



# Historical efforts to implement the UNESCO 1974 Recommendation on Education in light of 3 SDGs Targets

UNESCO Recommendation concerning Education for International Understanding,  
Co-operation and Peace, and Education relating to Human Rights  
and Fundamental Freedoms (1974)

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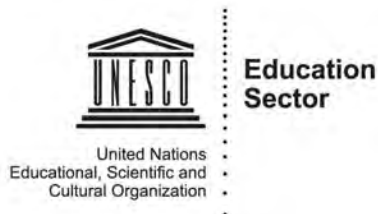
This paper presents an analytical overview of historical efforts by Member States of the United Nations Educational, Scientific and Cultural Organization (UNESCO) to implement the 1974 Recommendation concerning education for international understanding, cooperation and peace education relating to human rights and fundamental freedoms. The author of the review was hired in April 2016 to undertake an analysis of Member States' progress reports submitted for the fourth (2008) and fifth (2012) consultations on implementation of the 1974 Recommendation.

The main purpose of the review was to provide a historical overview of efforts to achieve Sustainable Development Goal (SDG) Targets **4.7, 12.8 and 13.3** and their proposed measurement indicators, based on states' historical reporting on the Recommendation. A total of 94 country reports were reviewed for the exercise: 37 from the 4th Consultation (2008); and 57 from the 5th Consultation (2012). The coding involved retrofitting the content of reports to concepts that may have been developed at a later date for the Sustainable Development Agenda and coding for data that was not explicitly requested in the Consultations. Following the coding, a quantitative and qualitative analysis was undertaken and is presented in the following report.

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### UNESCO Education Sector

Education is UNESCO's top priority because it is a basic human right and the foundation on which to build peace and drive sustainable development. UNESCO is the United Nations' specialized agency for education and the Education Sector provides global and regional leadership in education, strengthens national education systems and responds to contemporary global challenges through education with a special focus on gender equality and Africa.



### 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.



## List of Acronyms

AIDS	Acquired immune deficiency syndrome
ASPnet	UNESCO Associated Schools Project Network
ESD	Education for Sustainable Development
GCED	Global Citizenship Education
HIV	Human immunodeficiency virus
HRE	Human Rights Education
IHL	International humanitarian law
SD	Sustainable Development
SDG	Sustainable Development Goal
UNESCO	United Nations Educational, Scientific and Cultural Organization

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# Overview of historical efforts to implement the UNESCO 1974 Recommendation on Education in light of SDGs Targets 4.7, 12.8 and 13.3

*UNESCO Recommendation concerning Education for International Understanding, Co-operation and Peace, and Education relating to Human Rights and Fundamental Freedoms (1974)*

## Key findings

### Education for Sustainable Development (ESD)

- 59% of Member States in 2008 and 61% in 2012 included information on “human survival and well-being” in their reports, as understood in the ESD codes i.e. climate change; environmental sustainability, caring for the planet; sustainable development, consumption and livelihoods. However, understanding of ESD was broad and varied. In many instances, it was understood as being related to GCED concepts such as peace, human rights, culture, democracy, international understanding, and tolerance.
- Only 12% of Member States had a dedicated sustainable development policy, plan or law in place in 2012, up from 5% in 2008.
- ESD was part of education policies in more than half (51%) of Member States in 2012, up from 46% in 2008.
- ESD was mandatory in curricula in one third (33%) of Member States in 2012, although mandatory teacher education on ESD was reported infrequently (7%).
- Climate change or environmental awareness education was mandatory in more than one quarter (26%) of Member States in 2012, a significant increase from 2008 (13.5%).

**Table 1. Overview of ESD coding results**

ESD Coding	2008	2012
Countries where (stand-alone) "sustainable development", "global understanding", "international understanding" policy/plan/law is in place	5%	12%
Countries where ESD is part of national education policy	46%	51%
Countries where ESD is mandatory in curricula	N/A	33%
Countries where ESD is mandatory in teacher education	N/A	7%
Countries where climate change education/environmental awareness is mandatory at any level	13.5%	26%

N/A = Not requested and/or no or ambiguous information provided.

## Global Citizenship Education (GCED)

- Understanding of GCED was also broad, varied and shifting, covering multiple thematic areas.
- Aspects of GCED were widely found in Member States education policies in 2008 and 2012 Consultations (89% in both cases).
- GCED was reported as being mandatory in educational curricula in 86% of Member States in 2012 with a focus on “human rights and fundamental freedoms” (86%), followed by “peace and non-violence” (72%) and cultural diversity and tolerance (68%).
- GCED was mandatory in teacher education in 61% of Member States in the 5th Consultation.
- “Equality, gender-equality, inclusion and non-discrimination” were commonly reported as part of human rights education (79%) in the 5th Consultation.

**Table 2. Overview of GCED coding results**

GCED Coding	2008	2012
<b>Countries where GCED is part of national education policy</b>	89%	89%
<b>Peace and non-violence</b>	78%	88%
<b>Human rights and fundamental freedoms</b>	89%	88%
<b>Cultural diversity and tolerance</b>	70%	67%
<b>Countries where GCED is mandatory in curricula</b>	N/A	86%
<b>Peace and non-violence</b>	N/A	72%
<b>Human rights and fundamental freedoms</b>	N/A	86%
<b>Cultural diversity and tolerance</b>	N/A	68%
<b>Countries where GCED is mandatory in teacher education</b>	N/A	61%
<b>Peace and non-violence</b>	N/A	51%
<b>Human rights and fundamental freedoms</b>	N/A	54%
<b>Cultural diversity and tolerance</b>	N/A	16%

N/A = Not requested and/or no or ambiguous information provided.

- Almost half of all States (46%) reported individual or group assessment methods for GCED in the 5th Consultation. Individual assessment such as tests, questionnaires, surveys, and exams was the most common method used, followed by observational methods.

## Regional trends

- Reporting in all regions increased in 2012 with the exception of Arab States, which remained static (27% of the total in that region). The proportion of African states reporting rose most (almost tripling from 11% to 32%). In Asia and the Pacific, the proportion of states reporting doubled.

**Table 3. Proportion of States reporting as a % of the total number of states in the UNESCO region**

GCED Codes (Level 1)	2008	2012	Change
<b>Africa</b>	5 (11%)	14 (32%)	↑
<b>Arab States</b>	6 (27%)	6 (27%)	→
<b>Asia and the Pacific</b>	5 (11%)	10 (22%)	↑
<b>Europe and North America</b>	16 (32%)	20 (40%)	↑
<b>Latin America and the Caribbean</b>	5 (15%)	7 (21%)	↑

↑ = Significant increase

- Europe and North America accounted for 35% of all reports in 2012 followed by Africa with 25%. Reporting from Africa rose exponentially between 2008 and 2012, almost tripling from 11% of all Member States in the UNESCO region to 32%.
- Member States remained erratic in the regularity of their reporting: a large number of states (17) that reported in 2008 declined to do so in 2012. Only five States reported in the 3<sup>rd</sup> (2000), 4<sup>th</sup> (2008) and 5<sup>th</sup> (2012) Consultations: Burkina Faso, Republic of Korea, Germany, Lithuania, and Mexico. 17 States reported in 2008 and 2012: Burkina Faso, Mali (Africa); Kazakhstan, Korea, Uzbekistan (Asia and the Pacific); Albania, Armenia, Austria, Germany, Georgia, Lithuania, Norway, Poland, Turkey (Europe and North America); Colombia, Mexico, Peru (Latin America and the Caribbean).
- Sexual orientation rights were an emerging set of rights in the Europe and North America region in 2012. Of the 12 Member States that explicitly mentioned sexual orientation rights in either 2008 or 2012, 11 were in this region.
- There was an increasing trend within Europe and North America towards dedicated policies, plans or laws on sustainable development (SD).
- More than one quarter of Arab states reported in both 2008 and 2012 (27%) as a percentage of the total number of states in the UNESCO region. This region was the only one where levels of reporting did not increase in 2012, remaining static at 6 reports.
- Levels of reporting from Asia and the Pacific remained relatively low, while doubling from 11% in 2008 to 22% in 2012.
- Reporting remained low in Latin America and the Caribbean although rising from 15% of all Member States in the UNESCO region in 2008 to 21% in 2012. Uniquely, three Member States out of seven (42%) reported on the broad concept of sexuality) education in this region under the heading of GCED.
- Out of the five regions, Member States in Latin America and the Caribbean were least likely to report GCED concepts (Level 1 codes: peace and non-violence, human rights and fundamental

freedoms, and cultural diversity and tolerance) as part of their education policies and as mandatory components of their education curricula. In Europe and North America and the Arab States, GCED concepts (Level 1) were most widely reported with just a handful of exceptions.

### Thematic trends

- Health, linked to care of the natural environment, was a growing ESD thematic trend.
- Notable GCED thematic trends included a focus on health, sometimes connected to ESD (e.g. the environment) but also to (sexual) violence, substance abuse, HIV/AIDS, sex education; sexual violence or abuse; group rights or “the common good”; legal education; language education in support of cultural diversity; and competency-based approaches to education.

### Comparative review: reporting in 2008 and 2012

- Reporting in 2012 was generally of a higher quality than in 2008 and answered relevant questions, which were also more probing and precise.
- There was an overall upward shift in the numbers of states reporting in 2012 (29% of all UNESCO members, up from 18% in 2008). Reporting in all regions remained erratic in both Consultations.
- Reporting in all regions increased in 2012 with the exception of Arab States, which remained static (27% of the total in that region). The proportion of African states reporting rose most (almost tripling from 11% in that region to 32%). In Asia and the Pacific, the proportion of states reporting doubled.
- There was a general shift towards using “sustainable development” language in the 5th Consultation.

### SDG Targets

- Of the three SDG Targets in question, evidence shows that most progress has been made in relation to 4.7.



## I. Introduction

UNESCO's 1974 Recommendation concerning education for international understanding, cooperation and peace education relating to human rights and fundamental freedoms is a non-binding legal instrument. Member States are requested to submit reports every four years concerning the action taken by them in pursuance of the recommendation.<sup>1</sup> Currently these Consultations take the form of a questionnaire sent to Member States by UNESCO to answer.<sup>2</sup> The analysis therein is based on *self-reporting* by Member States with no independent verification.

The author of this study commissioned by UNESCO undertook this analysis of reports submitted for the 4<sup>th</sup> and 5<sup>th</sup> Consultations, which took place in 2008 and 2012 respectively utilizing different questionnaires. As it is often the case in respect of such instruments, the response rate by Member States has been too low historically to provide a solid baseline for monitoring the progress on the SDG Targets.<sup>3</sup> However, significant progress has been made in this regard. Over the past twenty years, the response rate by Member States has more than doubled, from 13% to 29% per cent.<sup>4</sup>

The main purpose of the study was to provide a historical view of Member States' efforts to achieve Targets 4.7, 12.8 and 13.3 of the 2030 Sustainable Development Agenda and the proposed related indicators, ahead of the 6<sup>th</sup> Consultation (covering the period 2013-2016).<sup>5</sup> This involved analysing data from 2008 and 2012 in light of more recent conceptual frameworks that are part of the Sustainable Development Agenda. UNESCO provided hard copies of 94 country reports for the exercise: 57 from the 5<sup>th</sup> Consultation (2012); and 37 from the 4<sup>th</sup> Consultation (2008).

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<sup>1</sup> Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms (1974 Recommendation).

<sup>2</sup> This process is to become more participatory for the 6<sup>th</sup> Consultation (2016), as Member States were consulted on the reporting guidelines and its content beforehand. UNESCO (n.d). Expert Meeting on "Assessment of progress in the area of citizenship and human rights education" (15 and 16 October), Presentation on the reporting process under the 1974 UNESCO Recommendation concerning Education for International Understanding, Cooperation and Peace and Education relating to Human Rights and Fundamental Freedoms, p. 2.

<sup>3</sup> UNESCO (n.d). Expert Meeting on "Assessment of progress in the area of citizenship and human rights education" (15 and 16 October), Presentation on the reporting process under the 1974 UNESCO Recommendation concerning Education for International Understanding, Cooperation and Peace and Education relating to Human Rights and Fundamental Freedoms, p. 2.

<sup>4</sup> UNESCO (n.d). Expert Meeting on "Assessment of progress in the area of citizenship and human rights education" (15 and 16 October), Presentation on the reporting process under the 1974 UNESCO Recommendation concerning Education for International Understanding, Cooperation and Peace and Education relating to Human Rights and Fundamental Freedoms, p. 2.

<sup>5</sup> The questionnaires have been modified for each consultation. For the 6<sup>th</sup> Consultation (2016) the questionnaire contains multiple choice questions to collect, in a simplified manner, information on the extent to which Member States have integrated and mainstreamed the principles of the Recommendation in their education systems and on measures taken for its implementation during the reporting period.

## II. Methodology

The methodology for this study was developed in consultation with UNESCO and finalized in April 2016 before the review began.

This commissioned study involved a qualitative and quantitative analysis. In order to provide a quantitative analysis, it was necessary to code each of the country reports to analyse their largely qualitative content. Based on a review of the reports, Sustainable Development Goal (SDG) Targets (4.7, 12.8 and 13.3, see Annex 3), SDG Target indicators,<sup>6</sup> and feedback from UNESCO, a list of codes was developed that would meaningfully track progress on achieving the Targets while implementing the 1974 Recommendation (see Annex 1).

Two broad headings were identified for the codes: **Education for Sustainable Development (ESD)**; and **Global Citizenship Education (GCED)**. Under these broad themes, codes were divided into two levels, providing an overview level (Level 1) and a level of specific components or related themes (Level 2). Both are analyzed in the report. Codes were applied broadly given that some terminology (e.g. “global citizenship”) was coined *after* the reports had been submitted i.e. similar language and concepts were accepted *in lieu* of the language used in the code. For example, “democracy” may not have been explicitly mentioned in the curricula of Member States but was coded as being present when states reported an emphasis on participatory techniques in the classroom.

