

Ref.: CL/4555

Subject: **First consultation on the implementation of the Recommendation on Education for Peace and Human Rights, International Understanding, Cooperation, Fundamental Freedoms, Global Citizenship and Sustainable Development (2023)**

Dear Minister,

Under Article VIII of UNESCO's Constitution, Member States are required to submit, every four years, a report on the measures they have taken to implement the conventions and recommendations adopted by the Organization.

The Recommendation on Education for Peace and Human Rights, International Understanding, Cooperation, Fundamental Freedoms, Global Citizenship and Sustainable Development (2023) was adopted by the General Conference at its 42nd session in November 2023. The Executive Board further approved the questionnaire and guidelines for the first consultation on the 2023 Recommendation at its 224th session in April 2026.

In this context, I invite Member States to submit their report on the 2023 Recommendation, in English or French, no later than **15 November 2026**, by completing the questionnaire accessible online from the new website of the "one-stop-shop" for the monitoring and assessment of the implementation of standard-setting instruments at the following address:

<https://www.unesco.org/en/legal-affairs/monitoring>

Member States are encouraged to organize all necessary consultations with relevant ministries and institutions as well as with key stakeholders, including professional associations, civil society partners and National Commissions for UNESCO.

In addition, Member States that have not yet designated a national focal point for the 2023 Recommendation are encouraged to do so at the earliest opportunity, and to inform the Secretariat of this designation (23Recommendation@unesco.org). The national focal point will support cooperation with UNESCO regarding the 2023 Recommendation reporting.

Practical information on submitting the report is provided in the attached Guidelines for the Preparation of Reports by Member States on the Implementation of the 2023 Recommendation.

The Secretariat will submit to the 227th session of the Executive Board, in the autumn 2027, the first consolidated report on the implementation by Member States of the 2023 Recommendation for its consideration. This report, together with the comments of the Committee on Conventions and Recommendations, will subsequently be submitted to the 44th session of the General Conference in 2027.

To Ministers responsible for relations with UNESCO

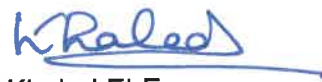


The information collected through this consultation will also contribute to the monitoring of the 2030 Agenda for Sustainable Development, in particular targets 4.7, 12.8 and 13.3. In line with the decision of the Executive Board, individual country reports will be made publicly available on the new website of the “one-stop-shop”.

To support Member States in this exercise, UNESCO will organize webinars for national focal points, provide a dedicated helpdesk at the above email address for additional guidance on completing the questionnaire and using the online platform and, as relevant, make its field offices available for specific support at national and regional levels.

The Education Sector remains at your disposal for any further information you may require.

Please accept, dear Minister, the assurances of my highest consideration.



Khaled El-Enany

Encl.: Guidelines for the Preparation of Reports by Member States on the Implementation of the Recommendation on Education for Peace and Human Rights, International Understanding, Cooperation, Fundamental Freedoms, Global Citizenship and Sustainable Development (2023)

cc: Permanent Delegations to UNESCO
National Commissions for UNESCO
UNESCO field offices
UNESCO Institutes for Education

ANNEX

GUIDELINES FOR THE PREPARATION OF REPORTS BY MEMBER STATES ON THE IMPLEMENTATION OF THE RECOMMENDATION ON EDUCATION FOR PEACE AND HUMAN RIGHTS, INTERNATIONAL UNDERSTANDING, COOPERATION, FUNDAMENTAL FREEDOMS, GLOBAL CITIZENSHIP AND SUSTAINABLE DEVELOPMENT (2023)**I. About the 2023 Recommendation**

1. UNESCO's *2023 Recommendation on Education for Peace and Human Rights, International Understanding, Cooperation, Fundamental Freedoms, Global Citizenship and Sustainable Development*¹ (the "2023 Recommendation"), adopted at the 42nd session of the General Conference, sets out how teaching and learning should evolve in the twenty-first century to foster lasting peace, reaffirm human rights and promote sustainable development in the face of contemporary threats and global challenges.

2. The *2023 Recommendation* updates and supersedes the *1974 Recommendation on Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms* (the "1974 Recommendation"), which positioned education as a key driving force for global peace, international understanding and human rights. Drawing on the *Futures of Education* report², it aligns with the holistic vision of the 2030 Agenda for Sustainable Development and integrates advances in human rights, building on evidence and lessons learned from education over previous decades.

3. The *2023 Recommendation* outlines 14 guiding principles (paragraph 8), aims and learning outcomes (paragraphs 2–6), and priority action areas (paragraphs 9–63) that together holistically shape all aspects of education systems, from laws and policies to curriculum development, teaching practices, learning environments and assessment. It applies to all forms, types and levels of education throughout life, and to all education stakeholders, from policy-makers to teachers and education personnel, local communities, Indigenous Peoples and heritage bearers, parents and caregivers.

4. The *2023 Recommendation* articulates how education should respond to emerging global challenges, including those arising from situations of conflict, crises, fragility, pandemics, digital disruption, climate change and others, while underscoring the growing interconnections among these challenges and between different educational approaches. In doing so, it provides a foundation for transforming policies and practices to empower learners to take individual and collective action towards a more peaceful, just, inclusive, healthy and sustainable future.

5. The *2023 Recommendation* also serves as a powerful reference for monitoring progress towards Target 4.7 of the 2030 Agenda for Sustainable Development, which promotes global citizenship, sustainable development, cultural diversity and gender equality through education. It is equally relevant to Target 12.8 on access to information on sustainable development and to Target 13.3 on climate change education.

Reporting obligations and periodicity

6. 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.*" At its 42nd session, the General Conference, through 42 C/Resolution 16, established that Member State reporting on the implementation of the

¹ Full text of the Recommendation: <https://www.unesco.org/en/legal-affairs/recommendation-education-peace-and-human-rights-international-understanding-cooperation-fundamental?hub=87862>

² UNESCO report "Reimagining Our Futures Together: A New Social Contract for Education" (2021): <https://unesdoc.unesco.org/ark:/48223/pf0000379707>

Recommendation will be every four years, with the first consolidated report due at the 44th session in November 2027.

