

METADATA

SDG 4.7 / HUMAN RIGHTS EDUCATION MONITORING TOOL

The SDG 4.7 / Human Rights Education Monitoring Tool enables monitoring of the human rights education element of global SDG target 4.7. The tool facilitates integrated human rights and SDG reporting, and data generated can be used in both SDG reporting and human rights reporting contexts. This includes reporting against SDG Indicator 4.7.1, thematic SDG Indicator 4.7.3 – as well as reporting on progress in implementing the UN World Programme for Human Rights Education, and the legally binding international treaties that contain provisions on states' obligation to implement human rights education.¹

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

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

Thematic SDG Indicator 4.7.3: Extent to which the framework on the World Programme for Human Rights Education is implemented nationally.

The WPHRE, Plan of Action for implementation of human rights education in primary and secondary schools (WPHRE first phase) comprise five key components, namely; Educational policies; Policy implementation; The learning environment; Teaching and learning; and Education and professional development of school personnel.

International Treaties with human rights education obligations:

- Convention on the rights of the Child (2006)
- Convention on the Rights of the Child (1989)
- Convention on the Elimination of All Forms of Discrimination against Women (1979)
- International Covenant on Economic, Social and Cultural rights (1966)
- International Convention on the Elimination of All Forms of Racial Discrimination (1965)
- UNESCO Convention Against Discrimination in Education (1960)

¹ Indicator 4.7.1 measures the extent to which countries mainstream Global Citizenship Education (GCED), including gender equality and human rights education. [See metadata by UNESCO](#)

RATIONALE

The 2030 Agenda on Sustainable Development and Goal 4 on Quality Education and in particular target 4.7, has given new impetus for promoting human rights education.² It is key for the future of human rights that the quality and extent of human rights education is advanced at the national level. To this end, monitoring and follow-up with States on their progress on human rights education is crucial. Efficient monitoring requires operational indicators that are designed to capture the essence of the state of implementation in such a way that it becomes clear where more efforts are needed to secure effective implementation of human rights education. The SDG 4.7 / Human Rights Education Monitoring Tool is conceptualised as a contribution to monitoring implementation of the human rights education component of SDG target 4.7 and the UN World Programme for Human Rights Education (WPHRE).³

CONCEPTS AND SCOPE

The SDG 4.7 / Human Rights Education Monitoring Tool builds on the thematic and normative links between the four levels included in SDG Indicator 4.7.1⁴ and the five key components of the WPHRE⁵, since the WPHRE is the most comprehensive internationally agreed framework that exists for human rights education.⁶ This approach operationalises the OHCHR-UNESCO self-assessment Guide for Governments regarding Human Rights Education in Primary and Secondary School Systems⁷ into measurable indicators. In other words, the WPHRE and the OHCHR-UNESCO guide on its implementation has shaped the formulation of the proposed indicators. Thus, the proposed monitoring tool operationalises data collection for monitoring the implementation of SDG target 4.7, the WPHRE, and a range of human rights obligations under international treaties.⁸

One aspect of human rights education that is strongly emphasised in the WPHRE, namely the focus on the learning environment, or education *through* human rights, is not reflected in the four levels included in SDG indicator 4.7.1.⁹ Since this is a key element in the current approach to human rights education, we have incorporated it in the SDG 4.7 / Human Rights Education Monitoring Tool.

² [Education 2030 Framework of Action, para.7.](#)

³ The implementation of the UN WPHRE is linked to human rights treaty provisions on human rights education. Thus, the indicator framework contributes to HRE monitoring broadly within international human rights law.

⁴ The four levels are: a) national education policies; b) curricula; c) teacher education; and d) student assessment. [UN Statistics](#)

⁵ The five key components are: educational policies; Policy implementation; The learning environment; Teaching and learning; and Education and professional development of school personnel. [WPHRE Plan of Action, first phase, page 3-4](#)

⁶ The UN WPHRE is established by the [General Assembly resolution 59/113](#)

⁷ OHCHR and UNESCO (2012): [“Human Rights Education in Primary and Secondary School Systems: A Self-assessment Guide for Governments”](#)

⁸ The indicators cover primary and secondary schools (in line with WPHRE 1st phase) and teacher education (in line with WPHRE 2nd phase)

⁹ Learning environment is included in [SDG Target 4a](#), but a rights based learning environment is not measured in the global SDG indicators.