The following definitions of ESD and GCED guided the research:

- **ESD:** empowers learners to take informed decisions and responsible actions for environmental integrity, economic viability and a just society, for present and future generations, while respecting cultural diversity. It is about lifelong learning, and is an integral part of quality education. ESD is holistic and transformational education, which addresses learning content and outcomes, pedagogy and the learning environment. It achieves its purpose by transforming society.<sup>7</sup> Key ESD themes include climate change, disaster risk reduction, sustainable livelihoods, sustainable consumption and production, biodiversity and poverty reduction.<sup>8</sup>
- **GCED:** nurtures respect for all, building a sense of belonging to a common humanity and helping learners become responsible and active global citizens. GCED aims to empower learners to assume active roles to face and resolve global challenges and to become proactive contributors to a more peaceful, tolerant, inclusive and secure world.<sup>9</sup>

Coding of all the reports was undertaken on separate spreadsheets to facilitate the analysis of each consultation and a comparative review (Table 4). Coding was undertaken by three separate persons: in English and French by the author of this report; in Arabic by UNESCO; and in Spanish by a third party in a private arrangement with the author.<sup>10</sup> The author was responsible for quality control and the overall analysis and report writing.

<sup>6</sup> See <http://unstats.un.org/sdgs/iaeg-sdgs/metadata-compilation/> for SDG indicators.

<sup>7</sup> Definition from p. 12 of <http://unesdoc.unesco.org/images/0023/002305/230514e.pdf>

<sup>8</sup> Examples from p. 20 of [https://www.bibb.de/dokumente/pdf/a33\\_un\\_decade\\_final\\_report\\_2014\\_230171e.pdf](https://www.bibb.de/dokumente/pdf/a33_un_decade_final_report_2014_230171e.pdf)

<sup>9</sup> Definition from <http://en.unesco.org/gced?page=4>

<sup>10</sup> The third party was Ananda Millard (Ph.d), Managing Director, Policy Research Institute.

Table 4. ESD and GCED Codes used in the analysis

Table header	Level 1 General Themes	Level 2 Related Sub-themes
<b>ESD</b>	<b>Human survival and well-being</b>	Climate change; environmental sustainability, caring for the planet; sustainable development, consumption and livelihoods
<b>GCED</b>	<b>Peace and non-violence</b>	National unity/citizenship; friendly relations among nations; preventing violent extremism; preventing other forms of violence including bullying, gender-based violence, school-related gender based violence
	<b>Human rights and fundamental freedoms</b>	Equality, gender-equality, inclusion and non-discrimination; justice and fairness; ethics/morals/values; democracy; disability rights; sexual orientation rights; personal/civic responsibility
	<b>Cultural diversity and tolerance</b>	International understanding, solidarity and cooperation; intercultural and interreligious dialogue; global citizenship (global education)

The coding exercise involved *retrofitting* the content of the reports to concepts that may have been developed at a later date and coding for data that was not explicitly requested in 2008 or 2012. For example, the broad use of some terminology in the codes such as “global citizenship” is fairly recent and may not have been applicable at the time of the Consultations. Other terminology may appear to be outdated, such as “friendly relations among nations”. A further challenge was the fact that the meaning or concept of some terms has shifted or evolved over time, such as ESD.

The purpose of the coding was to obtain a broad quantitative overview based on *all* of the reports. An additional qualitative analysis is also provided. This gives an overview of reported progress based on a review of *all* of the reports, aided by a series of tables providing detail from each of UNESCO’s five regions (Africa, Arab States, Asia and the Pacific, Europe and North America, Latin America and the Caribbean), where possible and depending on data availability. Content for the tables was chosen either using stratified random sampling (e.g. randomly sampled country reports from each of five regions) or purposive sampling (where few Member States reported or specific examples were sought), as appropriate. The aim of the regionally balanced tables was to ensure a systematic approach to analyzing Member States’ reports and regional efforts.

The focus throughout this analysis is on formal education systems as Member States’ reports are focused on this area. Analysis of historical trends is provided throughout.

### Limitations of the study

Attempts were made to be as systematic as possible in the methods used and resulting analysis. However, a number of limitations to the approach are noteworthy. These include the following:

**a. Coding**

The coding process necessitated making value judgements on the reported material and in some cases interpreting it.<sup>11</sup> The general approach was to search for explicit references to the language in the codes and/or to similar concepts, in relevant sections of the country reports.

The coding process did not differentiate between Member States using particular language in a report once (possibly just to satisfy UNESCO's perceived needs) or multiple times and as part of a significant effort to incorporate a concept into their education systems.

**b. Reporting by Member States**

The *quality* of the reports and the level of detail provided therein was uneven. Member States' approaches ranged from seeking to defend their record to being extremely honest about a lack of progress. In some cases, content was ambiguous. For example, there was no clear distinction between the content of educational policies on the one hand, and the content of curricula or teacher education on the other. Overall, relevant information was often missing and some of the reports did not answer all questions. Reported emphases may have changed between 2008 and 2012. Furthermore, the questionnaires for the 4<sup>th</sup> and 5<sup>th</sup> Consultations were different. For example, in the 4<sup>th</sup> Consultation it was often unclear whether particular content was *mandatory* because this language was not explicitly used in the questions.<sup>12</sup> This substantive difference between the Consultations means that a qualitative analysis of some of the codes may be more meaningful than a quantitative one.

**c. Missing data**

Translations of reports from Syria for both Consultations were delayed and relevant data has not been included in the analysis. As the reports were expected before the conclusion of this study, all percentages were calculated on the basis of 57 reporting states for the 5<sup>th</sup> Consultation from 2012 and 37 for the 4<sup>th</sup> consultation in 2008, i.e. N=37 (4<sup>th</sup> Consultation); N=57 (5<sup>th</sup> Consultation).

It should be noted that missing information did not necessarily imply no progress made, but rather "no or little information explicitly provided" in relevant sections of the reports, which could be associated with a lack of capacity for data collection, for example.

***N.B. Quantitative data provided in the report should be understood as providing a broad, general indication of reported progress and neither an exact measure, nor an indication of actual progress. The analysis should not be understood as an exhaustive review, but rather an overview of selected key themes emerging from the coding and analytical work.***

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<sup>11</sup> An objective analysis could have been undertaken using suitable software (e.g. Dedoose) but only in one language. As reports were written in four languages, this was impossible. Furthermore, the time that a validation exercise was not possible.

<sup>12</sup> If the content was reported as being a significant focus (e.g. in curricula/teacher education) it was coded as being present.

### III. Findings: Education for Sustainable Development (ESD)

#### 1. Understanding of ESD

Understanding of ESD was varied in both consultations<sup>13</sup> and often overlapped with GCED (Table 5). Examples in Table 5 illustrate this overlap in understanding in all regions, with concepts such as “sustainable development” frequently grouped alongside GCED concepts such as peace education, non-violence, democracy, coexistence, tolerance, citizenry, human rights, equality, and cultural diversity and tolerance *under the overall heading of ESD*. In many instances, ESD was not understood as related to “human survival and well-being” as per the ESD coding scheme (i.e. climate change; environmental sustainability, caring for the planet; sustainable development, consumption and livelihoods). Civics or ethical education was found as part of ESD and GCED and contained elements of both. In Guatemala, for example, the main objective of its Civic Program was to “*contribute to the formation of the social consciousness of those involved in education on environmental protection, building a culture of peace and sustainable development, through educational processes that promote reflection and action [in] the community*”.<sup>14</sup>

**Table 5. Examples of ESD being in line with GCED concepts, 2008 and 2012**

Region	Country	Examples
<b>Africa</b>	<b>Chad</b>	Sustainable development and the construction of a law-abiding state is viewed as being “intimately linked” with education for culture and peace, non-violence, democracy and human rights. <sup>15</sup>
<b>Arab States</b>	<b>Qatar</b>	A conference on secondary education was held at the end of 2002 with the theme, “Secondary Education for a Better Future: Trends, Challenges and Priorities” in collaboration with UNESCO. One of the recommendations concerned new models for post-elementary education in the 21 <sup>st</sup> century (“Priorities for change”), whereby life skills will acquire special importance, particularly given the need for youth to become actively involved in strengthening the values of coexistence, peace, human rights, sustainable development and international understanding. This is consistent with the Ministry’s ongoing concern with human rights and other concepts. It believes it is of the outmost importance that these be instilled in youth to achieve the desired goals of education. <sup>16</sup>
<b>Asia and the Pacific</b>	<b>New Zealand</b>	The <i>New Zealand Curriculum</i> provides a strong message and great potential for inclusion of Education for Sustainability in schools. It presents sustainability as a future-focus theme, includes principles, values and visions for sustainability and encourages schools to engage in their own curriculum design. Many schools choose to develop programs in areas such as peace education, education for tolerance or education for sustainable development. Students are encouraged to value

<sup>13</sup> UNESCO (2014), *Shaping the Future We Want, UN Decade of Education for Sustainable Development 2005-2014, Final Report* provides background on the evolution of the ESD concept.

<sup>14</sup> Guatemala (2012 Report), p. 12.

<sup>15</sup> Chad (2008 Report), p. 12. See also Ethiopia where the respect for the environment is taught as part of Civics and Ethics.

<sup>16</sup> Qatar (2008 Report), p. 6.

		excellence; innovation, inquiry, and curiosity; diversity; equity; community and participation for the common good; ecological sustainability, which includes care for the environment; integrity; and human rights. <sup>17</sup>
<b>Europe and North America</b>	<b>Lithuania</b>	The National Program on Education for Sustainable Development (2007-2015) embracing all levels of education includes a focus is on citizenry, democracy, governance, human rights, poverty alleviation, and peaceful resolution of conflicts among the “most topical issues of sustainable education.” <sup>18</sup>
<b>Latin America and the Caribbean</b>	<b>Guatemala</b>	The Ministry of Education has a Civic Program based on the theme: "Sustainable development, peace education and Oxlajuj B'aqtun" <sup>19</sup> . The issues presented in the itinerary promote and strengthen concrete actions that develop attitudes and habits for environmental protection, sustainable development and peaceful coexistence in the educational community. <sup>20</sup>

## 2. ESD coding results

**Table 6. Overview of ESD coding results - Level 1**

ESD Codes (Level 1)	2008 N=37	2012 N=57
<b>Countries where (stand alone) "sustainable development", "global understanding", "international understanding" policy/plan/law is in place</b>	5%	12%
<b>Countries where ESD is part of national education policy</b>	46%	51%
<b>Countries where ESD is mandatory in curricula</b>	N/A	33%
<b>Countries where ESD is mandatory in teacher education</b>	N/A	7%
<b>Countries where ESD is part of student assessment</b>	N/A	N/A
<b>Countries that have integrated mitigation, adaptation, impact reduction and early warning into primary, secondary and tertiary curricula</b>	N/A	N/A
<b>Countries that have communicated the strengthening of institutional, systemic and individual capacity-building to implement adaptation, mitigation and technology transfer, and development actions</b>	N/A	N/A
<b>Countries where climate change education/environmental awareness is mandatory at any level</b>	13.5%	26%

N/A = Not requested and/or no or ambiguous information provided.

***N.B: The sample size was small for both consultations. The results of this analysis provide a general overview and not a valid and reliable baseline. High percentages can be misleading.***

<sup>17</sup> New Zealand (5<sup>th</sup> Consultation), pp. 6-8.

<sup>18</sup> Lithuania (4<sup>th</sup> Consultation), p. 3.

<sup>19</sup> Reference to Mayan Cosmogony.

<sup>20</sup> Guatemala (5<sup>th</sup> Consultation), p. 12.

### 3. ESD analysis

#### a. Countries where "sustainable development", "global understanding", "international understanding" policy/plan/law is in place

Only eight Member States reported having a dedicated "sustainable development", "global understanding", "international understanding" policy, plan or law in place in 2012, all of them using "sustainable development" language (see Table 7). In 2008 two Member States had such a policy, plan or law: **Georgia** and **Lithuania**. Many others used "sustainable development" language as part of other policies, plans or laws e.g. **Colombia's** "Plan Decenal De Educación 2006-2012" stated that public policy should be based, amongst other things, on "...holistic treatment of conflicts...respect for biodiversity and sustainable development".<sup>21</sup> **Costa Rica** had no relevant policies as such but in 2007, 2008 and 2009 had educational projects on sustainable development.<sup>22</sup>

**Table 7. Countries with a dedicated "sustainable development", "global understanding" or "international understanding" policy, plan or law, 2008 and 2012**

	Country	Name of policy, plan or law
2012	Armenia	Sustainable Development Program Armenia (2008) Education Development State Program (2011- 2015)
	Austria	Austrian Strategy for Education for Sustainable Development
	Belgium	Decade of Education for Sustainable Development in French Community (2005)
	Burkina Faso	Accelerated Growth Strategy for Sustainable Development
	Japan	Action Plan for Decade on Education for Sustainable Development in Japan. An ESD framework was developed and distributed nationwide in the form of a leaflet in 2012
	Republic of Korea	The Presidential Commission on Sustainable Development was created in 2000, leading to an educational transition towards SD that is still in progress. President Lee Myung-Bak declared a national vision of 'Low Carbon Green Growth', leading to the formation of the Presidential Committee on Green Growth in 2009, as well as subsequent efforts to include Green Growth Education in the National Curriculum
	Romania	The National Strategy for Sustainable Development, Horizons (2013 – 2020 – 2030)
2008	Slovenia	Guidelines for Education for Sustainable Development from Preschool to University Education (2007)
	Georgia	The National Strategy and Action Plan for Education for Sustainable Development
	Lithuania	National Program on Education for Sustainable Development (2007-2015). This was reported in the 4 <sup>th</sup> Consultation report but not the 5 <sup>th</sup>

<sup>21</sup> Colombia (5<sup>th</sup> Consultation), pp. 8-9.

<sup>22</sup> Costa Rica (4<sup>th</sup> Consultation), pp. 11-12.

Again, understanding of ESD or SD among Member States with a dedicated policy, plan or law in place was in line with GCED concepts but also varied greatly.

**Armenia** reported on a program whose goals were: growth of population well-being and overcoming poverty, including the eradication of extreme poverty; overcoming human poverty and ensuring human development; and the containment of further growth of economic development imbalances coupled with implementation of targeted territorial development policies to ensure expedited progress of lagging regions.<sup>23</sup> There was no mention of the environment or sustainability issues.