II. Guidelines for completion of the questionnaire

7. The questionnaire and its accompanying guidelines are designed to assist Member States in reporting on the implementation of the *2023 Recommendation*. It is addressed to Ministers responsible for relations with UNESCO and is typically completed by Ministries of Education and other government authorities responsible for education.

8. National respondents are encouraged to consult widely across and beyond government to ensure that responses are inclusive and representative. This includes consultation with relevant ministries (e.g. Ministries or Departments of Culture, Gender Equality, Youth and Sport, Environment, Social Affairs), national human rights institutions, representatives of different professionals from the education sector, academia, civil society partners, cultural institutions and organizations, national statistical bodies, and other stakeholders as necessary.

9. This first consultation covers the 2024–2027 reporting cycle and should reflect, as far as possible:

- all levels of education, from Early Childhood Care and Education (ECCE) to tertiary or higher education, technical and vocational, adult education, as well as non-formal education;
- all levels of government that have responsibility for education within the country; and
- where possible, education outside the government sector.

10. The questionnaire is structured to provide both qualitative and quantitative information on national implementation of the *2023 Recommendation*:

- **Sections A to J** serve to gather qualitative information on how the Recommendation is being promoted and implemented across laws and policies, governance, curriculum and pedagogy, assessment, learning materials, learning environments, teacher development, and at all levels of education.
- **Section K** serves a distinct statistical purpose. It collects standardized data required for the calculation of the following global SDG indicator on the mainstreaming of global citizenship education (GCED) and education for sustainable development (ESD) in primary and secondary education, and, specifically, for the monitoring of the SDG targets 4.7, 12.8 and 13.3: *the extent to which (i) global citizenship education and (ii) education for sustainable development are mainstreamed in (a) national education policies; (b) curricula; (c) teacher education and (d) student assessment.*

Background definitions to assist Member States in responding to the questionnaire are provided in Parts IV and V below.

III. Submission and Dissemination of Reports

11. Where a national focal point for the 2023 Recommendation has been designated, coordination through that focal point is encouraged. Where a national focal point for the 2023 Recommendation has not yet been designated, Member States are encouraged to designate one in order to assist in the coordination of this report and other Recommendation related exchanges with UNESCO.

12. Member States are encouraged to submit the questionnaire (in English or French) in one of the following ways:

- Online (preferred): the consolidated questionnaire (one per Member State) can be completed and submitted online through a link to be found at:

Link:

<https://unes.co/1str2023>

QR Code:



Upon receipt of the designation of the national focal point, the Education Sector will transmit the token, specific to each Member State, allowing the completion and submission of this questionnaire directly online.

- Email: the questionnaire can be completed electronically and sent to: 23recommendation@unesco.org. The responses to the questionnaire, if sent by email, should respect the limit of maximum characters of each question and must be submitted in electronic form only (standard .doc, .pdf or .rtf format).

13. The reports will be made available on UNESCO's website in order to facilitate the exchange of information relating to the promotion and implementation of the Recommendation.

IV. Definitions of key terms

To assist countries in responding to Sections A-J of this questionnaire regarding the implementation of the *2023 Recommendation*, please refer to the following definitions of key terms.

Term	Definition
Main themes of the 2023 Recommendation	
Culture of peace	<i>It is understood as defined by the Declaration and Programme of Action on a Culture of Peace (A/RES/53/243), i.e. a set of values, attitudes, traditions and modes of behaviour and ways of life based on: (a) Respect for life, ending of violence and promotion and practice of non-violence through education, dialogue and cooperation; (b) Full respect for the principles of sovereignty, territorial integrity and political independence of States and non-intervention in matters which are essentially within the domestic jurisdiction of</i>

	<i>any State, in accordance with the Charter of the United Nations and international law; (c) Full respect for and promotion of all human rights and fundamental freedoms; (d) Commitment to peaceful settlement of conflicts; (e) Efforts to meet the developmental and environmental needs of present and future generations; (f) Respect for and promotion of the right to development; (g) Respect for and promotion of equal rights and opportunities for women and men; (h) Respect for and promotion of the right of everyone to freedom of expression, opinion and information; (i) Adherence to the principles of freedom, justice, democracy, tolerance, solidarity, cooperation, pluralism, cultural diversity, dialogue and understanding at all levels of society and among nations; and fostered by an enabling national and international environment conducive to peace.</i> <i>[Source: Paragraph 1(c) of the 2023 Recommendation and the Declaration and Programme of Action on a Culture of Peace (A/RES/53/243)]</i>
Human rights and fundamental freedoms	<i>These are recognized and defined by international human rights instruments, primarily the Charter of the United Nations, the Universal Declaration of Human Rights and the International Covenants on Economic, Social and Cultural Rights, and on Civil and Political Rights and other conventions and treaties on human rights. They derive from the inherent dignity of the human person and are universal, indivisible, inalienable and inter-related.</i> <i>[Source: Paragraph 1(d) of the 2023 Recommendation]</i>
Human rights education	<i>An educational approach understood as defined in the UN Declaration on Human Rights Education and Training (A/RES/66/137), i.e. 'all educational, training, information, awareness-raising and learning activities aimed at promoting universal respect for and observance of all human rights and fundamental freedoms and thus contributing, inter alia, to the prevention of human rights violations and abuses by providing persons with knowledge, skills and understanding and developing their attitudes and behaviours, to empower them to contribute to the building and promotion of a universal culture of human rights.'</i> <i>[Source: Paragraph 1(e) of the 2023 Recommendation and the UN Declaration on Human Rights Education and Training (A/RES/66/137)]</i>
Peace, international understanding and cooperation	<i>These three terms are to be considered as an indivisible whole based on the principle of friendly relations between peoples, on cooperation with a wide range of stakeholders, and on an understanding that States have</i>