Concepts

The United Nations Declaration on Human Rights Education and Training defines Human Rights Education in Article 2, paragraph 2 as:

Human rights education and training encompasses:

- (a) Education about human rights, which includes providing knowledge and understanding of human rights norms and principles, the values that underpin them and the mechanisms for their protection;
- (b) Education through human rights, which includes learning and teaching in a way that respects the rights of both educators and learners;
- (c) Education for human rights, which includes empowering persons to enjoy and exercise their rights and to respect and uphold the rights of others.

The indicators are designed to measure very specific human rights education. This means that we differentiate in the methodology between;

- a) teaching and learning that explicitly refers to human rights standards and mechanisms in e.g. policies, curricula etc., and
- b) teaching and learning that focus on human rights-related themes, which are not explicitly referring to or based on human rights standards e.g. related themes like global citizenship, gender equality, cultural diversity and tolerance, peace and non-violence.

Only the explicit human rights references are included in the calculation of domain scores (more on the calculations in the methodology below). The rationale is to measure the status of human rights education implementation in line with the human rights education framework as set out in relevant international conventions, the UN Declaration on Human Rights Education and Training (UN, 2011) and the UN WPHRE. The normative human rights education framework underlines that teaching and learning among others shall be directed to develop respect for human rights and fundamental freedoms, and for the principles enshrined in international human rights law. Thus, human rights education needs to refer explicitly to human rights standards and the mechanisms that protects them.

Further, the methodology focuses on the *intended curriculum* (and not the *implemented* and *attained curriculum*). This means the formal education documents which specify learning objectives for primary and secondary school systems.

METHODOLOGY

The indicators are designed with a primary focus on information that is immediately available from public authorities (administrative data such as education laws, policies, frameworks, budgets etc.). The criteria behind the selection of indicators have been the following:

- Indicators are applicable across a great spectrum of varying national situations.

- Indicators have clear links to HRE treaty provisions and the core elements of the WPHRE, and its operational guidance for implementation of WPHRE Phase 1 (primary and secondary school).
- Data are available from public authorities primarily (administrative data on laws, policies, education planning and budgeting, etc.)¹⁰ – to make data collection feasible also in contexts where limited time and budgets are available. This also gives transparency and validity to the data.

Indicators address education **about human rights**, education **through human rights** and education **for human rights**, reflecting the core principles defining human rights education.¹¹

The indicators focus on a national and not a sub-national level. It is possible to provide additional information in comment boxes on sub-national level. Or have sub-national authorities fill out the questionnaire individually.

Computation Method:

The indicator framework consists of five domains which contain a number of indicators.

- Policy
- Curricula
- Teacher education
- Student Assessment
- Learning Environment

For each of the five domains a total score between 0 and 100 is calculated (the higher the score the better). This is done by combining the different indicator scores to one single score for the domain. **(We have yet to include a calculation for an overall score).**

Each domain consists of indicators with different response ranges. For some indicators, the response categories are limited to yes = 1 and no = 0, in others a range of three response categories is possible, which take the values 0, 1 and 2. Indicators with multiple response options have values from 0-1 based on the number of selected responses. Most of the indicators have a 'No data available' response option. This 'no data' response is also treated as a zero value. The rationale is that the potential data gap in relation to status of human rights education implementation is a valuable information. We want to make these HRE data gaps visible instead of excluding the indicators where the 'no data' response is chosen. This further excludes the possibility of failing to respond to selected indicators in order to deliberately get them excluded from the scores. In the final result, it will be clear if the zero score is representing 'no data available'.

¹⁰ Structural and process indicators respectively, in line with OHCHR's methodology for human rights monitoring (OHCHR, 2012: 'Human Rights Indicators – A guide to Measurement and Implementation'. United Nations, New York and Geneva).

¹¹ The United Nations Declaration on Human Rights Education and Training defines Human Rights Education in [Article 2, paragraph 2](#) (see text box above).

In order to create the total score for each domain all the indicator scores are standardised to fall between 0 and 100. This is described further in the following, where calculations for all the indicators are elaborated.

Many of the indicators are disaggregated in education levels. These indicators contain three sub-indicators for the education levels 'Primary', 'Lower secondary' and 'Upper secondary'. In these cases, the total indicator score is calculated as an average of the three sub-indicators (the sub-indicators are weighted equally with 33,33 % each). The total domain score is then calculated as a weighted average of the indicator scores. For all domains, except 'Policy', the indicators are equally weighted.