“Greening and beautification in schools is emphasized and is being implemented in Rwandan schools. Environment Clubs exist in schools and help to keep schools clean; Environment in Education Policy has been adopted and is being implemented. The Rwanda Environment Management Authority takes the lead in regulating, safeguarding and promoting safe and clean environment protection programs in the country in general and in schools particularly.”

Rwanda, 2012 Report, p. 7

**Austria** placed an emphasis on education for peace and human rights as well as global and citizenship education under its strategy, with no mention of the environment or sustainability issues.<sup>24</sup> **Japan** placed an emphasis on the abilities to be developed through ESD – abilities often associated with GCED - such as “systematic thinking”; “values related to sustainable development” (e.g. the ability to show respect for people, diversity, non-exclusiveness, equal opportunity, and the environment); “ability to think of alternatives”; (critical thinking); “ability to collect and analyze information”; and “communication skills” in its report.<sup>25</sup> **Georgia’s** National Strategy and Action Plan for Education for Sustainable Development was people-

focused. It recognized that education should be directed towards developing knowledge, skills, attitudes and values that are congruent to world shared principles, values and attitudes and help students actively participate in decision making on local, regional and global levels; developing students’ critical thinking and problem solving skills; their equipment with life skills; raising their civic and law literacy; improving their awareness of political, economic and social processes on local regional and global levels; and developing their understanding of the needs of intercultural cooperation, collaboration and solidarity for world peace, sustainable development and environment protection.<sup>26</sup> **Korea**, in contrast, placed its focus on the environment.<sup>27</sup> In **Slovenia**, ESD primarily included respecting universal values, active citizenship and participation, quality interpersonal relationships, and the development of social competencies (non-violence, tolerance, cooperation, respect).<sup>28</sup>

<sup>23</sup> Armenia (2012 Report), p. 3.

<sup>24</sup> Austria (2012 Report), p. 3.

<sup>25</sup> Japan (2012 Report), pp. 5-6. Schools from the ASPnet also covered environmental education e.g. pollution, energy, forest protection, marine and atmospheric research, soil erosion, natural resources conservation, desertification, greenhouse effect, and sustainable development, including ways to solve them and the role of science for the future of mankind. Japan (2012 Report), p. 3.

<sup>26</sup> Georgia (2008 Report), p. 13.

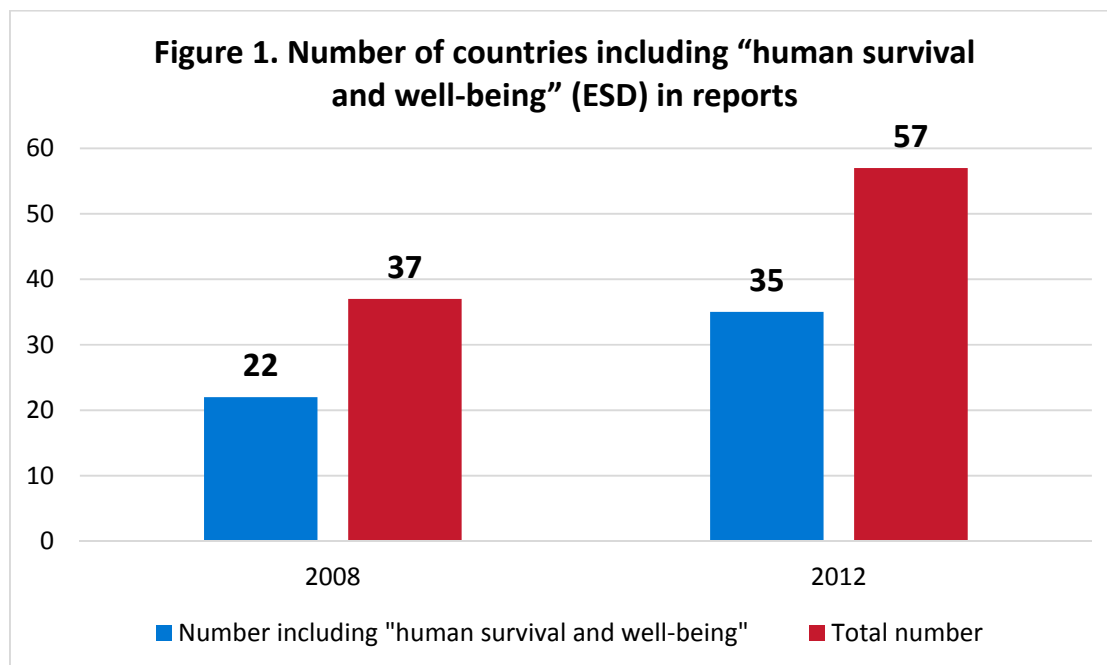
<sup>27</sup> Republic of Korea (2012 Report), p. 6.

<sup>28</sup> Slovenia (2012 Report), p. 4. Burkina Faso did not provide relevant detail.



“International understanding” and “global understanding” were frequently referred to by Member States, occasionally in connection with ESD. **Italy** linked the concept of international understanding with ESD in a document linked within its 2012 report, for example. It reported that its Ministry of Education prioritised intercultural education: “Each school is called on to become a laboratory of a democratic society where we learn to live constructively with our differences, concretely experiencing planetary citizenship.”<sup>29</sup> **Poland** also made this link: it reported on a project called “This World is Also Yours”, an initiative aimed at dissemination of knowledge related to global education, sustainable development at schools, as well as human rights in the spirit of peace, mutual understanding and respect.<sup>30</sup> **Qatar** made a similar link.<sup>31</sup> In **Sri Lanka**, global citizenship was linked with the environment.<sup>32</sup>

Overall, a significant number of Member States included information on “human survival and well-being”, as understood in the ESD themes (i.e. climate change; environmental sustainability, caring for the planet; sustainable development, consumption and livelihoods) in their reports in both consultations: 22 (59%) in 2008 and 35 (61%) in 2012 (see Figure 1).<sup>33</sup>



<sup>29</sup> Italy (2012 Report), p. 6.

<sup>30</sup> Poland (2012 Report), p. 11.

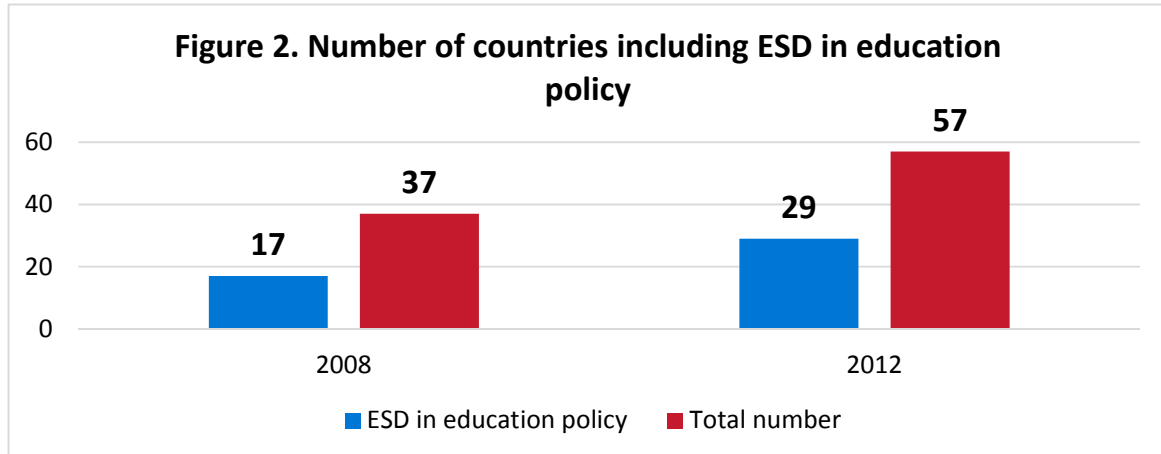
<sup>31</sup> Qatar (2008 Report), p. 6.

<sup>32</sup> Sri Lanka (2008 Report), p. 5.

<sup>33</sup> This refers to ESD as part of policy, curricula, teacher education, or student assessment. Some Member States have reported on ESD activities within the UNESCO Chairs’ Associated Schools Project network (ASPnet).

### b. Countries where ESD is part of national education policy

Approximately 46% of Member States reported at least one element of ESD as being part of national education policy in the 2008 and 51% in 2012. They all utilized environmental or “sustainable development” language.



### c. Countries where ESD is mandatory in curricula

ESD was reported as being mandatory in curricula by approximately 33% of states (Figure 3) in 2012. The majority utilised environmental or “sustainable development” language. **Bangladesh** referred explicitly to “climate change” in 2012.

### d. Countries where ESD is mandatory in teacher education

ESD was reported as being mandatory in teacher education in just a handful (7%) of Member States in 2012 e.g., **Belgium, Ethiopia** and **Sweden**. In some reports it is not clear what the status of ESD was for teachers or it was explicitly not mandatory. **Poland** reported, for example, on the Maria Grzegorzewska Academy for Special Education in Warsaw developing a program entitled “*Join in! Education for Sustainable Development*” focusing on sustainable development and intercultural understanding.<sup>34</sup> The focal point of the program was a pre-service teacher training course entitled “*Introduction to Global Education*”, although it was not mandatory.

### e. Countries where ESD is part of student assessment

Member States did not report on student assessment specifically in relation to ESD. It should be noted that this was not explicitly asked in the reporting guidelines.

### f. Countries where climate change education/environmental awareness is mandatory at any level

In 2008 there was a mandatory focus on climate change or the environment in 16% of Member States: **Canada, France, Georgia, Mali, Panama** and **South Africa**. Reports from **Chad, Egypt, and Sri Lanka** were ambiguous. Just over one quarter of Member States, or 26%, reported that “climate change education/environmental awareness” was mandatory in the school system in 2012: **Algeria, Armenia, Austria, Bahrain, Bangladesh, Ivory Coast, Ethiopia, Georgia, Hungary, Iran, Japan, Monaco, Rwanda, Slovenia, and Sweden**. “Climate change” language was not used, however, with the exception of

<sup>34</sup> Poland (5<sup>th</sup> Consultation), p. 21.

**Bangladesh.** In a number of other Member States (16%) “climate change education/environmental awareness” was mentioned but its status (i.e. whether mandatory or optional) was ambiguous or unclear. These are **Belgium, Bosnia and Herzegovina, Burkina Faso, Colombia, Guatemala, New Zealand, Norway, Republic of Korea** and **Zimbabwe**. In **Burkina Faso**, environmental education was described as an “emerging issue”.<sup>35</sup>

No Member States reported on integrating mitigation, adaptation, impact reduction and early warning into primary, secondary and tertiary curricula or on communicating the strengthening of institutional, systemic and individual capacity-building to implement adaptation, mitigation and technology transfer, and development actions. **Armenia** was a possible exception with its National Assessment Report “Rio+20” (2011), although little detail was provided. The report stated that in the transition period for Armenia the main priority was restoring the economy and ensuring economic growth, often to the detriment of the environment.<sup>36</sup> Nevertheless, the necessity to apply sustainable development principles had gradually become a priority; this process was reinforced by the country’s accession to a number of international conventions and agreements as well as by active collaboration with United Nations agencies.<sup>37</sup>

#### 4. ESD thematic trends

**Health and the environment.**<sup>38</sup> Several Member States linked the issue of health and the environment in their reports. Examples include **Chad, Colombia, Czech Republic, Georgia, Hungary, Mali, Mexico, Slovenia, Sri Lanka, and Uzbekistan**. In **Hungary**, for example, the “Man and Nature” subject taught as part of the core curriculum in schools focused on emotional education (including avoiding violence); recognition of human responsibility in the relationship between man and nature; as well as the transfer of epidemiological information (with a focus on AIDS and the significance of vaccinations).<sup>39</sup> In **Uzbekistan**, ESD was understood as “promoting harmonious interactions between human society, economy and environment, changing behavioural attitude[s] of people towards healthy and peaceful life”.<sup>40</sup> **Chad’s** holistic Growth Strategy and Poverty Reduction 2 for 2008-2011 included a focus on the development of human capital, environmental protection, universal education and gender equity in education, and HIV/AIDS, amongst other issues.<sup>41</sup> In **Colombia**, health figured as one element of the general law on education (1994), as did the environment. Educational objectives were listed as: caring for natural resources, and elsewhere, caring for health (e.g. hygiene, physical education).<sup>42</sup> In **Mexico**, human rights was reported as a crosscutting issue, with respective modules on the environment and health. Within the bilingual education program – aimed at indigenous persons - care for the environment and health was also included.<sup>43</sup>

<sup>35</sup> Burkina Faso (5<sup>th</sup> Consultation), p. 5.

<sup>36</sup> Armenia (5<sup>th</sup> Consultation), pp. 4-5.

<sup>37</sup> Armenia (5<sup>th</sup> Consultation), pp. 4-5.

<sup>38</sup> Explicit mentions of “health” or health subjects were searched for e.g. HIV/AIDS, vaccinations, epidemiology. The “environment”, “nature”, or a related term were explicitly searched for.

<sup>39</sup> Hungary (5<sup>th</sup> Consultation), p. 14.

<sup>40</sup> Uzbekistan (4<sup>th</sup> Consultation), p. 4.

<sup>41</sup> Chad (5<sup>th</sup> Consultation), p. 6.

<sup>42</sup> Colombia (5<sup>th</sup> Consultation), p. 3.

<sup>43</sup> Mexico (5<sup>th</sup> Consultation), p. 26.

## IV. Findings: Global Citizenship Education (GCED)

### 1. Understanding of GCED

Information about Human Rights Education (HRE) and “education for peace and human rights” was requested in the 4th and 5th Consultations respectively.<sup>44</sup> Understanding of these concepts was both broad and varied across Member States. As acknowledged in the consolidated report on the 5th Consultation, Members reported a wide range of relevant themes and issues addressed in their respective educational plans, including: “universal values such as tolerance and respect, solidarity, human dignity, a culture of peace, also in link with religious and traditional values of different societies; world culture, diversity, indigenous knowledge; child protection, international humanitarian laws, child, women’s and human rights, freedoms, duties and responsibilities, citizenship, patriotism, social justice, rule of law, democracy, gender equality; peaceful resolution of conflicts, violence in schools, sustainable development, sexuality education, HIV and AIDS, health, substance abuse, security, media literacy; prevention of fascism, racism, discrimination, xenophobia, etc.”<sup>45</sup> The review illustrated that this is a growing list of themes as Member States develop their understanding of the concept and in response to the changing world we live in.

