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Current and Critical Issues in the Curriculum, Learning and Assessment

Global Monitoring of Target 4.7: Themes in National Curriculum Frameworks

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IBE Director	Dr. Mmantsetsa Marope
Coordination and Production Team at the IBE	Renato Opertti, Émeline Brylinski
Author	IBE-UNESCO

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Introduction

Recent decades have witnessed a significant paradigm shift globally in the area of development towards sustainable development. Since the 1992 Rio Conference on Environment and Development, education has been recognised as an essential element in promoting sustainable development: 2005-2014 was named the 'UN Decade of Education for Sustainable Development' (UNESCO, 2012c), and UNESCO was chosen as the lead agency for its realisation.

Education for peace and sustainability is currently the overarching goal of UNESCO's education, and empowered global citizenry is a key objective within this goal. Education for Sustainability (ESD) and Global Citizenship Education (GCED) are therefore becoming ever more important instruments for achieving these goals (UNESCO, 2013). In May 2015, UNESCO member states adopted the Incheon Declaration and its Framework for Action (UNESCO, 2015), which reaffirm the states' engagement with Education for All and their commitment to realising Sustainable Development Goal 4 (SDG4) (UN, 2015): 'Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all'. Target 4.7 of SDG4 specifies the key role of GCED and ESD in reaching sustainable development:

"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."

Due largely to their multi-faceted, cross-disciplinary and holistic nature, GCED and ESD are gaining prominence across the globe, in both policy and practice. However, there is currently no clear definition of these concepts or universal agreement as to how they are understood, how they are to be realised, or how existing structures can be tailored to promote them. Implementation is therefore not uniform, but, rather, is carried out in various ways, to various degrees, and under various guises, both in and out of school. Further, given these global differences in interpretation and implementation, consistent monitoring of ESD and GCED is currently lacking; gaining a clear overview about if and how key concepts are being integrated and delivered is a paramount challenge.

This study is an initial attempt to monitor ESD and GCED content in curricula globally. The goal here is to analyse national curriculum documents to reveal if, how, and to what extent ESD and GCED content is present across the globe. For this purpose, the research team developed a coding scheme based on key ESD and GCED knowledge, skills, behaviours and pedagogies that was used in evaluating the various national curriculum documents for evidence of ESD and GCED content.

In this paper, we present the study in the following order. Further explanation of ESD and GCED, and a discussion of issues relating to their implementation and monitoring will come first. Then we will review similar studies that have also attempted to monitor GCED and ESD through content analysis. The study's methods and findings will then be presented, followed by a discussion of the challenges addressed in developing a coding system to monitor curricula effectively. Finally, we share a series of recommendations that will focus on ways for moving forward in monitoring GCED and ESD effectively, both at a curricular level and beyond.

1. Background

Challenges in defining and monitoring GCED and ESD

Together, GCED and ESD combine the learning content and methods of educational topics that were once termed “adjectival”, including human rights education, peace education, environmental education, sustainability education, global education, citizenship education, and gender education (UNESCO, 2012a; UNESCO, 2014). Multi-faceted and holistic as they are, GCED and ESD aim to develop in students the knowledge, skills, attitudes and behaviours to work individually and collectively, both locally and globally, towards a more peaceful, sustainable and equal future for all. This is done through participatory methods that put students at the centre of the learning process, encouraging them to think critically about the world around them and to take action to bring about positive change.

ESD and GCED comprise many competencies. Some of the competencies that are at the heart of ESD and GCED include problem solving, critical thinking, empathy, global solidarity and a respect for diversity. Many of these skills, especially those pertaining to the cognitive domain, are cross-disciplinary and integral to successful learning in all school subjects. Both ESD and GCED see students as change-makers (and encourage them to be so), and stress a commitment to universal values and lifelong and holistic learning. Finally, whereas their global focus is a defining characteristic, ESD and GCED also stress the importance of local experience, local action and local solutions (UNESCO, 2012; UNESCO, 2014); one example is understanding the local effects of managing climate change.

Reaching consensus on a definition of GCED and ESD is particularly difficult since they contain elements that potentially contradict certain national curriculum objectives. The global good versus the individual good is one such element: that is, fostering the idea of global solidarity among learners while equipping them with the skills to compete in a global workforce (UNESCO, 2013; UNESCO, 2014). Another area that is similarly contested is how a global interest and a global identity can be reconciled with the national interest and identity, especially if national values differ from universal ones (UNESCO, 2014). Further, it is worth remembering that environmental and socio-cultural variety across the globe is great; that variety is both reflected in, and fuelled by, education. GCED and ESD acknowledge this, calling for the global to be rooted in the local.

However, this results in further difficulty when developing a global monitoring framework. What is needed is a framework that has enough flexibility to respect local, national and regional variation, and enough rigor to yield data that can be compared across the board. This presents a challenge not only in terms of developing informative indicators, but also in terms of translating and interpreting these indicators. As Amadio (2013) noted, “critical thinking” might be translated in different ways across the globe, depending on the values and norms present in any given environment. The question therefore becomes “how to promote universality while respecting singularity” (UNESCO, 2014, p. 10).

Monitoring also presents practical challenges. For instance, different countries have various conceptions of a curriculum framework, which might encompass everything from a unique national framework to a series of syllabi that are more or less detailed. The lack of uniformity, particularly the degree of detail in the curricula, is an obstacle to developing indicators. Furthermore, who should be involved in this effort, both in terms of developing the monitoring framework and implementing it? There is an

expectation that the monitoring should have the same participatory and inclusive nature that are inherent in GCED and ESD themselves, ensuring that it will involve multiple stakeholders at all levels (Fricke et al., 2015).

Existing initiatives

With the goal of making headway in the area of monitoring, UNESCO established a technical advisory group (TAG) to recommend indicators that could help in tracking the global progress of the Education 2030 agenda (UNESCO, 2015). This included establishing indicators to measure SDG target 4.7. The five proposed indicators are divided into knowledge, attitudes, participation and provision, and are to be disaggregated (when possible) by sex, location and wealth.

The proposed global indicator is “the extent to which GCED, ESD are mainstreamed in (a) national education educational policies, (b) curricula, (c) teacher education, and (d) student assessment.” One of the proposed thematic indicators is already available: “the percentage of 15-year-olds showing proficiency in knowledge of environmental science and geoscience.” Developing others, however, may take longer, up to 3–5 years. These indicators include: “the percentage of students by age group (or education level) showing adequate understanding of issues relating to global citizenship and sustainability”; “the percentage of schools implementing life-skills based HIV and sexuality education”; and, “the extent to which the framework on the World Programme on Human Rights Education is implemented nationally” (UIS, 2015).

These indicators are constructed to yield data that can be compared in a global analysis. Moreover, these indicators, among many others established to measure all education targets, are not to be used independently but with national data, and are considered a starting point for guiding and facilitating national monitoring. However, the TAG stresses that the proposed GCED and ESD indicators are provisional at this point. Acknowledging the complexities involved, it states:

“The international community needs to discuss the essential behaviours and the type of education that lead to desired outcomes. The process of reaching a consensus and using the findings to influence the design of education systems to better serve these objectives will be in itself a ground-breaking result of implementing the post-2015 agenda.” (UIS, 2015, p. 18)

While GCED and ESD’s global monitoring framework is still in development, a plan for that framework is forming. The framework will be participatory and involve multiple stakeholders; importantly, it will also feature national indicators, which are, in turn, based on global values and goals (Fricke et al., 2015; UIS, 2015). These indicators will contain both quantitative and qualitative elements to better reflect students’ skills, values and attitudes, and knowledge, and may be applied to all levels of the education system, from policy to practice (Fricke et al., 2015).

The task of developing a global monitoring framework for GCED and ESD is challenging, but is beginning to take hold. This paper seeks to contribute to the development of a monitoring framework by focussing on one particular aspect of the basic education system, curricula. Analysing a range of curricula for intended use provides insight and understanding into if and how GCED and ESD themes are present in their learning content and proposed outcomes. The themes may be evident in the knowledge content, in the competencies and skills, and/or in pedagogy and assessment. The monitoring framework may also reveal the extent to which GCED and ESD values are rooted in the values of a nation’s education system.

