in their immediate environment and beyond. Finally, the behavioural dimension helps learners apply learning according to local community norms or broader societal standards.

Building on prior UNESCO studies (e.g. UNESCO 2015, UNESCO MGIEP 2017; UNESCO 2017), and other reports (e.g. UNFPA 2018), the three dimensions described above provided the framework for the study.

At the same time, other approaches were found useful to enrich the results of the study (e.g. see CASEL 2013; Durlak et al. 2011; Greenberg et al. 2003; Leach, Dunn and Salvi 2014; O'Conner et al. 2017; Wenger 2009).

Country selection

The study selected ten countries from all regions of the world – Costa Rica, Japan, Kenya, Lebanon, Mexico, Morocco, Portugal, Republic of Korea, Rwanda and

Sweden. These were selected as being committed to ESD and/or GCED and having relatively stable and centralized education systems, in order to increase the likelihood that policies and curricula are implemented as intended. At the same time, these countries show variations in history and size, as well as different approaches to basic education, pre-primary enrolment and completion rates.

Although all regions of the world are represented, the study does not claim to provide region-specific patterns in the results. Annex A provides more information on the selection criteria of the countries reviewed in the study.

Methodology

Annex B provides an in-depth explanation of the methodological basis for the study, including the document collection and coding processes. The discussion here highlights only the most salient points for understanding the findings of the study.

The study examined the content of national laws, policies and the intended curriculum pertaining to PPE, PE, LSE and USE education in the formal sector only. It did not explore official statements pertaining to tertiary education, adult education or non-formal education. Although it reviewed subject syllabi, it did not gather information on the implemented curriculum (what is taught in classrooms) or on textbooks, nor on the learning outcomes achieved by students, all of which are beyond the study's scope.

In all, the study examined a total of 263 policy and curriculum documents—national education laws, national education strategic plans, national curriculum frameworks (NCFs), national ESD/GCED-specific documents and national subject-specific curricula. The body of evidence only included documents currently in use in the study countries, drawing on publicly accessible documents and materials in the countries concerned, which do not necessarily reflect a comprehensive or complete overview of all official policies and commitments. The document collection process entailed manual searches of websites of national ministries of education and other sources in the public domain; the input of national experts to validate identified documents and suggest additional ones; as well as direct correspondence with national ministries requesting electronic or print versions of documents that were difficult to obtain otherwise. Of the 263 documents (between 19 and 39 per country, with 26 documents on average), almost two-thirds were subject-specific curricula.

Drawing on coding exercises employed in prior studies (UNESCO 2015; European Commission 2017a,b; UNESCO-

IBE 2016; UNESCO-MGIEP 2017), the coding scheme included eight categories of ESD and GCED themes, related to:

1. Cultural diversity and tolerance;
2. Peace and non-violence;
3. Human rights and gender equality;
4. Environmental sustainability;
5. Sustainable consumption and production;
6. Human survival and well-being;
7. The three pillars approach to ESD;
8. Other ESD and GCED intended learning (UNESCO 2016b).

The first six codes of this scheme were adapted from the scheme used for monitoring the UNESCO 1974 Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms adopted on 19 November 1974 by UNESCO's Member States at the 18th Session of the General Conference (UNESCO 1974; 2016b; 2018). In addition, code 7 was added for general references to ESD or 'social, economic, and environmental' education (i.e. a 'three pillars' approach to ESD), and code 8 for ESD and GCED learning content not covered by codes 1-7 (such as moral education or character education without specifics that can be coded in codes 1-7). In addition, the learning dimensions were coded as:

1. Cognitive dimension;
2. Social and emotional dimension;
3. Behavioural dimension;
4. Other (approaches that combine multiple dimensions in a way that does not allow them to be separated out).

On this basis, the study tracked the cognitive, social and emotional and behavioural dimensions of learning in relation to these ESD and GCED themes across four education levels - PPE, PE, LSE and USE. This was done through a reading of official documents in which coders searched for the meaning of each key concept rather than exact keywords or terms. 'Units of information' were identified for coding, in which all text necessary to understand the meaning of a reference was coded. In some cases, single sentences were coded as a reference; in others, longer sections of several sentences were coded under a single coding reference.

Limitations

- Despite a careful document collection process involving country experts to ensure all required documents of each document type were included in the dataset, there were marked disparities in the numbers, focus and length of active documents found in respective countries. Furthermore, the scope of this 263-document study in 7 different languages within the study time-frame, did not allow for in-depth examination of the qualitative document data, or interviews with key stakeholders to provide further context for the analysis and interpretation of the findings.
- The coding structure and analysis focused more on identified themes of ESD and GCED learning, as well as ESD and GCED overall, rather than on ESD and GCED as separate and distinct entities. Even in countries more committed to one concept or the other, understandings of these principles are complex and often overlap. In other countries the specific terms of 'ESD' and 'GCED' are not widely used, at least in the curriculum documents currently in use.
- Many documents pre-date SDG 4 and Target 4.7, which explicitly mention ESD and GCED. Recently published documents may have benefited from guidelines or exemplary materials produced by advocates of ESD and GCED at the national and international levels. In several countries, new curricula are currently under development; however, for the purposes of this study, these materials went un-analyzed since they do not yet represent official government policy.
- The results of the study allow for tentative conclusions about policy and curriculum documents, although they say little about the implemented curriculum and actual classroom practice.

As such, the study's design is an informative foundation for further work, which could examine how intended policies and curriculum documents are translated into textbooks and other teaching/learning materials, teaching practices, student-teacher interactions, school learning environments and student learning outcomes.

3. Findings

This section summarizes the main findings of the study that sought to examine whether and to what extent the three learning dimensions (cognitive, social and emotional, behavioural) are prioritized in commitments to ESD and GCED learning in PPE, PE, LSE, USE education in a selection of countries.

The findings also address the relative focus on various themes or aspects of ESD and GCED learning in relation to each education level. Finally, the analysis also reports key findings in relation to variations by document type, curricular subject area and time period of document publication.

Nota bene

In the figures that follow, the ‘percentage of references’ refers to the relative number of times that a particular item was explicitly referenced in the analysed documents. The number next to the letter ‘N’ in the lower end of the graphs refers to the total number of times that a specific item was coded in the country documents.

Results based on a low number of instances of coding (with an n value under ten) should be interpreted with caution, as they are based on low sample sizes. Unless otherwise stated, all document types were included in the analysis.

In some cases, the totals for percentage breakdown by learning dimension do not total 100% because:

- a fourth learning dimension code of ‘other’ was coded for, but not included in visualizations; or
- an eighth code of ‘other ESD and GCED’ learning was coded for, but not included in visualizations.

Finding #1

Throughout education levels, the focus on the cognitive increases, while the focus on the social and emotional decreases

As schooling moves from PPE and PE to LSE and USE education, over the ten countries, the focus on the

cognitive dimension in ESD and GCED learning increases and the focus on the social and emotional dimension decreases. The focus on the behavioural dimension increases slightly.

A considerable emphasis in curriculum, often beginning in primary education, is behaviour-oriented, focusing on place (i.e. the surrounding community and nature) and on instilling everyday practices in children’s lives.

In the upper grades of primary education, and particularly in secondary schools, students are typically asked to consider greater complexity in relation to global citizenship and sustainable development, with instruction emphasizing cognitive learning and knowledge acquisition.

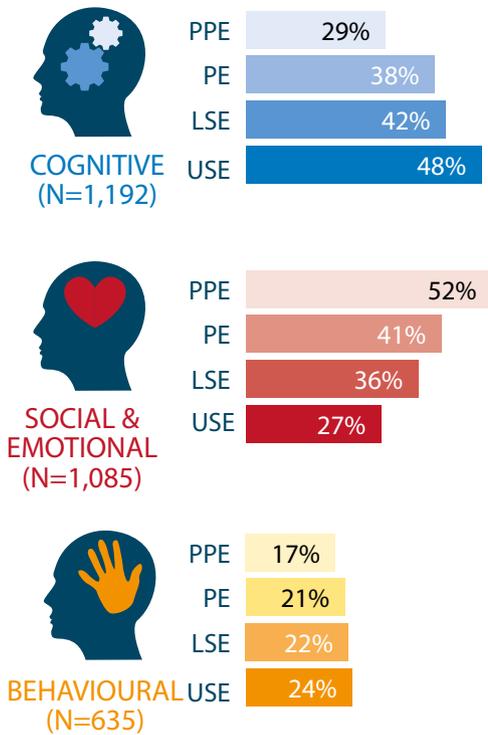
And yet, social and emotional and behavioural skills are also needed throughout secondary schooling to understand the rationale for global citizenship and sustainability, and to develop cooperative approaches to societal challenges—for example, to tackle gender-based violence or to negotiate solutions to problems such as access to clean water or pollution.

Likewise, cognitive and behavioural dimensions of learning are as important as social and emotional learning in earlier grades to enable understanding and action on citizenship and sustainability in age-appropriate ways.

Figure 1 indicates that in all ESD and GCED learning mentioned in the collected study documents, there is a sum total of 1,192 explicit references to the cognitive dimension, 1,085 references to the social and emotional dimension and 635 references to the behavioural dimension.

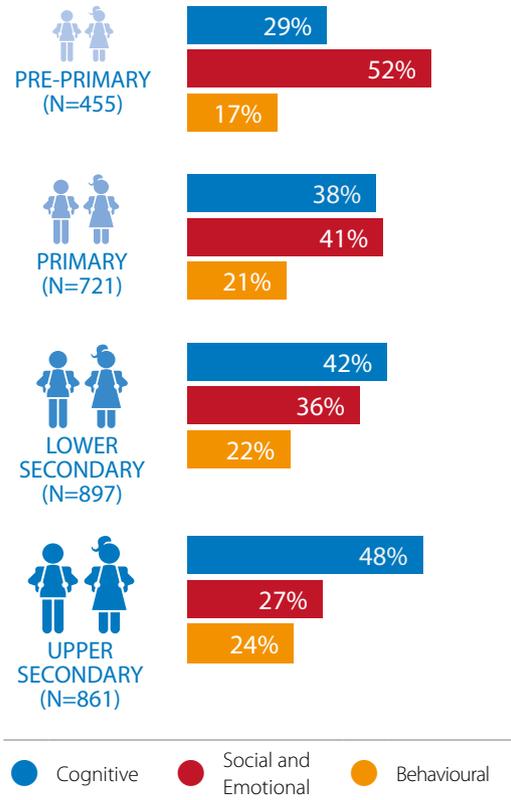
When these references are organized by education level, as in Figure 1, the findings indicate that 29%, 52% and 17% of pre-primary references were, respectively, cognitive, social and emotional and behavioural. By placing the percentage of references to a dimension at each education level side by side, Figure 1 shows the shift in emphasis placed on each dimension from PPE to PE to LSE and, finally, to USE. For example, there is a greater percentage of cognitive learning statements in the USE level (48%), as compared to the preceding levels (between 29% and 42%). Figure 2 also reports the percentages of references to ESD and GCED learning by learning dimension, but highlights differences within each education level.

Figure 1. Percentage of references to ESD and GCED learning at each education level (pre-primary, primary, lower secondary and upper secondary) by learning dimensions



Note: PPE=pre-primary, PE=primary, LSE=lower secondary, USE=upper secondary education levels.

Figure 2. Percentage of references to cognitive, social and emotional and behavioural learning by education level (pre-primary, primary, lower secondary and upper secondary)



● Cognitive ● Social and Emotional ● Behavioural

Finding #2

There is considerable variation across countries regarding the relative emphasis on the three learning dimensions in ESD and GCED

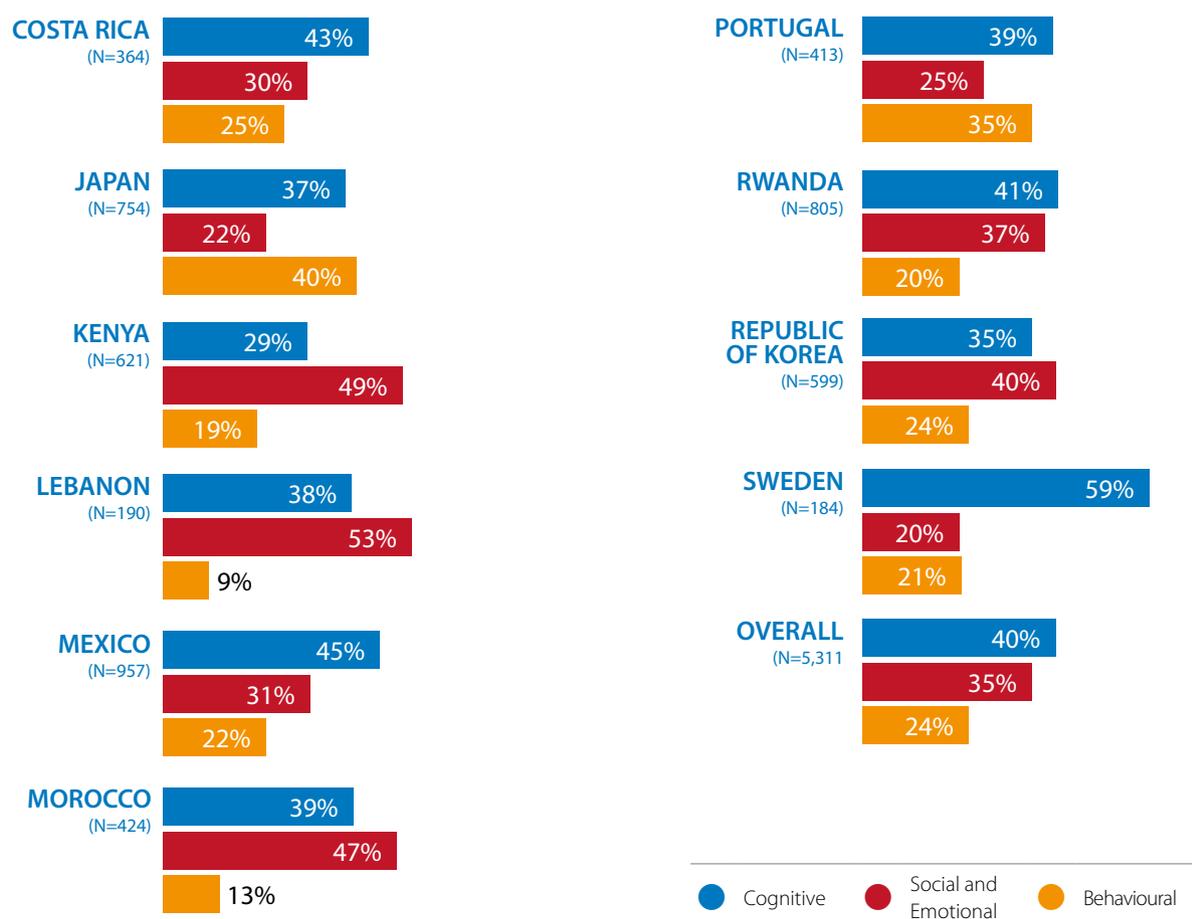
Countries vary in their relative emphasis on the three learning dimensions, particularly in relation to the cognitive and the social and emotional dimensions (see Figure 3).