### 2. GCED coding results

Table 8 below provides an overview of the GCED coding results.

Table 8. Overview of GCED coding results

GCED Codes	2008	2012
<b>Countries where GCED is part of national education policy</b>	89%	89%
<b>Peace and non-violence</b>	78%	88%
<b>Human rights and fundamental freedoms</b>	89%	88%
<b>Cultural diversity and tolerance</b>	70%	67%
<b>Countries where GCED is mandatory in curricula</b>	N/A	86%
<b>Peace and non-violence</b>	N/A	72%
<b>Human rights and fundamental freedoms</b>	N/A	86%
<b>Cultural diversity and tolerance</b>	N/A	68%
<b>Countries where GCED is mandatory in teacher education</b>	N/A	61%
<b>Peace and non-violence</b>	N/A	51%
<b>Human rights and fundamental freedoms</b>	N/A	54%
<b>Cultural diversity and tolerance</b>	N/A	16%

<sup>44</sup> UNESCO. 2012. Reporting on Education for Human Rights, Peace, Democracy, International Understanding and Tolerance (5<sup>th</sup> Consultation questionnaire). Document Ref CL/3997. 27.08.2012; UNESCO. n.d. Reporting on Education for Human Rights, Peace, Democracy, International Understanding and Tolerance (4<sup>th</sup> Consultation-2008 questionnaire).

<sup>45</sup> UNESCO (2013), Consolidated Report on the Implementation of the 1974 Recommendation Concerning Education for International Understanding, Cooperation and Peace and Education Relating to Human Rights and Fundamental Freedoms, para. 9.

<b>Countries where GCED is part of student assessment</b>	13.5%	46%
<b>Peace and non-violence</b>	N/A	N/A
<b>Human rights and fundamental freedoms</b>	N/A	N/A
<b>Cultural diversity and tolerance</b>	N/A	N/A

N/A = Not requested and/or no or ambiguous information provided.

***N.B.: The sample size was small for both consultations. The results of this analysis provide a general overview and not a valid and reliable baseline. High percentages can be misleading.***

### 3. GCED analysis

#### a. Countries where GCED is part of national education policy

In both 2008 and 2012, 89% of Member States reported GCED-related themes, as understood in the codes, as being part of national education policies. Exceptions in 2012 were **Australia, Burundi, Equatorial Guinea, Spain, and Uruguay**.

##### i. Peace and non-violence:

Peace and non-violence was reported as mandatory within the majority of education policies in the 5<sup>th</sup> Consultation (89.5%) with some exceptions, namely **Australia, Burundi, Equatorial Guinea, Republic of Korea, Spain and Uruguay**, where information was either not provided or was ambiguous.<sup>46</sup>

“National unity” was most commonly reported (approximately one third of Member States), followed by “prevention of violent extremism” and prevention of “other forms of violence including bullying, GBV, school-related GBV” (28% respectively). “Friendly relations among nations” was reported in 14% of Member States’ education policies and/or Constitutions e.g. **Austria, Chad, Ethiopia, Hungary, Italy, Japan, Mexico, and Peru**.

##### ii. Human rights and fundamental freedoms:

Human rights and fundamental freedoms were almost ubiquitous (89.5%) in national education policies in the 5<sup>th</sup> Consultation. Exceptions were **Australia, Burundi, Equatorial Guinea, Iran, Spain and Uruguay**. Notably, some Member States expressed a preference for either HRE on the one hand or peace education on the other e.g. **Iran** expressed a preference for education for peace and co-existence, **Armenia** and the **Philippines** on peace education, and **Sweden** on HRE.

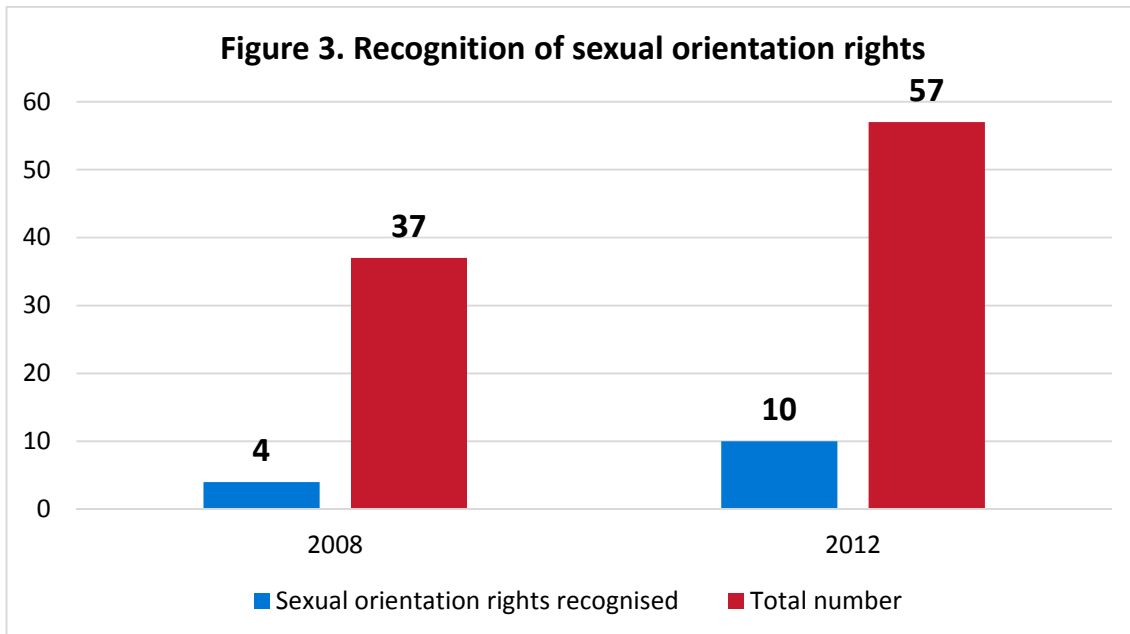
A total of 79% of Member States reported that “equality, gender-equality, inclusion and non-discrimination” was part of national education policy, with many referring to gender equality in 2012 (Table 9). This compares from 65% in 2008. Similarly, there is an overall increase in the inclusion of “equality, gender-equality, inclusion and non-discrimination” as part of curricula.

<sup>46</sup> Uruguay mentioned “peace” in the title of a relevant document, but never again as part of the content.

**Table 9. Equality, gender-equality, inclusion and non-discrimination, 2008 and 2012**

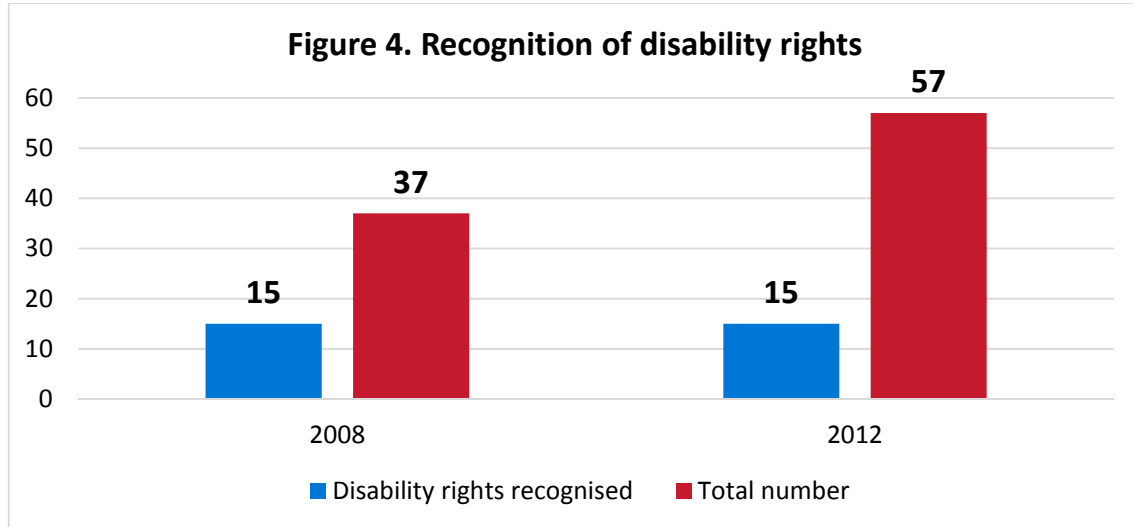
	2008	2012
<b>Part of national education policy</b>	65%	45%
<b>Part of curricula</b>	38%	29%
	Part of curricula	Mandatory in curricula

“Democracy” was most reported (52% of all reports), followed by “personal/civic responsibility” (30%), “ethics/morals/values” (26%), “disability rights” (26%), “sexual orientation rights” (17.5%), and “justice and fairness” (15%) in 2012. Sexual orientation can be considered an emerging area with a small but growing number of Member States explicitly recognising and protecting these rights (see Figure 3): 11% in 2008 and 17.5% in 2012.<sup>47</sup>



In contrast, approximately 40.5% of Member States reported “disability rights” being part of national education policy in 2008 and 26% in 2012, illustrating a possible decline. During the coding exercise, disability rights often fell under the more inclusive term “special education” (see Figure 4 below).

<sup>47</sup> Bosnia and Herzegovina protected sexual orientation in the higher education system and is not included in the analysis. Bosnia and Herzegovina (5<sup>th</sup> Consultation), p. 10.



**iii. Cultural diversity and tolerance:**

“Cultural diversity and tolerance” was reported in education policies by approximately two thirds (67%) of all Member States in 2012. The concept of tolerance was extended either outwards towards other nations (e.g. **Hungary, Ethiopia, Japan**) or inwards towards national minorities, migrants or indigenous populations (e.g. **Guatemala, Bosnia, Canada**). “International understanding, solidarity and cooperation” was most reported as part of policies (by 35% of the total), followed by “Intercultural dialogue” (approximately 16% of the total) and finally “interreligious dialogue, global citizenship/global education” (12%).

**b. Countries where GCED is mandatory in curricula**

In 2008 approximately 78% of Member States reported an emphasis on GCED – they were not explicitly asked whether it was mandatory. GCED was mandatory in curricula in approximately 88% of all reports in 2012.

**i. Peace and non-violence:**

Peace and non-violence, as a mandatory part of curricula, was reported in approximately 72% of all reports in 2012. An emphasis on “national unity” was reported most (32%), followed by “other forms of violence including bullying, GBV, school-related GBV” (25%), and “preventing violent extremism” (18%). “Friendly relations among nations” was barely reported as part of curricula, possibly as the term is considered out of date.

**ii. Human rights and fundamental freedoms:**

Human rights was reported as being mandatory in curricula in approximately 86% of all Member States’ reports in 2012. “Equality, gender-equality, inclusion and non-discrimination” (51%) was reported most often followed by “personal/civic responsibility” (46%), “democracy” (46%) “ethics/morals/values” (44%), and “justice and fairness” (23%). Disability and sexual orientation rights were barely included in curricula with notable exceptions such as Sweden (sexual orientation and disability).<sup>48</sup>

<sup>48</sup> Sweden (5<sup>th</sup> Consultation), p. 9.

**iii. Cultural diversity and tolerance:**

“Cultural diversity and tolerance” was reported as being mandatory in 68% of all reports. “International understanding, solidarity and cooperation” was most reported (33% of all reports), followed by “intercultural and interreligious dialogue” (19%) and “global citizenship (global education) (10.5%).

**c. Countries where GCED is (mandatory) in teacher education**

In 2008, approximately 73% of Member States reported an emphasis on GCED in teacher education. They were not explicitly asked whether it was mandatory. GCED was mandatory in teacher education in approximately 61% of Member States in 2012.

**i. Peace and non-violence:**

Peace and non-violence was mandatory in teacher training or education in approximately 51% of Member States in 2012. The majority of reports did not provide detail on what specifically teachers were taught.

**ii. Human rights and fundamental freedoms:**

Human rights was mandatory in teacher education in 54% of Member States’ reports from 2012. Again, detail was not provided by some States. “Equality, gender-equality, inclusion and non-discrimination” was reported most (18%), followed by “democracy” (14%) and “civic/personal responsibility” (7%).

**iii. Cultural diversity and tolerance:**

Cultural diversity and tolerance was reported as mandatory in approximately 16% of reports from 2012. “International understanding, solidarity and cooperation” was reported most (11% of cases).

**d. Countries where GCED is part of student assessment**

Approximately 46% of Member States reported a range of methods to evaluate their HRE or peace and human rights education programs in 2012, an apparent positive shift from 13% in 2008. These ranged from individual evaluations of relevant subjects using traditional methods (e.g. exams or tests), to more innovative methods (surveys, questionnaires, competitions), to general observation of group or community behavior and attitudes (Table 10). Individualized evaluations and observation of behaviors were the most common methods used (29% and 19% respectively). Some Member States reported no

information at all or reported only on general monitoring of their education systems, not GCED specifically. For example, **Germany** reported that all of its states (*Länder*) had individual evaluation and monitoring systems on education. All of them contain indicators on the atmosphere in classrooms, learners’ satisfaction with the education they receive and their learning results. “*But there is no means to evaluate the specific impact of education for peace and human rights on learners.*”<sup>49</sup> Some Member States reports were ambiguous about how exactly assessments were undertaken e.g. **Albania, Philippines, Togo, and Romania.**

“Progress indicators regarding education for peace and human rights have not yet been fully developed, so it is difficult to accurately assess the impact of the education.”

Republic of Korea, 2012 Report, p. 21

<sup>49</sup> Germany (2012 Report), p. 8.



**Table 10. Percentage of countries using different methods for GCED student assessment, 2012**

Method used <sup>50</sup>	2012
Individualized evaluation e.g. questionnaires, surveys, check lists, tests, exams	25%
Observation of behavior, role plays	19%
Competitions	3.5%
Participation in national projects, volunteering	3.5%
Clubs	2%
Events	2%
Evaluation by school inspectorate	3.5%
Evaluation systems being developed/planned	7%

In **Poland**, the Conflict Resolution at School Program created specialized monitoring and self-evaluation tools to measure aggression in educational environments.<sup>51</sup>

<sup>50</sup> Reported methods are not mutually exclusive.