	<i>different social and political systems, while respecting human rights and fundamental freedoms.</i> <i>[Source: Paragraph 1(b) of the 2023 Recommendation]</i>
Global citizenship education (GCED)	<i>An educational approach understood as referred to in the Education 2030 Framework for Action, i.e.: 'GCED aims to equip learners with the following core competencies: a) A deep knowledge of global issues and universal values such as justice, equality, dignity and respect; b) cognitive skills to think critically, systemically and creatively, including adopting a multi-perspective approach that recognizes different dimensions, perspectives and angles of issues; c) non-cognitive skills, including social skills, such as empathy and conflict resolution, and communicative skills and aptitudes for networking and interacting with people of different backgrounds, origins, cultures and perspectives; and d) behavioural capacities to act collaboratively and responsibly, and to strive for collective good.'</i> <i>[Source: Paragraph 1(g) of the 2023 Recommendation and footnote 13 of the Education 2030 Framework for Action]</i>
Education for Sustainable Development (ESD)	<i>An educational approach that, as defined in the Education 2030 Framework for Action, '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.'</i> <i>[Source: Paragraph 1(f) of the 2023 Recommendation and footnote 12 of the Education 2030 Framework for Action]</i>
Education for health and well-being	<i>A system-level educational approach that integrates the promotion of health and well-being across education policies, governance, curricula, pedagogy, learning environments and partnerships. It adopts a whole-school and multisectoral approach engaging learners, education personnel, families, communities and relevant services. It supports the physical, mental, emotional and social well-being of learners and education personnel, and fosters the knowledge, skills, values, attitudes and agency required for learners to thrive, learn and participate fully in healthy, peaceful, inclusive and sustainable societies.</i> <i>[Source: Based on the 2023 Recommendation, the UNESCO Strategy on Education for Health and Well-</i>

	being , and the WHO–UNESCO Global Standards and Indicators for Health-Promoting Schools]
Gender equality in and through education	Gender equality in education means that the right to education of all learners is respected equally. Learners of all genders are given equal access to learning opportunities, resources and protections, and learners of all genders benefit equally from and are treated equally in education. Gender equality through education refers to the fact that education has a key role to play in addressing the wider issue of gender equality. Educational institutions can promote new attitudes and patterns of belief, transforming the way people think about traditional gender roles and helping to build long-term sustainable change. Achieving equal outcomes for both female and male learners can help to empower people of all genders to create better lives. [Source: Glossary of the Recommendation on Education for Peace, Human Rights and Sustainable Development: an implementation guide]
Digital learning	An educational approach that uses digital technologies and resources to facilitate learning and teaching processes. This approach integrates information and communication technologies (ICT) in education, allowing for interactive and flexible learning environments. Digital education encompasses various methods, including online courses, virtual classrooms, and educational software. It includes, amongst others, digital citizenship and media and information literacy skills. [Source: Based on What is Digital learning? Meaning, Definition and the 2023 Recommendation including paragraphs 6 (j) and (l)]
Culture and arts education	Culture and arts education include teaching and learning about, with and through the arts and culture, as well as all forms of cultural and artistic expressions. Culture and arts education position culture including the arts as an educational tool, an approach, and a field of study, research and practice. Culture and arts education advances creative learning and the acquisition of new civic competences, provides a better understanding of cultural heritage and strengthens a sense of belonging and social and emotional learning fostering the appreciation of cultural diversity. [Source: UNESCO Framework for Culture and Arts Education]
Levels of education	
Early Childhood Care and Education (ECCE)	ECCE recognizes the holistic nature of child development, encompassing early cognitive and social development, which requires foundational learning, responsive care, nutrition, health, safety, protection, and play. It contributes to an individual's well-being and

	<i>capacity to learn, school readiness, academic achievement, lifelong learning, and meaningful employment and, within society, greater gender equality, sustainable development, and global citizenship. Early childhood encompasses the period up to age 8.</i> <i>[Source: Based on paragraph 9 of the preamble to the Tashkent Declaration from the World Conference on Early Childhood Care and Education]</i>
Primary	<i>Education designed to provide students with fundamental skills in reading, writing and mathematics (i.e. literacy and numeracy) and establish a solid foundation for learning and understanding core areas of knowledge and personal development.</i> <i>[Source: Based on the glossary of the International Standard Classification of Education (ISCED 2011)]</i>
Secondary	<i>Education designed to prepare students for further education at post-secondary and tertiary levels and for entry into the labour market. It includes both general and vocational education.</i> <i>[Source: Based on the glossary of the International Standard Classification of Education (ISCED 2011)]</i>
Tertiary or higher education	<i>Education designed to provide learning activities in specialised fields of education. It aims at learning at a high level of complexity and specialisation. It includes both what is commonly understood as academic education and advanced vocational or professional education.</i> <i>[Source: Based on the glossary of the International Standard Classification of Education (ISCED 2011)]</i>
Types of education	
Adult learning and education	<i>Education specifically targeted at individuals who are regarded as adults by their society to improve their technical or professional qualifications, further develop their abilities, enrich their knowledge with the purpose to complete a level of formal education, or to acquire, refresh or update their knowledge, skills and competencies in a particular field.</i> <i>[Source: Based on the glossary of the International Standard Classification of Education (ISCED 2011)]</i>
Education in emergencies	<i>Education in emergencies (EiE) refers to the provision of equitable, inclusive, and quality learning opportunities for people of all ages in situations of crisis, from preparedness to response, and through to recovery. It includes early childhood development, primary, secondary, non-formal, technical, vocational, higher, and adult education. It can be delivered through different modalities, including in-person teaching and learning and the various approaches to distance education (i.e.,</i>