Weighing of the individual indicator

Within the five domains, the structural¹² and process indicators¹³ are weighted equally with a total of 50 % for each indicator type. In all domains besides the 'Policy' domain, there is an equal amount of the two types of indicators. The 'Policy' domain has a total of eight indicators of which two of them are structural indicators, five of them are process indicators and one is not calculated (the 'not calculated' are elaborated below). The five process indicators are therefore weighted 10% each (in order to collectively count for the 50%). And the two structural indicators are weighted 20% and 30% respectively. The indicator on ratification of international conventions is weighted lower than the indicator on implementation in national education legislation. The rationale is that the steps for implementing human rights into the education legislation is an important step towards compliance with the human rights obligations.

Non-weighted indicators

Seven out of the 28 indicators are not included in the calculation of domain scores, thus weighted 0% (one indicator in each domain and two indicators within the 'Student Assessment' and 'Teacher Education' domains). These indicators are included to qualify and supplement the data but either fall outside the definition of HRE or the overall selection criterion that the indicators can be answered based on administrative data that are available from public authorities.

Three of the indicators that are weighted 0% are indicators that generate data on human rights-related themes included in policy and curricula but without explicit reference to human rights standards and mechanisms. As described above in the concepts-section, we distinguish very strictly between teaching and learning that refer explicitly to human rights standards and mechanisms and related themes that not necessarily include explicit human rights references. Thus, only HRE based on and with explicit reference to human rights standards and mechanisms will influence the domain score. However, the indicator framework still generates data on policy

¹² Structural indicators are e.g. Constitutional and domestic legal provisions on the right in force, declared public policies and policy gaps related to the right and institutional framework to implement obligations for the right (*OHCHR, 2012: 'Human Rights Indicators – A guide to Measurement and Implementation'. United Nations, New York and Geneva*).

¹³ Process indicators are aimed at e.g. identifying duty bearers and their roles; mandated activities of relevant institutions, identifying policies and programmes related to desired outcomes and identifying national or global best practices and domestic gaps in the implementation of the right (*Ibid.*)

and curricula which include human rights-related themes (e.g. global citizenship, peace and non-violence) in order to compare prioritised themes in the national education legislation.

Four of the indicators that are weighted 0% are outcome indicators¹⁴ that capture desired effects of HRE implementation, such as school children who report that they experience inequality and/or discrimination when being assessed in schools or proportion of teachers who have achieved learning outcomes concerning human rights. However, only a limited number of countries will be able to find data on HRE outcomes in existing global, regional or national studies. These outcome indicators therefore fall outside of the criterion of the methodology on basing the data collection on administrative data. Thus, the outcome indicators are not reflected in the overall score. However, if sources of data against which these indicators can be measured are available, such information has potential to complement the overall data with valuable information on rights-holders' realization of the right to human rights education.¹⁵

The weight of each indicator is noted under the description of the calculation of the individual indicators in the following.

Policy domain

The following indicators are used to calculate a score under the policy domain:

Indicator 1: International instruments concerning the right to education that include human rights education in primary and secondary school systems (ISCED level 1-3) have been ratified. (List which of the following instruments the State has ratified:)

There are six international instruments (= six possible choices):

- UNESCO Convention Against Discrimination in Education (1960)
- International Convention on the Elimination of All Forms of Racial Discrimination (1965)
- International Covenant on Economic, Social and Cultural Rights (1966)
- Convention on the Elimination of All Forms of Discrimination against Women (1979)
- Convention on the Rights of the Child (1989)
- Convention on the Rights of Persons with Disabilities (2006)

The score is between 0 and 100 and is calculated as the number of selected choices divided by the total number of possible choices (= 6) and multiplied by 100. This means that if all the possible choices are selected the score is 100. If only half of the possible choices are selected the score is 50 and so on.

The indicator has a weight of 20% in the total domain score.

¹⁴ Outcome indicators are aimed at e.g. Identifying desired outcomes associated with the implementation of human rights obligations and the enjoyment of rights and relating them to the required processes. An outcome indicator consolidates over time the impact of various underlying processes (that can be captured by one or more process indicator) (Ibid.)

¹⁵ Examples of available global or regional studies that address relevant outcomes, e.g. experienced bullying, learnings on global citizenship, civic education and democracy: OECD-PISA, IEA-CIVED [IEA-ICCS], SEA-PLM.