Developing a global framework for monitoring curricula could make national, regional and global comparisons possible, and would help to reveal the thematic and regional areas in which progress is evident or absent. As such, it is “essential to reorienting the curriculum to address sustainability” (UNESCO, 2012a). Although not a focus of this study, the monitoring system used in this study will also enable the longitudinal analysis of curricula, exploring how general content and GCED and ESD themes change over time. Moreover, it will allow important data triangulation and comparisons with other aspects of the education system, such as teacher training resources and textbook content.

Some studies have already engaged in analysing ESD and GCED curricula. In 2013, Amadio analysed curriculum-based documents from across the globe, using a coding scheme not dissimilar to the one developed in this study. His focus was the presence (or absence) of 15 key skills and competencies associated with ESD, how the learning areas of sustainability and the environment were represented, and whether or not this content was found across disciplines. Along with national curriculum frameworks and policy documents, he used other “systemized data on curriculum” including IBE-UNESCO’s seventh edition of *World Data on Education*, as well as a number of educational laws and acts, particularly those focused on educational aims. To analyse these documents, he developed a coding scheme that focused on cross-curricular and environmental themes and their occurrence in, or concern with: titles or labels, outcomes, teaching specifications, teacher skills, real-life experiences, and assessment. The competencies that were represented in the coding scheme included many that are central to GCED and ESD, including environmental awareness and responsibility, social and civic competence, and collaboration, as well as other more generic competencies, including critical thinking, communication, literacy, and numeracy.

The study revealed that content relating to sustainability and the environment was commonly found in curricula worldwide. Environmental issues were particularly prevalent in the curricula of Latin America and the Caribbean countries, where goals relating to environmental education were present in all of the Spanish-speaking countries. Not surprisingly, this content was presented “using many different labels”, including “education for sustainable development”, “education for sustainable development and global citizenship”, “sustainable development”, and “sustainable environmental development” (Amadio, 2013). The study also found a strong emphasis on skills and competencies in the curricula, which was applied across subject matter. Values and attitudes that are integral to GCED and ESD, such as equity, solidarity, responsibility, and inclusion, were also present in the curricula, as were notions of student-centred and collaborative learning.

Of particular interest are the different labels found in the documents for terms relating to environmental learning. Not only do these various labels make it difficult to locate content when using a quantitative coding scheme, but they also suggest that different education systems are using and implementing content and key terms in ways that are not synonymous with GCED and ESD. Further, it cannot be assumed that those terms found under the same labels are being used in the same way. Indeed, as Amadio (2013) notes, we must be aware of the different ways in which seemingly shared values and concepts might be interpreted, and by extension, implemented. This may be particularly true of general competencies such as critical or creative thinking, especially since such terms are rarely defined in curricula.

In their 2014 study, Cox et al. also found that GCED and ESD content were interpreted in different ways. Although the study focused on curricular analysis – in this case, the

presence of citizenship content in the curricula of six Latin American countries – it also relied on national opinion studies on democratic citizenship as a supplementary form of data collection to help contextualise curricula content and to better understand how that content was being implemented. This contextualisation is interesting: as well as helping to situate curriculum content, it also reveals a contrast between curricula and national opinion, which has important implications for GCED (and CCE) interpretation and implementation.

More recently, APCEIU and the IBE conducted a study in 2015 that continued to explore curriculum and syllabus content and a comparative analysis of global citizenship education in 10 countries: Cambodia, Colombia, Costa Rica, England, France, Indonesia, Iraq, Kenya, South Korea and Uganda. The study analysed Social Sciences, History, and Civics curricula for GCED content from these countries, also using a coding scheme. Since this study was more focused than, for example, Amadio (2013), it was able to look more deeply at this content, and better understand how it was being used and understood. For example, the researchers took great care in distinguishing between content that could be understood as “global citizenship education” and more traditional content which could be better understood as “civics and citizenship education” but which still may contain international and world-wide topics. The study looked at justifications (that is, socio-economical, political or cultural) for GCED, and whether the content was presented with a critical or an accepting stance. The study also offered a more nuanced categorisation of competencies, dividing them into the cognitive, the attitudinal, and the behavioural domain. It also looked more closely at the position of GCED within the curricula, distinguishing between GCED as a stand-alone subject, as integrated into one or more subjects, as cutting across subjects, as extra-curricular, or as fully integrated through the whole-school approach.

The following are the main findings. First, only two of the eight countries with comparable curricula consistently included global citizenship concepts in the curricula of interest. Nevertheless, to the extent that the analysis distinguished, all of these countries included meanings related to knowledge, values and attitudes that have the world or humanity as a reference. Complementing Amadio’s (2013) findings, GCED-based competencies were prevalent in the curricula. Of the three competency domains, attitudinal competencies were the most common, appearing considerably more often than the cognitive, while behavioural competencies were the least prevalent of the three (APCEIU and IBE/UNESCO, 2016, p. 15).

2. Methodology

The current study's analysis focuses on the National Curriculum Frameworks (NCFs) for 78 countries for general basic education (primary and lower secondary). The research team developed a coding scheme to analyse and compare curricula and curricula-related documents, and to establish if and how GCED and ESD content and themes are incorporated into formal education across the world. More specifically, the aim of the coding process was to examine if topics related to GCED and ESD are present in a curriculum and which topics are the most prevalent.

To determine whether the scheme was applicable to individual subject curricula, the research team conducted a smaller sub-study which analysed social studies curricula only.

Coding scheme

A research team from the IBE and the Global Education Monitoring Report team developed the coding scheme. The process involved several pilots, with recommendations and revisions made accordingly. This development stage also included parallel coding, with different coders coding the same documents, which helped to highlight terms that were unclear or particularly subject to interpretation. The team then reconsidered these terms in order to increase coder reliability. Striking a balance was essential: the project needed a scheme that enabled the accurate coding of different countries' educational resources efficiently, yet also one that was somewhat flexible, to account for the varying ways in which key terms might appear, and as such, to convey a realistic representation of these resources. Another important consideration was ensuring that the scheme could be accurately translated, allowing for French and Spanish documents to be coded alongside English ones.¹

The resulting scheme is comprised of nine categories:

- Human Rights
- Gender Equality
- Peace, Non-violence and Human Security
- Health and Well-being
- Sustainable Development
- Interconnectedness and Global Citizenship
- Competencies
- Pedagogical Approaches and Methods
- Assessment

Each of these categories is divided into sub-categories, which range in number from three to eleven and are based on UNESCO's recommendations (UNESCO, 2012a, 2012b, 2013, 2014, 2015b). These sub-categories provide more information, such as how the overarching categories are to be understood, and which aspects are included in the curriculum.

The scheme is applied by searching documents for the presence of key words or terms associated with GCED and ESD. These terms were chosen based on an understanding of what elements and issues lie at the heart of GCED and ESD

¹ Unfortunately, given time and resource restrictions, documents written in languages other than these three could not be coded.

according to key UNESCO reports, and on the central goal of such education, summarized by SDG 4.7.

The coding scheme addresses not only content knowledge but also the competencies that GCED and ESD aim to develop in students. Given that active participation and student-centred learning is an integral part of this education, the scheme also includes a section on pedagogy. Further, the coding scheme concludes with a category on assessment. Gathering data on assessment is important, since learning content that is not assessed risks being neglected in the classroom. Beyond this, the nature of assessment is also important in its own right, since “traditional” testing (that is, standardized written examinations for example) lacks the capacity to assess learning beyond rudimentary knowledge, thereby ignoring students’ development of competencies. The nature of GCED and ESD is proactive action, behaviour and valuing. When these are the focus of a classroom, an education system that also promotes alternative, creative, or differentiated assessment is better equipped to assess GCED and ESD content in the classroom than the standardized testing that would be used to assess rudimentary knowledge. A full version of the coding scheme can be found in **Annex 1**.