	<i>high-tech, low-tech, no-tech</i>). It can also occur in a variety of contexts (e.g., offline, online, or hybrid). In an emergency situation and through to recovery, quality education provides physical, psychosocial, and cognitive protection that can save and sustain lives. <i>[Source: Inter-Agency Network for Education in Emergencies (INEE) Minimum Standards for Education: Preparedness, Response, Recovery (2024 edition) INEE Minimum Standards 2024 v2.7 Web.pdf]</i>
Formal education	<i>Education that is institutionalized, intentional and planned through public organizations and recognized private bodies which – in their totality – constitute the formal education system of a country. Formal education programmes are recognized by the relevant national or sub-national education authorities. Formal education consists mostly of initial education (e.g., pre-primary, primary, secondary and tertiary education).</i> <i>[Source: Based on the glossary of the International Standard Classification of Education (ISCED 2011)]</i>
Non-formal education	<i>Education that is institutionalized, intentional and planned by an education provider. It is an addition, alternative and/or a complement to formal education within the process of the lifelong learning of individuals. It is often provided to guarantee the right of access to education for all. It caters to people of all ages but does not necessarily apply a continuous pathway-structure. It may be short in duration and/or low-intensity, and it is typically provided in the form of short courses, workshops or seminars. Non-formal education mostly leads to qualifications that are not recognized by the relevant national or sub-national education authorities or to no qualifications at all. Non-formal education includes programmes on life skills including literacy and numeracy, work skills, and social or cultural development.</i> <i>[Source: Based on the glossary of the International Standard Classification of Education (ISCED 2011)]</i>
Informal learning	<i>Form of learning that is intentional or deliberate but is not institutionalized. It is consequently less organized and structured than either formal or non-formal education. Informal learning may include learning activities that occur in the family, workplace, local community and daily life, on a self-directed, family-directed or socially directed basis.</i> <i>[Source: Based on the glossary of the International Standard Classification of Education (ISCED 2011)]</i>
Technical and Vocational Education and Training (TVET)	<i>Education, training and skills development relating to a wide range of occupational fields, production, services and livelihoods. TVET, as part of lifelong learning, can take place at secondary, post-secondary and tertiary</i>

levels and includes work-based learning and continuing training and professional development which may lead to qualifications. TVET also includes a wide range of skills development opportunities attuned to national and local contexts. Learning to learn, the development of literacy and numeracy skills, transversal skills and citizenship skills are integral components of TVET.

[Source: UNESCO's Second International Congress on Technical and Vocational Education]

V. Key definitions for Section K on the global SDG indicator

The following terms and definitions are designed to assist countries in responding to the questions in Section K on the global SDG indicator for monitoring Targets 4.7, 12.8 and 13.3, as approved in 2019 by the Inter-Agency and Expert Group on the SDG Indicators and as used in the last consultation on the *1974 Recommendation* in 2020–21.

Term	Definition
Themes of global citizenship and education for sustainable development	
1. Cultural diversity and tolerance	<i>Education about and for diversity including language, ethnicity, race, religion as well as the development of tolerance, mutual respect and appreciation for cultural diversity. It includes intercultural and interreligious dialogue, understanding, solidarity and co-operation, and citizenship education.</i> <i>[Source: Statutory questionnaire on the implementation of the 1974 Recommendation (7th consultation)]</i>
2. Gender equality education	<i>Gender equality in education means that the right to education of all learners is respected equally. Learners of all genders are given equal access to learning opportunities, resources and protections, and learners of all genders benefit equally from and are treated equally in education. Gender equality through education refers to the fact that education has a key role to play in addressing the wider issue of gender equality. Educational institutions can promote new attitudes and patterns of belief, transforming the way people think about traditional gender roles and helping to build long-term sustainable change. Achieving equal outcomes for both female and male learners can help to empower people of all genders to create better lives.</i> <i>[Source: Glossary of the Recommendation on Education for Peace, Human Rights and Sustainable Development: an implementation guide]</i>
3. Human rights education	<i>An educational approach as defined in the Declaration on Human Rights Education and Training (A/RES/66/137), i.e. ‘all educational, training, information, awareness-raising and learning activities aimed at promoting universal respect for and observance of all human rights and fundamental freedoms and thus contributing, inter alia, to the prevention of human rights violations and abuses by providing persons with knowledge, skills and understanding and developing their attitudes and behaviours, to empower them to contribute to the building and promotion of a universal culture of human rights.’</i> <i>[Source: Paragraph 1(e) of the 2023 Recommendation and the UN Declaration on Human Rights Education and Training (A/RES/66/137)]</i>
4. Peace and non-violence	<i>Education about peace and peace-building, mediation, conflict prevention and resolution, non-violence, reconciliation and living together peacefully. It includes advocating for friendly relations among peoples and nations, challenging negative stereotypes,</i>