Some countries place a strong emphasis on one of the three dimensions. For example, in Sweden and, to a lesser extent, in Mexico and Costa Rica, the documents include much more focus on the cognitive dimension than on the social and emotional or behavioural dimensions. In contrast, in Lebanon, Kenya, Morocco, and the Republic of Korea, the social and emotional dimension is more prevalent. Documents in Japan include more behavioural learning relative to other dimensions.²

² Additional information brought to our attention by the Ministry of Education, Culture, Sports, Science and Technology-Japan (MEXT) indicates that actual implementation in schools is done in a balanced manner based on the Act (School Education Act) and curricula (Course of Study).

Overall, of the more than 5,000 references to ESD and GCED learning, which could be coded as belonging to one of the three learning dimensions in the documents - approximately 40% include a reference to the cognitive dimension, 35% to the social and emotional dimension and 24% to the behavioural dimension.

There may be different reasons for this pattern, some applicable across many cases, others more specific to a particular case. For example, if 'teaching to the test' dominates policy or classroom practices, as is more often the case in secondary education, then a focus on thinking and factual knowledge would be expected to dominate. This would be likely to result in greater focus on the cognitive than the other learning dimensions, as is the case for a number of countries in the study.

Figure 3. Percentage references to cognitive, social and emotional and behavioural learning by country**Finding #3****In examining study countries' curricula, patterns of prominence of the learning dimensions in ESD/ GCED learning across education levels vary among countries.**

The relative importance attributed to each learning dimension in ESD and GCED varies among countries - with only 60% of countries following the overall pattern of increasing focus on the cognitive dimension and decreasing focus on the social and emotional dimension.

Figures 4 -13 show the percentages of coded content devoted to each learning dimension, for each education level, by country.

In some countries, such as Rwanda and the Republic of Korea, the national pattern aligns with the general pattern that the focus on social and emotional learning declines from PPE to USE, while the focus on cognitive learning

increases. Japan shows a similar pattern, though to a lesser degree.

In Kenya, the situation is quite different: there is a substantial rise in social and emotional learning between PPE and PE and a sizeable drop in cognitive between the two levels.

Other countries, such as Lebanon and Morocco, are quite distinct from the general pattern as well in that there is more focus on social and emotional learning than on either of the other dimensions at all or most levels.

Figure 4. Kenya: Percentage of references to cognitive, social and emotional and behavioural learning by education level

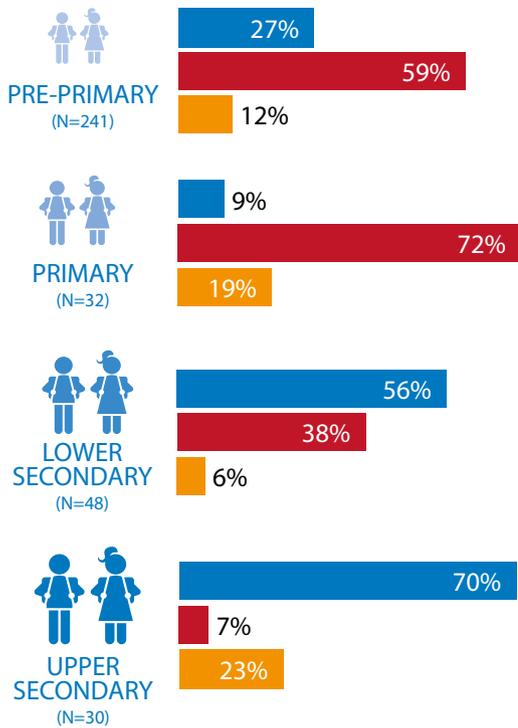


Figure 5. Rwanda: Percentage of references to cognitive, social and emotional and behavioural learning by education level

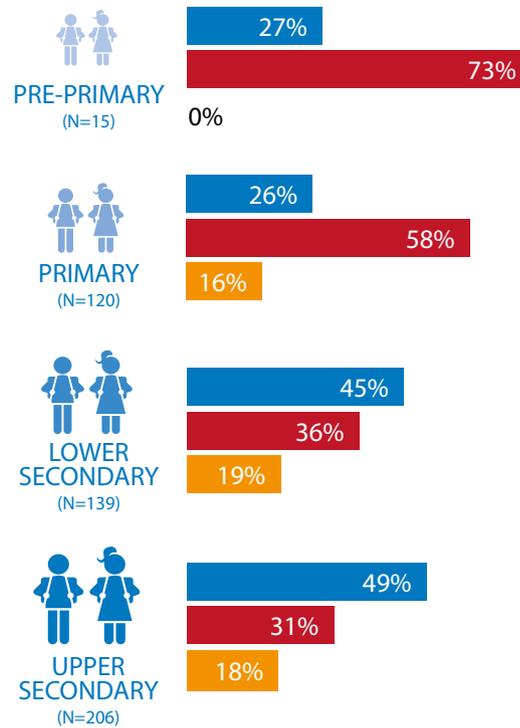


Figure 6. Lebanon: Percentage of references to cognitive, social and emotional and behavioural learning by education level

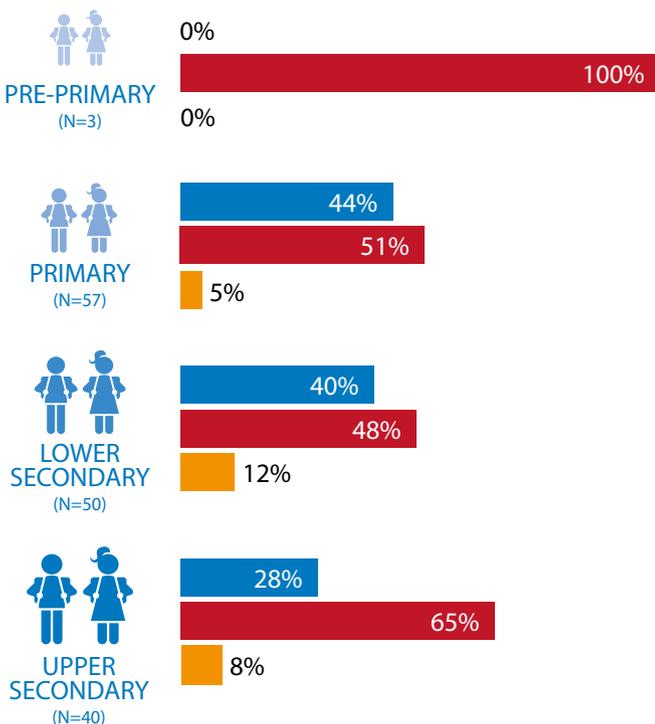


Figure 7. Morocco: Percentage of references to cognitive, social and emotional and behavioural learning by education level

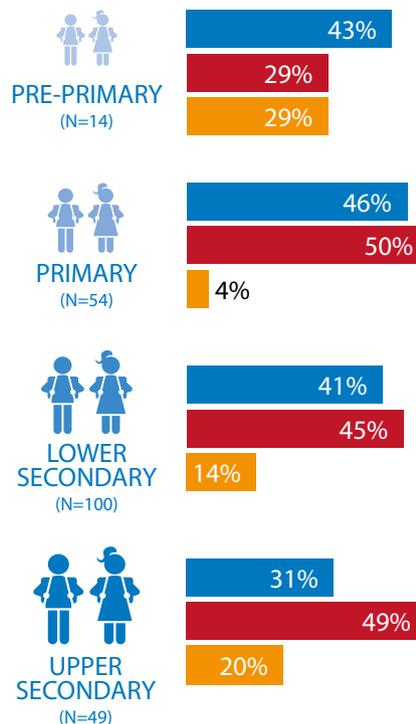


Figure 8. Japan: Percentage of references to cognitive, social and emotional and behavioural learning by education level

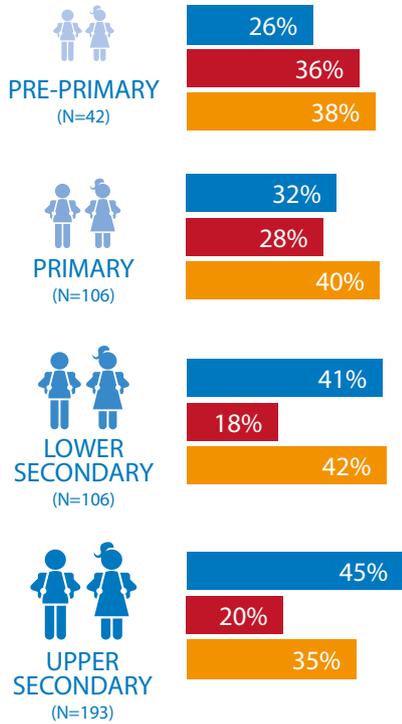


Figure 9. Republic of Korea: Percentage of references to cognitive, social and emotional and behavioural learning by education level

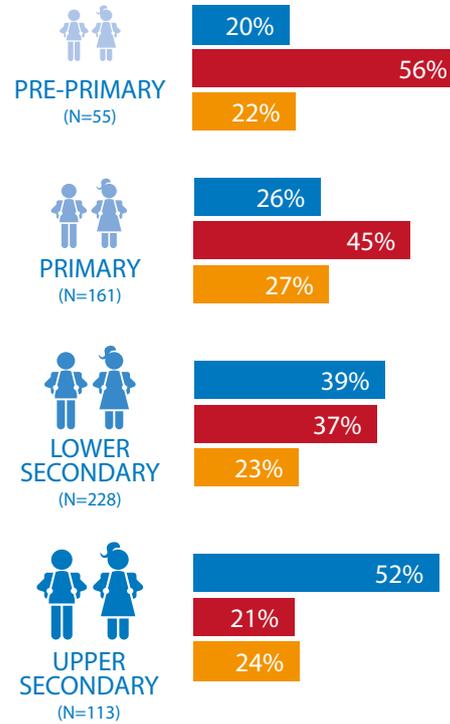


Figure 10. Portugal: Percentage of references to cognitive, social and emotional and behavioural learning by education level

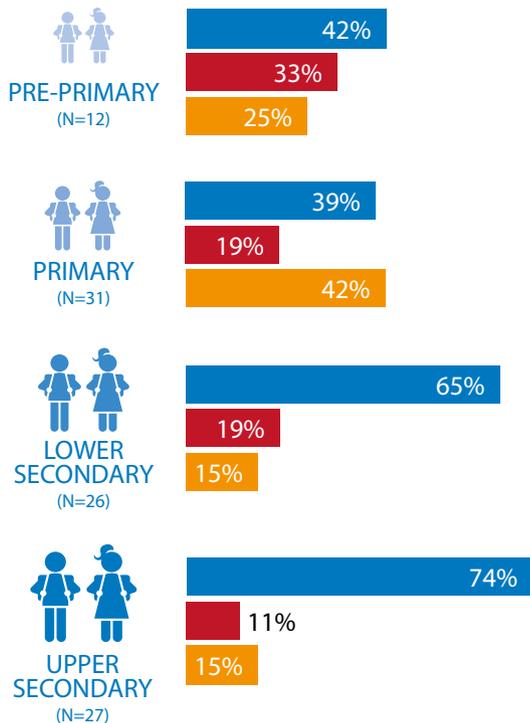


Figure 11. Sweden: Percentage of references to cognitive, social and emotional and behavioural learning by education level

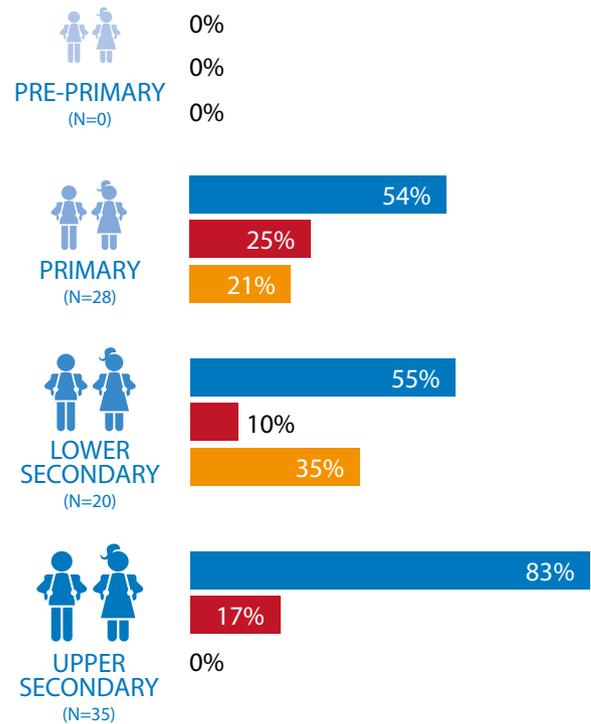


Figure 12. Costa Rica: Percentage of references to cognitive, social and emotional and behavioural learning by education level

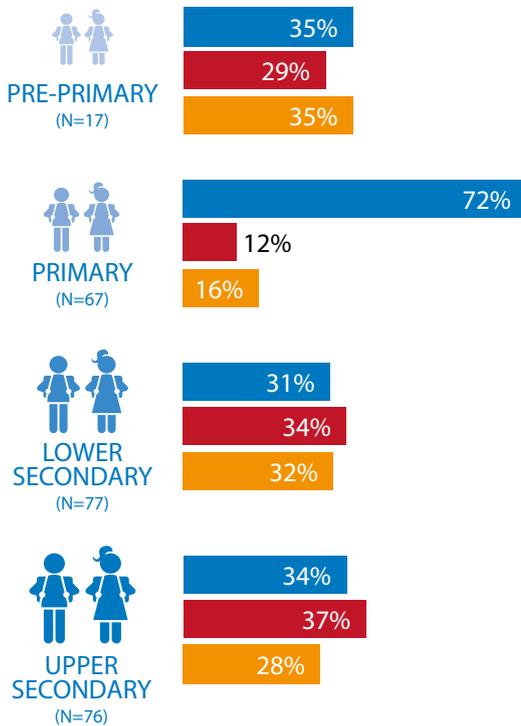
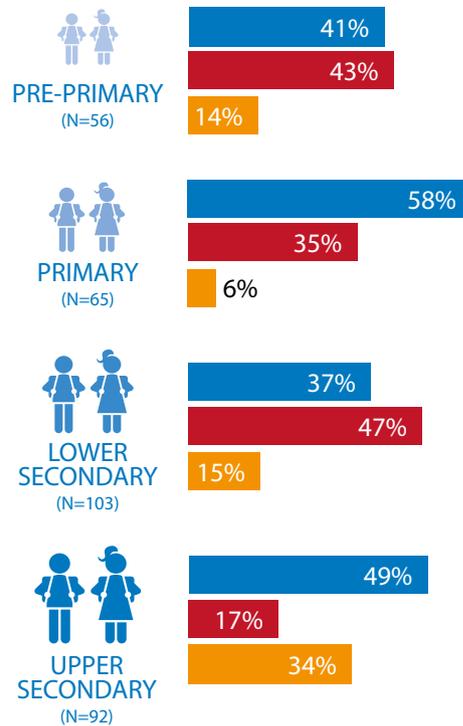


Figure 13. Mexico: Percentage of references to cognitive, social and emotional and behavioural learning by education level



Finding #4

In 8 of the 10 countries' curricula, at least one of the learning dimensions had an inclusion rate below 15%.