Coding procedure

Documents were coded by searching for key words or terms and their variants associated with GCED and ESD that were listed in each sub-category. If present, a code of ‘1’ was recorded; if absent, a ‘0’ was recorded. Each category was given

- a ‘total’ count, representing the number of sub-categories found, and
- an ‘index’ count coded ‘1’ if one or more sub-category key terms were found present (i.e. if the main category was represented in some way), and ‘0’ if no key terms in the category were found. The total index count was also calculated at the end of coding (maximum, 8).

Searches were kept as targeted as possible, to key words within terms, or even to stems of words, so as to avoid missing important information that might be expressed in an alternate way or terms wrapped around a line break in a document.

The research team decided that key terms found in the preface, introductory note, and in the vision section, mission section and values section of documents (but not in the main body of the NCFs) would be coded as present. This was for two main reasons. Firstly, the presence of key terms in these sections indicates that these concepts underpin the curriculum, despite not being explicitly mentioned (or simply not found) in the document’s main body. Secondly, coding key terms located only in certain, relevant sections of the documents added greatly to the complexity and time that coding entailed, especially with documents consisting of several hundred pages. While terms found only in glossaries or in reference lists were much more easily discernible, they were not included.

At the end of each category, space was provided for sample quotes, lending a qualitative dimension to the research. Sample quotes were generally included if they were particularly pertinent, provided good illustrations of GCED and ESD, or revealed especially interesting information. On a few occasions, sample quotes were also included if there was any ambiguity over the precise meaning of the text, to provide clarification to the coders.

The assessment category was not included in the main body of the scheme, nor as part of the count. Rather than revealing the presence of GCED and ESD themes, the

purpose of this category was to discern the kinds of assessment intended for use, and whether GCED and ESD themes were part of that assessment.

On average, coding English-language documents took between 30–40 minutes per document, while coding the documents written in Spanish and French took around one hour.

Dataset

The dataset consisted of National Curriculum Frameworks (NCFs), each of which is a general plan, or set of standards, detailing what is important in a country's national education system. Each includes an overview of learning content and learning outcomes, which shape subject curricula and school syllabi. NCFs are generally prepared by the Ministry of Education, often in consultation with a variety of stakeholders, including national and international education experts, teachers, students and parents. NCFs may cover both primary and lower secondary education (broadly termed "basic" education) but it is equally likely that primary and secondary are separated. Some NCFs provide a clear and comprehensive plan or outline of subject and learning content, while others give a much more general outline and discuss learning content and outcomes in somewhat theoretical terms.

The coding also included National Education Sector Plans or Strategic Plans (ESPs) also referred to as Policy Plans, where NCFs were absent. As the name suggests, these documents are more strategy-based than NCFs, focusing not only on learning content but on wider aspects of the national education system, including issues such as access to education, enrollment and completion rates, gender parity, quality of teaching, school facilities, and costs and financing. As such, curricula content and learning outcomes may be discussed in less detail than in NCFs, and these documents tended to yield less information when coded.

The research team sought NSF's from every UN recognised country. Searches focused on IBE's and UNESCO's online databases of curriculum documents and on Ministry of Education websites. In all cases, the team sought the most recent frameworks. The majority of documents in the dataset are dated within the last ten years (that is, from 2005 onwards). Although older documents may still be relevant and in use, they would be less likely to contain GCED and ESD themes.

Within these criteria, 108 NCFs and ESPs were found, from 78 countries (**see Annex 2**). For some countries, one document provided the framework for both primary and secondary curricula while for others, primary and secondary levels were separated. In a few cases (particularly in the LAC region), curriculum frameworks specific to each grade level were found. In order to be able to compare countries directly, separated frameworks were combined to form a general framework after coding, resulting in one case per country. As expected, curricula were easier to obtain in certain regions than in others. Therefore, all UN regions are not equally represented. Datasets are particularly small for the Caucasus and Central Asia, and North Africa and Western Asia regions, with only two and three countries represented, respectively.

As noted earlier, the research team also conducted a pilot sub-study focused on national curriculum material for a subject curriculum, to see whether this would provide more pertinent results. Since citizenship education, civics, and social studies are all subjects considered to have strong links with GCED and ESD, these subject curricula were considered alongside the general curriculum frameworks. Since these curriculum documents constituted the biggest dataset, "social studies" was chosen as the subject of focus. "Social science" was deemed to be a synonym for social studies and was

therefore also coded as part of the sub-study. The team found other subject curricula that also closely resembled social studies/science. These included: “Man and Society”, “Sociology”, “Social and Civic Education”, and “Personal, Social and Moral Learning”. However, out of concern for data homogeneity, the research team decided to focus on “social studies” and “social science” alone. For the purpose of this paper, the term ‘social studies’ will subsequently be used to refer to both social studies and social science. As with the frameworks, we sometimes located a general social studies curriculum covering basic education, while at other times the curricula were separated into primary and secondary, or by grade. As in the main study and in order to make country comparisons, documents were amalgamated to produce single country data.

Further, since it became evident that the terms “national curricula” and “national syllabus” were often used interchangeably (and on occasion, without distinction), both were coded. We noted that countries whose social studies documents were coded did not always correspond to those whose NCFs and ESPs were coded. Again, this was largely due to difficulties in finding data. Therefore, the social studies/science subject coding should not be seen as ‘zooming in’ on the NCFs, but rather as a separate analysis, although comparisons were made when possible. Further, only documents in English were coded for this part of the study, due to time constraints. This limited the dataset, resulting in poor representation for certain regions; documents from the North Africa and Western Asia, and Caucasus and Central Asia regions are absent altogether. Therefore, the analysis does not make regional comparisons.

A total of 48 social studies curricula were coded from 25 countries. However, unlike the primary study, subject curricula from several provinces in Canada (Alberta, Ontario and Quebec) and states in the United States (California, New York, Ohio and Texas), all in North America, were coded. In the case of the United States where social studies curricula were relatively easy to locate, we selected more populous states that represented a geographical spread. The team decided that state-level data would be kept as stand-alone documents rather than combined to produce a national average, due largely to the vast differences seen between one state and the next. These states are therefore treated in the analysis as individual ‘countries’, bringing the total number of countries represented to 25. Coding for these documents was conducted as with the main study; the one difference was that ‘type of integration’ (that is, how GCED and ESD were implemented within the curricula, for instance, as free-standing subjects, integrated subjects, or cross-disciplinary subjects) was not relevant and therefore not coded.

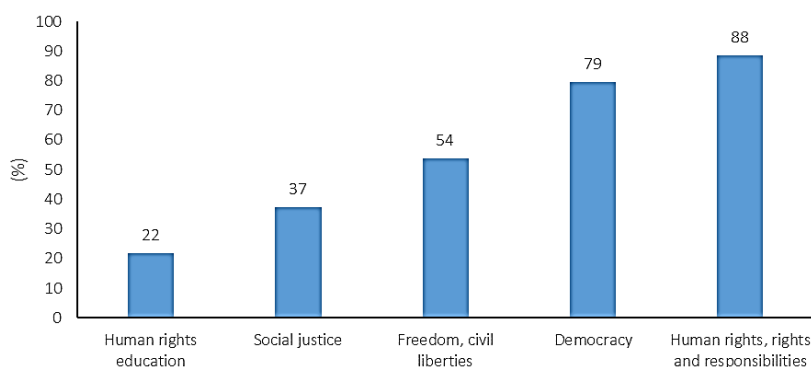
3. Findings from the main study

In this section, we report the results of applying the coding scheme. As noted, some countries had several syllabi per grade while others had a national framework. Because of this inconsistency in the documents, results are presented here with a focus on the countries. To report on the results of the coding the research team made use of the sub-categories, which provide a clear picture of the prevalence of keywords in countries' curricula, per region and in a specific thematic.

Human Rights

Overall, 92% of countries referenced one or more of the key terms relating to Human Rights. **Figure 1** details the prevalence of each key term related to the human rights category in the NCFs. It shows that the terms *human rights, rights and responsibilities* occurred most often, in the NCFs of 88% of countries, while 79% of countries included the key term *democracy*. *Social justice*, a term from the human rights category that was much less widespread, was present for only 37% of the countries analysed. Finally, 22% of countries included the key term *human rights education*.