<sup>51</sup> Poland (2012 Report), p. 5.

**e. Subjects and grades into which GCED is integrated**

A total of 79% of Member States reported that GCED components were either integrated into a large range of traditional and cross-curricular subjects and thematic areas, mostly at primary and secondary levels, or taught as a stand-alone subject in the 5<sup>th</sup> Consultation. Subject areas that included GCED included citizenship education, civic (and moral) education, education for careers and life abilities, Islamic education, (world) history, languages, humanities, science, political science, social science, “Me and my surroundings”, biology, home economics, art, democracy and human rights, life skills and attitudes, peace education, mathematics, multicultural education, education towards thinking in European and global contexts, environmental education, media education, democratic citizenship, and “Humans and their world”. The vast majority of Member States taught GCED as part of courses such as ethics/civics/citizenship/morals as well as integrating GCED concepts into other subjects. Only a handful (7%) provided stand-alone courses on GCED subjects at any level of their education systems (Table 11).

“A new core curriculum for pre-school education and comprehensive education in particular types of schools, binding since 1 September 2009, takes into consideration the contents concerning an equal exercise of all human rights and fundamental freedoms as well as [the] promotion of respect for inherent human dignity, and emphasizes strongly enough the issues related to counteracting racism. These contents are scheduled for each educational stage (preschool education, primary school and secondary school education). They are obligatory [and] included in core curricula of many subjects, such as: Polish language, History, Civics, Cultural Studies, History and Society, Geography, Ethics, Philosophy. The implementation of the core curriculum helps students to recognize signs of racism, chauvinism, anti-Semitism and xenophobia.”

Poland, 2012 Report, p. 4.

**Table 11. Member States offering stand-alone subjects on GCED subjects, 2012**

Member State	GCED as part of stand-alone subject
<b>Bosnia and Herzegovina</b>	“Democracy and human rights” is taught in the sixth and eighth grade of elementary school and the third year of secondary school as an obligatory subject. Subjects such as “Life Skills and Attitudes” and “Humanitarian Law” that are taught at classroom meetings and through extracurricular activities, have been introduced in one part of Bosnia and Herzegovina.
<b>Norway</b>	A specialized subject (140 hours), entitled “human rights and politics”, is offered as an elective for pupils in grade 12 of the general education course. From the school year 2013/2014, pupils in grades 8 – 10 were offered a new elective subject: “Democracy in use”.
<b>Philippines</b>	In Notre Dame University, a separate subject called “Peace 100” is taught as part of all undergraduate programs.
<b>Uzbekistan</b>	Special courses on “Human Rights” have been introduced into the curriculum of all higher educational institutions. Courses also cover topics related to HIV and AIDS prevention, culture of peace, justice, problems of human trafficking, and others. A “Rights, Obligations and Responsibility of Juveniles” course is taught in grades 5-9, and “Our rights” in grades 1-4.

## 4. GCED thematic trends

A review of Member States' reporting on GCED shone a light on the following themes of interest:

### a. Health focus

Health education featured frequently in GCED educational curricula, again, sometimes in connection with the ESD (e.g. the environment), but also in connection with (sexual) violence, addiction, child mortality, child development and sex education (see Table 4).

**Table 12. Selected Member States including health as part of GCED, 2008 and 2012**

Region	Country	Content
Africa	South Africa	The <i>Strategy for Integration and Anti-Discrimination</i> encourages schools to develop a HIV and AIDS plan. The Department of Education has introduced school health screening strategy that seeks to improve the quality of life, alleviating poverty and minimizing the risks of HIV infection to learners. <sup>52</sup> School Governing Bodies are required by law to ensure that measures to curb pregnancy, sexual violence and sexual harassment are in place and implemented through the adoption of Codes of Conduct in all public schools. <sup>53</sup>
	Mali	The Orientation Law on Education seeks to make the learner attentive and sensitive to the values of personal commitment, family and social solidarity, parental responsibility, preservation of the health of others and environmental protection. <sup>54</sup>
Arab States	Oman	Subjects included within the National Policy on Human Rights include health care. <sup>55</sup>
	Egypt	More than 20 new concepts have been included in the new curricula, including health and addiction. <sup>56</sup>
Asia and the Pacific	Kazakhstan	Themes related to the 1974 Convention that are integrated into the education system are: safe motherhood, neonatal care, immunization, early growth and development of children, prevention of micronutrient disorders, as well as the implementation of the Integrated Management of Childhood Illness, including HIV/AIDS. <sup>57</sup>
	Philippines	Themes related to the 1974 Convention that are integrated into the education system are: violence in schools and HIV/AIDS as part of Health Education. <sup>58</sup>
Europe and North America	Sweden	According to the Higher Education Ordinance the higher education institutions shall be responsible for providing students with access to health care, in particular preventive health care intended to promote the physical and mental health of the students. <sup>59</sup>

<sup>52</sup> South Africa (2008 Report), p. 5, 8.

<sup>53</sup> South Africa (2008 Report), p. 9.

<sup>54</sup> Mali (2008 Report), p. 16.

<sup>55</sup> Oman (2008 Report), p. 10.

<sup>56</sup> Egypt (2008 Report), pp. 3-4.

<sup>57</sup> Kazakhstan (2012 Report), p. 5.

<sup>58</sup> Philippines (2012 Report), p. 9.

<sup>59</sup> Sweden (2012 Report), p. 5.

	<b>Latvia</b>	The Program of Value Education and Socialization for 2009 – 2013 defines the most important values, which should be taught to students during the process of education including human being and their personalities, life, health and safety. <sup>60</sup>
<b>Latin America and the Caribbean</b>	<b>Bolivia</b>	Education on sexuality includes a focus on undesired pregnancies, maternal mortality, sexually transmitted infections, including HIV/AIDS, abuse and sexual abuse of minors, and rape. <sup>61</sup>
	<b>Panama</b>	The Organic Education Law 47 includes a focus on health and population education. <sup>62</sup>

Several Member States placed a focus on substance abuse e.g. **Egypt, Poland, Tunisia, and Zimbabwe**. Several Member States also placed a focus on HIV/AIDs education e.g. **South Africa, Kazakhstan, Bolivia, Rwanda, Tunisia, Togo, and Chad**. Sex education was reported by **Guatemala** (connected to gender), **Sweden** (sex education and human relationships), **Bolivia** and **Colombia**.

**Sexual violence/abuse.** **Kazakhstan** and **Monaco** reported programs related to pornography/the dangers of the internet.<sup>63</sup> **South Africa** has issued Guidelines for the Prevention and Management of Sexual Violence & Harassment in Public Schools, 2008.<sup>64</sup> **Serbia's** Ministry of Education adopted the *Protocol on Children Protection of Violence, Molesting and Neglecting* (2008).<sup>65</sup> The protocol obliges all preschool institutions, primary and secondary schools to implement it through their working activities, and education inspectors to monitor and assess its implementation. **Bolivia** included sexual abuse of minors and rape in its sexuality education.<sup>66</sup>

**Notion of the “common good”.** Several Member States reported on the importance of the “common good”. For example **Guatemala** focused on instilling respect and practice of human rights, solidarity, life in democracy and peace culture, as well the responsible use of freedom and the fulfillment of the obligations, but also “overcoming individual interests in the pursuit of the common good”.<sup>67</sup> **France** introduced primary school pupils to environmental management, people’s living environment “*and the common good of all*”.<sup>68</sup> **Qatar** stated that the “*cohesion of society is essential for all its members and the basic pillars of this are social justice and the establishment of balance between the needs of the individual and the needs of society*”.<sup>69</sup> **Bolivia** focused on communal life and respect for fundamental rights both individually and collectively.<sup>70</sup> **New Zealand, Latvia, Malta, and Canada** all used similar language.

<sup>60</sup> Latvia (2008 Report), p. 2.

<sup>61</sup> Bolivia (2012 Report), p. 15.

<sup>62</sup> Panama (2008 Report), pp. 4-5.

<sup>63</sup> Kazakhstan has issued guidelines for teachers on the “influence of audio-video products, computer and communications media that promote pornography, violence, and violence on [sic] the physical and mental health of children.” Kazakhstan (2012 Report), p. 6.

<sup>64</sup> South Africa (2008 Report), p. 9.

<sup>65</sup> Serbia (2008 Report), p. 4.

<sup>66</sup> Bolivia (2012 Report), p. 15.

<sup>67</sup> Guatemala (2012 Report), p. 9.

<sup>68</sup> France (2008 Report), p. 46.

<sup>69</sup> Qatar (2008 Report), p. 14.

<sup>70</sup> Bolivia (2012 Report), p. 6.

**b. Groups in need of special protection.**

Migrants, minorities, indigenous persons, and *Roma* (in Europe) were all widely acknowledged as requiring special protection or attention within their educational systems. **Canada** identified a number of other at-risk groups (*Nanavut* only) including students who had failed in secondary school, been otherwise unsuccessful in school, or dropped out; who had been involved with drugs, criminal behavior, and/or sexual abuse; who had been bullied or who, for other reasons, found learning difficult; and those who had discipline problems and/or been expelled from school.<sup>71</sup>

**Legal education under GCED.** Legal education was reported frequently by Member States with a focus on International Humanitarian Law (IHL), constitutional law or other national laws. In 2008, **Costa Rica, Egypt, Estonia, Georgia, Jordan, Peru, Lithuania, Poland, Sri Lanka** and **Uzbekistan** all reported IHL as part of curricula, for example.<sup>72</sup>

**c. Language education in support of cultural diversity**

A number of Member States reported on language education in support of cultural diversity, multiculturalism or intercultural education, as opposed to a more utilitarian focus. These included **Ethiopia, Mauritius, Sri Lanka, Guatemala, Peru, Uzbekistan** and **New Zealand**.

“The concept of multilingual education introduced into the curriculum allows to develop three language learning programs (native, state and one foreign languages) and provides learners with an opportunity for better understanding and appreciation of other cultures.”

(Uzbekistan, 2008 Report, p. 4)

**d. Competency-based approach.**

As acknowledged in UNESCO’s 2013 Consolidated Report on the Implementation of the 1974 Recommendation (data from 2012), Member States made efforts to go beyond a knowledge-based approach to HRE and education for peace and human rights, towards a competency-based approach.<sup>73</sup> This approach values the development of attitudes (e.g. tolerance of diversity, democratic or participatory in outlook) and skills (e.g. analytical thinking, systems thinking), as well as knowledge related to learners’ personal and civic lives.<sup>74</sup> In other words it is about *living* a human rights based approach, not just knowing about it at an intellectual level. **Georgia**’s national curriculum, for example, promoted a student-centered teaching and learning methodologies that considered the best interests of the students, including beyond the classroom i.e. their needs, expectations, requirements, interests and experience. It built upon a methodology that enhanced: applicable knowledge and transferrable skills; critical thinking and multidimensional problem solving skills; teaching and learning methodologies that are oriented on the development of experience-based and experiential learning;

<sup>71</sup> Canada (2008 Report), p. 63.

<sup>72</sup> UNESCO (n.d). Classification of indicators, p. 7.

<sup>73</sup> UNESCO (2013), Consolidated Report on the Implementation of the 1974 Recommendation Concerning Education for International Understanding, Cooperation and Peace and Education Relating to Human Rights and Fundamental Freedoms (data from 2012), para. 11.

<sup>74</sup> UNESCO (2013), Consolidated Report on the Implementation of the 1974 Recommendation Concerning Education for International Understanding, Cooperation and Peace and Education Relating to Human Rights and Fundamental Freedoms (data from 2012), para. 11.

integrated content; instruction that is in the best interest of students; and teaching as equal participation of students and teachers in education processes.<sup>75</sup>

Member States' respective histories, particularly in relation to conflict, play a role in determining their appetite for GCED and particular areas of focus. This was evident in reports from: **Germany** (focus on racism, Holocaust, anti-discrimination); **Guatemala** (focus on protection of indigenous rights); Japan (focus on world peace), **Sri Lanka** (focus on social cohesion and peace); **Rwanda** (focus on discrimination, genocide ideology, conflict resolution); and **South Africa** (focus on racism, discrimination, gender). Furthermore, overhauls of education systems were often reported in countries emerging from autocratic regimes or conflict. This can cause problems as state-sanctioned or state-promoted education may be viewed negatively, as in **Hungary** and **Ethiopia**.<sup>76</sup>

