TCG4:
Development of SDG thematic indicator 4.7.1

TCG4/16

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> **Global Indicator 4.7.1**
>
> **The extent to which (i) Global Citizenship Education and (ii) Education for sustainable development, including gender equality and human rights; are mainstreamed in a) national education policy, b) curricula, c) teacher education and d) student assessment**

1. Introduction

The 2015 UN Sustainable Development Goals have been created with the aim to support people and the planet towards peaceful, sustainable development and prosperity for all, in particular those currently in poverty (UN 2015). Within these goals there is one broad education goal on 'Ensuring inclusive and equitable quality education and promote lifelong learning opportunities for all' which contains 10 specific targets. One of these targets, 4.7, highlights the knowledge and skills that are needed to promote a more sustainable future:

'*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 4.7 from the UN SDG 2015)

A range of indicators are being proposed to measure this target. This document refers to the construction and development of one set of these indicators, Global Indicator, 4.7.1. Work in parallel is currently being completed on developing indicators on measuring learning outcomes supported by The Global Alliance for Monitoring Learning (GAML) (4.7.4 and 4.7.5) and indicators on the implementation of Sex Education and Human Rights education. However, this document only refers to the Global Indicator 4.7.1 and not these additional indicators.

The UNESCO Member States have agreed that the Global Indicator (4.7.1) is defined as;

'*The extent to which (i) Global Citizenship Education and (ii) Education for sustainable development , including gender equality and human rights; are mainstreamed in a) national education policy, b) curricula, c) teacher education and d) student assessment.*'

The data that has been agreed by UNESCO Member States to be used to construct the Global Indicator is the data collected through the member states monitoring process of the 1974 Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms that occurs every four years. The aim of it is to promote world peace through international understanding, solidarity and cooperation and was adopted in 1974 by the General Conference of UNESCO at its 18th session. The main components of the Recommendation guide member states towards the development and implementation of policies and educational practices (through teacher training) that will enable the learning of global education principles of:

- cultural diversity and tolerance
- equality and non-discrimination
- peace and non-violence

- justice and fairness
- human rights and fundamental freedoms
- human survival and well-being
- caring for our planet/sustainability

The focus of the monitoring process is on policy development and implementation rather than student learning outcomes. It has four specific domains for reporting: policies, curricula, teacher education and student assessment. The monitoring process is undertaken by national Ministries of Education who submit a single response to a questionnaire on the extent of the implementation of the 1974 Recommendation in these four domains. The questionnaire is developed by UNESCO which is then responsible for compiling and analysing the data.

The data that will be used for the Global Indicator come from the 6th round of the monitoring process that was conducted in 2016. 83 UNESCO Member States completed and returned the questionnaire. The new questionnaire with accompanying instructions, developed by UNSECO for the 6th round, is contained in Annex 1 of this document.

The indicators proposed to measure Global Indicator (4.7.1) will conceptually combine Global Citizenship Education and Education for Sustainable Development as these concepts overlap and there is no current agreed boundary separating these components. This decision is supported by the fact that there was no agreed separation of concepts within the questionnaire and data collection process.

A dashboard of five indicators is being proposed rather than a single composite indicator in order to highlight the conceptually distinct and statistically validated components within this topic. An Exploratory Factor Analysis was conducted using Principle Component Analysis (rotated with Varimax Kaiser Normalization) to identify the constructs within the data. This analysis identified the five distinct components (see Annex 2). The five components reflect the four dimensions described in the Global Indicator: a) national education policy, b) curricula, c) teacher education and d) student assessment. The fifth indicator is a result of the content on Curricula having two components within it (one reflecting more content and activities and the other resources) so there is Curricula i. Content and a Curricula ii Resources.

2. Method

Variables

The selection of items from the 2016 version of the Recommendation Monitoring Questionnaire for each indicator was made through, first, a theoretical selection of relevant questions. All the items from the questionnaire were systematically reviewed for quality (comparability to questions in the category and precision of question) and responses were systematically reviewed for data quality (missing values and variability). Due to data quality issues, (low variability and high missing values) and low question quality, questions 3, 4, 8, 10, 17, 19, 20, 22, 24 and 26 were excluded.

The second step was a statistical analysis (Principle Component Analysis see Annex 2) that identified the underlying structure and distinct components of the remaining data. This analysis supported the development of five indicators. The five components reflected the four dimensions described in the Global Indicator: a) national education policy, b) curricula, c) teacher education and d) student assessment. The fifth indicator is a result of the content on Curricula having two components within it (one reflecting more

content and activities and the other resources) so there is Curricula i. Content and a Curricula ii Resources. The reliability and internal coherence of the selected items for each indicator were checked using the Cronbach Alpha measure. In social science research ideally we would prefer to have a Cronbach Alpha of 0.7 or higher although this score is affected by the number of items included (the smaller the number of items the lower the score and since we are combining only 2 or 3 items it is likely that the scores will be lower). Presented below are the selected items for each indicator along with the number of country responses (also see Table 1) and the statistical reliability of the given construct.