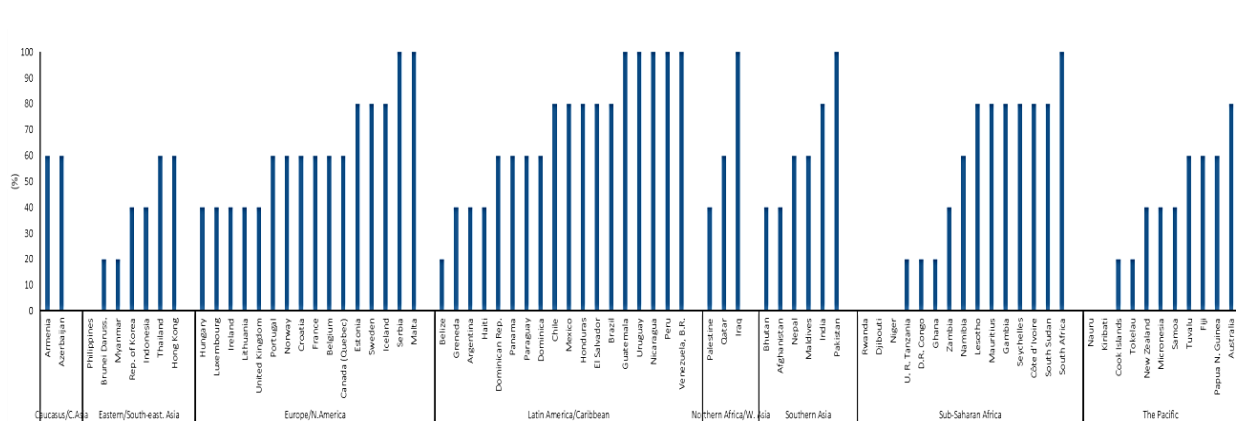
Figure 1. Percentages for sample countries that included one of the key terms related to Human Rights in their NCFs, 2005-2015



Note: *Freedom/civil liberties* also refers to freedom of expression, freedom of speech, freedom of press, freedom of association/organisation. *Democracy* also refers to democracy/democratic rule, democratic values/principles. *Human rights/rights/responsibilities* also refers to children's rights, cultural rights, indigenous rights, women's rights, and disability rights.

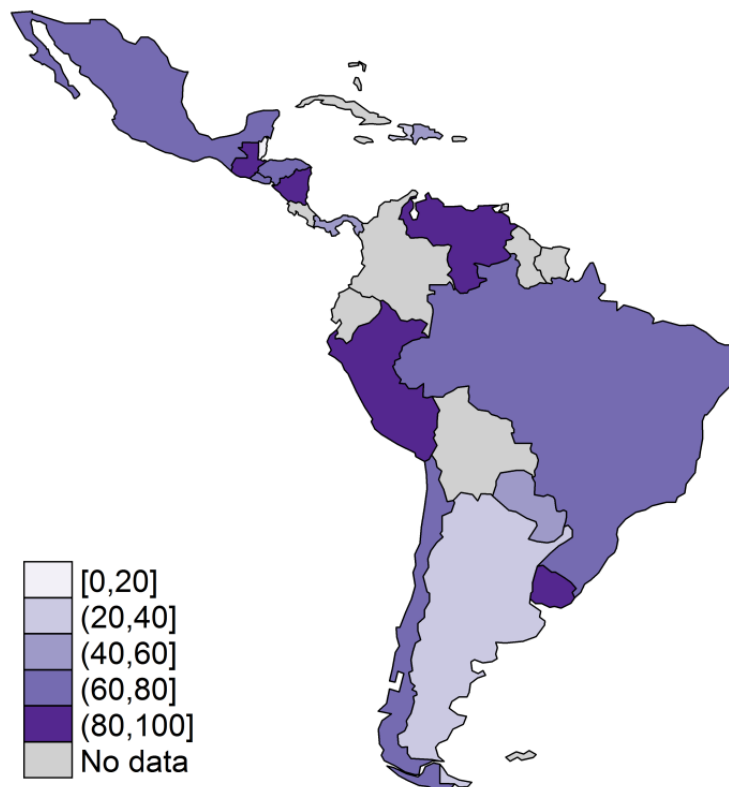
Figure 2 indicates that, across regions, there was some variation in the overall prevalence of key terms in the NCFs. For the key terms related to Human Rights, Latin America and the Caribbean, and Europe and Northern America are the two regions where the prevalence of these terms in the NCFs was highest. **Figure 2** also shows that even within regions, there were notable differences across countries. In the Pacific, for instance, Australia included 80% of the key terms in its NCFs while Kiribati and Nauru did not include any of the key terms.

Figure 2. Total percentages of all key terms related to Human Rights found in the NCFs of selected countries, by region, 2005-2015



In a similar vein, country-level disparities are evident in Latin America and the Caribbean. All key terms were incorporated into the NCFs of the Bolivarian Republic of Venezuela, Guatemala, Nicaragua, Peru, and Uruguay compared with 20% of key terms in Belize and 40% of key terms in Argentina, Grenada, and Haiti (**Figure 3**).

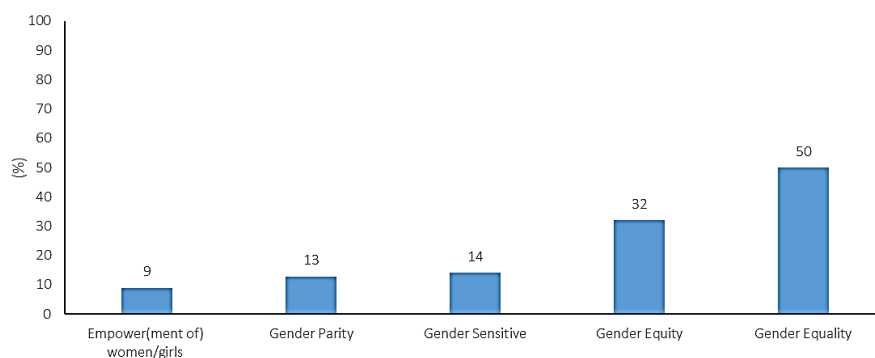
Figure 3. Total prevalence of all key terms related to Human Rights found in the NCFs of the Latin American and Caribbean countries, 2005-2015



Gender Equality

Gender Equality is the category in the coding scheme that was least represented. Overall, 67% of countries included at least one key term related to gender equality. **Figure 4** breaks the category down further into its key terms. The key term *gender equality* was the most prevalent in the category, found in the NCF documents of half of the countries analysed. *Gender equity* was found in fewer – 32% – NCFs. The key terms *gender sensitive* and *gender parity* were present in only 14% and 13% of countries' NCFs, respectively. *Female Empowerment* was the least prevalent term in the category, found in only 9% of countries' NCFs.

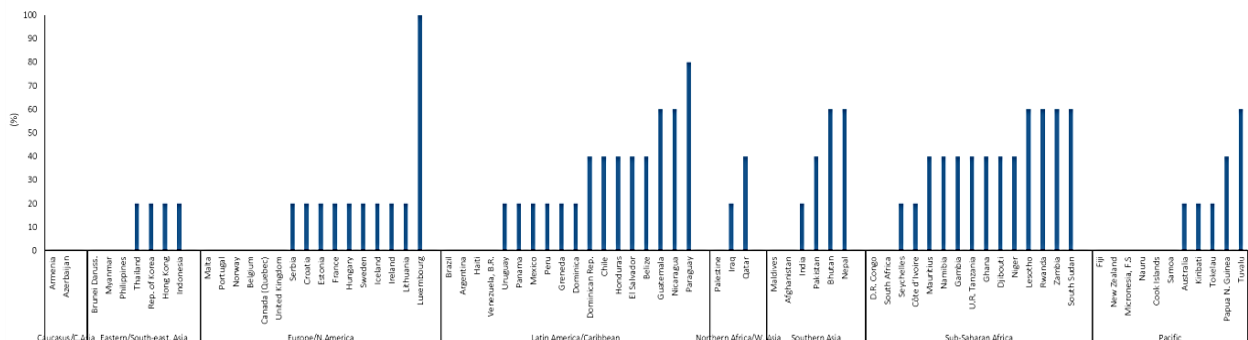
Figure 4. Percentages for sample countries that included one of the key terms related to Gender Equality in their NCFs, 2005-2015



Note: *Empower(ment) of women/girls* also refers to female empowerment, encouraging female participation.