In eight of the ten countries, at least one of the learning dimensions has an inclusion rate below 15% (see Table 1). This means that less than 15% of all the references coded in the country documents at this level included references to this dimension. Three-quarters of these instances concern the behavioural learning dimension. In over half of the instances, it is at the secondary education level that at least one of the learning dimensions receives less focus. The percentage difference between most and least emphasized dimension, at each education level and overall, ranges from 3 to 63%, while in Japan and the Republic of Korea, there is consistent prominence of all dimensions across all education levels.

In no country did the three learning dimensions receive similar levels of focus at all four education levels (within 20%). Costa Rica had a relatively similar focus on the three learning dimensions in three of the four education levels, and Japan and the Republic of Korea had similar focuses in two of the four education levels. In Costa Rica, there was a difference of 6% among dimensions in pre-primary education, indicating greater similarity in the use of each learning dimension approach, which means the three learning dimensions are taught relatively evenly. In Kenya, by contrast, there is a 46% difference between the learning dimensions with the greatest and least focus at the same education level, which means there is a particular emphasis on certain learning dimensions.

Of the 24 cells in grey (Table 1), which indicate that 15% or less of content focused on that learning dimension at that level, 16 are associated with the behavioural dimension, and 11 are in secondary education.

Table 1. Inclusion of each learning dimension at each education level in each country

		LEARNING DIMENSION			
					
		Cognitive	Social and emotional	Behavioural	% Difference
COSTA RICA	PPE	35%	29%	35%	6%
	PE	72%	12%	16%	60%
	LSE	31%	34%	32%	3%
	USE	34%	37%	28%	9%
	Overall	44%	28%	27%	17%
JAPAN	PPE	26%	36%	38%	12%
	PE	32%	28%	40%	11%
	LSE	41%	18%	42%	24%
	USE	45%	20%	35%	25%
	Overall	39%	23%	38%	16%
KENYA	PPE	27%	59%	12%	46%
	PE	9%	72%	19%	63%
	LSE	56%	38%	6%	50%
	USE	70%	7%	23%	63%
	Overall	33%	52%	13%	39%
REPUBLIC OF KOREA	PPE	20%	56%	22%	36%
	PE	26%	45%	27%	19%
	LSE	39%	37%	23%	16%
	USE	52%	21%	24%	31%
	Overall	36%	38%	24%	14%

The relative absence of behaviour-oriented approaches in ESD and GCED learning may be considered from different angles. First, despite an increased focus in ESD and GCED on action-oriented pedagogies and learning outcomes, mainstream curricular approaches often continue to emphasize the value of abstract knowledge and the cognitive learning dimension. Moreover, traditional exam-driven education systems may find it difficult to capture student performance in behaviour-oriented learning. In addition, identifying and teaching age-appropriate behavioural responses to ESD and GCED raise challenges

at the pre-primary and primary level, where the scope of individual agency is limited. While young children certainly have important behavioural skills to learn and use at school (e.g. kindness), at home (e.g. recycling) and in the community (e.g. volunteering at an elderly care centre), their ability to engage in a wider range of social action is more limited. On the other hand, behavioural pedagogies, such as connecting to local places through outdoor and community-based learning, can be very successful at all ages, including at pre-primary and primary grades.

LEARNING DIMENSION



		Cognitive	Social and emotional	Behavioural	% Difference
LEBANON ¹	PPE	0% ¹	100% ¹	0% ¹	100%¹
	PE	44%	51%	5%	46%
	LSE	40%	48%	12%	36%
	USE	28%	65%	8%	58%
	Overall	37%	55%	8%	47%
MEXICO	PPE	41%	43%	14%	29%
	PE	58%	35%	6%	52%
	LSE	37%	47%	15%	32%
	USE	49%	17%	34%	32%
	Overall	46%	35%	18%	27%
MOROCCO	PPE	43%	29%	29%	14%
	PE	46%	50%	4%	46%
	LSE	41%	45%	14%	31%
	USE	31%	49%	20%	29%
	Overall	40%	46%	14%	32%
PORTUGAL	PPE	42%	33%	25%	17%
	PE	39%	19%	42%	23%
	LSE	65%	19%	15%	50%
	USE	74%	11%	15%	63%
	Overall	56%	19%	25%	38%
RWANDA	PPE	27%	73%	0%	73%
	PE	26%	58%	16%	42%
	LSE	45%	36%	19%	25%
	USE	49%	31%	18%	31%
	Overall	41%	40%	18%	24%
SWEDEN ¹	PPE	0% ¹	0% ¹	0% ¹	0%¹
	PE	54%	25%	21%	32%
	LSE	55%	10%	35%	45%
	USE	83%	17%	0%	83%
	Overall	66%	18%	16%	51%

¹ The percentages for pre-primary education in Lebanon and Sweden are based on a small number of total references (less than 10), and thus caution should be exercised in any interpretation.

Note: Figures in the three rows of learning dimensions above refer to the percentage of coded references to each dimension, by country and education level. Cells in grey indicate that the percentage of explicit references to that learning dimension at that education level is 15% or less. % Difference numbers refer to the difference in percentage points between the most and least emphasized learning dimensions at each education level. A low number (e.g. in Costa Rica at the pre-primary and secondary levels) means that the focus on the different learning dimensions is relatively similar; a high number (e.g. in Kenya or Sweden at the secondary level) means that the focus on the different dimensions is more varied. The columns within a country's education level do not add up to 100% because the 'other' category was excluded from analysis.

Finding #5

Emphasis on ESD and GCED learning and learning dimensions varies across document types

National education laws include less focus on cognitive and behavioural learning and more on social and emotional learning dimensions – by contrast, in the remaining document types, the focus is relatively similar. In addition, in each document type, there is roughly double the learning content, which was coded for GCED as there is learning content coded for ESD (see Figure 15).

Aside from national laws, Figure 14 shows a high degree of similarity of coverage of the three dimensions of learning across document types. This suggests that focus on social and emotional and behavioural dimensions extends to all levels of national policymaking. In some respects, it may be not surprising to have more emphasis on the social and emotional in national laws, which set out legal mandates based on constitutional and moral frameworks.

As shown in Figure 15, the consistency of focus on GCED learning themes relative to ESD themes across document types is striking; it is worth noting also that the number of documents of each type varies considerably, as indicated by the N numbers for the coded content in each document type shown in Figure 15.

Figure 14. Percentage of references to cognitive, social and emotional and behavioural learning by document type

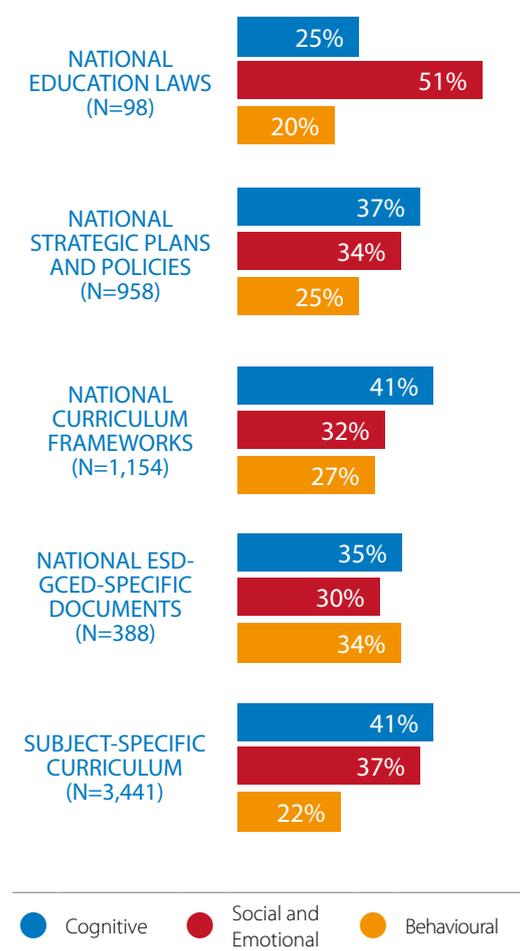
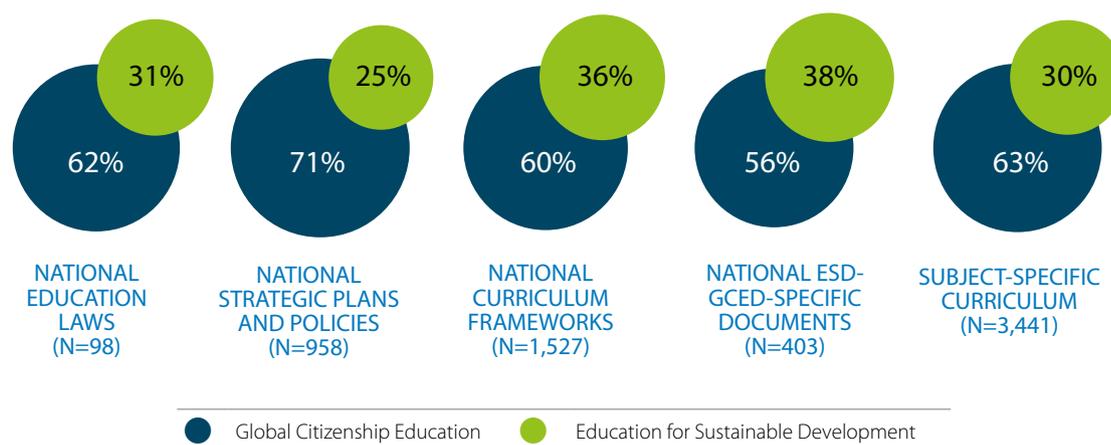


Figure 15. Percentage of references to ESD and GCED learning by document type

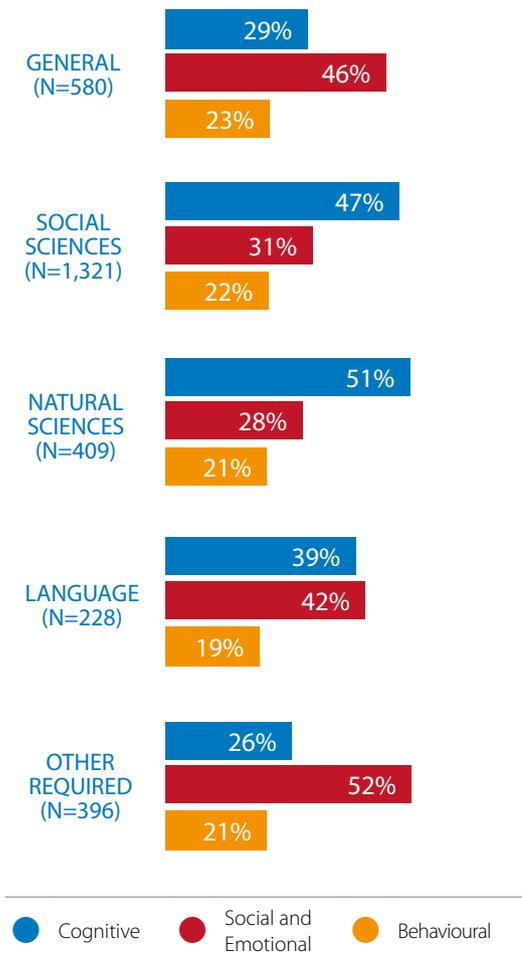


Finding #6

In study countries' curricula, of the three learning dimensions, there is a greater focus on the cognitive in 'social sciences' and 'natural sciences' curricula as compared to 'general' curricula (mainly pre-primary and primary curricula), and 'language' and 'other required' subject areas.

Of the three learning dimensions, there is a greater focus on the cognitive in 'social sciences' and 'natural sciences' curricula as compared to 'general' curricula (mainly pre-primary and primary curricula), and 'language' and 'other required'² subject areas. The social and emotional dimension receives a slightly greater focus in 'language' and particularly in 'other required' course curricula, as well as in 'general' curricula.

Figure 16. Percentage of references to cognitive, social and emotional and behavioural learning by curricular subject area (general, social sciences,³ natural sciences, language, other required)



The trend whereby there is more emphasis on the cognitive dimension of ESD and GCED when presented in the context of social and natural sciences, is consistent with trends in many education systems to prioritize 'academic' content and associated standardized tests in secondary curricula.

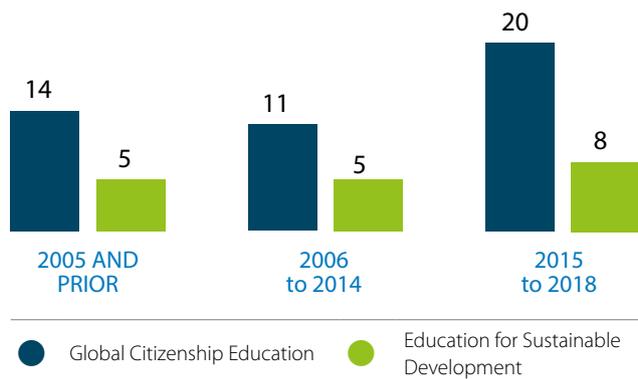
When this cognitive emphasis is not balanced with pedagogy that cultivates social and emotional and behavioural learning dimensions, this may lead to students being able to pass standardized exams on ESD and GCED but not to develop lasting emotional commitments or the behavioural skills relevant to applying ESD and GCED.

Finding #7

ESD and GCED learning and learning dimensions vary by document publication date

The relative focus on ESD and GCED themes remains quite consistent across the three timeframes studied - prior to 2006; between 2006 and 2014; from 2015 to the present - (see Figure 17). This is not the case with the learning dimensions. There is a significant shift in recent years where we observe an increase in the extent of explicit reference to all three learning dimensions in more recent documents (see Figure 18).