Indicator 2: Status on human rights education for primary and secondary school systems (ISCED level 1-3) is included in the latest national reports to relevant human rights monitoring mechanisms and other processes.

(List to which of the following mechanisms the State has included HRE in their latest reporting:)

There are nine mechanisms (= nine possible choices):

- UNESCO Convention Against Discrimination in Education (1960)
- International Convention on the Elimination of All Forms of Racial Discrimination (1965)
- International Covenant on Economic, Social and Cultural Rights (1966)
- Convention on the Elimination of All Forms of Discrimination against Women (1979)
- Convention on the Rights of the Child (1989)
- Convention on the Rights of Persons with Disabilities (2006)
- UNESCO Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms (1974)
- The UN World Programme for Human Rights Education (2005-ongoing)
- Universal Periodic Review (UPR)
- None of the latest national reporting include status on human rights education

“The score is between 0 and 100 and is calculated as the number of selected mechanisms divided by the total number of possible mechanisms (= 9) and multiplied by 100. This means that if all the mechanisms are selected the score is 100. If only six mechanisms are selected the score is 66,67 and so on. If the choice ‘None of the latest national reporting include status on human rights education’ is selected the score is 0.”

The indicator has a weight of 10% in the total domain score.

Indicator 3: Existence of national education legislations that include learning objectives with explicit references to human rights standards and mechanisms in the operation of primary and secondary school systems (ISCED level 1-3).

The indicator has three sub indicators for the education levels 'Primary', 'Lower secondary' and 'Upper secondary'.

The response options and its values are:

- Yes, there are explicit references to human rights standards and mechanisms = 1
- There are no explicit references to human rights standards and mechanisms = 0
- No data available = 0

The sub-indicator score is equal to the value of the selected response option multiplied by 100 – thus the sub-indicator score can only be equal to 0 or 100.

The indicator score is calculated as an average of the three sub-indicators.

The indicator has a weight of 30% in the total domain score.

Indicator 4: National education legislations for primary and secondary school systems (ISCED level 1-3) include human rights-related themes (in addition to/or instead of explicit references to human rights standards and mechanisms).

- Gender equality
- Global citizenship
- Cultural diversity and/or tolerance
- Peace and/or non-violence
- None of the listed themes are included in national education legislation

The indicator has weight of 0% in the total domain score (ref. our definition of HRE)

The selected themes for each sub-indicator are still shown in a chart that summarises all the selected themes across domains and education levels (sub-indicators).

Indicator 5: Existence of a National Action Plan on human rights education (HRE) in primary and secondary school systems (ISCED level 1-3).

The response options and its values are:

- Yes, a National Action Plan on HRE has been adopted = 2
- No specific National Action Plan on HRE has been adopted, but HRE is included in other National Action Plans (e.g. Human Rights action plan, SDG action plan, children's action plan etc.) = 1
- No, a National Action Plan on HRE has not been adopted = 0
- No data available = 0

The indicator score is between 0 and 100 and is calculated as half of the value of the selected response option multiplied by 100. Thus, a value of 2 gives a score of 100, a value of 1 gives a score of 50, and a value of 0 gives a score of 0.

The indicator has a weight of 10% in the total domain score.

***Indicator 6: Proportion of public expenditure on human rights education in primary and secondary school systems (ISCED level 1-3) for the last fiscal year, as a proportion of government expenditure of National Education Accounts or Gross National Income.
(Please indicate, if you have national data on this:)***

The response options and its values are:

- Yes, a proportion of public expenditure is allocated for HRE = 1
- No public expenditures are allocated for HRE = 0

- If yes, please write the percentage in number of either government expenditure of National Education Accounts or Gross National Income.

The indicator score is equal to the value of the selected response option multiplied by 100 – thus the indicator score can only be equal to 0 or 100.

The indicator has a weight of 10% in the total domain score.

Indicator 7: Existence of targeted public funding for initiatives/activities that include human rights education in primary and secondary school systems (ISCED level 1-3) in the education budget in the last fiscal year.

(Select which of the following there is targeted funding:)

The indicator has three sub-indicators for the education levels 'Primary', 'Lower secondary' and 'Upper secondary'.

There are five targeted funding options and two 'no'-options.