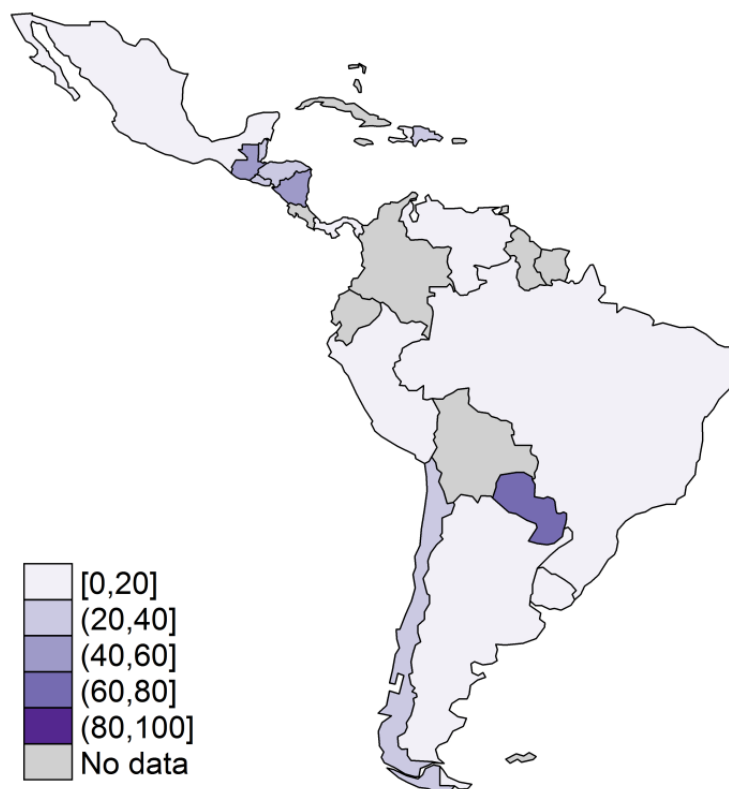
Figure 5 shows that, in Europe and North America, only 20% of key terms relating to Gender Equality were found in the documents of countries generally considered to be some of the most gender-equal in the world, such as Iceland and Norway. In this region, only Luxembourg included all key terms in their curricula document. While this finding may be surprising, these countries' NCFs included equality but in more general terms, that is, not limited to gender but extended to race, sexuality, and ability. Therefore, while the concept was implicitly present, the particular key terms were not.

Figure 5. Total percentages of all key terms related to Gender Equality found in the NCFs of selected parity countries, by region, 2005-2015



Conversely, countries in Latin America and the Caribbean and sub-Saharan Africa included relatively more key terms related to Gender Equality in their NCFs. This may be the result of external pressures on governments and Ministries of Education (including through initiatives such as EFA) to make gender equality a focus in education, and in society more widely. Yet, there is again wide variation across countries within a specific region. In sub-Saharan Africa, in Lesotho, Rwanda, South Sudan, and Zambia, 60% of the key terms in the category of Gender Equality were found in the NCFs. On the other hand, none of the key terms were found in the materials from Democratic Republic of Congo and South Africa. Looking at Latin America and the Caribbean, 80% of key terms were found in Paraguay's NCF and 60% in Guatemala's and Nicaragua's NCFs compared with none from Argentina, Brazil, Haiti and the Bolivarian Republic of Venezuela (Figure 6).

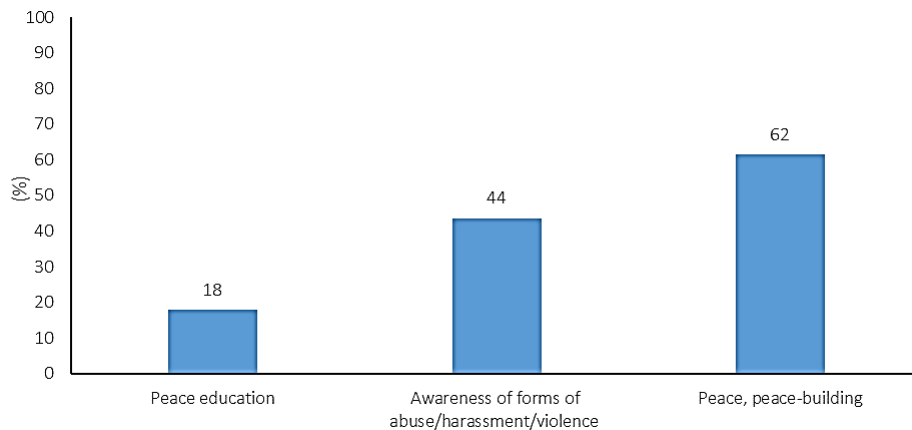
Figure 6. Total prevalence by percentage of all key terms related to Gender Equality in the NCFs of the Latin American and Caribbean countries, 2005-2015



Peace, Non-violence and Human Security

The Peace, Non-violence, and Human Security category is also one of the least represented. Overall, 71% of countries included at least one key term from this category in their NCFs. **Figure 7** indicates that 62% of countries mentioned *peace and peace-building* in general terms, and 18% of countries included the term *peace education*. Finally, in 44% of countries' NCFs, the concept was expressed in more specific terms, referring to the importance of *raising awareness of forms of abuse, violence and/or harassment*.

Figure 7. Percentages for sample countries that included one of the key terms related to Peace, Non-violence and Human Security in their NCFs, 2005-2015



Note: Awareness of forms of abuse/harassment/violence also refers to school-based violence/bullying, household-based violence, gender-based violence, child abuse/harassment, sexual abuse/harassment)

Figure 8 further highlights specific regional and country patterns that can also be linked to political and historical contexts. Half of the countries in Europe and North American and in the Pacific did not include any key terms relating to Peace, Non-violence and Human Security in their NCFs. One possible explanation is the fact that these regions have largely enjoyed stability and non-violence over recent decades. On the other hand, all key terms pertaining to this category were found in the NCFs of Iraq in Northern Africa and Western Asia; in Nepal and Pakistan in Southern Asia; in Honduras, Mexico and Peru in Latin America and the Caribbean (see Figure 9) and in South Sudan in sub-Saharan Africa. Most of these countries and regions are politically unstable, currently or recently exposed to conflict or violence.

Figure 8. Total percentages of all key terms related to Peace, Non-violence and Human Security found in the NCFs of selected countries, by region, 2005-2015