Figure 17. Average number of references to GCED and ESD learning by publication period

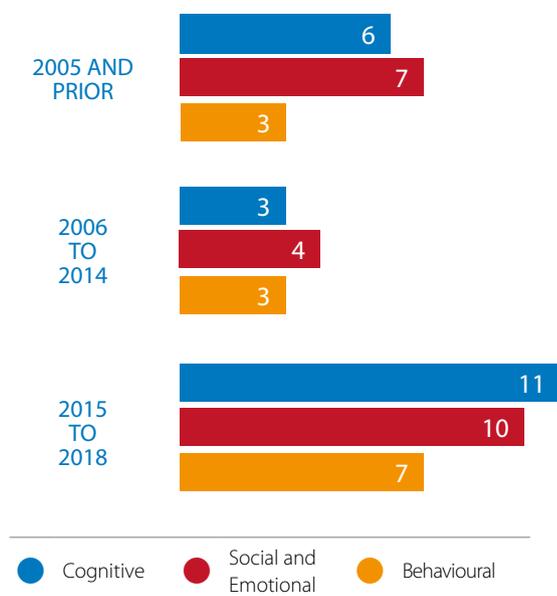


Note: The numbers included in this figure were calculated by dividing the total number of references in a given timeframe by the number of documents for that period.

2 Examples of 'other required' curricula include communication skills, creative arts and economics (Rwanda); moral education (Republic of Korea); political science (Rwanda); religion (Kenya, Rwanda) and social and emotional skills (Mexico).

3 The term 'social sciences' refers to social studies, history, geography and/or citizenship/civics wherever they are a required subject. The term 'other required' refers to non-core but still required subjects specifically related to ESD or GCED, which may vary from country to country. The term 'general curricula' refers to general curricular documents at any education level which are not organized by specific subject areas and includes pre-primary and primary curricula when not organized by subject.

Figure 18. Average number of references to cognitive, social and emotional and behavioural learning by time period of publication



Note: The numbers included in this figure were calculated by dividing the total number of references in a given timeframe by the number of documents for that period.

The publication dates for the policy and curriculum documents span from about 1997 to 2018 and include significant ESD and GCED milestones, such as the beginning and end of the UN Decade of Education for Sustainable Development (2005-2014) and the UN Secretary General's Global Education First Initiative (2012-2016), which highlighted the importance of GCED.

As part of these milestones, UNESCO and many other organizations published action plans and guidelines for implementing ESD and GCED. Increasingly, ministries of education created websites where they posted ESD and GCED national plans and strategies; and national and regional groups were formed to promote ESD and GCED and pilot local approaches. Earlier initiatives, such as peace education (1981), human rights (1995-2004) and gender equity (Beijing, 1995) were often associated with GCED after the term became part of a key indicator for measuring progress on the education SDG 4 in 2017 – i.e. Target 4.7.

Still, despite these specialized initiatives, it is notable that the relative focus on learning themes coded for ESD has remained relatively constant, and learning themes coded for GCED have seen somewhat of an increase in focus in more recent documents (Figure 17).

In relation to Figure 18, given the growing emphasis in research and practice on the importance of social and

emotional and behavioural learning in pedagogical practices and learning outcomes (e.g. Berman, Chaffee and Sarmiento, 2018; OECD, 2018), it might be expected that policy documents and curricula that have been revised more recently would show increased attention to a diversity of learning dimensions. This is indeed the case in the findings, which show more than a doubling of the explicit focus on learning dimensions in documents dated from 2015 relative to those from the previous decade. As the idea of including multiple learning dimensions takes root, it is likely that countries will continue to be more explicit in how they attend to cognitive, social and emotional and behavioural dimensions in both the processes and outcomes of learning. For example, Costa Rica, Japan and the Republic of Korea, all of whom have more recently revised curricula, show considerable focus on all three dimensions at two or more levels of education.

Finding #8

There is relatively more focus on GCED than ESD themes

Overall, across all countries, document types and education levels, there is twice as much explicit focus on GCED learning as compared to ESD learning (63% vs 32% of coded content).

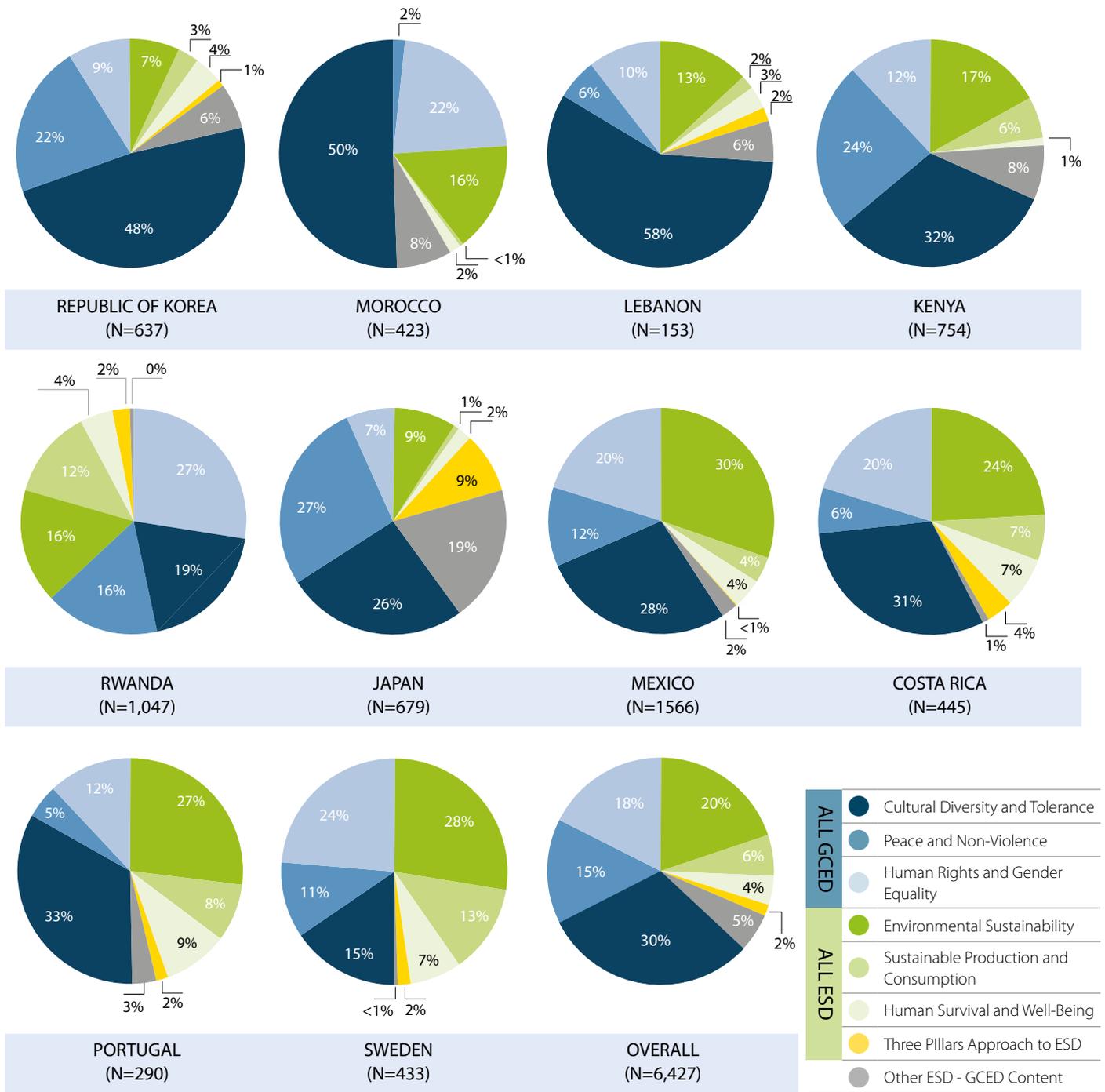
Figure 19 presents the percentage of total content related to ESD and GCED learning themes overall and for each country, as well as breakdowns of this content by ESD and GCED themes.

Across all ten countries, over 60% of the coded content was focused on GCED learning. Pie charts of study countries are presented from greatest focus on GCED themes to greatest focus on ESD themes. Countries with the greatest focus on GCED include the Republic of Korea, Morocco and Lebanon (between 74-79% of coded content). Countries with the greatest focus on ESD content include Sweden, Portugal, Costa Rica and Mexico (40-50% of coded content). About 5% of relevant content refers to other ESD and GCED content that did not fit into ESD and GCED themes 1-7⁵, such as moral education or character education.

Several factors may help to account for these findings. First, it is important to recognize that the themes and overall categories of ESD and GCED used in the study are based

⁵ See Table 4 for more details about the composition of ESD, GCED and 'other ESD/GCED'. GCED content includes codes related to cultural diversity and tolerance, peace and nonviolence as well as human rights and gender equality. Content coded to the ESD category includes references to environmental sustainability, sustainable production and consumption, human survival and well-being as well as three pillars approaches to ESD. Text associated with intended learning related to ESD/GCED but not clearly captured by any of the above seven codes was coded as 'other ESD/GCED'.

Figure 19. Percentage of references in different ESD and GCED themes overall and by country



on the coding scheme, and that several 'GCED' themes may also be considered in many countries to be part of 'ESD' (e.g. human rights and gender equality).

Second, the findings may be influenced by the range of approaches available at the time the documents were being developed in a given country. For example, although the Republic of Korea and Lebanon both have relatively few curriculum documents in this study (19 and

18, respectively), the publication dates of their subject-specific curricula are almost 20 years apart (2015 and 1997, respectively) and, perhaps relatedly, the Republic of Korea has more than four times the number of references to ESD and GCED in its curriculum documents than Lebanon does (ESD and GCED materials and approaches have become more common in recent decades).

A third influence may be the historical level of commitment to earlier approaches, both governmental and non-governmental and to well-established programmes already in place, or to approaches or language appropriate for local culture. For example, the large amount of 'other ESD and GCED content' in Japan reflects a strong emphasis on 'moral education' in the primary and lower secondary curriculum. Beginning in 2019, Japan has started introducing moral education as a standalone required subject at all levels of education, covering most, if not all aspects of GCED.

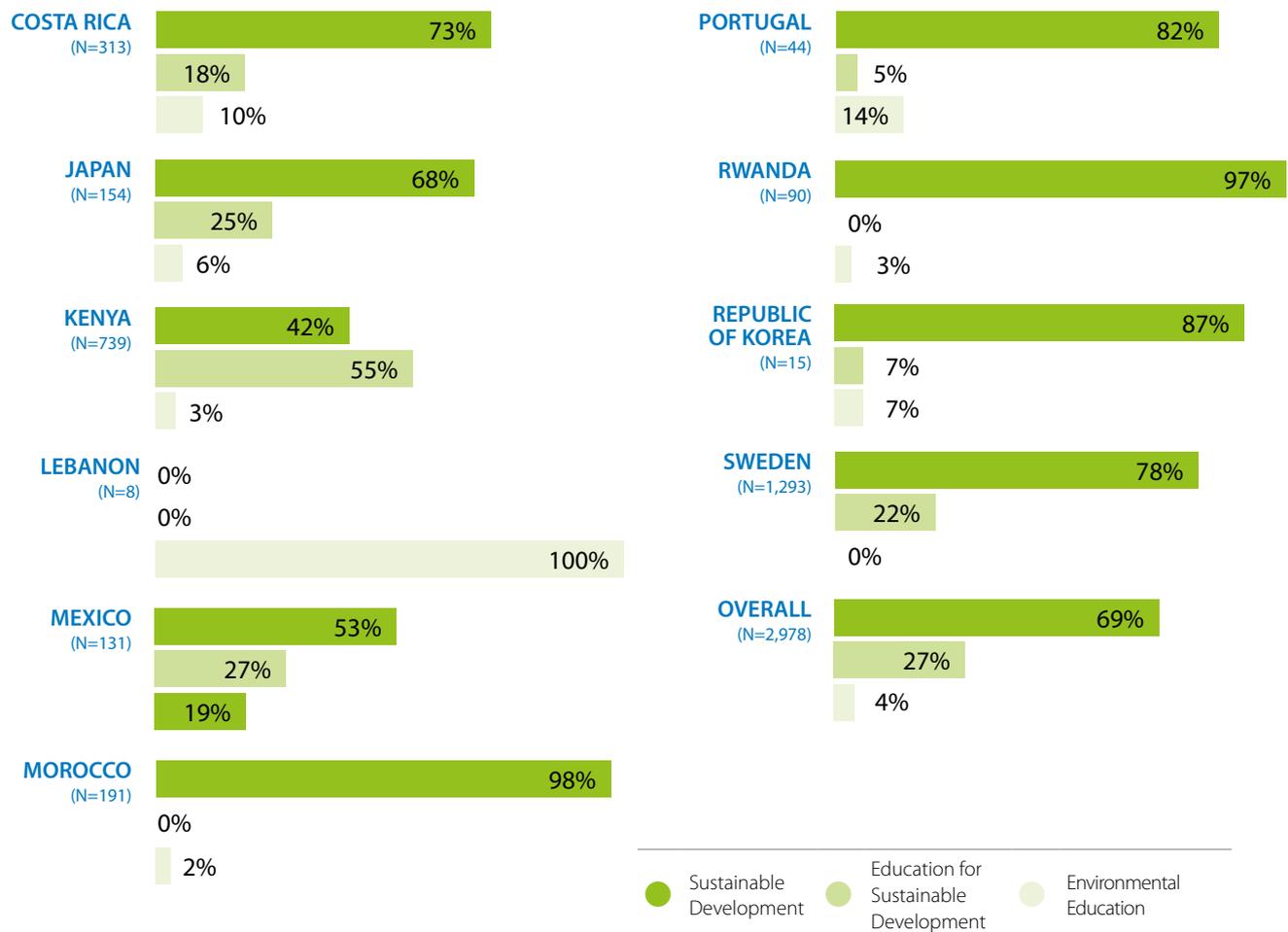
Finding #9

Keyword terms related to ESD vary

Of three ESD-related keywords searched in all documents, 'sustainable development' (SD) was the most common term overall, followed by 'education for sustainable development,' (ESD) with 'environmental education' (EE) being the least common term (Figure 20).