	<i>promoting peaceful solutions, learning to live together and preventing violent extremism and other forms of violence including bullying.</i> <i>[Source: Statutory questionnaire on the implementation of the 1974 Recommendation (7th consultation)]</i>
5. Climate change education	<i>Education to help people, in particular youth, understand, address, mitigate, and adapt to the impacts of climate change. It encourages changes in attitudes and behaviours needed to put the world on a more sustainable development path, and build a new generation of climate change-aware citizens.</i> <i>It covers various responses to climate change including mitigation, adaptation, impact reduction and early warning.</i> <i>[Source: Statutory questionnaire on the implementation of the 1974 Recommendation (7th consultation)]</i>
6. Environmental sustainability	<i>Education about responsible interactions with the environment to avoid depletion or degradation and to promote environmental quality and health. It includes, caring for the planet and protecting nature, environmental justice, biodiversity and water.</i> <i>[Source: Statutory questionnaire on the implementation of the 1974 Recommendation (7th consultation)]</i>
7. Human survival and well-being	<i>Education that promotes social well-being and harmony including in future generations due to healthy environmental systems. It includes health of the planet and environment related to human well-being, disaster risk reduction and sustainable cities and communities.</i> <i>[Source: Statutory questionnaire on the implementation of the 1974 Recommendation (7th consultation)]</i>
8. Sustainable consumption and production	<i>Education on the use and production of resources, products and services that have a minimal adverse impact on the environment. It promotes resource and energy efficiency, sustainable infrastructure and green jobs. It includes responsible and sustainable lifestyles, the green economy and sustainable energy.</i> <i>[Source: Statutory questionnaire on the implementation of the 1974 Recommendation (7th consultation)]</i>
Dimensions of learning	
Knowledge	<i>Factual information and understanding acquired through study and/or experience.</i> <i>[Source: Statutory questionnaire on the implementation of the 1974 Recommendation (7th consultation)]</i>
Skills	<i>The ability to carry out a task well as a result of training, practice and innate aptitude. Skills may be physical, mental or both.</i> <i>[Source: Statutory questionnaire on the implementation of the 1974 Recommendation (7th consultation)]</i>

Values	<i>Principles that form the foundation on which individuals conduct themselves and interact with others and with the environment around them.</i> <i>[Source: Statutory questionnaire on the implementation of the 1974 Recommendation (7th consultation)]</i>
Attitudes and behaviours	<i>Ability to act on the basis of beliefs and knowledge acquired through study or experience.</i> <i>[Source: Statutory questionnaire on the implementation of the 1974 Recommendation (7th consultation)]</i>

VI. Information about the respondent

Country:

Full name of the respondent:

Position of the respondent:

Organization of the respondent:

Email address:

Date of submission:

VII. Other contributors consulted during the completion of this questionnaire

Please indicate below the names of other organizations and groups consulted during the completion of this questionnaire. As per paragraph 65 of the *2023 Recommendation*, “Review and evaluation processes, at all levels, should be transparent, participatory, inclusive, meaningful, and ensure effective participation of all stakeholders to improve educational processes.” Paragraph 66 of the *2023 Recommendation* also calls on Member States to “identify the institutions responsible for implementation, follow-up, review and evaluation of this Recommendation” as well as to “adopt a whole-of-society approach by using or establishing multi-stakeholder mechanisms”.

Government institutions including other Ministries (please specify):

Max 1000 characters

National human rights institutions (please specify):

Max 1000 characters

Local and regional authorities (please specify):

Max 1000 characters

Organizations representing education stakeholders (e.g. teachers, learners, parents, youth, communication and information actors/professionals, relevant cultural and environmental actors, NGOs, CSOs and Community-Based Organizations, etc.) (please specify):

Max 1000 characters

Others (please specify):

Max 1000 characters

VIII. Questionnaire

A. Initial implementation and promotion of the Recommendation (paragraphs 70 and 71 of the 2023 Recommendation)

A1 Please describe briefly what major actions have been taken to promote the 2023 Recommendation amongst relevant stakeholders and briefly summarize any key steps taken to implement the 2023 Recommendation (e.g., dissemination, coordination, initial planning, reviews, policy articulation actual reforms, etc.) since it was adopted in November 2023.

Max 2000 characters

A2 Has your country appointed a national focal point for the implementation of the 2023 Recommendation? If yes, please provide details (e.g., name, position, institution, email).

Max 1000 characters

A3 To what extent does your education system today address the aims and guiding principles of the 2023 Recommendation (paragraphs 2–6 and 8 of the 2023 Recommendation)?

Scale definitions:

1 = The aims and guiding principles are not yet addressed in our education system.

2 = Some aims and guiding principles are addressed in isolated areas or programmes.

3 = Several aims and guiding principles are partially addressed across the education system.

4 = Most aims and guiding principles are substantially addressed across levels and areas.

5 = The aims and guiding principles are comprehensively addressed across all levels, policies and practices.

Not at all ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 Fully

A4 What have been the key challenges or obstacles in implementing the 2023 Recommendation?

Max 2000 characters

B. Laws, policies and strategies (paragraph 10 of the *2023 Recommendation*)

B1 Please describe any specific national or sub-national laws, policies or strategies in your country that have been adopted, amended, revised or are in development since November 2023 that support the aims and guiding principles of the *2023 Recommendation* (paragraphs 2–6 and 8 of the *2023 Recommendation*). Please provide their full names, including dates of their adoption and duration and, where possible, web links to relevant document(s). If not yet adopted, please indicate approximately when the developmental work began.

Are there any plans to develop or revise laws, policies or strategies to support the aims and guiding principles of the *2023 Recommendation* in the next three to four years?

Max 3000 characters

C. Governance, accountability and partnerships (paragraphs 11–18 of the *2023 Recommendation*)

C1 Please describe any specific actions or activities initiated since November 2023 in your country designed to ensure good governance, transparency and accountability in the implementation of the *2023 Recommendation*, including the provision of financial, administrative, technical, human or material resources. Have any partnerships been established at local, regional, national or international levels with relevant actors including

non-governmental organizations to deliver capacity-building and/or to share good practices?

Max 2000 characters

C2 Please describe any measures that have been put in place since November 2023 to monitor progress towards and ensure follow-up on the *2023 Recommendation*, in addition to this statutory questionnaire.

Max 2000 characters

D. Curriculum and pedagogy (paragraphs 19–30 of the *2023 Recommendation*)

D1 Which themes, if any, of the *2023 Recommendation* have been integrated into school curricula? (Please select all that apply)

- ☐ None
- ☐ Culture of peace
- ☐ Human rights and fundamental freedoms
- ☐ Human rights education
- ☐ Peace, international understanding and cooperation
- ☐ Global citizenship
- ☐ Sustainable development including climate change
- ☐ Health and well-being
- ☐ Gender equality
- ☐ Digital learning including Media and Information Literacy
- ☐ Culture and arts education
- ☐ Other (please specify)

Max 500 characters

D2 Please provide examples of school curricula that have integrated the themes of the *2023 Recommendation*, their year of adoption or the year revisions began and, where possible, web links to relevant documents.