National education policies is a combined indicator of 3 items:

IV.1 - To what extent are the guiding principles of the 1974 Recommendation reflected in your constitution or domestic legislation?

IV.2 - To what extent are the principles of the 1974 Recommendation reflected in your country's current education policy/ies and frameworks?

IV.25 - How would the current overall implementation of the principles 1974 Recommendation be rated?

There are 77 valid national responses for these 3 items. This indicator has a Cronbach Alpha = 0.801 which is considered reliable within the social science field.

Curricula is split into two indicators as the Principle Component Analysis identified two distinct dimensions (see Annex 2).

Curricula Content is a combined indicator of two items:

IV.7 - Which of the following, or similar, principles and topics are taught in your formal educational system as part of the curriculum?

IV.23 - What opportunities are provided at school level for students to participate in decision-making processes that concern them?

Curricula Resources is a combined indicator of two items:

IV.11 - Overall, are the number of teaching hours for the principles and topics mentioned earlier estimated to be sufficient?

IV.18 - To what extent are there adequate teaching and resource materials (including ICTs and audio-visual materials) to teach/deliver the principles below and engage learners?

Curricular contents indicator has 80 valid national cases and has a Cronbach Alpha = 0.597. Curricular Resources has 74 valid national cases and has a Cronbach Alpha = 0.576. These reliability scores are considered to be acceptable since we are combining only 2 items and considering the size of the dataset.

Teacher Education is a combined indicator of 3 items:

IV.12 - Which of the following, or similar, principles and topics are taught in your formal educational system as part of the curriculum?

IV.13 - Teachers for which level of education received training that reflects the principles and topics mentioned earlier?

IV.14 - Please indicate the overall percentage of teachers estimated to have been trained on these principles and topics through in-service training and teacher professional development.

Teacher Education indicator has 69 valid country cases and has a Cronbach Alpha = 0.616 which is considered acceptable within the social science field.

Student Assessment is a combined indicator of 3 items:

IV.15(a) - Are the principles and topics mentioned earlier included generally in student assessments/ examinations?

IV.15(b) - If yes, please indicate which of the following dimensions of learning were included in the last student assessments/examination.

IV.16 - Which of the following dimensions of learning is your country planning to reinforce in student assessment/examinations in the next five years, in relation to the principles and topics mentioned earlier?

Student Assessment indicator has 64 valid country cases and has a Cronbach Alpha = 0.549 which is again acceptable if the small number of items and the small size of this dataset are taken into account.

Imputation of missing data was not considered appropriate due to the small size and self-reported nature of the dataset used. Nevertheless, the indicators ranged from 69 to 80 countries included in the analysis and results.

Analysis

The response format for the items in the questionnaire varied (See Annex 1) so standardisation was required before the data could be combined. All the scores for each item were standardised between 0 and 1 using a Min-Max standardisation procedure.

$$z_i = \frac{x_i - \min(x)}{\max(x) - \min(x)}$$

The standardised scores were then added together and divided by the number of indicators in each component of 4.7.1. This means that each item within a component has received equal weighting i.e. they have all been considered to be equally important. Each country score was multiplied by 100 to present the data.

Below we present the a hypothetical calcualtion for each of the five indicators for a made up country called Zarg.

National Education Policies

Zarg scored for questions

IV.1 - To what extent are the guiding principles of the 1974 Recommendation reflected in your constitution or domestic legislation? **3**

IV.2 - To what extent are the principles of the 1974 Recommendation reflected in your country's current education policy/ies and frameworks? **3**

IV.25 - How would the current overall implementation of the principles 1974 Recommendation be rated? **4**

We then standardise the data using Min Max

$$z_i = \frac{x_i - \min(x)}{\max(x) - \min(x)}$$

For questions 1 and 2, 3 is the minimum response given and for question 25, 1 is the minimum response given. For all of these questions 5 is the highest response given.

So for questions 1 and 2 we calculate 0/2 = 0

For question 25 we calculate 3/4= 0.75

We then aggregate the three numbers 0 + 0 + 0.75 = 0.75

And divide by three 0.75/3 = 0.25

We then multiply the number by 100.

So for the indicator on **Education Policies Zarg scored 25.**

Curricula Content

Zarg scored for questions

IV.7 - Which of the following, or similar, principles and topics are taught in your formal educational system as part of the curriculum? 4

IV.23 - What opportunities are provided at school level for students to participate in decision-making processes that concern them? 2

For question seven, 12 is the highest score and 3 is the lowest score given.

For question twenty three, 3 is the highest score and 0 is the lowest score given.