Keyword searches of key ESD terms were carried out in all study languages. Figure 20 presents percentages of content focusing on three aspects of ESD, by country. Given the history of approaches to EE and ESD in some countries, and in research communities versus policy use, it is interesting to note that ESD (and SD) are in higher use than EE across the documents overall, and in all countries but Lebanon. Some of the variation relates to the date of publication of the documents. For example, Lebanon's subject curricula date to 1997, before the Decade of ESD (2005-2014) and the Sustainable Development Goals (2015).

Figure 20. Prevalence of different ESD terms in study documents overall and by country



Finding #10

Focus on learning dimensions varies between ESD and GCED themes

Across all documents, GCED content included a greater focus on the social and emotional dimension than on the cognitive dimension, and a lesser focus on the behavioural dimension (Figure 21). ESD content included a greater focus on the cognitive dimension than the behavioural dimension and places the least emphasis on the social and emotional dimension.

Figure 21. Percentage of references to cognitive, social and emotional and behavioural learning by GCED and ESD content

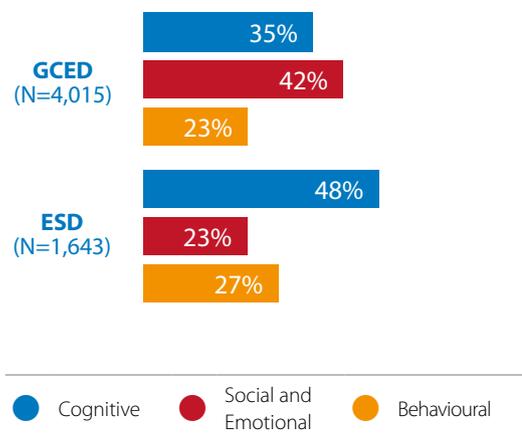


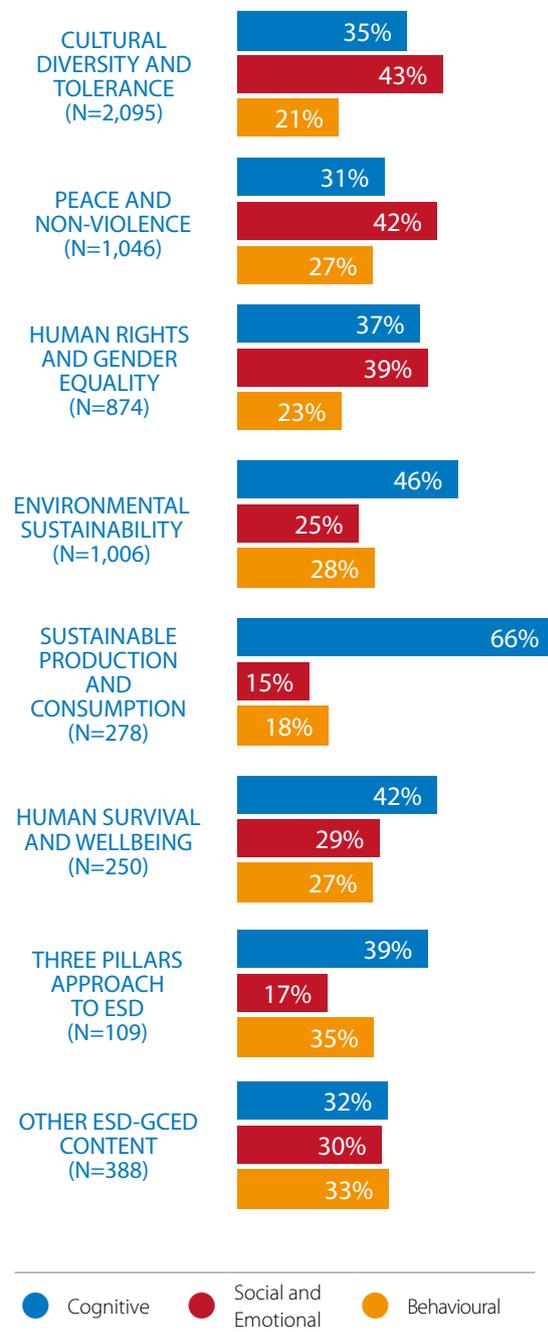
Figure 22 breaks down the focus on learning dimensions by ESD and GCED theme.

These findings may be related to those presented in Finding #1 (Figures 1 and 2) on the extent of focus on each learning dimension at different education levels. Given the greater inclusion of the social and emotional learning dimension in ESD and GCED in earlier grades as per Finding #1, it may be that this is a result of a focus on GCED themes at earlier education levels.

In contrast, in the past, environmental themes were often associated more with the natural sciences, which, findings suggest, are more likely to be engaged through cognitive learning.

Given the range of dates of the documents, this may be influencing the higher levels of the cognitive learning dimension associated with ESD.

Figure 22. Percentage of references to cognitive, social and emotional and behavioural learning by GCED and ESD theme



4. Conclusion

1. Patterns vary

A focus on all of the interrelated learning dimensions of cognitive, social and emotional and behavioural - ensures a holistic approach to ESD and GCED. At the same time, as the study shows, the relative emphasis on each of these learning dimensions varies across education levels and across countries, and possibly cultural context, as well. Specific country educational contexts, systems, as well as the needs to be addressed at each level of education, play an important role in determining the pattern of emphasis of the three learning dimensions and their implementation across different education levels.

2. Importance of holistic learning remains

While the pattern of emphasis varies across countries and education levels, the study shows clearly that there is a great need for countries to pay more attention to the social and emotional and behavioural dimensions of learning. This is not only because these dimensions are important in their own right, but because the three dimensions, when intentionally integrated, can have synergistic impacts. Cognitive gains can be enriched when the social and emotional aspects of a learner are engaged, or when participatory and action-oriented pedagogies are used to engage students in ways that they find meaningful and memorable.

3. Focus on subject domains

The study shows that the relative emphasis on the different dimensions of learning varies, depending on the subject domain where ESD and GCED learning is integrated and delivered. Some subject domains (for instance, the natural or social science subjects) are intrinsically more geared toward certain dimensions of learning (namely, cognitive learning), and, thus, place more emphasis on one dimension of learning over others. In this light, ESD and GCED stakeholders should ensure that explicit references to the value of all three dimensions of learning are integrated in the syllabi, textbooks and teacher guidelines of all relevant subject domains. Further, it is important to consider the ways in which organizing schooling into distinct subjects and short time blocks is a limitation in enabling holistic three dimensional learning. Alternative models which allow for integration across subject learning

and longer time blocks can allow for greater social and emotional and behavioural learning processes and outcomes, such as through community-based action learning.

4. Whole-School approaches

UNESCO recommends whole-school approaches to ESD and GCED so that students, while increasing their cognitive understanding of subjects, are provided with opportunities to 'practice' them in their immediate learning environments. Reinforcing extra-curricular activities can also provide social and emotional and behavioural learning of ESD and GCED. Close linkages between school and community are another important way to facilitate a holistic approach to ESD and GCED. All of these approaches point to the critical importance of appropriate pedagogy and teacher preparation, which are vital to improving implementation of the commitments and priorities of governments, as embodied in the documents reviewed in this study.

5. Future research

The study, on the basis of which this publication was prepared, examined key education policy and curriculum documents. Supplemental analysis of textbooks and teacher guidelines would provide a fuller picture of ESD and GCED teaching and learning. In addition, examining what is actually happening in the school environment as well as in the families and communities of learners, would inform our understanding of the impact of holistic learning approaches. It remains to be further clarified how social and emotional and behavioural learning, as included in the curricular and policy materials documents, are implemented by teachers in classrooms and school activities ; and more importantly how intended learning processes, notably a subject-based curricular can bring about the intended learning outcomes in the minds, attitudes, values and behaviours of learners.

More studies are needed to explore the learning processes and outcomes related to ESD and GCED learning.

Annexes

Annex A — Countries selected

Criteria

Ten countries, two from each UNESCO region, were selected for inclusion (see Table 2). A number of countries in each region were initially considered with the final selection being based on the following four criteria:

1. A stable and relatively centralized education system;
2. A commitment to GCED and/or ESD;
3. Accessible policy documents, strategic plans, national curriculum frameworks and subject-specific curricula; and
4. Access to knowledgeable country experts, whether individual researchers or institutions.

Table 2. List of ten selected countries

UNESCO Regions	Countries
Africa	Kenya, Rwanda
Arab States	Lebanon, Morocco
Asia and the Pacific	Japan, Republic of Korea
Europe and North America	Portugal, Sweden
Latin America and the Caribbean	Costa Rica, Mexico

The final sample of ten countries, while certainly too small to accurately represent the diversity of education systems in the world, contains countries that vary in size, language, education system history and the form of their commitment to ESD and GCED. Moreover, an average of 26 official documents for each country were analysed, which created an extensive database from which key findings and overall conclusions can be drawn. It is important to note that, although all five UNESCO regions were represented, the study does not claim to provide region-specific perspectives on the main questions.

This study examined policy and curriculum priorities across four education levels - PPE, PE, LSE and USE. As such, it is worth comparing and contrasting select features of the ten education systems at these levels. Table 3 presents the most recent system information on the following characteristics:

- The age range of compulsory schooling;
- The duration in years of each of the four education levels;
- Gross or net enrolment rates at each level;
- Completion rates at the primary, lower secondary and upper secondary levels;
- The primary-lower secondary transition rate and the intake rate into the last grade of lower secondary education;
- Whether a nationally representative learning assessment in reading is administered in the early grades of primary, at the end of primary and during or at the end of secondary education.

On this basis, the following points are noteworthy:

1. **Basic education level** - All countries compel attendance in basic education levels and require children aged 6 or 7 to attend school. In the two Latin American countries, compulsory education begins at age 4 in Costa Rica and 3 in Mexico. The duration of compulsory education is shortest in Rwanda (6 years) and longest in Mexico (15 years); for most countries the duration is 9 or 10 years.
2. **Pre-primary education** - PPE is a 3-year cycle in most countries, less in Morocco, Kenya and Costa Rica and more in Sweden. All countries have a 6-year primary education cycle; all countries have a 3-year lower secondary cycle. Upper secondary education tends to be 3 years in duration, with the exception of Costa Rica where it is 2 years.
3. **Enrolment rates** - The PPE gross enrolment rates are highest in Korea, Sweden, Portugal, Japan and Lebanon. They are considerably lower in Morocco and Rwanda. These figures include enrolments in both public and private pre-primary programmes⁶.
4. **Universal education** - Universal (or near universal) primary and lower secondary education is the norm. Enrolment rates in lower secondary education are lower in Lebanon (76%) and likely to be lower in Kenya and Rwanda too (although the exact figures

⁶ This study focused on policy and curricular documents pertaining to the government school system, whereas in some countries the provision of pre-primary education is predominantly in the non-state sector.

Table 3. select characteristics of national education systems in studied countries

Countries by region	CE by age range ¹	Duration by level (years)	Participation in schooling by age and level												Administration of nationally representative learning assessment in reading		
			Pre-primary		Primary		Lower secondary				Upper secondary		Grade 2 or 3 ²	During/end of primary ²	During/end of lower secondary ²		
			mill	GER	MIL	GER	L1 com	Mill ³	TR	L2 NERT	L2 com	GIR				L3 NERT	L3 com
Africa																	
Kenya	6-17	2-6-3-3	3	77	8	105	84	NA	99	NA	71	81	NA	42	Y	Y	Y
Rwanda	7-12	3-6-3-3	0.2	21	2.5	133	54	1	82	NA	28	37	NA	18	N	Y	N
Arab States																	
Lebanon	6-15	3-6-3-3	0.2	85	1	93	NA	0.4	98	76 ⁴	NA	52	66 ⁴	NA	N	N	Y
Morocco	6-14	2-6-3-3	1	54	4	112	NA	3	90	89	NA	65	71	NA	Y	Y	Y
Asia and the Pacific																	
Japan	6-14	3-6-3-3	3	87	7	98	NA	7	100	100	NA	103	97	NA	N	Y	Y
Republic of Korea	6-14	3-6-3-3	1	98	3	97	NA	3	100	94	NA	101	100	NA	N	Y	Y
Europe and North America																	
Portugal	6-14	3-6-3-3	0.3	93	1	105	NA	1	NA	99	94	NA	98	65	N	Y	Y
Sweden	7-15	4-6-3-3	0.5	94	1	125	NA	1	100	100	100	108	99	93	Y	Y	Y
Latin America and the Caribbean																	
Costa Rica	4-16	2-6-3-2	0.1	78	0.5	110	95	0.5	85	95	67	57	89	55	Y	Y	Y
Mexico	3-17	3-6-3-3	5	72	14	104	96	14	97	91	88	94	70	53	Y	Y	Y

Definitions: CE=Compulsory education; GER=Gross Enrolment Rate; GIR=Gross Intake Rate in last grade of L2; L1 com=Net completion rate, primary; L2 com=Net completion rate, lower secondary; L3 com=Net completion rate, upper secondary; mill=millions; TR=Transition Rate from last grade of primary to L2; L2 NERT=Total net enrolment rate, lower secondary; L3 NERT=Total net enrolment rate, upper secondary.

Unless otherwise indicated, the source is the Global Education Monitoring Report 2019, Statistical Tables, <http://gem-report-2019.unesco.org/downloads/> based on data originally collected and published by the UNESCO Institute for Statistics.

Footnotes: 1. The source of these data is UNESCO Institute for Statistics with the exception of Kenya which recently reformed its compulsory school regulations and system structure and Mexico which provided an update of the starting age of compulsory education. 2. Data refer to an assessment being conducted during the 2015-2018 period. Sources: UNESCO Institute for Statistics: <http://data.uis.unesco.org/index.aspx?querid=3409#> and the Global Education Monitoring Report 2019, Table 2. 3. Combines lower and upper secondary education. 4. Refers to the year 2012.

are missing). Republic of Korea, Sweden, Portugal, Japan and Costa Rica have also achieved very high enrolment rates in upper secondary education. In Morocco, Mexico and Lebanon about two-thirds of all upper secondary students are enrolled.

- Completion rates** - Completion rates vary considerably across the ten education systems, both at the lower and upper secondary education levels with the lowest reported in Rwanda and the highest in Sweden.
- Learning assessments** - About half of all the sampled countries have conducted a learning assessment in

reading in the early primary grades. Towards the end of primary education and during lower secondary education almost all countries have conducted learning assessments, the exceptions being Lebanon at the end of primary education and Rwanda in lower secondary education.

Annex B — Methodology

Research question

The study methodology drew upon research undertaken by UNESCO and partners (e.g. Browes 2017; Cox 2017; European Commission 2017; UNESCO-IBE 2016; UNESCO-MGIEP 2017; UNESCO 2015; UNESCO 2017) to address the general question of whether and how the three dimensions of teaching and learning are reflected in the national education documents of selected countries at four levels of education.