Are any revisions or adaptations planned during the next three to four years?

Max 3000 characters

D3 Which subject curricula, if any, have been developed or revised since November 2023 in order to integrate the aims and guiding principles of the *2023 Recommendation* (paragraphs 2–6 and 8 of the *2023 Recommendation*)? (Please select all that apply)

- ☐ None
- ☐ Physical education and sports (paragraph 23)
- ☐ History and social sciences (paragraph 24)
- ☐ Science, technology, engineering and mathematics (STEM) (paragraph 25)
- ☐ Cultural studies and arts (paragraph 26)
- ☐ Languages (paragraph 27)
- ☐ Other (please specify)

Max 500 characters

D4 Please describe what actions have taken place since November 2023 to revise or adapt pedagogy to the aims and guiding principles of the *2023 Recommendation* (paragraphs 2–6 and 8 of the *2023 Recommendation*). Please consider how the pedagogical and instructional approaches used ensure a focus on knowledge; skills; and/or social, emotional, behavioural or psycho-motor competencies.

Are any revisions or adaptations planned during the next three to four years?

Max 2000 characters

E. Assessment and evaluation (paragraphs 31–34 of the *2023 Recommendation*)

E1 Please indicate which themes, if any, of the *2023 Recommendation* have been covered in learner assessments and evaluations in your country since November 2023. (Please select all that apply)

- ☐ None
- ☐ Culture of peace
- ☐ Human rights and fundamental freedoms
- ☐ Human rights education
- ☐ Peace, international understanding and cooperation
- ☐ Global citizenship
- ☐ Sustainable development including climate change
- ☐ Health and well-being
- ☐ Gender equality
- ☐ Digital learning including Media and Information Literacy
- ☐ Culture and arts education
- ☐ Other (please specify)

Max 500 characters

E2 Please describe how learner assessment and evaluation practices since November 2023 consider both the content being evaluated as well as the learning outcomes and dimensions of competence through which students demonstrate them, such as knowledge; skills; and/or social, emotional, behavioural or psycho-motor competencies.

Max 2000 characters

E3 What measures, if any, have been taken to adapt such assessments and evaluations to all learners, including persons with disabilities, persons belonging to minorities, and those in vulnerable situations, as well as to different contexts?

Max 2000 characters

F. Learning and teaching materials and resources (paragraphs 35–38 of the *2023 Recommendation*)

F1 Please indicate for which themes, if any, of the *2023 Recommendation* learning and teaching materials or resources have been developed, revised or adapted since November 2023. (Please select all that apply)

- ☐ None
- ☐ Culture of peace
- ☐ Human rights and fundamental freedoms
- ☐ Human rights education
- ☐ Peace, international understanding and cooperation
- ☐ Global citizenship
- ☐ Sustainable development including climate change
- ☐ Health and well-being
- ☐ Gender equality
- ☐ Digital learning including Media and Information Literacy

- ☐ Culture and arts education
- ☐ Other (please specify)

Max 500 characters

F2 Please describe how learning and teaching materials (e.g., official textbooks, teacher guides, student workbooks, audiovisual material, podcasts, radio and television learning programmes, etc.) have been developed, revised or adapted since November 2023 to address the themes of the *2023 Recommendation*. Please give specific examples of materials, which level(s) of education they target and, where possible, provide web links to online documents.

Are there any plans to develop, revise or adapt learning or teaching materials to address the themes of the *2023 Recommendation* in the next three to four years?

Max 2000 characters

F3 Please describe what steps have been taken since November 2023 to ensure teaching and learning materials and resources are inclusive, incorporate gender equality, and are free from stereotypes and all forms of discriminatory and hateful bias as well as elements that incite discrimination, racism, xenophobia, hostility or violence towards any individuals, groups or peoples.

Max 2000 characters

F4 Please describe to what extent teachers, learners and communities have opportunities to participate in the creation of teaching and learning materials and resources.

Max 2000 characters

F5 To what extent and how do learning and teaching materials and resources encourage the development of multilingual skills, including Indigenous and mother-tongue languages and speak to contexts and challenges learners face in their daily lives?

Max 2000 characters

G. Learning environments (paragraphs 39–41 of the *2023 Recommendation*)

G1 Please describe what efforts have been made since November 2023 to make learning environments (including, for example, classrooms, workplaces, cultural and natural spaces and virtual spaces) inclusive, accessible, safe and secure for all learners including those with disabilities, for teachers and education personnel and, more broadly, in alignment with the aims and guiding principles of the *2023 Recommendation* (paragraphs 2–6 and 8 of the *2023 Recommendation*).

Are there any plans to develop or adapt learning environments to align with the *2023 Recommendation* in the next three to four years?

Max 2000 characters

G2 Please describe what steps have been taken to use technology to support the inclusion of all learners by widening equitable digital access to education and preventing the digital

divide, including through the development of safe, inclusive and accessible digital learning systems and environments?

Are there any plans to use technology in this way in the next three to four years?

Max 2000 characters

H. Development of teachers and education personnel (paragraphs 42–43 of the *2023 Recommendation*)

H1 Please describe what changes have been made to the initial education and training and/or continuing professional development of teachers and/or education personnel since November 2023 to address the aims and guiding principles of the *2023 Recommendation* (paragraphs 2–6 and 8 of the *2023 Recommendation*). Please provide examples of teacher training policies, curricula or programmatic designs which have been adapted in this way, which level of teaching profession they target, their year of publication, and, where possible, web links to relevant documents.

Are there any plans to make changes to the training of teachers and/or education personnel in the next three to four years?