So for question seven we calculate the Min-Max 1/9 = 0.111

For question Twenty three we calculate the Min-Max 2/3 =0.667

We then aggregate the two numbers 0.111 + 0.667 = 0.778

And divide by two 0.778/2 = 0.389

We then multiply the number by 100.

So for the indicator on **Curricular content Zarg scored 38.9**

Curricula Resources

Zarg scored for questions

IV.11 - Overall, are the number of teaching hours for the principles and topics mentioned earlier estimated to be sufficient? **3**

IV.18 - To what extent are there adequate teaching and resource materials (including ICTs and audio-visual materials) to teach/deliver the principles below and engage learners? **8**

For question eleven, 5 is the highest score and 1 is the lowest score given.

For question eighteen, 20 is the highest score and 2 is the lowest score given.

So for question eleven we calculate the Min-Max 2/4 =0.5

For question eighteen we calculate the Min-Max 6/18 = 0.33

We then aggregate the two numbers 0.5 + 0.33 = 0.83

And divide by two 0.83/2 = 0.416

We then multiply the number by 100.

So for the indicator on **Curricular content Zarg scored 41.6**

Teacher Education

Zarg scored on the following questions:

IV.12 - Which of the following, or similar, principles and topics are taught in your formal educational system as part of the curriculum? **2**

IV.13 - Teachers for which level of education received training that reflects the principles and topics mentioned earlier? **3**

IV.14 - Please indicate the overall percentage of teachers estimated to have been trained on these principles and topics through in-service training and teacher professional development? **2**

We then standardize the data using Min-Max.

One is the minimum score for all of these questions.

For question twelve 5 is the highest score.

For question thirteen 4 is the highest score.

For question fourteen 5 is the highest score.

 So for question twelve we calculate 1/4 = 0.25

 For question thirteen we calculate 2/3= 0.667

For question fourteen we calculate 1/4 = 0.25

We then aggregate the three numbers 0.25 + 0.667 + 0.25 = 1.167

And divide by three 1.167/3 = 0.389

We then multiply the number by 100.

So for the indicator on **Teacher Education Zarg scored 38.9**

Student Assessment

Zarg scored on the following questions:

IV.15(a) - Are the principles and topics mentioned earlier included generally in student assessments/ examinations? **1**

IV.15(b) - If yes, please indicate which of the following dimensions of learning were included in the last student assessments/examination. **3**

IV.16 - Which of the following dimensions of learning is your country planning to reinforce in student assessment/examinations in the next five years, in relation to the principles and topics mentioned earlier? **3**

We then standardize the data using Min-Max.

For question fifteen a. 0 is the minimum score and 1 is the highest score.

For question fifteen b. 1 is the minimum score and 4 is the highest score.

For question sixteen 1. is the minimum score and 4 is the highest score.

So for question fifteen a. we calculate 1/1 =1

For question fifteen b. and 16 we calculate 2/3 = 0.667

We then aggregate the three numbers 1 + 0.667 + 0.667 = 0.917

And divide by three 2.334/3 = 0.778

We then multiply the number by 100.

So for the indicator on **Student Assessment Zarg scored 77.8**

Presentation of Results

To minimise national anxieties regarding league tables, countries will appear in alphabetical order and the results will be given for each country in terms of their position for each of the five indicators within 3 groups according to their score: High, Medium and Low. This is calculated by using approximate terciles for groupings in order to ensure that countries with the same score are maintained in the same group and that each group has roughly the same number of countries. Terciles are calculated by ordering all of the values in each indicator from lowest to highest then identifying the cut-off points that create 3 groups with roughly 33% (one third) of the total values. The tercile cut-off points demarcating approximately 33% of values in each indicator are provided in Table 1. The scores are denoted by numbers and traffic light colours: High = 3 and is coloured Green, Medium = 2 and is coloured orange, Low =1 and is coloured red. M is used to refer to missing national responses. The actual percentages for each group are given below. Annex 3 contains the actual scores so that UIS can make an evaluation of the accuracy of the data and analysis.

Table 1. Tercile cut-off points used to split the dataset and number of cases in each indicator

		National Education Policies	Curricula: Content	Curricula: Resources	Teacher Education	Student Assessment
Percentiles (Tercile)	33.30 (1st)	58.30	66.67	58.30	55.56	66.67
	(2nd)					
	66.67 (3rd)	91.67	94.40	73.60	75.00	88.89
N	Valid	77	80	74	69	64
	Missing	5	2	8	13	18

Results

The results for the dashboard of five indicators proposed to measure Global Indicator 4.7.1 are presented below.