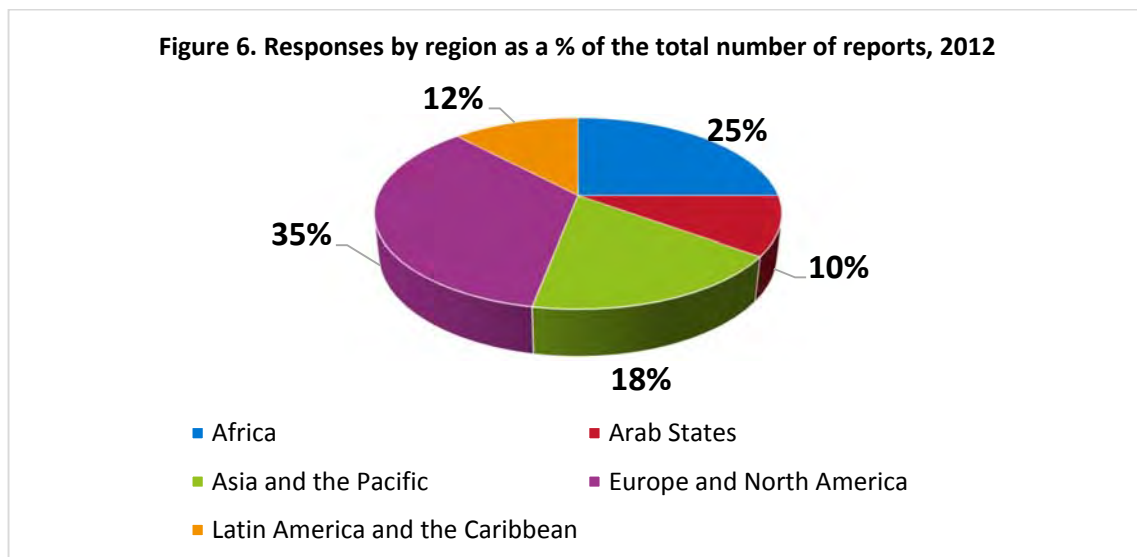
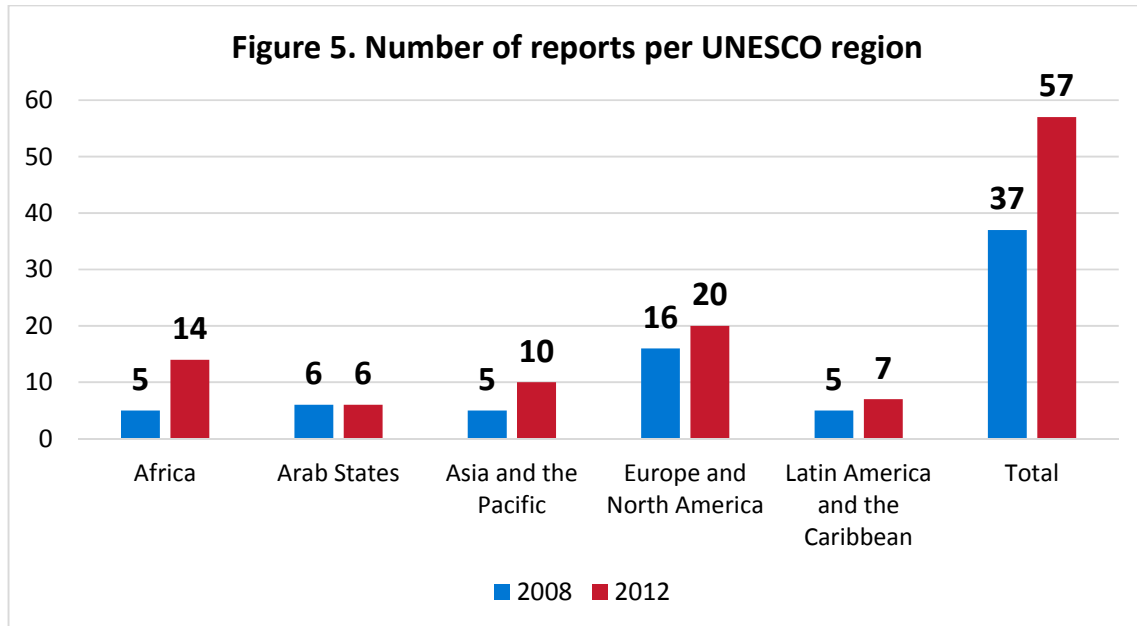
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<sup>75</sup> Georgia (2008 Report), pp. 137-139.

<sup>76</sup> For example: "Before the change of the political regime, the 'hidden curriculum' of the education of social sciences was to legitimate the political system and to lay the foundations of the loyalty of citizens," Hungary, (5<sup>th</sup> Consultation), p. 12.

## V. Regional observations and trends

- Increased reporting in all regions except Arab States.** There was an increase in the number of Member States reporting in 4 out of 5 regions of UNESCO in 2012: in Africa, Asia and the Pacific, Europe and North America, and Latin America and the Caribbean (see Figure 5 below). The number of reports from Arab States remained static at 6. African states, in particular, reported more, jumping from 4 in 2008 to 14 in 2016. Overall, Europe and North America accounted for 35% of all reports in 2012, followed by Africa with 25% (see Figures 6). Asia and the Pacific followed with 18%, Latin America and the Caribbean with 12% and Arab States with 10%.<sup>77</sup>

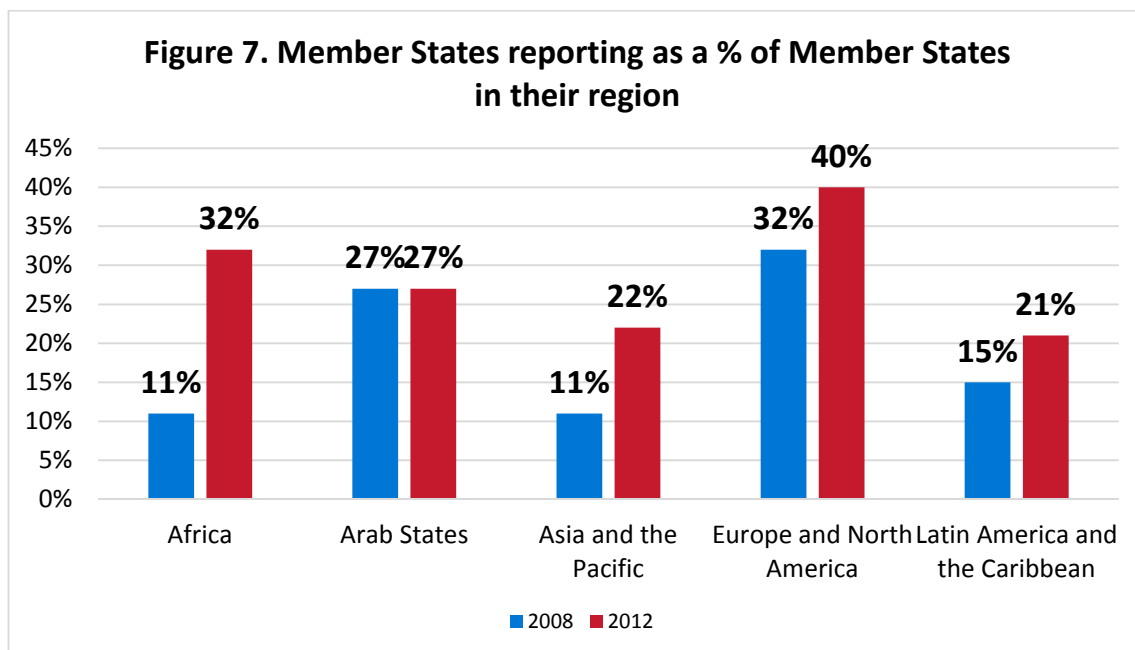


<sup>77</sup> Adapted from UNESCO (2016), Briefing note on 1974 Recommendation Reporting Cycles, 2 March 2016, p. 2.

- More UNESCO Member States in Europe and North America (40%) reported in 2012 as a percentage of the total number of countries in their UNESCO region (Table 13). Africa followed with 32%. The smallest number of Member States reported from Asia and the Pacific and Latin America and the Caribbean (22 and 21% respectively). Figures 7 and 8 illustrate clearly that while the number of Member States reporting has grown between 2008 and 2012, there is room for improvement in relation to the number of states reporting in each region. In the 5th Consultation (2012) only 29% of Member States reported, up from 18% in the 4th Consultation (2008).<sup>78</sup>

Table 13. Member States reporting in 2012 as a % of Member States in their region

UNESCO Region	UNESCO Member States region <sup>79</sup>	Member States reporting in 2012	%
<b>Africa</b>	44	14	<b>22%</b>
<b>Arab States</b>	22	6	<b>27%</b>
<b>Asia and the Pacific</b>	46	10	<b>22%</b>
<b>Europe and North America</b>	50	20	<b>40%</b>
<b>Latin America</b>	33	7	<b>21%</b>



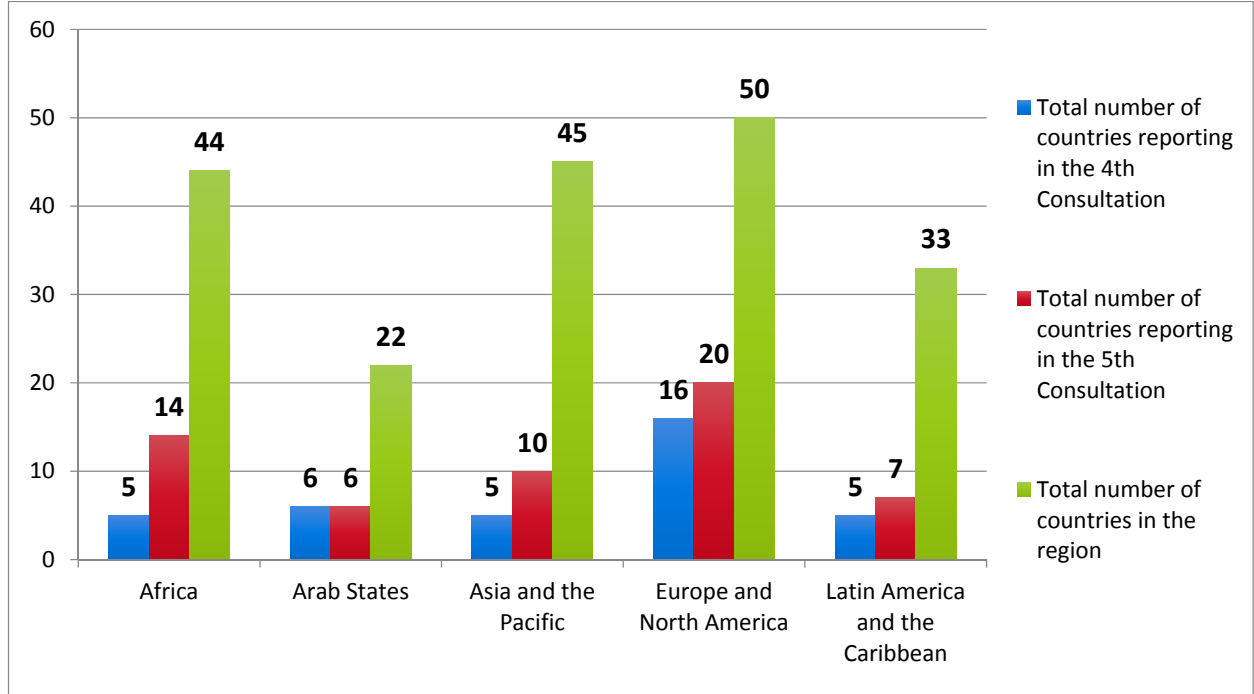
<sup>78</sup> UNESCO (2016), Briefing note on 1974 Recommendation Reporting Cycles, 2 March 2016, pp. 1-2.

<sup>79</sup> As per the UNESCO regions on website accessed in June 2016:

<http://www.unesco.org/education/edurights/index.php?action=countries&lng=en>



Figure 8. No. of countries reporting in the 4<sup>th</sup> and 5<sup>th</sup> Consultations as a proportion of the total number in their UNESCO region<sup>80</sup>



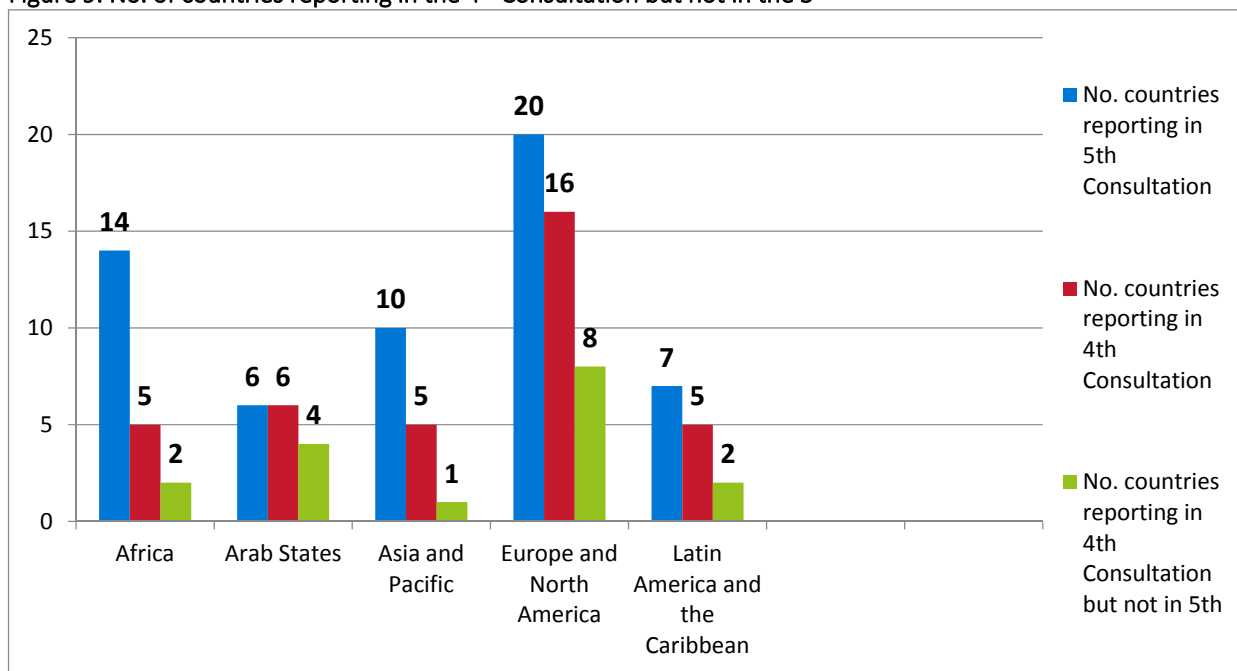
- Inconsistent reporting in all regions.**<sup>81</sup> A large number of Member States (17) that reported in the 4<sup>th</sup> Consultation declined to do so in the 5<sup>th</sup> (see Figure 9).<sup>82</sup> Just under 50% of these were in Europe and North America. Member States that reported in the 3<sup>rd</sup> and 4<sup>th</sup> Consultations, but not in the 5<sup>th</sup> were: **South Africa, Estonia, Finland, and France**. Member States that reported in the 3<sup>rd</sup> and 5<sup>th</sup> Consultations but not in the 4<sup>th</sup> were: **Pakistan, Belgium, Bolivia, Guatemala, and New Zealand**. Notably, in the 3<sup>rd</sup> Consultation no Arab States reported, rising to 6 in the 4<sup>th</sup> Consultation and 6 in the 5<sup>th</sup>. Of the 6, only two (**Kuwait, Syria**) reported both times. The only Member States that reported in the 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> Consultations were: **Burkina Faso, Republic of Korea, Germany, Lithuania and Mexico**. The above illustrates clearly that historical reporting on the 1974 Recommendation has been erratic.