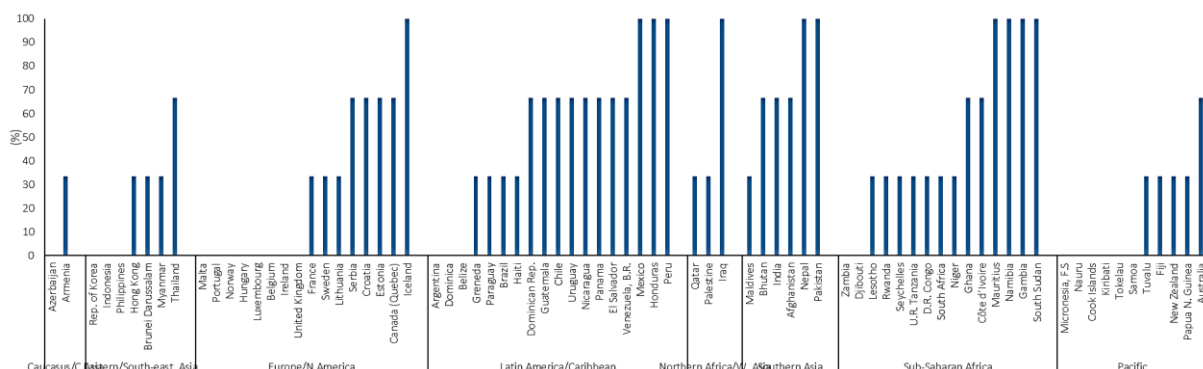
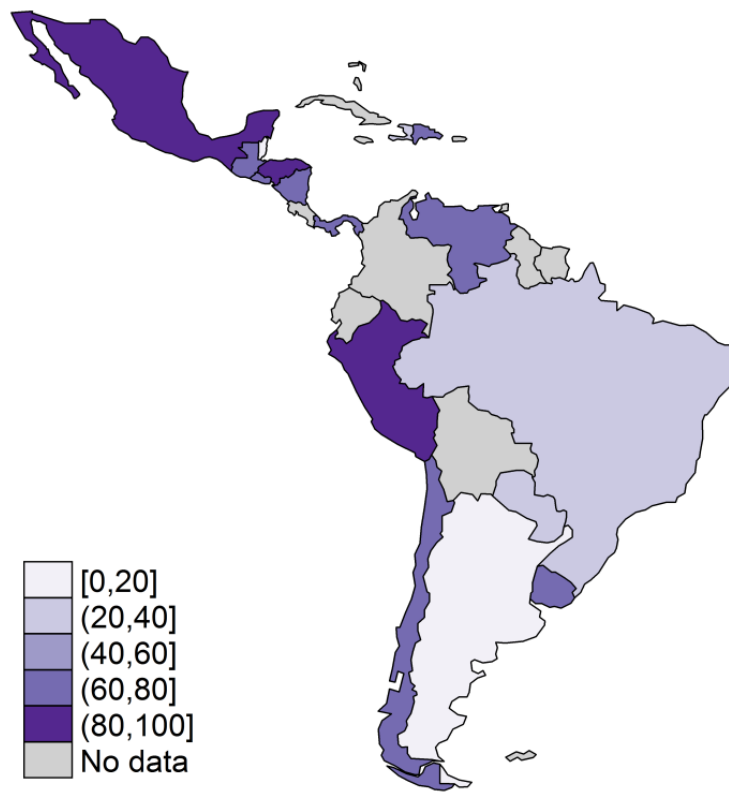


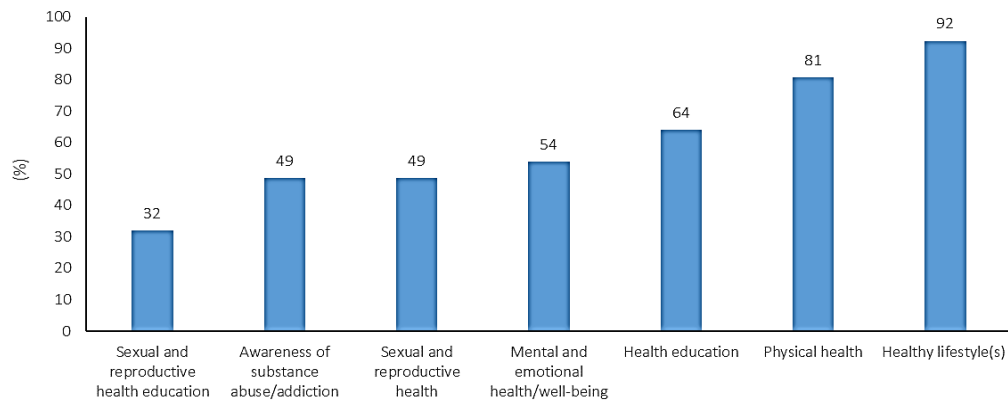
Figure 9. Total prevalence by percentage of all key terms related to Peace, Non-violence and Human Security found in the NCFs of the Latin American and Caribbean countries, 2005-2015



Health and Well-being

Almost all countries (96%) mentioned at least one key term from the category of Health and Well-being in their NCFs. **Figure 10** indicates that the key term *healthy lifestyles* was the one found most often, included by 92% of countries. *Physical health* was also prevalent, mentioned by 81% of countries. *Health education* occurred frequently, referenced by 64% of countries. This was often in conjunction with physical education and occasionally in combination with social or life-skills education. *Mental and emotional health/well-being*, however, was less common, referenced by 54% of countries. *Awareness of substance abuse and addiction* (such as drugs, alcohol, and smoking) was mentioned by only half of the countries. Finally, just under half of the countries included the key term *sexual and reproductive health*. A lower proportion (32%) mentioned *sexual and reproductive health education*.

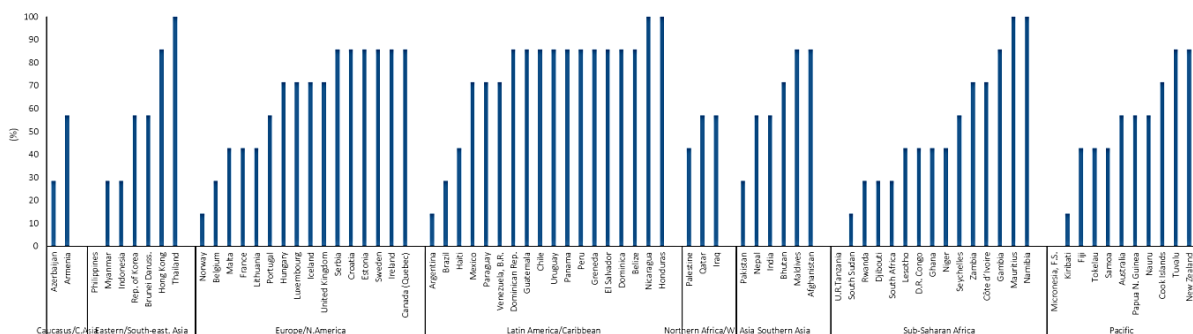
Figure 10. Percentages for sample countries that included one of the key terms related to Health and Well-being in their NCFs, 2005-2015



Note: *Physical health* also refers to physical activity, fitness, exercise. *Mental, emotional health/well-being* also refers to psychological health and stress management. *Healthy lifestyle(s)* also refers to nutrition, diet, cleanliness, hygiene, sanitation, clean water, being/staying healthy. *Awareness of substance abuse/addiction* also refers to addiction to smoking, drugs, alcohol. *Sexual and reproductive health* also refers to safe sexual behaviour.

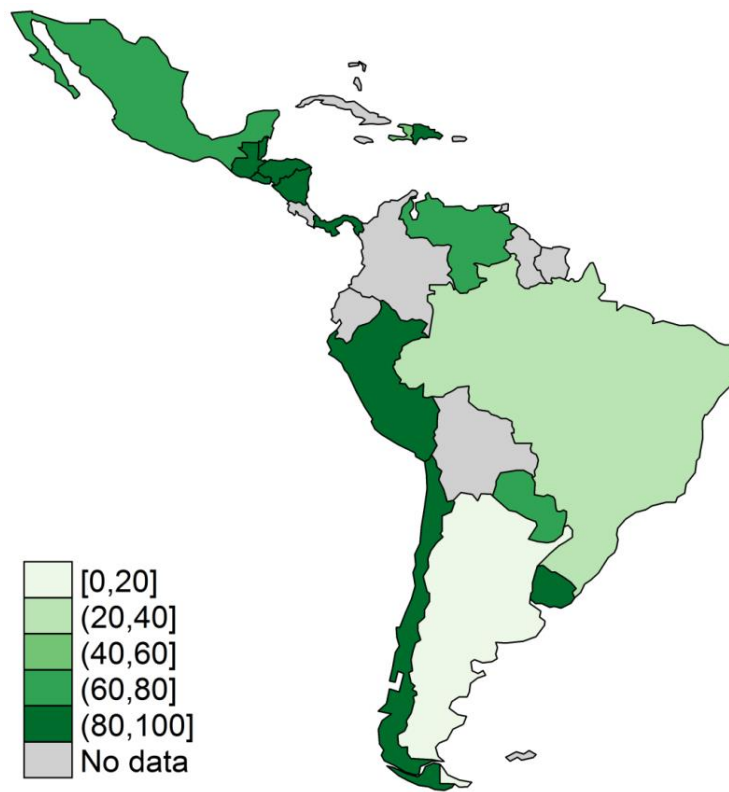
Figure 11 shows a comparison of such key terms that appeared in selected countries' NCFs. Generally, the percentage of key terms in the category of Health and Well-being was high across all regions and countries. However, in sub-Saharan Africa, for instance, many countries, such as Djibouti, Rwanda, South Sudan and the United Republic of Tanzania, included fewer than 30% of the key terms related to Health and Well-being in their NCFs. In Southern Asia, Pakistan included only 29% of these key terms in its national curricula.