Table 2. Results for the Global Indicator 4.7.1. 3= High, 2=Medium and 1=Low, M=missing

Member State	National Education Policies	Curricula: Content	Curricula: Resources	Teacher Education	Student Assessment
Albania	2	1	1	1	1
Andorra	1	2	2	1	1
Argentina	M	1	3	3	1
Armenia	2	3	3	1	3
Austria	1	2	2	3	M
Bangladesh	1	1	1	1	1
Belgium	1	2	1	1	2
Bolivia	M	2	3	3	M
Bosnia	1	2	3	3	M
Bulgaria	3	3	1	1	1
Burundi	2	1	1	M	1
Cambodia	3	3	3	3	3
Cameroon	1	2	2	3	3
Canada	M	M	3	M	3
Central African Republic	2	1	M	2	2
Chad	1	2	1	1	3
Chile	1	1	2	M	M
Colombia	2	1	2	1	1
Cook Islands	2	1	2	M	1
Cote D'Ivoire	1	3	1	3	1
Czechia	3	1	3	1	M
Democratic Republic of Congo	1	1	1	1	1
Denmark	1	2	3	3	1
Ecuador	3	1	M	M	3
Egypt	1	3	2	M	2
El Salvador	1	1	1	1	1
Estonia	2	1	2	2	2
Ethiopia	2	3	2	2	1
Finland	2	3	3	M	M
France	2	2	3	M	3
Georgia	3	3	1	2	2
Germany	3	3	3	3	2
Greece	2	1	2	2	1
Guatemala	3	1	2	2	M
Haiti	2	2	1	M	1
Honduras	1	2	2	3	3
Hungary	1	2	2	1	1
Iran	1	2	1	1	3
Iraq	1	2	2	1	3

Member State	National Education Policies	Curricula: Content	Curricula: Resources	Teacher Education	Student Assessment
Ireland	3	2	3	3	2
Japan	3	2	3	3	3
Kuwait	3	3	M	3	3
Latvia	3	3	3	3	2
Lithuania	3	3	2	1	1
Macedonia	3	2	1	M	1
Maldives	3	2	3	3	3
Mali	2	3	1	1	1
Malta	3	3	3	3	3
Mauritius	3	1	1	1	1
Mexico	3	3	2	3	2
Monaco	3	2	3	3	M
Mongolia	1	3	1	2	1
Morocco	1	1	1	2	3
Myanmar	2	1	2	1	1
Namibia	2	3	1	1	M
Netherlands	2	3	M	M	M
New Zealand	3	3	1	3	3
Oman	2	3	2	2	3
Pakistan	1	1	2	3	2
Peru	3	2	2	2	2
Poland	3	1	3	2	M
Portugal	3	3	M	M	M
Qatar	3	1	3	2	3
Republic of Korea	1	2	1	1	1
Romania	3	3	3	3	1
Russia	3	3	3	3	1
Saint Kitts and Nevis	1	2	1	2	M
Senegal	M	3	2	3	3
Serbia	2	1	1	1	2
Singapore	1	2	3	2	1
Spain	3	2	3	2	3
Sweden	3	3	M	1	M
Syria	1	1	1	3	M
Tajikistan	3	1	2	1	1
Thailand	M	1	M	M	3
The Slovak Republic	3	2	M	3	M
Trinidad and Tobago	1	M	1	1	
Turkey	3	3	3	3	3
Tuvalu	1	1	1	1	1
Uruguay	M	1	1	3	M
Uzbekistan	3	1	2	1	2
Zambia	2	3	2	3	1

3. Evaluations

Strengths

The proposed dashboard of five indicators is:

- theoretically sound as the items included clearly fit the topic of the indicators

- statistically coherent and reliable

- transparent as to what is being measured as the indicators are kept separate and not combined

- simple and replicable by member states

- all countries are able to contribute data for these indicators

- 83 countries have provided sufficient data for at least one of the indicators

- the data collection for these indicators is part of an existing process that member states have agreed to undertake

- the data has been agreed by member states to be used for indicator 25

Weaknesses

The weaknesses of the proposed dashboard of five indicators are:

- reliant on self-reported data from the education ministries in member states

- the questionnaire response options are subjective

- lack of variation of the member states responses (countries are mostly very positive)

- the focus for the reporting is the 1974 Recommendation and not Global Citizenship Education and Education for Sustainable Development.

Annex 1. Questionnaire

Guidelines for the preparation of reports by Member States on the application of the Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedom (1974)

As adopted at the 199th session of the Executive Board

I. Introduction

A. About the 1974 Recommendation

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

2. The General Conference "recommends that Member States should apply" the provisions included in the 1974 Recommendation "by taking whatever legislative or other steps" that provide institutional (e.g. policies and systems) and pedagogical (e.g. teacher training, educational materials, equipment, etc.) support for its implementation, based on the "objectives", referred to in paragraph 4 of the 1974 Recommendation, "regarded as major guiding principles" such as a global education perspective, cultural diversity, interdependence, communication, rights and responsibilities, international solidarity and cooperation, and, problem solving, as well as other principles[1] including:

    -   cultural diversity and tolerance
    -   equality and non-discrimination
    -   peace and non-violence
    -   justice and fairness
    -   human rights and fundamental freedoms
    -   human survival and well-being
    -   caring for our planet/sustainability

3. The 1974 Recommendation is applicable to formal, non-formal and informal education and to all levels, from pre-primary to higher and adult education and life-long learning. It concerns areas such as civics and ethics education, education for international understanding, solidarity and cooperation and/or other related subjects, such as peace education, human rights education or other areas of study that focus or include the teaching and learning of the above principles. Over time, these areas have evolved to include other topics[2] related to education on sustainable

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[1] These are principles that are included throughout the 1974 Recommendation and which are grouped here to guide the reporting process.