Targeted funding options = 1 regardless of the number of selected options:

- Human rights principles, standards and mechanisms
- Global citizenship
- Cultural diversity and/or tolerance
- Gender equality
- Peace and/or non-violence

'No' options:

- No targeted funding for human rights or related themes = 0
- No data available = 0

The sub-indicator scores are equal to the value of the selected response option multiplied by 100 – thus the indicator score can only be equal to 0 or 100.

The indicator score is calculated as an average of the three sub-indicators.

The indicator has a weight of 10% in the total domain score.

Indicator 8: Existence of a governmental mechanism or agency mandated and funded to coordinate human rights education in primary and secondary school systems (ISCED level 1-3).

The indicator has three sub indicators for the education levels 'Primary', 'Lower secondary' and 'Upper secondary'.

The response options and its values are:

- Yes, with a funded work plan = 2
- Yes, but without a funded work plan = 1
- No = 0
- No data available – treated as zero

The sub-indicator scores are between 0 and 100 and is calculated as half of the value of the selected response option multiplied by 100.

The indicator score is calculated as an average of the three sub-indicators.

The indicator has a weight of 10% in the total domain score.

Curricula domain

The following indicators are used to calculate the curricula domain:

***Indicator 1:** Human rights standards and mechanisms are explicitly referred to in mandatory subjects of the national curricula for primary and secondary school systems (ISCED level 1- 3).*

The indicator has three sub indicators for the education levels 'Primary', 'Lower secondary' and 'Upper secondary'.

The response options and its values are:

- Yes, there are explicit references to human rights standards and mechanisms in mandatory school subjects = 2
- Human rights standards and mechanisms are only included in elective subjects = 1
- No, there are no explicit references to human rights standards and mechanisms in neither mandatory school subjects nor electives = 0
- No data available = 0

The sub-indicator scores are between 0 and 100 and is calculated as half of the value of the selected response option multiplied by 100.

The indicator score is calculated as an average of the three sub-indicators.

The indicator has a weight of 25% in the total domain score.

***Indicator 2:** Mandatory subjects of the national curricula for primary and secondary school systems (ISCED level 1- 3) include human rights-related themes (in addition to/or instead of explicit references to human rights standards and mechanisms).*

- Gender equality
- Global citizenship
- Cultural diversity and/or tolerance
- Peace and/or non-violence
- None of the listed themes are included in national curricula

The indicator has weight of 0% in the total domain score.

The selected themes for each sub-indicator are still shown in a chart that summarizes all the selected themes across domains and educations levels (sub-indicators).

Indicator 3: Existence of general textbooks, teaching exemplars and other learning materials for primary and secondary school systems (ISCED level 1-3) that refer to human rights standards and mechanisms.

The indicator has three sub indicators for the education levels 'Primary', 'Lower secondary' and 'Upper secondary'.

The response options and its values are:

- Yes, learning materials with explicit references to human rights standards and mechanisms exist = 1
- No, there are no explicit references to human rights standards and mechanisms in general textbooks, teaching exemplars and other learning materials = 0
- No data available = 0

The sub-indicator scores are equal to the value of the selected response option multiplied by 100 – thus the sub-indicator score can only be equal to 0 or 100.

The indicator score is calculated as an average of the three sub-indicators.

The indicator has a weight of 25% in the total domain score.

Indicator 4: Guidelines for revising, as well as developing, textbooks and teaching materials for primary and secondary school systems (ISCED level 1-3) have explicit references to human rights.

The indicator has three sub indicators for the education levels 'Primary', 'Lower secondary' and 'Upper secondary'.

The response options and its values are:

- Yes = 1
- No = 0
- No data available = 0

The sub-indicator scores are equal to the value of the selected response option multiplied by 100 – thus the sub-indicator score can only be equal to 0 or 100.

The indicator score is calculated as an average of the three sub-indicators.

The indicator has a weight of 25% in the total domain score.

Indicator 5: Human rights curricula for primary and secondary school systems (ISCED level 1-3) are related to the daily lives and concerns of children and their communities.

The indicator has three sub indicators for the education levels 'Primary', 'Lower secondary' and 'Upper secondary'.

The response options and its values are:

- Yes, human rights curricula relate to children's daily lives and experiences = 2

- No, human rights curricula do not relate to children's daily lives and experiences = 1
- There are no human rights curricula = 0
- No data available = 0

The sub-indicator scores are between 0 and 100 and is calculated as half of the value of the selected response option multiplied by 100.

The indicator score is calculated as an average of the three sub-indicators.

The indicator has a weight of 25% in the total domain score.