**Member States reporting in 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> Consultations:**  
**Burkina Faso, Republic of Korea, Germany, Lithuania, Mexico**

<sup>80</sup> The total number of countries in each UNESCO region is available at <http://www.unesco.org/education/edurights/index.php?action=countries&lng=en>

<sup>81</sup> Data from Mauske, Alice (2016), Briefing Note on 1974 Recommendation Reporting Cycles, 2 March 2016.

<sup>82</sup> The Gambia, South Africa, Egypt, Sri Lanka, Canada, Estonia, Finland, France, Latvia, Malta, Russian Federation, Serbia, Costa Rica, Panama.

Figure 9. No. of countries reporting in the 4<sup>th</sup> Consultation but not in the 5<sup>th</sup>


- Frank reporting.** Member States in all regions reported challenges associated with implementation of the 1974 Recommendation. These included a lack of financial resources, lack of sensitization of education actors, the politicization of the education sector, fear of government-promoted education systems, lack of political will, and inadequate teacher training or standards. Member States in Europe and North America were the least likely to report frankly about challenges. Lithuania was among the exceptions to this, reporting that both pupils and teachers sometimes erroneously identified human rights with anarchy and feared that rights might outweigh duties.<sup>83</sup>

 Table 14. Selected review of reported challenges, 4<sup>th</sup> and 5<sup>th</sup> Consultations<sup>84</sup>

Region	Country	Challenge
Africa	Burundi	The sector suffers from a lack of financial resources; politicization; and mixed messages. <sup>85</sup>
	Burkina Faso	The sector suffers from insufficient financial and human resources (both quality and quantity). <sup>86</sup>
	Chad	Major obstacles include: insufficient promotion of a culture of peace and nonviolence; low qualifications of teachers; the absence of a program for secondary schools; a lack of programs tailored to each target audience; a lack of appropriate training

<sup>83</sup> Lithuania (5<sup>th</sup> Consultation), p. 13.

<sup>84</sup> This is not an exhaustive review.

<sup>85</sup> Burundi (5<sup>th</sup> Consultation), p. 4.

<sup>86</sup> Burkina Faso (5<sup>th</sup> Consultation), p. 8.

		material. Education in human rights and [the] culture of peace, which should occupy a prominent place in primary and secondary education was, until 2008, ranked at the bottom... We must welcome the Centre National Curriculum, which has just revised up the number of hours of this discipline. <sup>87</sup>
	<b>Ethiopia</b>	Initially civics and ethical education subject was resisted by schools, teachers and students, viewed as being forced upon them to promote the political program of the ruling party. This is slowly changing. <sup>88</sup>
<b>Arab States</b>	<b>Kuwait</b>	“The issue of human rights is viewed as a controversial one. Some rights are unacceptable because they conflict with the deep-rooted stipulations of our noble Shariah. These include the right to gender equality in respect of inheritance, the freedom to conduct sexual relations outside the framework of lawful marital relationships and the freedom to contract same-sex marriages. These rights are unacceptable, although some Western legislation regulates them by law and affirms them as freedoms.” <sup>89</sup>
<b>Asia and the Pacific</b>	<b>Republic of Korea</b>	The context and international background of the 1974 Recommendation, including the role of UNESCO, have not been widely publicized. The key themes and principles of the Recommendation have not been adequately conveyed to the educational community. Education for peace and human rights is not well supported by national plans. <sup>90</sup>
	<b>Pakistan</b>	The learning environment is not duly promoting growth and development of a child in democracy, tolerance, non-violence and respect. <sup>91</sup>
	<b>Bangladesh</b>	The majority of people in Bangladesh do not know about relevant activities and issues. There is a lack of professionally skilled teachers; insufficient teaching materials; rural schools struggling for ICT facilities; a lack of teacher development facilities; a limited budget in the education sector; inadequate government policy; politicization. <sup>92</sup>
<b>Latin America and the Caribbean</b>	<b>Bolivia</b>	At primary level, HRE depends on the will of the professors. In high school, the subject is treated in an irregular manner. In rural schools the theme is not addressed. Directors of academic units do not support the topic; there are no activities integrated into the core curriculum or indicators assessed by

<sup>87</sup> Chad (5<sup>th</sup> Consultation), p. 20.

<sup>88</sup> Ethiopia (5<sup>th</sup> Consultation), p. 51.

<sup>89</sup> Kuwait (4<sup>th</sup> Consultation), p. 18.

<sup>90</sup> Republic of Korea (5<sup>th</sup> Consultation), pp. 4-5.

<sup>91</sup> Pakistan (5<sup>th</sup> Consultation), p. 6.

<sup>92</sup> Bangladesh (5<sup>th</sup> Consultation), p. 49.

		members of the Departmental Service of Education. <sup>93</sup>
	Colombia	Political changes delay implementation and there is a lack of funds. A lack of strategic alliances and violence in some parts of the country is another obstacle, as is the lack of required training for teachers. <sup>94</sup>
	Dominican Republic	The sector suffers from a lack of trained teachers. <sup>95</sup>
	Mexico	The sector suffers from a lack of funds and the need for a wider strategy and trained personnel. <sup>96</sup>

- GCED least reported in Latin America.** Out of the five regions, Latin America and the Caribbean were least likely to report GCED concepts (Level 1 codes: peace and non-violence, human rights and fundamental freedoms, and cultural diversity and tolerance) in their education policies and as mandatory components of their curricula. In Europe and North America and the Arab States, GCED concepts (Level 1) were most reported.

#### Other regional features

**Africa:** Reporting from Africa rose exponentially between the 4<sup>th</sup> and 5<sup>th</sup> Consultations, almost tripling from 11% of all Member States in the UNESCO region to 32%. 8 out of 14 African Member States or almost 60% did not report on “human survival and well-being” (as understood in the ESD codes) in the 5<sup>th</sup> Consultation. Of the Member States employing observational techniques to evaluate their GCED education programmes, 73% were in Africa (total number=11, African states=8). Africa included several unique features as part of GCED including the concept of *Ubuntu* (human dignity),<sup>97</sup> harmful cultural practices,<sup>98</sup> and the worst forms of child labour.<sup>99</sup>

**Arab States:** More than one quarter of Arab states reported in both Consultations (27%) as a percentage of the total number of states in the UNESCO region. This region was the only one where levels of reporting did not increase in the 5<sup>th</sup> Consultation, remaining static at 6 reports. 3 out of 7 Arab States (42%), did not include “human survival and well-being” (as understood in the ESD codes) in the 5<sup>th</sup> Consultation.

**Asia and the Pacific.** Levels of reporting from Asia and the Pacific remained low although doubling from 11% in the 4<sup>th</sup> Consultation to 22% in the 5<sup>th</sup>. This region had several unique features including sign language being an official language alongside Te Reo Māori and English in **New Zealand**.<sup>100</sup> **Sri Lanka** also

<sup>93</sup> Bolivia (5<sup>th</sup> Consultation), p. 12.

<sup>94</sup> Colombia (4<sup>th</sup> Consultation), pp. 22-23.

<sup>95</sup> Dominican Republic (5<sup>th</sup> Consultation), p. 13.

<sup>96</sup> Mexico (5<sup>th</sup> Consultation), pp. 26-27.

<sup>97</sup> South Africa (4<sup>th</sup> Consultation), p. 7; Zimbabwe (5<sup>th</sup> Consultation), p. 25.

<sup>98</sup> Zimbabwe (5<sup>th</sup> Consultation), p. 9-10.

<sup>99</sup> Burkina Faso (4<sup>th</sup> Consultation), p. 18.

<sup>100</sup> New Zealand (5<sup>th</sup> Consultation), p. 9.

provided examples of monitoring and evaluation tools for human rights education in its report.<sup>101</sup>

**Europe and North America:** More European countries reported in both the 4<sup>th</sup> and 5<sup>th</sup> Consultations than in any other region, rising from 32% of the total number of Members in the UNESCO region in the 4<sup>th</sup> Consultation to 40% in the 5<sup>th</sup>. Of the 12 Member States that explicitly mentioned sexual orientation rights in either Consultation, 11 were in Europe and North America: **Albania, Belgium, Bosnia and Herzegovina, Canada, Hungary, Italy, Lithuania, Malta, Norway, Poland, and Sweden.**<sup>102</sup> **Sweden** also referred to transgender identity. There is an increasing trend within Europe and North America towards dedicated policies, plan or laws on SD. Seven of ten Member States with a dedicated policy or law on SD were in this region: **Armenia, Austria, Belgium, Georgia, Romania, and Slovenia.** This region had several unique features as part of GCED including the following: a humanitarian focus in schools (e.g. **Monaco, Norway**);<sup>103</sup> **Norway** provided at least 2 years of compulsory, full-time education on language and culture with a focus on human rights and democracy for migrants with a fixed “salary” for participants;<sup>104</sup> **Georgia** focused on providing education for children in conflict with the law;<sup>105</sup> **Canada** focused on positively discriminating in favour of its indigenous populations;<sup>106</sup> terrorism was an educational theme in **Bosnia and Herzegovina** and **Germany.**<sup>107</sup>

**Latin America and the Caribbean.** Reporting remained low although rising from 15% of all Member States in the UNESCO region in the 4<sup>th</sup> Consultation to 21% in the 5<sup>th</sup>. Uniquely, three Member States out of seven (42%) reported on the broad concept of sex(uality) education in this region under the heading of GCED: **Bolivia, Colombia, and Guatemala.** Information on evaluating GCED content was generally vague in this region: **Spain** reported undertaking regular evaluation using a representative sampling system, but did not explain; **Peru** stated that there was evaluation, but gave no detail; **Colombia** reported that there was evaluation without detail, as did the **Dominican Republic** and **Mexico.** Notable efforts to address internal intercultural needs were reported. This was mentioned in most, if not all the reports. More specifically, bilingual teaching and the role it played in respective education systems was highlighted by **Mexico** and **Peru** within the context of embracing their pluralistic societies.

<sup>101</sup> Sri Lanka (4<sup>th</sup> Consultation), pp. 28-38.

<sup>102</sup> South Africa was the twelfth Member State.

<sup>103</sup> Monaco (5<sup>th</sup> Consultation), p. 12; Norway (5<sup>th</sup> Consultation), p. 14.

<sup>104</sup> Norway (5<sup>th</sup> Consultation), p. 7.

<sup>105</sup> Georgia (4<sup>th</sup> Consultation), p. 29.

<sup>106</sup> Canada (4<sup>th</sup> Consultation), p. 13.

<sup>107</sup> Bosnia and Herzegovina (5<sup>th</sup> Consultation), p. 19; Germany (5<sup>th</sup> Consultation), p. 5.

## VI. Comparative review: 2008 and 2012

- Reporting for the 5<sup>th</sup> Consultation (2013) was generally of a higher quality than the fourth (2009) and answered relevant questions, which were also more probing and precise, more clearly.
- There was an overall upward shift in the numbers of states reporting in the 5<sup>th</sup> Consultation (29% of all UNESCO members, up from 18% in the 4<sup>th</sup> Consultation). Reporting in all regions remained erratic in both Consultations.
- Reporting in all regions increased in the 5<sup>th</sup> Consultation with the exception of Arab States, which remained static (27% of the total in that region). Table 15 illustrates that the proportion of African states reporting rose most (almost tripling from 11% to 32%). In Asia and the Pacific, the proportion of states reporting doubled.

Table 15. Proportion of States reporting as a % of the total number of states in the UNESCO region

Region	4 <sup>th</sup> Consultation	5 <sup>th</sup> Consultation	Increase/ decrease
<b>Africa</b>	11%	32%	↑
<b>Arab States</b>	27%	27%	→
<b>Asia and the Pacific</b>	11%	22%	↑
<b>Europe and North America</b>	32%	40%	↑
<b>Latin America and the Caribbean</b>	15%	21%	↑

↑ = Significant increase

- Fourth Consultation reports included more information about policies and less on educational curricula and teacher education.
- There was a general shift towards using “sustainable development” language in the 5<sup>th</sup> Consultation.
- Among Member States reporting in the 4<sup>th</sup> and 5<sup>th</sup> Consultations, emphases or details were sometimes different in both reports, possibly due to different authors. For example, **Austria** focused on National Socialism-related xenophobia and anti-Semitism in the 4<sup>th</sup> Consultation but not in the 5<sup>th</sup><sup>108</sup>; **Mali** included the “right to development and environment” in its learning and training contents in the 4<sup>th</sup> Consultation but not in the 5<sup>th</sup><sup>109</sup>; and **Lithuania** included a National Program on Education for Sustainable Development 2007-2015 in its 4<sup>th</sup> report but not in the 5<sup>th</sup><sup>110</sup>.
- There is some evidence of a progression in thinking on GCED among most Member States reporting in both Consultations (see ANNEX 2). It is often not clear whether this is attributable to different authors and/or a substantive change in attitude or understanding, however. Examples include the following: reporting in more detail in the 5th Consultation (e.g. **Turkey**,

<sup>108</sup> Austria (4<sup>th</sup> Consultation), pp. 2-4.

<sup>109</sup> Mali (4<sup>th</sup> Consultation), p. 18.

<sup>110</sup> Lithuania (4<sup>th</sup> Consultation), p. 3.

**Iran, Mexico**); moving from aspirations to concrete actions (e.g. **Burkina Faso**); providing a much more frank appraisal of challenges and appealing for assistance from UNESCO (e.g. **Republic of Korea**); moving from noting existing laws to a more analytical narrative on the state of play (e.g. Peru); and introducing broader thematic coverage under GCED e.g. globalisation, terrorism, developing countries (e.g. Germany). In contrast to the above, Chad, **Kuwait** and **Colombia** provided *less* detailed and comprehensive information in the 5<sup>th</sup> Consultations than in the 4<sup>th</sup>.

**ESD:**

- In the 5<sup>th</sup> Consultation there was a slight rise in the number of Member States with stand-alone policies/plans or laws in place on sustainable development (from 5-12%) and the number of Member States where ESD was part of national education policy (from 46-51%).
- There was a significant rise in the number of Member States where climate change education was mandatory (from 13.5-26%).
- Mandatory ESD as part of teacher education remained negligible and static (8% and 7% respectively).