[2] These include topics that are closely related to the principles of the 1974 Recommendation and which are frequently mainstreamed in national education systems. They are also used as a reference in the questionnaire.

development, climate change, global citizenship, preventing violent extremism, or others, which are also closely related to the original principles of the 1974 Recommendation.

B. Reporting obligations

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

5. All Member States, given the political commitment to and moral force of the 1974 Recommendation and their reporting obligations, should provide information on legislative measures that have been taken pursuant to the 1974 Recommendation and the ways in which national education policies and programmes correspond to its provisions. Information supplied by Member States should demonstrate how laws and practices comply with the commitments under the 1974 Recommendation, describing legal norms as well as actual implementation.

6. For the full text of the 1974 Recommendation please follow this link: http://portal.unesco.org/en/ev.php-URL_ID=13088&URL_DO=DO_TOPIC&URL_SECTION=201.html

II. How to fill in the questionnaire

- The following questionnaire has been updated to guide and assist Member States with their reporting. It aims to collect, in a simplified manner, information on the extent to which Member States have mainstreamed the principles of the 1974 Recommendation in their education systems, focusing on institutional, content, teachers, assessment, materials/resources, experiential opportunities and overall implementation issues. Responses to this questionnaire will be considered as the official national report for each Member State.

- Only one questionnaire per country should be submitted, which will represent the official country report.

- Member States with a federal system of governance are invited to provide information on the overall implementation of the 1974 Recommendation in the country rather than its implementation in each individual sub-national state, as appropriate. Space is also provided under question 29 for Member States to include any additional information they wish to share.

- Prior to completing the questionnaire, Member States are encouraged to organize necessary consultations within and outside the Ministry of Education/Government, including with key, relevant civil society partners to collect the information/data.

- Member States have two options for submitting the questionnaire:

    i. Online: the questionnaire can be completed and submitted online through this link;

ii. Hard copy: the questionnaire can be completed electronically and the hard copy should be sent to the Assistant Director-General for Education, UNESCO. It is recommended that the questionnaire be filled by the Ministry responsible for education.

III. Information about the respondent

1. Country:

2. Name and title of the respondent:

3. Institution/Department:

4. Email address:

5. Mailing address:

6. Telephone:

7. Date of submission:

8. Signature: Minister of Education or other designated official (e.g. Director-General Of Education, Secretary-General Of the UNESCO National Commission or other)

IV. Questionnaire

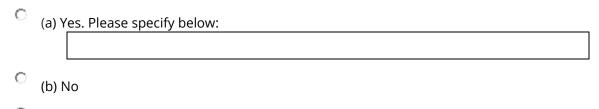1. To what extent are the guiding principles of the 1974 Recommendation (e.g. cultural diversity and tolerance, equality and non-discrimination, peace and non-violence, justice, human rights and fundamental freedoms, human survival and well-being, caring for our planet/sustainability, etc.) reflected in your constitution or domestic legislation?

   Not at all   ⊙ 1   ⊙ 2   ⊙ 3   ⊙ 4   ⊙ 5 Fully

2. To what extent are the principles of the 1974 Recommendation reflected in your country's current education policy/ies and frameworks?

   Not at all   ○ 1   ○ 2   ○ 3   ○ 4   ○ 5 Fully

3. Please provide any additional information on the measures taken by your country to incorporate the principles of the 1974 Recommendation in constitutional, legal and policy frameworks.

4. Has there been an increased emphasis on the principles of the 1974 Recommendation in an education/curriculum reform or policy development that took place in the last five years?

   ○ (a) Yes. Please specify below:

   ○ (b) No

   ○ (c) No information available

5. If yes, please indicate the principles and topics on which there has been increased emphasis in the last five years. *(please tick all that apply)*

   Peace and non-violence

   ○ (a) Friendly relations among nations

   ○ (b) Preventing violent extremism

   ○ (c) Preventing other forms of violence including bullying, gender-based violence, school-related gender-based violence, etc.)