Figure 11. Total percentages of all key terms related to Health and Well-being in the NCFs of selected countries, by region, 2005-2015



Similarly, on a regional level, countries in Latin America and the Caribbean had a relatively high prevalence of key terms from this category. Yet, some variation across countries is evident, as shown in **Figure 12**. While 100% of the key terms related to Health and Well-being were found in the NCFs from Honduras and Nicaragua, only 14% were found in Argentina and 29% in Brazil.

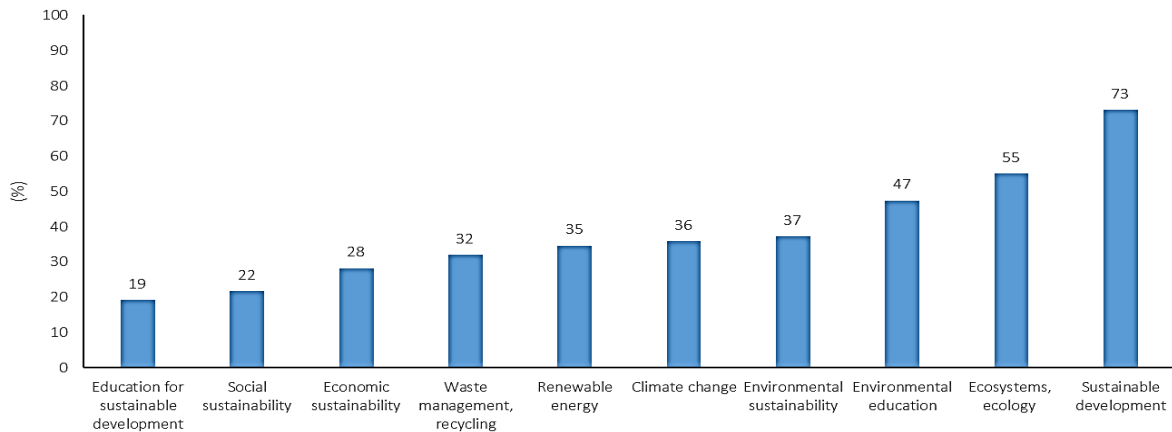
Figure 12. Total prevalence by percentage of all key terms related to Health and Well-being found in the NCFs of Latin American and the Caribbean countries, 2005-2015



Sustainable Development

Overall, 90% of countries in the study included at least one term relating to Sustainable Development in their curriculum documents. **Figure 13** indicates that 73% of countries included the key term *sustainable development*. Key terms pertaining to *ecosystems/ecology* were found in the documents of 55% of countries. Yet, despite the prevalence of such key terms, some concepts were less present in the NCFs. For instance, the key term *climate change* was present for just over one-third of countries (36%), and a very similar proportion (35%) referred to *renewable energy*. Finally, only 19% of countries referenced the term *education for sustainable development*.

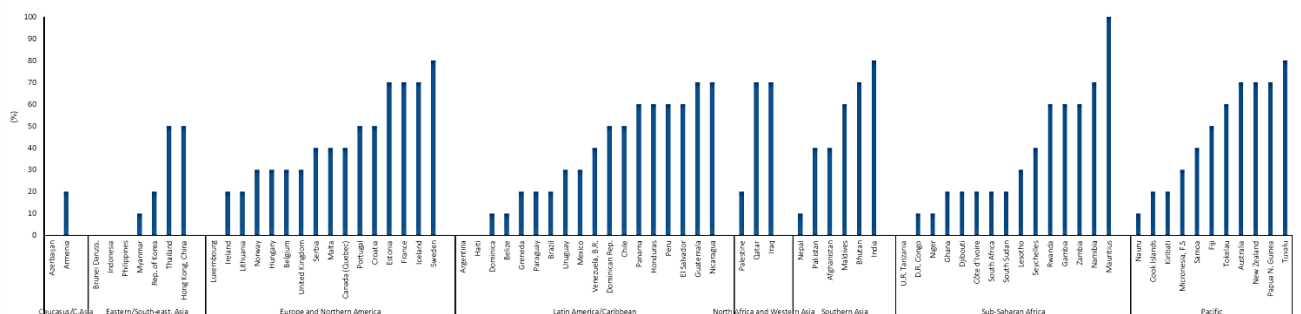
Figure 13. Percentages for sample countries that included one of the key terms related to Sustainable Development in their NCFs, 2005-2015



Note: *Sustainable development* also refers to sustainable and sustainability. *Economic sustainability* also refers to sustainable growth, sustainable production/consumption, green economy. *Environmental sustainability* also refers to environmentally sustainable. *Climate change* also refers to climate variability, global warming, carbon emissions, and footprint. *Renewable energy* also refers to renewable fuels, alternative energy sources (solar, tidal, wind, wave, geothermal, biomass). *Ecosystems* also refers to ecology (biodiversity, biosphere, biomes, loss of diversity). *Education for sustainable development* also refers to sustainability education and education for sustainability. *Environmental education* also refers to environmental studies, education for the environment, and education for environmental sustainability.

Figure 14 shows some variation across regions and countries for this category. In sub-Saharan Africa, for instance, while Mauritius incorporated all key terms relating to Sustainable Development in its NCF, none of them appeared in the material from the United Republic of Tanzania.

Figure 14. Total percentages of all key terms related to Sustainable Development found in NCFs of selected countries, by region, 2005-2015



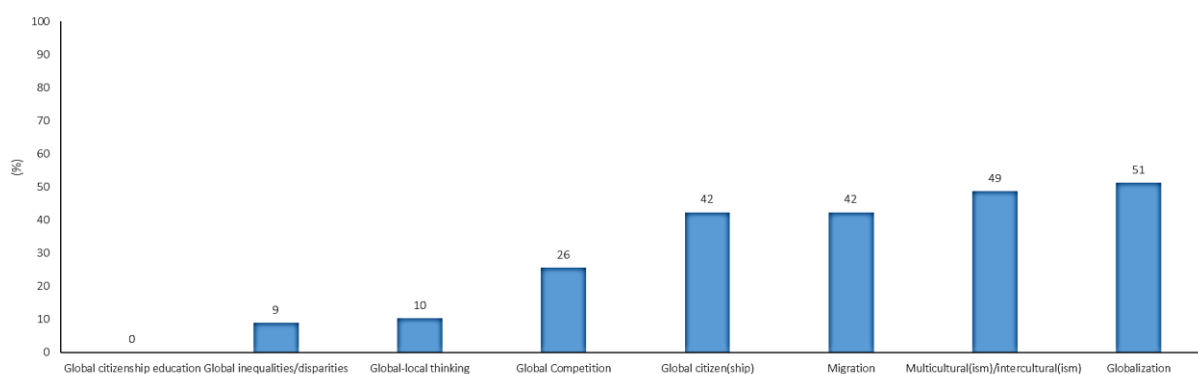
Interconnectedness and Global Citizenship

The vast majority of countries, 87%, mentioned at least one term from the category of Interconnectedness and Global Citizenship (see **Figure 15**). One fifth – 22% – of countries included key terms from at least four out of the eight sub-categories². The most “global-looking” countries, which referenced terms from five out of the eight sub-categories, are: Australia, Bhutan, the Dominican Republic, Guatemala, Nepal, and Serbia. None of these countries’ NCFs contained key terms from more than five sub-categories. And, rather revealingly, no countries included the term *global citizenship education* in their curriculum documents.

The terms *global citizenship* or *global identity* appeared in the NCFs of 42% of countries. These terms were found in all of the North African and Western Asian* countries analysed. However, this information should be considered cautiously, given the small sample of countries in these regions, as noted earlier. These terms were also particularly prevalent in the Southern Asia region, appearing in the NCFs of 83% of countries analysed. A quote from page 111 of the Australian (general) curriculum reflects this global and multi-scalar focus:

“Intercultural understanding is an essential part of living with others in the diverse world of the twenty-first century. It assists young people to become responsible local and global citizens, equipped through their education for living and working together in an interconnected world.”