Document types

The analysed body of evidence included five types of documents currently in use within the study countries: national education laws, national education strategic plans, national curriculum frameworks (NCFs), national ESD/GCED-specific documents and national subject-specific curricula (see further details below), in order to provide a valid, relevant and informative portrayal of intended country policy in ESD and GCED learning objectives⁷. The following types of documents comprised the body of evidence for the study⁸:

1. **National education laws:** The binding regulations or legal frameworks specifically pertaining to education that all federal and state bodies must adhere to;
2. **National education strategic plans and official education policies:** Strategy-based documents that provide a broad perspective of national education plans, including, for example, ensuring universal access from pre-primary to secondary education, improving the provision of quality education, revising the aims and purposes of formal education and issues pertaining to governance, management and funding of schools and teachers;
3. **National curriculum frameworks (NCFs):** A general plan or set of standards outlining the approach and

content in a country's national education system. Typically, an NCF includes an overview of learning content, core competencies and learning outcomes, which shape subject curricula and school syllabuses. Some NCFs provide a clear and comprehensive plan of subject and learning content, while others give a much more general outline and discuss learning content and outcomes in more abstract terms (UNESCO-MGIEP 2017; UNESCO-IBE 2016);

4. **National ESD/GCED-specific documents:** Official policies or policy documents for pre-primary to secondary education that specifically focus on ESD and/or GCED. This category is restricted to documents issued or supported by ministries of education or linked to official government bodies, in contrast to materials prepared for teachers by non-profit organizations, industry, etc. which are not officially sanctioned or distributed;
5. **Learning objectives included in required subject-specific curricula:** Subject-specific curricula (or syllabuses) detail the themes, topics and activities that teachers are meant to cover in a particular subject and grade level, often accompanied by information on instructional time allocations to each topic or thematic section. After comparing the education systems of the countries included in the study, it was decided within this fifth category of documents to collect syllabuses for the following grades: 1) the last year of PP⁹; 2) grade 4 of PE; 3) grade 8 for LSE and 4) grade 10 or 11 USE. In PPE and at some primary settings, a 'general' curriculum is often used. However, at higher education levels, ESD and GCED themes tend to be addressed in different subjects and typically in the sciences, social sciences and humanities. Towards the end of primary education and throughout secondary education, wherein distinct subject-specific curricula are prevalent, the 'core' subject domains that were analysed included: i) social sciences (up to 3 required subjects including social studies, history, geography and civics/citizenship education when a required subject), ii) sciences (up to three required subjects including general science, biology, chemistry, physics), iii) language arts (up to two required subjects, excluding foreign languages). For these upper

⁷ During the consultation the analysis of textbooks and teacher education materials was also discussed. However, it was determined that the time, expense and complexity involved in analysing such documents would be beyond the parameters of the allocated budget and time-frame. Furthermore, schools in some countries may select from a wide range of textbooks while schools in other countries use government-published or government-approved textbooks only.

⁸ Documents belonging to categories 1 to 4 are referred to as 'higher level' policy documents in the study. This document categorization follows the one employed in the UNESCO-MGIEP 2017.

⁹ Pre-primary curriculum documents—either national curriculum or subject-specific curricula—were available for eight of the ten study countries.

education levels, 'other required' subjects specifically related to ESD or GCED were also included for each country based on country expert recommendations (up to 2 other required courses, e.g. moral education, political science).

Document collection

Documents were collected for each of the ten countries through the following steps:

Step One

Manual searches were conducted of the websites of national ministries of education, other key national bodies, several UNESCO institutes (i.e. IBE, IIEP and UIS) and other sources in the public domain in order to complete spreadsheets with the current¹⁰ key documents of each type from each country (see Supplementary Materials 1).

Step Two

The data collection spreadsheets were then sent to pre-selected country experts (see Table 7 – List of Country Experts, in Annex C) for input. For each country, at least two experts with in-depth knowledge of education and curriculum policy, especially in the area of ESD or GCED, were consulted, as has been the practice in prior UNESCO studies (e.g. UNESCO-IBE 2016; UNESCO-APCEIU 2017). Specifically, country experts were asked to comment on whether the documents already identified were the most up to date and relevant, and to suggest additional or different relevant documents as needed. They were also asked which required subject areas were the most likely to include an ESD and GCED focus in their country, in order to determine the 'other required' subject documents to include for that country. They were also asked to provide any additional contextual details on education policy-making and other factors influencing approaches to ESD and GCED in their country they felt were important to communicate.

Step Three

When suggested documents were not available in the public domain or from other sources, special requests were sent to ministries of education or the authorized administrative units, requesting electronic or print copies of the documents. If needed, arrangements were made for mailing hard copies to the project team. In several

such instances, assistance from UNESCO country and regional offices was invaluable.

A total of 263 documents was included in the study dataset (between 18 and 39 per country, 26 documents on average), of which almost two thirds are subject-specific curricula. Table 4 reports the number of documents, by document type, which were included in the study body of evidence for each country. It is important to note that the number of documents, or of each document type, is not in itself indicative of countries' commitments to ESD and GCED, nor necessarily is the extent of relevant information in the documents. Different countries have varying systems for inclusion of priorities of ESD/GCED, as well as the extent to which approaches are detailed in policy and curricular material or addressed through teacher education or other means.

Document coding and analysis

The coding scheme built on insights and lessons learned in prior studies (e.g. European Commission 2017; UNESCO-IBE 2016; UNESCO-MGIEP 2017), with a focus on tracking the engagement of learning dimensions in relation to ESD and GCED across education levels.

Phase 1 of the analysis process involved first reviewing and manually coding relevant material from all study documents using two coding categories: i) ESD and GCED learning (8 possible codes) and ii) learning dimensions (4 possible codes) (see Table 5).

The 8 ESD and GCED codes include learning related to: cultural diversity and tolerance, peace and non-violence, human rights and gender equality, environmental sustainability, sustainable consumption and production, human survival and well-being, three pillars approach to ESD, and other ESD and GCED intended learning.

The four learning dimensions codes include: cognitive, social and emotional, behavioural, and other. The 8-code ESD and GCED scheme was adapted from that used for the monitoring of the UNESCO 1974 Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms (UNESCO 1974; 2016b; 2008, 2018). As well as adding the 4 learning dimension codes, this study added code 7 for general references to 'ESD' or 'social, economic, and environmental' education (i.e. a 'three pillars' approach to ESD), and code 8 for ESD and GCED learning content not covered by codes 1-7.

¹⁰ While the publication dates of documents varied from 1997 to 2018, in all cases it was determined that the documents were those currently in use in each country.

Table 4. Document types collected by region by region and country

Region	Countries	National Laws	National education strategic plans and policies	National curriculum frameworks	National ESD/GCED specific documents	Subject-specific curricula	Totals
Africa	Kenya	1	3	3	3	18	28
	Rwanda	1	11	2	0	25	39
Arab States	Lebanon	0	4	1	0	13	18
	Morocco	1	5	4	3	24	37
Asia and the Pacific	Japan	1	1	4	1	14	21
	Republic of Korea	2	2	1	0	14	19
Europe and North America	Portugal	1	2	2	7	18	30
	Sweden	1	3	4	4	12	24
Latin America and Caribbean	Costa Rica	1	4	3	0	15	23
	Mexico	3	3	1	1	16	24
Totals		12	38	25	19	169	263

Brief working definitions of the themes and elaborating examples (see Table 5) were developed to help ensure consistency in coding. The overlap in ESD and GCED learning themes is recognized and is why this study addresses both in conjunction with one another. The examples for codes were not comprehensive and coders were asked to also code other similar content.

Only content related to intended ESD and GCED learning was coded under ESD and GCED learning (e.g. on student learning objectives or outcomes, curricular priorities, pedagogical approaches). In the documents broader global citizenship and sustainable development content that was not related to learning outcomes was not coded, given the study's focus on ESD and GCED learning (e.g. broad statements about the importance of prioritizing ESD and GCED in society or background information on GC/SD that was unrelated to intended learning were not coded).

Only textual content already coded under Category 1: ESD and GCED was coded to one or more of the Category 2: Learning Dimensions codes. Text could be coded to multiple Category 1 and 2 codes as appropriate depending on its content.

Following the methods in the UNESCO-MGIEP (2017) report, in this manual coding process, UNESCO searched for 'meaning of the key concepts rather than [the exact] keywords and terms' (p. 23). Following established qualitative research procedures, coders identified 'units of information' for coding, in which all text necessary to understand the meaning of a reference was also coded. Thus, in some cases single sentences were coded, and in other cases longer sections of several sentences were

coded under a single coding reference. The latter occurred when multiple sentences were linked to each other in discussing content that aligned with an ESD and GCED learning or learning dimension code (as defined in Table 5).

By coding relevant sections of text in this way, UNESCO was able to identify the extent of focus across a given document, document type, across all documents within a given country, and overall. This approach to coding assumes that it is not only relevant if a document includes reference to ESD/GCED learning and the learning dimensions, but also to the extent and details of this focus.

Phase 2 of the analysis process involved keyword searches for exact key terms and their acronyms within the text already coded for ESD and GCED (see Table 6 for keywords searched in various languages). The purpose of this was to determine to what extent various exact terms such as 'Education for Sustainable Development' and 'Global Citizenship Education' were used in the documents.

Coding and translation work for analysis phases 1 and 2 were conducted by a team of eight coders under the coordination of the project leads and a data analysis expert. Coders were selected in part for their language skills in one of the other study country languages (Arabic, English, Japanese, Korean, Portuguese, Spanish and Swedish). They also had prior familiarity with ESD/GCED learning themes and attended research training on the coding process. Prior to commencing coding, several rounds of intercoder reliability testing were conducted to compare coding patterns across the project, with feedback provided to coders to increase their consistency.

A networked version of the software NVivo 11 was used to assist with the data management and analysis in this large-scale collaborative project. Coders in various locations were able to access the dataset at the same time, with all coding maintained in the same dataset and available for word searches in Phase 2, as well as additional queries across the dataset. NVivo allowed the project team to analyse relative coding frequencies for each code in relation to one another and in relation to other factors of interest, such as document publication date, document type, education level, and country of origin. This process of quantifying qualitative content and using it to run ‘matrix queries,’ to establish levels of relationship between various coding categories and other attributes of the data, are

standard NVivo analysis methods (Bazeley and Jackson 2013). Excerpts from the qualitative data are also provided as examples in relation to the various findings outlined in the section to follow. Country profiles, as already introduced, and detailed coder notes (‘memos’) provided additional contextual information to inform data analysis. The findings most relevant to the overall research question and aim were selected for inclusion in the final report.

Verification processes for the study included review of the findings by the study’s 20 country experts, as well as an extensive review process by eight external reviewers and UNESCO staff. Resulting feedback was incorporated into the final report.

Table 5. phase 1 coding categories, codes and definitions, and examples

Coding category 1: Intended learning and teaching related to ESD/GCED	
Codes and definitions	Examples of content to be coded ¹
<p>1. Learning related to cultural diversity and tolerance</p> <p>This code was used to identify content related to student learning for or about cultural diversity (in terms of language, ethnicity, race, religion and other forms of cultural diversity). Includes the development of tolerance and/or appreciation of cultural diversity and mutual respect.</p>	<p>International or intercultural understanding, solidarity and cooperation</p> <hr/> <p>Intercultural and interreligious dialogue</p> <hr/> <p>Local, national and/or global citizenship</p>
<p>2. Learning related to peace and non-violence</p> <p>This code was used to identify content related to student learning for or about peace-building, mediation, conflict prevention and resolution, peace education, education for non-violence, reconciliation, living together peacefully.</p>	<p>Friendly relations among peoples and nations</p> <hr/> <p>Challenging negative stereotypes, promoting peaceful solutions, learning to live together, including others, preventing extremism</p> <hr/> <p>Preventing other forms of violence including bullying, verbal abuse and gender-based violence</p>
<p>3. Learning related to human rights and gender equality</p> <p>This code was used to identify content related to student learning for or about fundamental human rights, including the right to freedom from discrimination based on gender. Human rights are defined as moral principles or norms that describe certain standards of human behaviour and are regularly protected as natural and legal rights. Gender equality focuses on the rights of both men and women to develop their personal abilities and make choices without the limitations set by stereotypes, rigid gender roles and prejudices.</p>	<p>Equality, inclusion and non-discrimination, for example by gender, caste, race, class, disability</p> <hr/> <p>Justice and fairness</p> <hr/> <p>Caring for those in need, treating others with respect and dignity, sharing equitably, promoting gender equality</p>
<p>4. Learning related to environmental sustainability</p> <p>This code was used to identify content related to learning for or about environmental sustainability as responsible interaction with the environment to avoid depletion or degradation and to allow for environmental quality and health. Note that references to human production and consumption of resources should not be coded to this category; instead code to 5) below. Text that uses the language of ‘resources’ to discuss learning for environmental sustainability – e.g. learning to conserve natural resources - should be coded here rather than under code 5).</p>	<p>Caring for the planet, protecting nature</p> <hr/> <p>Environmental justice</p> <hr/> <p>Climate change, biodiversity, water</p>

<p>5. Learning related to sustainable consumption and production</p> <p>This code was used to identify content related to learning for or about sustainable consumption as the use of resources, products and services that have a minimal impact on the environment. Sustainable consumption and production are about promoting resource and energy efficiency, sustainable infrastructure and green jobs. Note that references to production and consumption of natural resources were coded to this code.</p>	<p>Responsible and sustainable lifestyles</p> <p>Green economy, green jobs</p> <p>Sustainable energy</p>
<p>6. Learning related to human survival and well-being</p> <p>This code was used to identify content related to learning for or about human survival and well-being, defined as social wellbeing and harmony including in future generations due to healthy environmental systems. Key to distinguishing this code is the need for environmental health for human survival and well-being. Note that references to improved standard of living, quality of life, etc. were not coded to code 6 unless they were linked to the necessity of environmental health and sustainability for human well-being.</p>	<p>Environmental health as it pertains to human well-being, disaster risk reduction</p> <p>Health of the planet for future generations</p> <p>Sustainable cities and communities</p>
<p>7. Three pillars approach to ESD</p> <p>Text that includes general references to 'Education for Sustainable Development' (ESD) or specific mentions of social, economic and environmental education. Note that all three pillars were referenced in order to code at this node.</p>	<p>Exact terms 'Education for Sustainable Development' or 'ESD,' or discussions of 'social, economic, and environmental' together</p>
<p>8. Other ESD/GCED intended learning</p> <p>Text associated with intended learning related to ESD/GCED but not clearly captured by any of the above seven codes.</p>	<p>e.g. moral education or character education without specifics that can be coded as above</p>