   Human rights and fundamental freedoms

   ○ (a) Equality, inclusion and non-discrimination

   ○ (b) Justice and fairness

   ○ (c) Ethics/ morals / values

   Cultural diversity and tolerance

   ○ (a) International understanding, solidarity and cooperation

   ○ (b) Intercultural and interreligious dialogue

   ○ (c) Global citizenship

Human survival and well being

○   (a) Climate change

○   (b) Environmental sustainability, caring for the planet

○   (c) Sustainable development, consumption, and livelihood

○   Other principles/topics. Please specify below:

6. Has there been any specific taskforce, working group, office or other mechanism set up in the last five years within the government to facilitate the implementation of the above mentioned principles/topics within education?

○   (a) Yes. Please specify below (e.g. name, department, topic, tasks, etc.)

○   (b) No

○   (c) No information available

7. Which of the following, or similar, principles and topics are taught in your formal educational system as part of the curriculum? *(please tick all that apply)*

Peace and non-violence

○   (a) Friendly relations among nations

○   (b) Preventing violent extremism

○   (c) Preventing other forms of violence, including bullying, gender-based violence, school-related gender-based violence, etc.

Human rights and fundamental freedoms

○   (a) Equality, inclusion and non-discrimination

○   (b) Justice and fairness

○   (c) Ethics/ morals / values

Cultural diversity and tolerance

○   (a) International understanding, solidarity and cooperation

○ (b) Intercultural and interreligious dialogue

○ (c) Global citizenship

Human survival and well being

○ (a) Climate change

○ (b) Environmental sustainability, caring for the planet

○ (c) Sustainable development, consumption, and livelihood

○ Other principles/topics. Please specify below:

8. In which school subjects are these principles and topics mainly taught? *(please tick all that apply and number them in order of importance)*

○ ☐ (a) Arts

○ ☐ (b) Civics, civil or citizenship education

○ ☐ (c) Ethics/moral studies

○ ☐ (c) Geography

○ ☐ (d) Health and Physical Education and Sports

○ ☐ (e) History

○ ☐ (f) Languages

○ ☐ (g) Religious education

○ ☐ (h) Science

○ ☐ (i) Social studies

○ ☐ (j) Other. Please specify below:

9. Please indicate the school levels at which these principles and/or topics are taught. *(please tick all that apply)*

○ (a) Pre-primary

○ (b) Primary

○   (c) Secondary

○   (d) Post-secondary/ Tertiary

○   (e) Other. Please specify below (e.g. adult education, TVET, etc.):

10. Please indicate the implementation approaches applied to teach these principles and topics. (*please tick all that apply)*

○   (a) Integrated approach (e.g. making connections across all disciplines, connecting the curriculum with learning experiences in the community and life outside school)

○   (b) Cross-curriculum approach (e.g. principles and topics are taught across more than one discipline/subject of the curriculum)

○   (c) Whole-school approach (e.g. integrating the principles and topics in the school ethos, management, curriculum, teacher training, teaching practices, learning environment)

○   (d) As a separate subject. Please indicate the subjects below (e.g. civics education)

11. Overall, are the number of teaching hours for the principles and topics mentioned earlier estimated to be sufficient?

Not at all   ○ 1   ○ 2   ○ 3   ○ 4   ○ 5 Fully

12. To what extent are the principles and topics mentioned earlier reflected in the curriculum of pre-service teacher training?

Not at all   ○ 1   ○ 2   ○ 3   ○ 4   ○ 5 Fully

13. Teachers for which level of education received training that reflects the principles and topics mentioned earlier? *(please tick all that apply)*

○   (a) Pre-primary

○   (b) Primary

○   (c) Secondary

○   (d) Post-secondary/ Tertiary

○   (e) Other. Please specify below (e.g. adult education, TVET, etc.):

14. Please indicate the overall percentage of teachers estimated to have been trained on these principles and topics through in-service training and teacher professional development.

      ○ (a) 0 - 20%

      ○ (b) 21 - 40%

      ○ (c) 41 - 60%

      ○ (d) 61 - 80%

      ○ (e) 81 - 100%

15. Are the principles and topics mentioned earlier included generally in student assessments/ examinations?

      ○ (a) Yes

      ○ (b) No

      ○ (c) No information available

If yes, please indicate which of the following dimensions of learning were included in the last student assessments/examination. *(please tick all that apply)*

      ○ (a) Knowledge

      ○ (b) Skills and competencies

      ○ (c) Values and attitudes

      ○ (d) Behaviours

      ○ (e) None

      ○ (f) No information available

16. Which of the following dimensions of learning is your country planning to reinforce in student assessment/examinations in the next five years, in relation to the principles and topics mentioned earlier? *(please tick all that apply)*

      ○ (a) Knowledge

      ○ (b) Skills and competencies

      ○ (c) Values and attitudes

      ○ (d) Behaviours

○ (e) None

○ (f) No information available

17. If the principles and topics mentioned earlier are not included in student assessments/ examinations, please indicate the main reasons (e.g. not a priority, lack of funds/expertise, etc.)