Max 2000 characters

H2 Please describe what measures have been taken since November 2023 to motivate and prepare teachers and education personnel to support the aims and the guiding principles of the *2023 Recommendation* (paragraphs 2–6 and 8 of the *2023 Recommendation*), for example, by improving their status and working conditions, valuing their roles, supporting peer-to-peer learning and interdisciplinary networks. Are teachers and education personnel supported to develop their own knowledge and skills in the areas of democracy, peace, human rights, sustainability and global citizenship?

Max 2000 characters

H3 How are teachers and education personnel supported to ensure their professional autonomy, freedom of expression and opinion, and to ensure their physical and psychological well-being?

Max 2000 characters

I. Levels and types of education (paragraphs 45–63 of the 2023 Recommendation)

I1 Please indicate in the table below what overall level of effort has been made since November 2023 to make changes at each level or type of education to address the aims and guiding principles of the 2023 Recommendation (paragraphs 2–6 and 8 of the 2023 Recommendation). If not already described in the previous sections, please also briefly describe the most significant or innovative actions taken, if any, for each level or type of education since November 2023.

Scale definitions and examples:

- *None at all* = No adaptation or integration has taken place at this level.
- *Small adaptations* = Minor adjustments to existing content, materials or practice. Examples: adding a unit on climate change to an existing Science syllabus; updating examples in a textbook; minor wording changes to learning objectives.
- *Moderate changes* = New content introduced, or significant revision of existing elements. Examples: introducing a new mandatory module on digital citizenship across multiple subjects; revising assessment frameworks to include new competencies; substantial textbook revision.
- *Extensive changes* = Systemic reform affecting curriculum structure, teacher training, assessment or governance. Examples: comprehensive curriculum reform across all levels; introducing a new Competency-Based Curriculum; restructuring teacher education to integrate the Recommendation's themes.

Please enter an X in the relevant box for each level and type of education

Level or type of education	Extent of efforts made since November 2023 to implement the 2023 Recommendation				Most significant or innovative actions taken at this level of education since November 2023, if not already described in the previous sections
	None at all	Small adaptations	Moderate changes	Extensive changes	
Early childhood care and					

education (paragraphs 45–48)					
Primary and secondary education (paragraphs 49–51)					
Higher education and research (paragraphs 52–58)					
Technical and vocation education and training (paragraphs 59–61)					
Adult learning and education (paragraph 62)					
Non-formal education and informal learning (paragraph 63)					

J. Any other comments

J1 Please provide any other relevant information or clarifications regarding the promotion and implementation of the *2023 Recommendation* in your country's education system which have not been adequately addressed in the questions above.

Max 2000 characters

K. Global SDG indicator for monitoring Targets 4.7, 12.8 and 13.3

The questions in this section serve a specific statistical purpose: to collect standardized data required for the calculation of the following global SDG indicator used in the monitoring of three SDG targets (4.7, 12.8 and 13.3):

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

As approved by the Inter-Agency and Expert Group on the SDG Indicators, the indicator is calculated for primary and secondary education only.

This section is therefore limited to global citizenship education (GCED) and education for sustainable development (ESD) in primary and secondary education. The preceding sections (A–J) capture the broader scope of the *2023 Recommendation* across all themes, system areas and levels of education.

Countries may draw on information already provided in Sections A–J when responding to this section, when relevant.

The following questions will be used in the calculation of the respective components of the indicator (**Table 1**).

Table 1 Questions used in the calculation of the global SDG indicator for Targets 4.7, 12.8 and 13.3

Policies	Curricula	Teacher education	Student assessment
K1(a)-(c), K5(a)	K2(a)-(c), K5(b)	K3(a)-(d), K5(c)	K4(a)-(b), K5(d)

K1 Laws and policies

K1(a) Please indicate which GCED and ESD themes³ are covered in national or sub-national laws, legislation or legal frameworks on primary or secondary education by entering the appropriate number in each white cell.

KEY: 0 = no, 1 = yes, 9 = unknown, 99 = not applicable (e.g. where the given level of government is not responsible for education)

	National	Sub-national
	Primary and secondary	Primary and secondary
1. Cultural diversity and tolerance		
2. Gender equality		
3. Human rights		
4. Peace and non-violence		
5. Climate change		
6. Environmental sustainability		
7. Human survival and well-being		
8. Sustainable consumption and production		

K1(b) Please indicate which GCED and ESD themes are covered in national or sub-national education policies, frameworks or strategic objectives on primary and secondary education by entering the appropriate number in each white cell.

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

	Primary and secondary
1. Cultural diversity and tolerance	
2. Gender equality	
3. Human rights	
4. Peace and non-violence	
5. Climate change	
6. Environmental sustainability	
7. Human survival and well-being	
8. Sustainable consumption and production	

³ Please refer to the definitions of the GCED and ESD themes in Section III of these guidelines.

K1(c) Please indicate whether national or sub-national education policies, frameworks or strategic objectives on primary or secondary education provide a mandate to integrate GCED and ESD in the following areas by entering the appropriate number in each white cell.

KEY: 0 = no, 1 = yes, 9 = unknown, 99 = not applicable (e.g. where the given level of government is not responsible for education)

	Primary and secondary
National	
Design or revision of the curricula	
Setting of programme learning objectives	
Textbook development	
Teacher education and training	
Assessment of student outcomes	
Sub-national	
Design or revision of the curricula	
Setting of programme learning objectives	
Textbook development	
Teacher education and training	
Assessment of student outcomes	

K2 Curriculum

K2(a) Please indicate which GCED and ESD themes⁴ are taught as part of the curriculum in primary and secondary education by entering the appropriate number in each white cell.

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

	Primary and secondary
1. Cultural diversity and tolerance	
2. Gender equality	
3. Human rights	
4. Peace and non-violence	
5. Climate change	
6. Environmental sustainability	
7. Human survival and well-being	
8. Sustainable consumption and production	

K2(b) Please indicate in which subjects or fields of study GCED and ESD are taught in primary and secondary education by entering the appropriate number in each white cell.