Coding category 2: Learning dimensions

Codes and definitions	Examples of content to be coded ²
<p>1. Cognitive dimension</p> <p>This code was used to identify any ESD/GCED learning content related to furthering knowledge and thinking skills necessary to better understand GC/SD and the challenges to achieving it.</p>	<p>Understand, know about, analyse, reason, evaluate, synthesize, apply knowledge, conceptualize, interpret or extrapolate, integrate, describe/explain, compare and contrast, recognize, differentiate, solve problems, think critically, think independently, think creatively</p>
<p>2. Social and emotional dimension</p> <p>This code was used to identify any ESD/GCED learning content related to furthering social and emotional skills that enable learners to address GC/SD.</p>	<p>Empathize, manage one's feelings, develop interpersonal skills, show care for others, avoid prejudice or bias, be inclusive, be cooperative, be kind, assertive, be able to negotiate and resolve conflicts, develop positive values such as care and compassion without discrimination, develop the ability to persevere, develop passion for and commitment to ESD/GCED themes, feel responsible, develop an inclusive sense of belonging to a society or country and the world (without negative attitudes towards particular social groups)</p>
<p>3. Behavioural dimension</p> <p>This code was used to identify any ESD/GCED learning content related to furthering 'action competence' or intentional actions with respect to GC/SD.</p>	<p>Learn to undertake some individual or collective action, community engagement as part of school activities or activism, be or plan to be a responsible citizen, regulate one's behavior in society, live in a sustainable manner, be a responsible consumer, undertake environmental or people-oriented action supportive of ESD/GCED goals</p>
<p>4. Other</p> <p>This code was used for integrated approaches that combine multiple dimensions in a way that does not allow them to be separated out. It did not include general references to ESD/GCED learning that did not specify a domain or approach to learning.</p>	<p>Indigenous or other holistic approaches to living/education which integrate mental, physical, emotional and spiritual aspects of learning in ways that cannot be separated</p>

¹ Content or language that may be used in documents for learning related to the six coded principles. Similar language or content should also be coded to the six codes. Any text focusing on ESD/GCED intended learning, but falling outside the six coded principles, should be coded to code 8

² Content or language that may be used in documents for learning dimensions. This is not an exhaustive list and similar content is also to be coded

Table 6. phase 2 keyword search terms

Language	Term	Acronym	Term	Acronym	Term	Acronym	Term	Acronym
English	Global Citizenship Education	GCED	Education for Sustainable Development	ESD	Environmental Education	EE	Sustainable Development	SD
Japanese	Chikyu Shimin Kyoiku (地球市民教育) or Global Citizenship Kyoiku (グローバルシテ ィズンシップ教育)	GCED	Jizoku Kanouna Kaihatsu no tameno Kyoiku (持続可能な開発のための教育)	ESD	Kankyo Kyoiku (環境教育)	None	Jizokukano na Kaihatsu (持続可能な開発)	SD
Korean	세계시민교육/ 세계시민 교육, 글로벌 시민 교육	GCED	지속가능발전교육	None	환경교육/ 환경 교육	None	지속가능발전/ 지속 가능 발전	None
Swedish	Utbildning för globalt medborgarskap	None	Utbildning för hållbar utveckling	None	Miljöutbildning	None	Hållbar utveckling	None
Spanish	Educación para la Ciudadanía Mundial	ECM	Educación para el desarrollo sostenible	EDS	Educación ambiental	EA	Desarrollo Sostenible	DS
Arabic	التربية على المواطنة العالمية	None	التعليم من أجل التنمية المستدامة	None	التربية البيئية	None	تنمية مستدامة	None
Portuguese	Educação para a Cidadania Global	ECG	Educação para o Desenvolvimento Sustentável	EDS	Educação Ambiental	EA	Desenvolvimento Sustentável	DS

Annex C — List of country experts

Table 7. List of country experts

Country	Expert #1	Expert #2
Africa		
Kenya	Andrew Riechi , Department of Educational Administration and Planning, University of Nairobi	Mary Kangethe , Deputy Director, Kenya National Commission for UNESCO
Rwanda	John Rutayisire , Formerly Rwanda Education Board, now a Consultant	Jean-Damascène Gasanabo , CNLG Research and Documentation Center on Genocide
Arab States		
Lebanon	Norma Ghamrawi , Faculty of Education, Lebanese University	Maysoun Chehab , UNESCO Beirut Office
Morocco	Abdennassar Naji , AMAQUEN	Abdellah Chekayri , Al Akhawayn University, Ifrane
Asia and the Pacific		
Japan	Hikaru Komatsu , Kyoto University	Jeremy Rappleye , Kyoto University Sugata Sumida , University of Albany/Hiroshima University
Republic of Korea	Seungmi Lee , Korean Institute for Curriculum and Evaluation	SueHye Kim , Korea University
Europe and North America		
Sweden	Gabriel Bladh , Social Science Education, Karlstad University	Eva Friman , Swedish International Center of Education for Sustainable Development, SWEDESD and Uppsala University Sverker Lindblad , University of Gothenburg
Portugal	Maria Helena Mariano de Brito Fidalgo Esteves , Universidade de Lisboa	Luísa Teotónio Pereira , Global Education Network Europe (GENE) José Pedro Amorim and Isabel Menezes , Faculty of Psychology and Education Sciences, University of Porto, with assistance from Dalila Coelho
Latin America and the Caribbean		
Costa Rica	Astrid Hollander and Ricardo Martinez , UNESCO-Costa Rica	Alicia Jiménez , Earth Charter International Secretariat and Center for Education for Sustainable Development
Mexico	Sylvia Schmelkes , Raquel Ahuja and Pamela Manzano Gutierrez, National Institute of Educational Evaluation	Péter Bagoly-Simo , Humboldt University, Berlin

Annex D — Coding reliability assessment process

In content analysis of documents involving different languages and native speaker coders, as carried out in this study, it is important to gauge the extent of intercoder reliability. This is especially true in this study given the complexity of the coding scheme. Intercoder reliability was assessed through a multi-step process of qualitative and quantitative assessment, including the following steps:

1. Initial qualitative assessment – All coders completed coding of subsections of two different document types (12 pages total). This coding was assessed on a line-by-line basis and sent to the larger team for discussion. Based on this assessment, code definitions were clarified, and individual and collection feedback was provided to coders.

2. Quantitative analysis – All coders completed coding of a third document subsection, and this coding was compared against an ideal coding scheme, developed by the team. Quantitative kappa scores and percentage agreement and disagreement across codes and team members were calculated using NVivo.

3. Assessment of codes - Challenging codes were identified as those with low percentage agreement, and low coding score. All codes except two (ESD-GCED- Peace and Non-Violence, and Learning Dimensions - Behavioural) were determined to have satisfactory levels of agreement amongst coders. Individual coding patterns were assessed to determine if all coders were presenting similar approaches to coding.

4. Second qualitative assessment – All coding was again reviewed on a line-by-line basis and all text excerpts associated with coder disagreement were discussed by team members. Once again, code definitions were clarified, and individual and collective feedback was provided to coders.

The percentages of agreement in coding resulting from the Step 2 coding reliability assessment are reported below. You will see that the percentages are very high for almost all the ESD/GCED sub-themes and learning dimensions, with the exception of 'peace and non-violence' and the behavioural learning dimension, which were corrected through steps 3 and 4 above.

Table 8. percentage agreement of step 2 coding

Node	Agreement (%)
ESD-GCED\1. Cultural diversity and tolerance	91.22
ESD-GCED\2. Peace and non-violence	67.58
ESD-GCED\3. Human rights and gender equality	98.37
ESD-GCED\4. Environmental sustainability	100.00
ESD-GCED\5. Sustainable production and consumption	100.00
ESD-GCED\6. Human survival and wellbeing	100.00
ESD-GCED\7. Other ESD-GCED content	91.14
Learning dimensions\Behavioural	56.95
Learning dimensions\Cognitive	75.17
Learning dimensions\Other	100.00
Learning dimensions\Social and emotional	81.94

Annex E — Study limitations

The study provides a picture of how ESD and GCED learning engages different learning dimensions and other factors across ten countries. Limitations of the study are outlined here to inform emergent interpretations of the results and considerations for future work.

Selection of countries and methodology - The selection of ten countries, two per UNESCO region, does not represent the diversity of countries and education systems worldwide and in each region. That said, within the selection criteria employed, the selected ten countries are diverse in size, language, education system structure and history.

A careful document collection process involving country experts aimed to ensure all required documents of each document type were included in the dataset. However, disparities in the numbers of documents active in respective countries, the varying focus and lengths of those documents, all factored into the relative extent of content available to be coded for each country.

Documents in seven languages were coded by seven different coders, native speakers of the relevant languages. The main research team provided oversight and the country experts provided additional support when needed.

Given the time-frame, the coding scheme and working definitions were streamlined as much as possible while still addressing the project's main objectives. While this was a qualitative study, frequency counts of thematic manual coding (see coding scheme in Table 4), as well as keyword searches of several terms (see Table 5), enabled general patterns to be identified.

However, the scope of this 263-document study in seven different languages within the study time-frame, did not allow for in-depth examination of the qualitative document data, or interviews with key stakeholders to provide further context for the analysis and interpretation of the findings.

Coding - The coding structure and analysis focused more on identified themes of ESD and GCED learning, as well as ESD and GCED overall, rather than on ESD and GCED as separate and distinct entities. Even in countries more

committed to one concept or the other, understandings of these principles are complex and often overlap. In other countries the specific terms of 'ESD' and 'GCED' are not widely used, at least in the curriculum documents currently in use.

Vintage of documents - The publication dates of the documents coded in this study spanned from circa 1997 to 2017, meaning that many documents pre-date SDG 4 and Target 4.7, which explicitly mention ESD and GCED. Recently published documents may have benefited from guidelines and exemplary materials produced by advocates of ESD and GCED at the national and international levels. In several countries, new curricula are currently under development; however, for the purposes of this study, these materials went unanalysed since they do not yet represent official government policy.

What happens in the classroom? - The results of the study allow for tentative conclusions about policy and curriculum documents, although they say little about the implemented curriculum and actual classroom practice. For social and emotional and for behavioural learning, the way that teachers organize the learning - in groups or individually, using role plays or activities that involve action and place-based learning in the community - may be as important as the content specified in the curricula. The study's design provides an informative foundation and analytical strategy for further work, which could examine how intended policies and curriculum documents are translated into textbooks and other teaching/learning materials, teaching practices, student-teacher interactions, school learning environments and student learning outcomes.

Annex F — Examples of coded extracts, per learning dimension, from the analysed documents

Table 9. Examples of coded extracts, per learning dimension, from the analysed documents

Extract	Coded content from the extract	Source
<i>“When acting, think about the feelings of friends and people immediately around, sympathize with others’ feelings, reflect on your actions from the other’s point of view.”</i>	Exemplify a focus on social and emotional learning through placing attention on ‘feelings,’ ‘sympathizing’ and ‘respect.’ They also signal how social and emotional learning is often linked with the behavioural dimension in Japan across education levels, through the focus on ‘acting’ and ‘working.’	Japan: Ministry of Education, Culture, Sports, Science and Technology. (2018). Commentary on the courses of education for kindergarten.
<i>“Deepen awareness about the importance of working to respect the diverse cultural life in various parts of the world.”</i>	Ibid	Japan: Ministry of Education, Culture, Sports, Science and Technology. (2018). Commentary on the courses of study for high schools for geography/history.)
<i>“Ensure that all students acquire the theoretical and practical knowledge necessary to promote...the appreciation of cultural diversity and the contribution of culture to sustainable development, among other means.”</i>	Extract coded for cognitive dimension (e.g. ‘theoretical knowledge’), behavioural (e.g. ‘practical knowledge’) and social and emotional (e.g. ‘appreciation of’).	Mexico: Agenda 2030. (2017). Objetivo de Desarrollo Sostenible 4: Educación de Calidad.
<i>“It is also by facing the concrete problems of their community and through the plurality of opinions within them that students acquire the notion of responsibility towards the environment, the society and the culture in which they belong, gradually understanding their role as dynamic agents in the transformation of the reality that surrounds them.”</i>	Extract coded for behavioural dimension (e.g. ‘understanding their role as dynamic agents’) and social and emotional (e.g. ‘acquire the notion of responsibility towards’).	Portugal: Ministério da Educação/ Departamento de Educação Básica. (2004). Organização curricular e programas, Ensino básico – 1.º Ciclo. Lisboa: Editorial do Ministério de Educação, 4.ª Edição.
<i>“The result of this interdisciplinary work, the initiative promotes an education for affectivity and integral sexuality that is directed towards the construction of the human bond from the affective, corporal and spiritual dimensions, and towards the promotion of emotional maturity. In that sense, it is an integral vision according to which to understand, educate, conduct this link properly and develop, at the same time, emotional maturity, will have a great positive impact on human coexistence and with it on the quality of life of the students, families and communities of our country.”</i>	Extract coded for behavioural dimension (e.g. ‘corporal dimension,’) and social and emotional (e.g. ‘affectivity,’ ‘emotional maturity’) and other (e.g. ‘directed towards... spiritual dimension’).	Costa Rica: Ministry of Public Education. (2014). Memoria institucional 2006-2014. La Educación subversiva: Atraverse a construir el país que queremos.
<i>“The provision of basic education shall be guided by the following values and principles... (i) promotion of peace, integration, cohesion, tolerance, and inclusion as an objective in the provision of basic education; (j) elimination of hate speech and tribalism through instructions that promote the proper appreciation of ethnic diversity and culture in society; (k) imparting relevant knowledge, skills, attitudes and values to learners to foster the spirit and sense of patriotism, nationhood, unity of purpose, togetherness, and respect.”</i>		Kenya: Basic Education Act 2013.