18. To what extent are there adequate teaching and resource materials (including ICTs and audio-visual materials) to teach/deliver the principles below and engage learners? (*please tick all that apply)*

(a) Peace and non-violence	Not at all	○ 1	○ 2	○ 3	○ 4	○ 5 Adequately
(b) Human rights and fundamental freedoms	Not at all	○ 1	○ 2	○ 3	○ 4	○ 5 Adequately
(c) Cultural diversity and tolerance	Not at all	○ 1	○ 2	○ 3	○ 4	○ 5 Adequately
(d) Human survival and well being	Not at all	○ 1	○ 2	○ 3	○ 4	○ 5 Adequately
(e) Other. Please specify below:	Not at all	○ 1	○ 2	○ 3	○ 4	○ 5 Adequately

19. Has a textbook revision been carried out in the last five years to reflect the principles and topics mentioned earlier?

○ a) Yes. Please specify (e.g. to include which principles and topics in which subject, level of education, etc.)

○ (b) No

○ (c) No information available

20. Please indicate which of the following pedagogical approaches/learning principles have been applied with relation to the implementation of the 1974 Recommendation. (*please tick all that apply)*

○ (a) Learner-centred

○ (b) Innovative and creative

○ (c) Participatory and interactive

○ (d) Whole school

○ (e) Research and experimentation

○ (f) Education through arts and sports

○   (g) Child friendly schools

○   (h) Other. Please specify below:

21. What kind of programmes and practices are implemented that allow students to experience other cultures and interact with people of different backgrounds (e.g. culture, ethnicity, religion)? *(please tick all that apply)*

○   (a) Student exchange programmes

○   (b) Twinning with other education institutions (regional/international level)

○   (c) Linking schools/classrooms with those in another country through internet/social media

○   (d) Collaborative projects

○   (e) Community work/ participation in community/local activities/events

○   (f) Other. Please specify blow:

22. Has there been an increase in the number of these programmes and practices, implemented in the last five years?

○   a) Yes. Please specify (e.g. new pedagogy/ies introduced, in which subject, cross-curriculum themes/projects, etc.)

○   (b) No

○   (c) No information available

23. What opportunities are provided at school level for students to participate in decision-making processes that concern them? *(please tick all that apply)*

○   (a) School governance/decision making

○   (b) Student council or similar bodies

○   (c) Student clubs

○   (d) None

○   (e) Other. Please specify below:

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24. Please indicate whether the principles and topics mentioned earlier are reflected in programmes provided outside the school system. *(please tick all that apply)*

   ○ (a) Non-formal education

   ○ (b) Informal education

   ○ (c) Adult education

   ○ (d) Media-based education

   ○ (e) No information available

   ○ (f) Additional information:

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25. How would the current overall implementation of the principles 1974 Recommendation be rated?

Not yet implemented ○ 1   ○ 2   ○ 3   ○ 4   ○ 5 Fully implemented

26. Compared to five years ago, how would the current status of the implementation of the 1974 Recommendation be rated?

   Not improved ○ 1   ○ 2   ○ 3   ○ 4   ○ 5 Improved

27. If there has been little or no progress with relation to the implementation of the 1974 Recommendation, what have been the major obstacles? *(please tick all that apply)*

   ○ (a) No political/policy priority

   ○ (b) Lack of education/curriculum/pedagogical initiatives

   ○ (c) Insufficient resources (financial, technical, human)

   ○ (d) Competing demands

   ○ (e) Other and/or additional comments on your choice:

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28. If progress has been made, what have been the enabling factors? *(please tick all that apply)*

   ○ (a) Political/policy priority

   ○ (b) Education/curriculum/pedagogical initiatives implemented

○ (c) Increased demand (by parents, the community, policymakers, etc.)

○ (d) Availability of resources (financial, technical, human)

○ (e) Other and/or additional comments on your choice:

29. Please enter below any other information on the country's implementation of the 1974 Recommendation that you would like to report on. You may provide additional information on any question or include any other issue that has not been covered by this questionnaire.

Annex 2. Exploratory Factor Analysis using Principle Component Analysis to define the statistical constructs within the data for indicator development.

Table 3. Exploratory factor analysis

Dimension		Qtn	Component and Loading Factors				
			1	**2**	**3**	**4**	**5**
Policies		1	0.903				
		2	0.936				
		5	0.005				
		6	-0.007				
		25	0.588				
Curricula	Content	7			0.803		
		9		0.091	-0.027		
		11		0.824			
		18		0.595			
	Resources	21		0.305	0.188		
		23			0.481		
Teacher Educ.		12				0.266	
		13				0.735	
		14				0.544	
Student Assess.		15a					0.567
		15b					0.754
		16					0.695
Item excluded from the selected indicator as loaded on a different construct							

Annex 3. Results for the global indicator with the actual scores entered.