Teacher education domain

The following indicators are used to calculate the teacher education domain:

***Indicator 1:** Education about human rights standards and mechanisms are explicitly referred to in the mandatory curricula for teacher education (ISCED level 6 on teaching at level 1-3).*

The indicator has three sub indicators for the education levels 'Primary', 'Lower secondary' and 'Upper secondary'.

The response options and its values are:

- Yes, the mandatory curricula include explicit references to human rights standards and mechanisms = 2
- No, human rights standards and mechanisms are not included in the mandatory curricula = 1
- Human rights standards and mechanisms are only included in elective subjects = 0
- No data available = 0

The sub-indicator scores are between 0 and 100 and is calculated as half of the value of the selected response option multiplied by 100.

The indicator score is calculated as an average of the three sub-indicators.

The indicator has a weight of 25% in the total domain score.

***Indicator 2:** Mandatory curricula for teacher education (ISCED level 6 on teaching at level 1-3) include human rights-related themes (in addition to/or instead of explicit references to human rights standards and mechanisms).*

- Gender equality
- Global citizenship
- Cultural diversity and/or tolerance
- Peace and/or non-violence

- None of the listed themes are included in mandatory teacher curricula

The indicator has weight of 0% in the total domain score.

The selected themes for each sub-indicator are still shown in a chart that summarizes all the selected themes across domains and education levels (sub-indicators).

Indicator 3: Existence of general textbooks, teaching exemplars, and other learning materials for teacher education (ISCED level 6 on teaching at level 1-3) that include explicit references to human rights standards and mechanisms.

The indicator has three sub indicators for the education levels 'Primary', 'Lower secondary' and 'Upper secondary'.

The response options and its values are:

- Yes, teaching materials that include explicit references to human rights standards and mechanisms exist = 1
- No, there are no explicit references to human rights standards and mechanisms in general textbooks, teaching exemplars and other learning materials = 0
- No data available = 0

The sub-indicator scores are equal to the value of the selected response option multiplied by 100 – thus the sub-indicator score can only be equal to 0 or 100.

The indicator score is calculated as an average of the three sub-indicators.

The indicator has a weight of 25% in the total domain score.

Indicator 4: Mandatory Teacher Education curricula (ISCED level 6 on teaching at level 1-3) include human rights education methodology: rights-respecting, child-centred and participatory (education through human rights)

The indicator has three sub indicators for the education levels 'Primary', 'Lower secondary' and 'Upper secondary'.

The response options and its values are:

- Yes, teacher education curricula include human rights methodology = 1
- No, teacher education curricula do not include human rights methodology = 0
- No data available = 0

The sub-indicator scores are equal to the value of the selected response option multiplied by 100 – thus the sub-indicator score can only be equal to 0 or 100.

The indicator score is calculated as an average of the three sub-indicators.

The indicator has a weight of 25% in the total domain score.

Indicator 5: Existence of a policy that requires completion of human rights education training for accreditation, qualification or promotion of teachers (ISCED level 6 on teaching at level 1-3).

The indicator has three sub indicators for the education levels 'Primary', 'Lower secondary' and 'Upper secondary'.

The response options and its values are:

- Yes, policy on completion of HRE qualifications exist = 1
- No, policy on completion of HRE qualifications do not exist = 0
- No data available = 0

The sub-indicator scores are equal to the value of the selected response option multiplied by 100 – thus the sub-indicator score can only be equal to 0 or 100.

The indicator score is calculated as an average of the three sub-indicators.

The indicator has a weight of 25% in the total domain score.

Indicator 6: Percentage of trained teachers who have achieved learning outcomes concerning human rights (please indicate, if you have national data on this:)

- Yes, we have national data on human rights learning outcomes for teachers
- No national data on human rights learning outcomes for teacher
- (If yes) Please provide key finding and data from the study/studies:

The indicator has a weight of 0% in the total domain score. (*Outcome indicator*)

Student assessment domain

The following indicators are used to calculate the students assessment domain:

Indicator 1: Existence of a national student assessment policy for primary and secondary school systems (ISCED level 1-3) that include human rights learning outcomes.

The indicator has three sub indicators for the education levels 'Primary', 'Lower secondary' and 'Upper secondary'.

The response options and its values are:

- Yes, human rights are included in student assessment policy = 1
- No, human rights are not included in student assessments policy= 0
- No data available = 0

The sub-indicator scores are equal to the value of the selected response option multiplied by 100 – thus the sub-indicator score can only be equal to 0 or 100.