Extract	Coded content from the extract	Source
<p><i>“Understanding and compassion: The school should promote understanding of other people and the ability to empathize. Care for the individual’s well-being and development should characterize the education system. No one should be subjected to discrimination on the grounds of gender, ethnicity, religion or other beliefs, transgender identity or expression, sexual orientation, age or disability or to other offensive treatment. All such tendencies should be actively counteracted. Xenophobia and intolerance must be addressed with knowledge, open discussion and active efforts. The internationalization of Swedish society and the growing mobility across national borders place high demands on people’s ability to live with and realize the values that lie in cultural diversity. Awareness of one’s own and participation in the common cultural heritage provides a safe identity that is important to develop together with the ability to understand and live alongside the conditions and values of others. The school is a social and cultural meeting place that has both an opportunity and a responsibility to strengthen this ability for everyone who works there.”</i></p> <p><i>“Foster human character and competences necessary to live together with people, communities, and nature.”</i></p>	<p>Extract coded for cognitive dimension (e.g. ‘understanding’), social and emotional (e.g. ‘compassion,’ ‘ability to empathize’) and behavioural (e.g. ‘participation in’).</p>	<p>Sweden: Swedish National Agency for Education. (2010) Constitutional Collection, Volume 37.</p> <p>Republic of Korea: Ministry of Education. (2015). Character Education Promotion Act 2015. Article 2 Section 1.</p>

Annex G — List of all documents coded

Latin America and Caribbean: Costa Rica

National Education Laws

1. Costa Rica: Ministry for National Planning and Economic Policy. 2014. Plan Nacional de Desarrollo 2015-2018. National Development Plan 2015-2018. [Accessed 30 May 2019] http://www.mep.go.cr/sites/default/files/banner/pnd_2015_018_alberto_canas_escalante.pdf

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2. Costa Rica: Ministry of Public Education. 2017. Sonia Marta Mora Escalante Presidenta Consejo Superior de Educación. Sonia Marta Mora Escalante President Superior Council of Education. [Accessed 30 May 2019] <http://www.mep.go.cr/sites/default/files/page/adjuntos/politicaeducativa.pdf>
3. Costa Rica: Ministry of Public Education. 2017. 15 Orientaciones estratégicas institucionales 2015-2018. 15 Institutional strategic orientations 2015-2018. [Accessed 30 May 2019] <http://www.mep.go.cr/sites/default/files/page/adjuntos/quinceorientacionesestrategicainstitucionales.pdf>
4. Costa Rica: National High Council of Education. 2008. Republica de Costa Rica Consejo Superior de Educacion - El Centro Educativo de Calidad como Eje de la Educacion Costarricense. Superior Council of Education of the Republic of Costa Rica - The Center for Quality Education as an Axis of Costa Rican Education. [Accessed 30 May 2019] <http://www.mep.go.cr/sites/default/files/page/adjuntos/centro-educativo-calidad-como-eje-educacion-costarricense.pdf>
5. Costa Rica: Ministry of Public Education. 2014. Memoria institucional 2006-2014: La Educación subversiva: Atraverse a construir el país que queremos. Institutional Memory 2006-2014: Subversive education - Dare to build the country we want. [Accessed 30 May 2019] <http://www.mep.go.cr/sites/default/files/page/adjuntos/memoriainstitucional20062014.pdf.pdf>

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7. Costa Rica: Ministry of Public Education. 2017. Programas aprobados por Consejo Superior Educación. List of programmes approved by the Superior Council of Education. [Accessed 30 May 2019] <https://www.mep.go.cr/sites/default/files/programas-aprobados-consejo-superior-educacion.pdf>
8. Costa Rica: National Council of Rectors. 2010. Currículo de la Educación Media Costarricense de 1950 a 2010. Curriculum of the Costa Rican Media Education from 1950 to 2010 [Accessed 30 May 2019] https://www.estadonacion.or.cr/files/biblioteca_virtual/educacion/003/Retana_2010_Curriculo_Educacion_Media.pdf

National ESD/GCED-Specific Documents

Subject-Specific Curricula

Pre-primary

9. Costa Rica: Ministry of Public Education. 2017. Guía Pedagógica para niños y niñas desde el nacimiento hasta los 4 años de edad. Pedagogical Guide for boys and girls from birth to 4 years old. [Accessed 30 May 2019] <https://www.mep.go.cr/sites/default/files/guia-pedagogica.pdf>
10. Costa Rica: Ministry of Public Education. 2007. Programa de estudios inglés preescolar en el ciclo de transición. English pre-school curriculum program in the transition cycle. [Accessed 30 May 2019] <https://www.mep.go.cr/sites/default/files/descargas/programas-de-estudio/inglustransicion.pdf>

Primary

11. Costa Rica: Ministry of Public Education. 2013. Programas de Estudio: Estudios sociales y educación cívica: primer y segundo ciclos de la educación general básica. Programs of Study: Social studies and civic education: first and second cycle of basic general education. [Accessed 30 May 2019] <https://www.mep.go.cr/sites/default/files/programa-deestudio/programas/esocialesecivica1y2ciclo.pdf>
12. Costa Rica: Ministry of Public Education. 2016. Educar para una Nueva Ciudadanía - Programas de estudio de ciencias: primer y segundo ciclo de educación general básica. Educating for a New Citizenship - Science study programs: first and second cycle of basic general education. [Accessed 30 May 2019] <https://www.mep.go.cr/sites/default/files/programadeestudio/programas/ciencias1y2ciclo2018.pdf>

13. Costa Rica: Ministry of Public Education. 2013. Programa de estudios de Español - segundo ciclo de educación general básica. Spanish study program - second cycle of basic general education. [Accessed 30 May 2019] <https://www.mep.go.cr/sites/default/files/programadeestudio/programas/espanol2ciclo.pdf>
14. Costa Rica: Ministry of Public Education. 2012. Programa de estudio de educación para la vida cotidiana. Program of education study for daily life. [Accessed 30 May 2019] http://cse.go.cr/sites/default/files/acuerdos/educacion_para_la_vida-_cotidiana_iii_ciclo.pdf
22. Costa Rica: Ministry of Public Education. 2017. Programa De Estudio De Física. Physical Study Programme. [Accessed 30 May 2019] <https://mep.go.cr/sites/default/files/programadeestudio/programas/fisica2018.pdf>
23. Costa Rica: Ministry of Public Education. 2017. Programa De Estudio De Español, Comunicación Y Comprensión Lectora. Spanish Study, Communication and Reading Comprehension Programme. [Accessed 30 May 2019] https://mep.go.cr/sites/default/files/programadeestudio/programas/espanol3ciclo_diversificada.pdf

Lower Secondary

15. Costa Rica: Ministry of Public Education. 2009. Programa de estudio de educación cívica. Civic education study program. [Accessed 30 May 2019] https://mep.go.cr/sites/default/files/programadeestudio/programas/civica3ciclo_diversificada.pdf
16. Costa Rica: Ministry of Public Education. 2016. Programas de estudio de estudios sociales tercer ciclo de la educación general básica y educación diversificada. Programs of study of social studies third cycle of basic general education and diversified education. [Accessed 30 May 2019] https://mep.go.cr/sites/default/files/programadeestudio/programas/esociales3ciclo_diversificada.pdf
17. Costa Rica: Ministry of Public Education. 2017. Programa de estudio de ciencias. Sciences study program. [Accessed 30 May 2019] <https://mep.go.cr/sites/default/files/programadeestudio/programas/ciencias3ciclo.pdf>
18. Costa Rica: Ministry of Public Education. 2017. Programa De Estudio De Español, Comunicación Y Comprensión Lectora. Spanish Study, Communication And Reading Comprehension Program. [Accessed 30 May 2019] https://mep.go.cr/sites/default/files/programadeestudio/programas/espanol3ciclo_diversificada.pdf

Upper Secondary

19. Costa Rica: Ministry of Public Education. 2009. Programa De Estudio De Educación Cívica. Civic Education Study Programme. [Accessed 30 May 2019] https://mep.go.cr/sites/default/files/programadeestudio/programas/civica3ciclo_diversificada.pdf
20. Costa Rica: Ministry of Public Education. 2016. Programa De Estudio De Estudios Sociales. Social Studies Programme. [Accessed 30 May 2019] https://mep.go.cr/sites/default/files/programadeestudio/programas/esociales3ciclo_diversificada.pdf
21. Costa Rica: Ministry of Public Education. 2017. Programa De Estudio De Química. Chemistry Study Programme. [Accessed 30 May 2019] <https://mep.go.cr/sites/default/files/programadeestudio/programas/quimica2018.pdf>

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See also in Japanese:

<http://www.japaneselawtranslation.go.jp/law/detail/?id=2442&vm=04&re=0>

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2. Japan: Ministry of Education, Culture, Sports, Science and Technology. 2015. 第3期教育振興基本計画. The Third Basic Plan for the Promotion of Education. [Accessed 30 May 2019] http://www.mext.go.jp/a_menu/keikaku/detail/_icsFiles/afieldfile/2018/06/18/1406127_002.pdf

See also in Japanese:

<http://www.mext.go.jp/en/policy/education/lawandplan/index.htm>

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3. Japan: Ministry of Education, Culture, Sports, Science and Technology. 2017. 幼稚園教育要領. Courses of Study for Kindergarten. [Accessed 30 May 2019] http://www.mext.go.jp/component/a_menu/education/micro_detail/_icsFiles/afieldfile/2018/04/24/1384661_3_2.pdf

See also in Japanese:

<http://www.mext.go.jp/en/policy/education/lawandplan/index.htm>

4. Japan: Ministry of Education, Culture, Sports, Science and Technology. 2017. 小学校学習指導要領. Courses of Study for Primary schools. [Accessed 30 May 2019]. http://www.mext.go.jp/component/a_menu/education/micro_detail/_icsFiles/afieldfile/2019/03/18/1413522_001.pdf

5. Japan: Ministry of Education, Culture, Sports, Science and Technology. 2017. 中学校学習指導要領. Courses of Study for Middle Schools. [Accessed 30 May 2019] http://www.mext.go.jp/component/a_menu/education/micro_detail/_icsFiles/afieldfile/2018/05/07/1384661_5_4.pdf
6. Japan: Ministry of Education, Culture, Sports, Science and Technology. 2018. 高等学校学習指導要領. Course of Study for High Schools. [Accessed 30 May 2019] http://www.mext.go.jp/component/a_menu/education/micro_detail/_icsFiles/afieldfile/2018/07/11/1384661_6_1_2.pdf

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Primary

9. Japan: Ministry of Education, Culture, Sports, Science and Technology. 2017. 小学校学習指導要領解説. Commentary on the Courses of study for Primary schools. [Accessed 30 May 2019] http://www.mext.go.jp/component/a_menu/education/micro_detail/_icsFiles/afieldfile/2019/03/18/1387017_001.pdf
10. Japan: Ministry of Education, Culture, Sports, Science and Technology. 2017. 小学校学習指導要領解説社会編. Commentary on the Courses of study for Primary schools for Social Study. [Accessed 30 May 2019] http://www.mext.go.jp/component/a_menu/education/micro_detail/_icsFiles/afieldfile/2019/03/18/1387017_003.pdf
11. Japan: Ministry of Education, Culture, Sports, Science and Technology. 2017. 小学校学習指導要領解説理科編. Commentary on the Courses of study for Primary schools for Science. [Accessed 30 May 2019] http://www.mext.go.jp/component/a_menu/education/micro_detail/_icsFiles/afieldfile/2019/03/18/1387017_005_1.pdf

12. Japan: Ministry of Education, Culture, Sports, Science and Technology. 2017. 小学校学習指導要領解説外国語活動・外国語編. Commentary on the Courses of study for Primary schools for Foreign Language. [Accessed 30 May 2019] http://www.mext.go.jp/component/a_menu/education/micro_detail/_icsFiles/afieldfile/2019/03/18/1387017_011.pdf

Lower Secondary

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Upper Secondary

17. Japan: Ministry of Education, Culture, Sports, Science and Technology. 2018. 高等学校学習指導要領解説. Commentary on the Courses of study for High Schools (G10-12, p197). [Accessed 30 May 2019] http://www.mext.go.jp/component/a_menu/education/micro_detail/_icsFiles/afieldfile/2019/03/28/1407073_01_1_1.pdf
18. Japan: Ministry of Education, Culture, Sports, Science and Technology. 2018. 高等学校学習指導要領解説地理歴史編. Commentary on the Courses of study for High Schools for Geography/History. [Accessed 30 May 2019] http://www.mext.go.jp/component/a_menu/education/micro_detail/_icsFiles/afieldfile/2019/03/28/1407073_03_2_1.pdf
19. Japan: Ministry of Education, Culture, Sports, Science and Technology. 2018. 高等学校学習指導要領解説公民編. Commentary on the Courses of study for High Schools for Civics. [Accessed 30 May 2019] http://www.mext.go.jp/component/a_menu/education/micro_detail/_icsFiles/afieldfile/2019/03/28/1407073_04_1_1.pdf

20. Japan: Ministry of Education, Culture, Sports, Science and Technology. 2018. 高等学校学習指導要領解説理科編. Commentary on the Courses of study for High Schools for Science. [Accessed 30 May 2019] http://www.mext.go.jp/component/a_menu/education/micro_detail/_icsFiles/afieldfile/2019/03/28/1407073_06_1_1.pdf

21. Japan: Ministry of Education, Culture, Sports, Science and Technology. 2018. 高等学校学習指導要領解説外国語編. Commentary on the Courses of study for High Schools for Foreign Language. [Accessed 30 May 2019] http://www.mext.go.jp/component/a_menu/education/micro_detail/_icsFiles/afieldfile/2019/03/28/1407073_09_1_1.pdf

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3. Kenya: Ministry of Education, Science and Technology. 2013. Kenya Vision 2030 Medium Term Plan II Education & Training 2013-2018 Towards a Globally Competitive and Prosperous Kenya, 2013-18. [Accessed 30 May 2019] <http://planipolis.iiep.unesco.org/sites/planipolis/files/ressources/education-and-training-mtp2.pdf>
4. Kenya: Ministry of Education and Ministry of Higher Education, Science and Technology. 2012. Sessional Paper No of 2012: A Policy Framework for Education & Training, Reforming Education and Training in Kenya. [Accessed 30 May 2019] http://planipolis.iiep.unesco.org/sites/planipolis/files/ressources/kenya_policy_framework_for_education_and_training_sessional_paper_july_5_2012.pdf

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6. Kenya: Ministry of Education. 2002. Intro, Nat'l Goals, Objectives. [Accessed 30 May 2019] <http://sathyasaischoolkisaju.org/download/academics/Volume-One.pdf>

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United Nations
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Educational content up close

Examining the learning dimensions of Education for

Sustainable Development and Global Citizenship Education

In taking ESD and GCED forward, UNESCO seeks to advance a holistic approach to education that emphasizes three inter-related dimensions of learning – the cognitive, social and emotional and behavioural.

This publication summarizes the findings of a study commissioned by UNESCO to examine if and how these three dimensions of learning and teaching of ESD and GCED are reflected in pre-primary, primary and secondary educational content (ie. national laws, policies and the intended curriculum) in Costa Rica, Japan, Kenya, Lebanon, Mexico, Morocco, Portugal, Republic of Korea, Rwanda and Sweden. The outcome of this work shows a major pattern of commitment to the three learning dimensions in the selected countries and across the four education levels, with noteworthy nuances between ESD and GCED.