**GCED:**

- GCED was part of national education policies in 89% of Member States in both consultations. An increased emphasis was placed on peace and violence in the 5<sup>th</sup> Consultation (from 78%-88%).
- Significantly more Member States reported on student assessment methods in the 5<sup>th</sup> Consultation than in the 4<sup>th</sup> (from 13.5% to 46%).

## VII. Concluding Remarks

While acknowledging the review’s methodological constraints and the fact that the number of reporting states is too small to provide a baseline, the review was a useful exercise to gauge – at least on the basis of the reports available – progress in implementation of the 1974 Recommendation as well as emerging regional and thematic trends. Based on the findings a continued upward trend in reporting from Member States can be expected for the 6<sup>th</sup> Consultation, particularly in Africa and Asia/Pacific, although reporting may remain erratic. ESD can be expected to grow in stature in country reports, just as GCED educational themes can be expected to diversify and grow, as a reflection of the changing world and growing understanding of dynamic ESD and GCED concepts. Above all, the review illustrated that while ESD is a growing area in education systems, GCED concepts are well embedded. An area that deserves more attention in the reports is how to find concrete ways of measuring impact as details on this were often lacking. It would also be useful to invite third parties (e.g. experts, NGOs, civil society groups from Member States) to review and comment on Member States’ reports in order to validate and critique them.

### **Reflections on SDG Targets**

**Target 4.7:** *By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development*

**Conclusion: Foundation on which progress can be built, particularly in relation to GCED concepts**

“Sustainable development”, as understood in the codes, is a growing concept in education policies, reported by 51% of Member States in the 5<sup>th</sup> Consultation. However, few Member States (12%) prioritized sustainable development with a dedicated or stand-alone policy, plan or law as a guiding framework. GCED concepts were reported as part of policy in a higher number of states (89%), with a heavy focus on peace and human rights education, followed by cultural diversity and tolerance. GCED concepts were mandatory in curricula in 86% of Member States and 61% of teacher education programs in the 5<sup>th</sup> Consultation. GCED was widely understood in a holistic manner, using a competency-based approach that imparts relevant knowledge and skills. Weak aspects include sustainable lifestyles and the link between culture and sustainable development.

**Target 12.8:** *By 2030, ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature*

**Conclusion: feeble foundation on which progress can be built**

“Environmental stability/caring for the planet” was part of educational policies in 40% of Member States and mandatory in curricula in 19% in the 5<sup>th</sup> Consultation. “Sustainable development, consumption and livelihoods” was part of education policy in 32% of Member States and mandatory in curricula in 14% in the 5<sup>th</sup> Consultation. In the latter, the emphasis was on SD and not on consumption, livelihoods and/or “lifestyles in harmony with nature”.

**Target 13.3:** *Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaption, impact reduction and early warning*

**Conclusion: No foundation**

Climate change language was not used in country reports with the exception of Bangladesh. The review illustrates that the concept of climate change, not to mention mitigation, adaptation, impact reduction and early warning practices were *not* part of education policy and practice in member states by 2013.



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## Annex 1: Coding Scheme

<b>EDUCATION FOR SUSTAINABLE DEVELOPMENT</b>	
Countries where "sustainable development", "global understanding", "international understanding" policy/plan/law is in place	
Countries where ESD is part of national education policy	Human survival and well-being
	Climate change
	Environmental sustainability, caring for the planet
	Sustainable development, consumption and livelihoods
Countries where ESD is mandatory in <b>curricula</b>	
	Level 1: Human survival and well-being
	Climate change
	Environmental sustainability, caring for the planet
	Sustainable development, consumption and livelihoods
Countries where ESD is mandatory in <b>teacher education</b>	
	Level 1: Human survival and well-being
	Climate change
	Environmental sustainability, caring for the planet
	Sustainable development, consumption and livelihoods
Countries where ESD is part of <b>student assessment</b>	
	Level 1: Human survival and well-being
	Climate change
	Environmental sustainability, caring for the planet
	Sustainable development, consumption and livelihoods
Countries that have integrated mitigation, adaptation, impact reduction and early warning into primary, secondary and tertiary curricula	
Countries that have communicated the strengthening of institutional, systemic and individual capacity-building to implement adaptation, mitigation and technology transfer, and development actions	
Countries where climate change education/environmental awareness is mandatory at any level	
<b>GLOBAL CITIZENSHIP EDUCATION</b>	
Countries where GCED is part of <b>national education policy</b>	
	<b>Peace and non-violence</b>
	National unity/citizenship
	Friendly relations among nations
	Preventing violent extremism
	Preventing other forms of violence including bullying, GBV, school-related GBV
	<b>Human rights and fundamental freedoms</b>
	Equality, gender-equality, inclusion and non-discrimination
	Justice and fairness
	Ethics/morals/values
	Democracy
	Disability rights
	Sexual orientation rights
	Personal civic/responsibility
	<b>Cultural diversity and tolerance</b>

International understanding, solidarity and cooperation Intercultural and interreligious dialogue Global citizenship (global education)
<b>Countries where GCED is mandatory in curricula</b>
<b>Peace and non-violence</b>
National unity/citizenship Friendly relations among nations Preventing violent extremism Preventing other forms of violence including bullying, GBV, school-related GBV
<b>Human rights and fundamental freedoms</b>
Equality, gender-equality, inclusion and non-discrimination Justice and fairness Ethics/morals/values Democracy Disability rights Sexual orientation rights Personal/civic responsibility
<b>Cultural diversity and tolerance</b>
International understanding, solidarity and cooperation Intercultural and interreligious <b>dialogue</b> Global citizenship (global education)
<b>Countries where GCED is mandatory in teacher education</b>
<b>Peace and non-violence</b>
National unity/citizenship Friendly relations among nations Preventing violent extremism Preventing other forms of violence including bullying, GBV, school-related GBV
<b>Human rights and fundamental freedoms</b>
Equality, gender-equality, inclusion and non-discrimination Justice and fairness Ethics/morals/values Democracy Disability rights Sexual orientation rights Personal civic/responsibility
<b>Cultural diversity and tolerance</b>
International understanding, solidarity and cooperation Intercultural and interreligious dialogue Global citizenship (global education)
<b>Countries where GCED is part of student assessment</b>
<b>Peace and non-violence</b>
National unity/citizenship Friendly relations among nations Preventing violent extremism Preventing other forms of violence including bullying, GBV, school-related GBV
<b>Human rights and fundamental freedoms</b>

Equality, gender-equality, inclusion and non-discrimination  
Justice and fairness  
Ethics/morals/values  
Democracy  
Disability rights  
Sexual orientation rights  
Personal civic/responsibility

**Cultural diversity and tolerance**

International understanding, solidarity and cooperation  
Intercultural and interreligious dialogue  
Global citizenship (global education)

## Annex 2: Review of Progression in thinking on GCED among States Reporting in 2008 and 2012

Region	Country	4 <sup>th</sup> Consultation (2008)	5 <sup>th</sup> Consultation (2012)
Africa	Burkina Faso	Government is working to develop a spirit of tolerance and democratic culture. The education system needs to integrate human rights education into its teaching. <sup>111</sup>	Human Rights Education is a process whose purpose is the development of a culture of peace, tolerance, democracy and respect for human rights; hence the development of a manual guide for human rights education in primary school. HRE is taught through all the disciplines in schools, particularly civics, history and languages. This is compulsory but in practice is not implemented. <sup>112</sup> Emerging themes are: the environment; prevention of sexually transmitted diseases; road safety; human rights; citizenship; art and culture; health education, hygiene and sanitation.
	Chad	Education for peace, human rights and democracy in primary schools will enable the learner to: develop the ability to appreciate the value of freedom and the skills to meet the challenges associated with it; develop the ability to recognize, accept the values which exist in the diversity of individuals, sexes, peoples, and cultures; develop the ability to communicate, share and cooperate; develop the ability to resolve conflicts by non-violent means; cultivate peace on solid foundations of tolerance, compassion, sense of sharing and caring for others; develop the ability to make informed choices; respect cultural heritage and protect the environment; cultivate feelings of solidarity and equity at	The themes, issues and topics related to the 1974 Recommendation are effectively integrated into programs and educational disciplines, including: the UN and its agencies, international human rights organizations, national organizations active in the defense of human rights, youth organizations against violence and intolerance in schools, education on HIV/AIDS, and civic and moral education. <sup>114</sup>

<sup>111</sup> Burkina Faso (4<sup>th</sup> Consultation), p. 14.

<sup>112</sup> Burkina Faso (5<sup>th</sup> Consultation), pp. 3-4.

<sup>114</sup> Chad (5<sup>th</sup> Consultation), p. 11.

		the national, regional and international levels. <sup>113</sup>	
<b>Arab States</b>	<b>Kuwait</b>	The curriculum on the Constitution, human rights and democracy covers: Grade 10: principles of democracy, the Constitution and human rights; Grade 11: human rights, addressing the concept, its importance, features and sources, plus a detailed study of certain rights, such as the right to life, right to equality, right to human dignity, right to belief, right to opinion and expression, right to education and learning, the rights of women, the rights of the child, political rights and the duties of the individual; Grade 12: the Constitution and general powers. <sup>115</sup>	Education for peace and human rights is obligatory. It is subject-based and incorporated into history, science, and languages at all levels. Themes include peace, social justice, culture of dialogue, acceptance of others, non-violence, tolerance. <sup>116</sup>
	<b>Syria</b>	English translation not yet provided	English translation not yet provided
<b>Asia and the Pacific</b>	<b>Iran</b>	No relevant information provided. <sup>117</sup>	Such concepts as peace, peaceful co-existence, and introduction to different nations are well integrated into the curricula of the primary and secondary levels. This is integrated into geography, international concepts education, preparing for defense, and Persian literature. <sup>118</sup>
	<b>Republic of Korea</b>	The new curriculum enacted in 2007 promotes a wide spectrum of human rights, including gender equality and non-discrimination against migrants and people with disabilities. Socially biased terms found in textbooks were replaced with neutral terminology and the	Education for peace and human rights is not well supported by national plans, but there are a few committees related to these issues. Human rights education is incorporated into the revised curriculum of social studies, a mandatory subject at most grade

<sup>113</sup> Chad (4<sup>th</sup> Consultation), p. 15-16.

<sup>115</sup> Kuwait (4<sup>th</sup> Consultation), p. 16-17.

<sup>116</sup> Kuwait (5<sup>th</sup> Consultation), p. 6.

<sup>117</sup> Iran provided a list of seminars, workshops, trainings, international gatherings, and texts being translated into Persian.

<sup>118</sup> Iran (5<sup>th</sup> Consultation), p. 2.

		illustrations reinforcing stereotypes and gendered roles were revised. <sup>119</sup>	levels. Wide coverage seems to be offset by inadequate and often inconsistent content. Many Korean educators, other than those at schools within ASPnet or otherwise cooperating with UNESCO, are not well informed about the 1974 Recommendation. The key themes and principles of the Recommendation have not been adequately conveyed to the educational system.
<b>Europe and North America</b>	<b>Turkey</b>	Human rights, democracy and democratic citizenship in curricula implicitly or explicitly. Democracy and HR is elective, democracy and citizenship is integrated into Grades 1-8. <sup>120</sup>	Citizenship and Democracy is compulsory. Themes are: "Everybody is valuable" (values, human rights, difference and living together); "Democracy Culture" (democratic attitudes, discrimination, dialogue, co-existence, equality); "Our Freedoms" (human rights and freedoms, non-governmental organizations, legal remedies); "Our Duties and Responsibilities". <sup>121</sup>
	<b>Germany</b>	The prevention of any repetition of the disaster of the Nazi regime is the goal of political education. Human Rights related approaches are used as a template to discuss the past and to inspire for a better future. Themes integrated in HRE are: History (World War II: accounting for the past, American/French Revolutions: birth and development of human rights, Cold War: values such as peace, democracy, non-discrimination, equality, justice); Ethics/Religious Education (non-discrimination, world and responsibility, values and standards, responsibility and conscience); Social science: gender equality, recognition of ethnic and cultural diversity. <sup>122</sup>	The main focus of political education is the prevention of any repetition of the Holocaust, racism and xenophobia. Therefore prevention of fascism, racism and discrimination are integrated with very high priority into the educational system. The following topics are part of the curricula: religions, ethics and philosophy (moral and ethical values, human dignity, peace, responsibility and conscience, non-discrimination); history (totalitarian and democratic systems, racism, Age of Enlightenment, freedom and equality, birth and development of human rights); English classes: (globalization); social sciences (framework and mechanisms on

<sup>119</sup> Republic of Korea (4<sup>th</sup> Consultation), p. 5.

<sup>120</sup> Turkey (4<sup>th</sup> Consultation), p. 4.

<sup>121</sup> Turkey (5<sup>th</sup> Consultation), p. 5.

<sup>122</sup> Germany (4<sup>th</sup> Consultation), pp. 4-5.

			democracy, free and equitable elections, social equality, terrorism); economics (social market economy, globalization); geography (developing countries, globalization, international trade). <sup>123</sup>
<b>Latin America and the Caribbean</b>	<b>Mexico</b>	The report focused on a brief description of the following programs: citizenship, culture and legality; civic education in primary schools; civic and ethics education in secondary school; secure schools program (targeting schools in violent areas).	The second report was far more detailed and responded to the questions presented in the UNESCO questionnaire. It presented relevant laws and explained (to a degree) their implementation.
	<b>Peru</b>	The report focused largely on the presentation of laws and procedures.	A more reflective report going beyond what the laws say and what should theoretically work, to what is working and how, and what projects are being implemented.

<sup>123</sup> Germany (2012), p. 5.



## Annex 3: Relevant SDG Targets and Indicators

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

**Target 12.8:** *By 2030, ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature*

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

**Target 13.3:** *Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning*

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

**INDICATOR 13.3.2:** Number of countries that have communicated the strengthening of institutional, systemic and individual capacity-building to implement adaptation, mitigation and technology transfer, and development actions.

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