The indicator score is calculated as an average of the three sub-indicators.

The indicator has a weight of 50% in the total domain score.

Indicator 2: Existence of national student assessment guidelines for primary and secondary school systems (ISCED level 1-3) which are anchored in and apply human rights principles and standards.

The indicator has three sub indicators for the education levels 'Primary', 'Lower secondary' and 'Upper secondary'.

The response options and its values are:

- Yes, guidelines anchored in and applying human rights principles and standards exist = 1
- No, there is no guidelines anchored in and applying human rights principles and standards = 0
- No data available = 0

The sub-indicator scores are equal to the value of the selected response option multiplied by 100 – thus the sub-indicator score can only be equal to 0 or 100.

The indicator score is calculated as an average of the three sub-indicators.

The indicator has a weight of 50% in the total domain score.

Indicator 3: Percentage of school children (primary and/or secondary) who have achieved learning outcomes concerning human rights (Please indicate, if you have national data on this:)

- Yes, we have national data on human rights learning outcomes for school children
- No national data on human rights learning outcomes for school children
- (If yes) Please provide key finding and data from the study/studies:

The indicator has a weight of 0% in the total domain score. (*Outcome indicator*)

Indicator 4: Percentage of school children (primary and/or secondary) who report that they experience inequality and/or discrimination when being assessed in schools. (Please indicate, if you have national data on this:)

- Yes, we have national data on reported inequality and/or discrimination in student assessment
- No national data on reported inequality and/or discrimination in student assessment
- (If yes) Please provide key finding and data from the study/studies:

The indicator has a weight of 0% in the total domain score. (*Outcome indicator*)

Learning environment domain

The following indicators are used to calculate the learning environment domain:

Indicator 1: Existence of a national policy that requires primary and secondary school systems (ISCED level 1-3) to adopt a code of conduct ensuring a rights-based schools environment. (Select which of the following issues schools are required to have codes of conduct for:)

The indicator has three sub-indicators for the education levels 'Primary', 'Lower secondary' and 'Upper secondary'.

There are seven thematic choices and two 'no'-options.

Thematic choices:

- Human rights
- Children's rights
- Non-discrimination
- Peace and/or non-violence
- Anti-bullying
- Cultural diversity and/or tolerance
- Gender equality

'No' options:

- No, adoption of a rights-based code of conduct is not required = 0
- No data available = 0

The sub-indicator score is between 0 and 100 and is calculated as the number of selected choices (based on the seven issue choices) divided by seven and multiplied by 100. The two no-options takes the value 0.

The indicator score is calculated as a weighted average of the three sub-indicators.

The indicator has a weight of 25% in the total domain score.

Indicator 2: Existence of a policy which requires primary and secondary school systems (ISCED level 1-3) to have complaint mechanisms.

The indicator has three sub indicators for the education levels 'Primary', 'Lower secondary' and 'Upper secondary'.

The response options and its values are:

- Yes, a complaints mechanism is required = 1
- No, a complaints mechanism is not required = 0
- No data available = 0

The sub-indicator scores are equal to the value of the selected response option multiplied by 100 – thus the sub-indicator score can only be equal to 0 or 100.

The indicator score is calculated as an average of the three sub-indicators.

The indicator has a weight of 25% in the total domain score.

Indicator 3: Existence of policy that requires primary and secondary school systems (ISCED level 1-3) to provide pupils with opportunities for self-expression, responsibilities and participation in decision-making in accordance with their age and maturity (e.g. student government or council programs).

The indicator has three sub indicators for the education levels 'Primary', 'Lower secondary' and 'Upper secondary'.

The response options and its values are:

- Yes, student participation in decision making in schools is a requirement = 1
- No, student participation in decision making in schools is not a requirement= 0
- No data available = 0

The sub-indicator scores are equal to the value of the selected response option multiplied by 100 – thus the sub-indicator score can only be equal to 0 or 100.

The indicator score is calculated as an average of the three sub-indicators.

The indicator has a weight of 25% in the total domain score.

Indicator 4: Human rights are integrated into quality assurance standards for primary and secondary school systems (ISCED level 1-3).

The indicator has three sub indicators for the education levels 'Primary', 'Lower secondary' and 'Upper secondary'.