KEY: 0 = no, 1 = yes, 9 = unknown, 99 = not applicable (e.g., where the given subject is not taught in primary or secondary education)

	Cultural diversity and tolerance	Gender equality	Human rights	Peace and non-violence	Climate change	Environmental sustainability	Human survival and well-being	Sustainable consumption and production
Arts								
Civics, civil or citizenship education								
Ethics/moral studies								
Geography								
Health, physical education and sports								
History								
Languages								
Mathematics								
Religious education								
Science								
Social studies								
Integrated studies								
Other (please specify)								

K2(c) Please indicate the approaches used to teach GCED and ESD⁵ in primary and secondary education by entering the appropriate number in each white cell.

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

	Primary and secondary
GCED/ESD are taught as separate subject(s)	
Cross-curriculum approach (e.g., GCED/ESD are taught in more than one subject but not throughout the curriculum)	
Integrated approach (e.g., GCED/ESD are taught throughout the whole curriculum)	
Whole-school approach (e.g., GCED/ESD are integrated in the school ethos, management, governance, curriculum, teacher training, teaching practices, the learning environment and in learning experiences in the community and life outside school)	

K3 Teacher education

K3(a) Please indicate whether primary or secondary teachers, trainers and educators are trained to teach GCED and ESD during initial or pre-service training and/or through continuing professional development. Please enter the appropriate number in each white cell.

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

	Primary and secondary
Initial or pre-service training	
For teachers of selected subjects only (in which GCED or ESD are typically taught)	
For teachers of other subjects	
Continuing professional development	
For teachers of selected subjects only (in which GCED or ESD are typically taught)	
For teachers of other subjects	

⁵ Please refer to the definitions of the GCED and ESD themes in Section IV of these guidelines.

K3(b) Please indicate on which GCED and ESD themes pre-service or in-service training is available for primary and secondary teachers, trainers and educators by entering the appropriate number in each white cell.

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

	Primary and secondary
1. Cultural diversity and tolerance	
2. Gender equality	
3. Human rights	
4. Peace and non-violence	
5. Climate change	
6. Environmental sustainability	
7. Human survival and well-being	
8. Sustainable consumption and production	

K3(c) Please indicate whether primary and secondary teachers, trainers and educators are trained to teach the following dimensions of learning in GCED and ESD⁶. Please enter the appropriate number in each white cell.

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

	Primary and secondary
Knowledge	
Skills	
Values	
Attitudes and behaviours	

K3(d) Please indicate whether teachers, trainers and educators are trained to use the following approaches to teach GCED and ESD in primary and secondary education by entering the appropriate number in each white cell.

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

	Primary and secondary
GCED/ESD are taught as separate subject(s)	
Cross-curriculum approach (e.g., GCED/ESD are taught in more than one subject but not throughout the curriculum)	
Integrated approach (e.g., GCED/ESD are taught throughout the whole curriculum)	
Whole-school approach (e.g., GCED/ESD are integrated in the school ethos, management, governance, curriculum, teacher training, teaching practices, the learning environment, and in learning experiences in the community and life outside school)	

K4 Student assessment

K4(a) Please indicate whether the GCED and ESD themes below are generally included in student assessments or examinations in primary or secondary education by entering the appropriate number in each white cell.

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

	Primary and secondary
1. Cultural diversity and tolerance	
2. Gender equality	
3. Human rights	
4. Peace and non-violence	
5. Climate change	
6. Environmental sustainability	
7. Human survival and well-being	
8. Sustainable consumption and production	

K4(b) Please indicate which of the dimensions of learning in GCED and ESD⁷ below are generally included in student assessments or examinations in primary and secondary education by entering the appropriate number in each white cell.

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

	Primary and secondary
Knowledge	
Skills	
Values	
Attitudes and behaviours	

K5 Mainstreaming of GCED and ESD in laws and policies, curricula, teacher education and student assessment

K5 Based on your responses to questions in the previous four sections (laws and policies, curricula, teacher education and student assessment), please indicate to what extent global citizenship education (GCED) and education for sustainable development (ESD) are mainstreamed⁸ in (a) education laws and policies, (b) curricula (c) teacher education (including the training of trainers and educators) and (d) student assessment in primary or secondary education in your country. Please enter the appropriate number in each white cell in the table below.

⁷ Please refer to the definitions of the GCED and ESD themes in Section IV of these guidelines.

⁸ GCED and ESD are mainstreamed if their themes are mentioned explicitly in relevant documents and are expected to be implemented by the relevant authorities (e.g., Ministries, regional or local education authorities), educational institutions (e.g., schools or colleges) and/or education professionals (e.g., teachers, trainers and educators) as appropriate.

KEY:

0 Not at all	<i>GCED and ESD are not mainstreamed.</i>
1 Partially	<i>Some GCED and/or ESD themes⁹ are mainstreamed. Select this option if GCED is mainstreamed but ESD is not (or vice versa).</i>
2 Extensively	<i>Most GCED and ESD themes are mainstreamed.</i>
9 Not known	<i>It is not known whether GCED and ESD are mainstreamed or not.</i>
99 Not applicable	<i>The given level of government does not have responsibility for the given component (policies, curricula, teacher education or student assessment) and/or does not have responsibility for the given level or type of education. This may occur at the national level in federal countries where education is the responsibility of individual states or at the sub-national level in small countries where there is only one level of government.</i>

	Primary and secondary
National	
(a) Education laws and policies	
(b) Curricula	
(c) Teacher education	
(d) Student assessment	
Sub-national	
(a) Education laws and policies	
(b) Curricula	
(c) Teacher education	
(d) Student assessment	

⁹ Please refer to the definitions of the GCED and ESD themes in Section IV of these guidelines.