This is provided for the purpose of verification of the data and analysis only.

Member State	National Education Policies	Curricula: Content	Curricula: Resources	Teacher Education	Student Assessment
Albania	83.33	61.11	34.72	27.78	44.44
Andorra	50	77.78	65.28	16.67	66.67
Argentina	M	66.67	100	83.33	66.67
Armenia	75	100	76.39	36.11	100
Austria	58.33	83.33	63.89	83.33	M
Bangladesh	33.33	38.89	31.94	22.22	55.56
Belgium	58.33	83.33	52.78	30.56	77.78
Bolivia	M	77.78	83.33	91.67	M
Bosnia	58.33	72.22	73.61	75	M
Bulgaria	91.67	100	44.44	38.89	44.44
Burundi	66.67	50	38.89	M	55.56
Cambodia	91.67	100	79.17	75	100
Cameroon	50	77.78	63.89	75	100
Canada	M	M	76.39	M	100
Central African Republic	83.33	55.56	M	63.89	77.78
Chad	33.33	72.22	41.67	41.67	100
Chile	41.67	44.44	62.5	M	M
Colombia	83.33	16.67	59.72	19.44	33.33
Cook Islands	66.67	50	65.28	M	55.56
Cote D'Ivoire	50	94.44	41.67	75	100
Czechia	100	66.67	100	33.33	M
Democratic Republic of Congo	25	66.67	48.61	41.67	55.56
Denmark	58.33	83.33	73.61	91.67	66.67
Ecuador	91.67	33.33	M	M	88.89
Egypt	33.33	94.44	61.11	M	77.78
El Salvador	25	55.56	25	47.22	33.33
Estonia	66.67	44.44	62.5	66.67	77.78
Ethiopia	75	100	68.06	72.22	66.67
Finland	75	94.44	87.5	M	M
France	83.33	72.22	100	M	100
Georgia	91.67	100	52.78	58.33	77.78
Germany	100	100	100	100	77.78
Greece	75	66.67	63.89	72.22	44.44
Guatemala	91.67	50	70.83	66.67	M
Haiti	75	83.33	58.33	M	55.56
Honduras	33.33	77.78	65.28	83.33	100
Hungary	58.33	83.33	65.28	44.44	55.56

Member State	National Education Policies	Curricula: Content	Curricula: Resources	Teacher Education	Student Assessment
Iran	25	88.89	50	44.44	88.89
Iraq	50	72.22	65.28	55.56	100
Ireland	91.67	83.33	84.72	75	77.78
Japan	100	83.33	100	88.89	100
Kuwait	100	100	M	100	100
Latvia	91.67	100	76.39	100	77.78
Lithuania	91.67	100	65.28	38.89	66.67
Macedonia	91.67	83.33	56.94	M	66.67
Maldives	91.67	77.78	88.89	91.67	100
Mali	83.33	94.44	29.17	36.11	55.56
Malta	100	100	76.39	80.56	100
Mauritius	91.67	44.44	43.06	55.56	22.22
Mexico	91.67	100	69.44	80.56	77.78
Monaco	91.67	72.22	91.67	80.56	M
Mongolia	8.33	94.44	34.72	63.89	44.44
Morocco	50	61.11	52.78	72.22	88.89
Myanmar	83.33	22.22	68.06	27.78	55.56
Namibia	66.67	100	54.17	55.56	M
Netherlands	75	94.44	M	M	M
New Zealand	100	100	52.78	88.89	100
Oman	83.33	100	63.89	63.89	100
Pakistan	16.67	66.67	66.67	83.33	77.78
Peru	100	83.33	63.89	63.89	77.78
Poland	91.67	66.67	97.22	66.67	M
Portugal	91.67	100	M	M	M
Qatar	91.67	66.67	76.39	63.89	100
Republic of Korea	50	88.89	55.56	44.44	66.67
Romania	91.67	94.44	76.39	75	66.67
Russia	100	100	100	91.67	55.56
Saint Kitts and Nevis	58.33	77.78	52.78	66.67	M
Senegal	M	94.44	63.89	75	100
Serbia	83.33	66.67	47.22	55.56	77.78
Singapore	58.33	77.78	100	72.22	55.56
Spain	100	83.33	81.94	72.22	100
Sweden	100	100	M	55.56	M
Syria	16.67	66.67	41.67	100	M
Tajikistan	91.67	22.22	65.28	50	33.33
Thailand	M	55.56	M	M	100
The Slovak Republic	100	72.22	M	75	M
Trinidad and Tobago	50	M	29.17	30.56	M
Turkey	100	100	100	75	100
Tuvalu	16.67	44.44	58.33	47.22	22.22
Uruguay	M	27.78	29.17	83.33	M
Uzbekistan	91.67	38.89	76.39	41.67	77.78
Zambia	66.67	100	63.89	100	66.67