The response options and its values are:

- Yes, human rights are integrated into quality assurance (human rights are a fundamental part of quality assurance) = 1
- No, human rights are not integrated into quality assurance = 0
- No data available = 0

The sub-indicator scores are equal to the value of the selected response option multiplied by 100 – thus the sub-indicator score can only be equal to 0 or 100.

The indicator score is calculated as an average of the three sub-indicators.

The indicator has a weight of 25% in the total domain score.

Indicator 5: Percentage of pupils (primary and/or secondary) who reported a problematic school environment (e.g. bullying, violence, discrimination, lack of involvement and free expression) (Please indicate, if you have national data on this:)

- Yes, we have national data on reported problematic school environment
- No national data on reported problematic school environment

- (If yes) Please provide key finding and data from the study/studies:
The indicator has a weight of 0% in the total domain score. (*Outcome indicator*)

Aggregation of education level

For each of the five domains we also calculate a domain score for each of the three education levels (sub-indicators) – primary, lower secondary and upper secondary. Each educational domain score is calculated as a weighted average of the respective sub-indicators.

Note, that the educational domain score for the domain ‘Policy’ only includes three of the seven indicators that are included in the total domain score since not all indicators in this domain are divided in education levels¹⁶. For the rest of the domains all indicators that are included in the total domain score are also included in the educational domain score. This also means that for the policy domain the average of the three educational dimension scores will not result in the total domain score, but a slightly different score. However, for the rest of the domains the average of the three educational domain scores will result in the total domain score calculated earlier.

Quality Assurance

Data consists primarily of administrative data, available from public authorities. Respondents are ministries of education and/or national human rights institutions. The respondents will be asked to provide sources of supporting evidence of their responses in the form of documents or links (e.g. to education policies, laws, curricula, etc.). These will be made publicly available along with completed questionnaires after results are published.

Respondents are required to create a user login to answer and submit data. The user profile will verify the respondent and the affiliated institution. To be able to submit the country data, there is a requirement for internal review (one or more).

Before the data is published and made available in the online data base, DIHR will review country responses for consistency and credibility. If necessary, queries will be raised with national respondents. However, because of language barriers, this level of review can still leave a level of uncertainty in the data credibility.

Finally, National Human Rights Institutions (NHRIs) are encouraged to also be respondents and provide national data. NHRIs are often mandated to promote human rights education and thus well placed as data providers and ensure the validity and credibility of the data.

¹⁶ This means that the indicator weights changes to 64% for indicator 3 and 18% for indicator 7 and 8, so the total sum of the weights equals 100%.

DATA SOURCES

Description:

To make data collection feasible also in contexts where limited time and budgets are available, data are available from public authorities primarily (administrative data on laws, policies, education planning and budgeting, international reporting etc.). Administrative data can also support transparency and validity of the data.

Collection process:

Responses can be submitted by national governments or National Human Rights Institutions (often mandated to promote human rights education). Respondents are urged to consult widely across relevant public and private stakeholders in the education sector in compiling their responses. Respondents will be asked to provide sources of supporting evidence of their responses in the form of documents or links (e.g. to education policies, laws, curricula, etc.). These will be made publicly available along with completed questionnaires after results are published.

Respondents are required to create a user login to answer and submit data. The user profile will verify the respondent and the affiliated institution. To be able to submit the country data, there is a requirement for internal review (one or more). Before the data is published and made available in the online data base, DIHR will review country responses for a basic level of consistency and credibility of the data providers. If necessary, queries will be raised with national respondents. However, this level of review can still leave a level of uncertainty in the data credibility.

DATA PROVIDERS

Responses can be submitted by national governments, typically Ministries of Education or National Human Rights Institutions that are often mandated to promote human rights education.

DATA COMPILERS

The Danish Institute for Human Rights, DIHR, Human Rights and Development Department

REFERENCES

URL: <https://sdg47-hre.humanrights.dk/>

INSTITUTIONAL INFORMATION

Organisation:

The Danish Institute for Human Rights, DIHR, Human Rights and Development Department
In consultation with the Office of the High Commissioner for Human Rights, OHCHR,
Methodology, Education and Training Section

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WORK IN PROGRESS

ANNEX – THE SDG 4.7 / HUMAN RIGHTS EDUCATION MONITORING TOOL

The survey, including the associated guidance, data sources and human rights standards will be included.

METADATA for the survey
Country Population
Average age of school start
Average years of basic education
Number of primary and secondary school children
Number of out-of-school children of primary and secondary school age

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