Figure 15. Percentages for sample countries that included one of the key terms related to Interconnectedness and Global Citizenship in their NCFs, 2005-2015



² The subcategory “National/local citizenship/ identity(ies)/culture(s)/heritage” has been taken off the index. Originally the index was calculated based on 9 categories. However, this subcategory led to confusion and the research team found that the results were difficult to interpret: in some cases, the notion of national/local citizenship was used to enforced nationalism or even patriotism, whereas in some other cases, it was aligned to global citizenship. Therefore we analysed this subcategory independently to have access to its valuable insights.

In comparison however, over twice as many countries (92%) overall referred to *national identity* or *national citizenship*. Further, 12% of countries (from a range of regions) mentioned *only* these nation-referencing terms. Some countries – the Caucasus and Central Asian countries, for example – had a particularly nationalistic focus, and words such as *heritage*, *patriotism*, *motherland* and *national protection* were commonplace. Page 4 of Armenia’s NCF states that

“The general education system aims to preserve and develop the Armenian language, the cultural heritage of the Armenian nation and to protect national identity and integrity.”

The documents of several LAC countries also appeared to be nationalistic. However, unlike those from Caucasus and Central Asia, they also celebrated national diversity. Whereas only one-third of the LAC countries analysed referred to *global citizenship* or *global identity*, well over two-thirds contained the term *multicultural* or *intercultural* (*pluricultural* was also common, and included as part of the same sub-category). It was noted during coding that, in the vast majority of cases, these terms were used in reference to national ideals, expressing the importance of embracing national ethnic diversity.

Global competition was found in the frameworks of one-quarter of sample countries, predominately those from the regions of Southern Asia and sub-Saharan Africa. Indeed, out of those Southern Asia countries analysed, two-thirds used the term. This is not overly surprising, given that many countries in the region have relied on open economies and becoming competitive providers of goods and services on the global market as a vital route to development. The link between, global competitiveness and GCED is not clear, but that link may show that educational is meant to be development relevant.

Competencies

Key terms relating to skills, attitudes, and behaviours, were found often. With one exception, which is described below, each competency sub-category was found in over half of all countries’ NCFs, with the majority present in over two-thirds. Further, the majority of countries, representing a geographical spread, contained at least six out of the eleven competencies listed in the coding scheme. Three countries, Djibouti, Ghana and Haiti, did not mention any competencies.

The exception among the competency sub-categories, and the most prevalent one, was *critical thinking*, referenced by 91% of countries. This was closely followed by *problem solving* at 87%. Behavioural and attitudinal competencies were also widespread. A high number of countries (71%) included the notion of *fostering environmentally sustainable lifestyles*, that is, encouraging students to act responsibly towards the environment. This competency was particularly prevalent in LAC, Southern Asia, and the Pacific, referenced by over 80% of countries in each region. It was also present in the countries of both the Caucasus and Central Asia. Conversely, the concept was found in fewer than half of the sub-Saharan African countries, and in only one-third of North African and Western Asian countries.

The terms *active citizenship* and *civic engagement* were also prevalent, mentioned by 69% of countries. Occurrence was the highest in Europe and North America, involving 88% of the countries from these regions. The following quote from Croatia’s NCF (p. 146) reflects the importance placed on becoming an active and responsible citizen:

“[students will] discuss and demonstrate by example and action some of the civil responsibilities in democratic societies (volunteer work, projects in the school and in the local community, activities showing solidarity, charity and humanitarian work etc.)”

As with *environmental responsibility*, *active citizenship* was also prevalent in the curriculum documents from Southern Asia and the Pacific, referenced by 83% and 73% of these countries, respectively. However, *active citizenship* appeared considerably less often in LAC countries (67%). Finally, *fostering social and ethical responsibility* was the behavioural competency found least often, and, in fact, was the most rarely mentioned generally. However, it still appeared in the NCFs of 47% of countries.

Looking at values and attitudes, *tolerance* was mentioned in 72% of countries, and *developing a respect for diversity* in 73%. New Zealand’s framework (p. 14) phrased its reference to respect for diversity in a way that was particularly endearing: “As they learn, they come to appreciate that diversity is a key to unity.” Among attitudinal competencies, *solidarity* was the least prevalent, present in 51% of countries. One-third of the countries mentioned all of the values-based competencies listed in the coding scheme. Predominately, these countries are located in LAC, Europe and North America.

Overall, cognitive competencies were the most prevalent, noted in the NCFs of 79% of countries. By comparison, attitudinal competencies were found less often, at 66%. Finally, behavioural competencies were the least prevalent of the three, yet still relatively widespread, mentioned by 62% of countries. Categorising competencies in this way allowed us to better see general patterns and make useful comparisons, both within this study and with previous studies. However, this categorisation is also somewhat contentious, since many competencies straddle two or more of these categories.

Pedagogical Approaches and Methods

The majority of countries analysed (65%), across all regions, described their pedagogical methods as *student-centred* in their NCFs. In comparison, *inclusive education* (used in the vast majority of cases in statements about inclusivity more broadly) was mentioned less often, by 59% of countries, although it appeared in all regions apart from Caucasus and Central Asia.

Based on the analysis of curriculum documents, *peer education* seems to be a teaching method that is used infrequently; the term was referenced by only 14% of countries. Interestingly however, over one-third of these are from the sub-Saharan African region. This may perhaps reflect the influence of the numerous HIV/AIDS programmes across the continent, which often use peer education as a key means for disseminating information. As expected, the *whole-school* approach to implementing GCED and ESD was also rare, appearing in the curriculum documents of just seven countries. However, contrary to Benavot’s (2014) observations, six of these seven are non-OECD countries: Malta, Fiji, Hong Kong*, Tuvalu, the Maldives and Qatar. Many of these countries are small island states, where holism (especially in terms of sustainable living) may be a more central part of national mentality and practice. The term was also found in Ireland’s NCF for lower secondary, and – although not included in the main analysis – in Australia’s curriculum framework for the Northern Territories, which we cite here (p. 6):

“Effective environmental education for sustainability involves a whole school approach. Sustainable practices and environmental action are incorporated into all aspects of the school, including learning, decision making and resource management (water, waste, efficient energy and water use).”

Yet the focus of the whole-school approach was found to vary and to cover different aspects of GCED and ESD. The above quote, for example, shows a focus on environmental sustainability, which was true of the majority of references. Ireland’s NCF however, focused on well-being (p. 23):

“Students will also engage with learning related to Wellbeing through the school culture and students’ experience of the implementation of related whole-school policies. Such policies will include Relationships and Sexuality Education (RSE), and the school’s Behaviour, Anti-Bullying, Health Promotion, Substance Use and Child Protection policies. Students’ engagement with learning in the area of Wellbeing will also be supported through activities related to pastoral care and through student support systems.”

Fiji’s focused on equality (p. 31):

“The TNCPF promotes gender sensitive curriculum materials, gender sensitive pedagogies and classroom management and a whole school approach to addressing issues of discrimination and inequity. This is embedded very well in the core and sustaining values of the TNCPF.”

None of the whole school approaches seen in this analysis seemed to encompass all the elements of GCED and ESD, understood that the nature of the whole-school approach was not clarified in a few cases.

Finally, the vast majority of countries (79%), across all regions, mentioned the integrated use of Information and Communication Technologies (ICTs), with no apparent difference between developed and developing countries.

Assessment

Generally, the curriculum documents did not mention assessment. Others were not clear about how assessment was conducted. Of those where the nature of assessment was clearer, 73% of countries mentioned *traditional assessment* (that is, standardized, tests, often used for summative purposes). Further, of the countries with a clear section on assessment, 19% did not mention any other type of assessment, suggesting that their main focus in assessment is measuring the rote memorisation of knowledge and facts. More than half of these countries are in sub-Saharan Africa.

However, many countries mentioned other types of assessment. Just under half referred to *self-assessment* and/or *peer assessment*, and slightly over half (55%) referred to *alternative types of assessment*, including differentiated, customized, creative, and portfolio assessment. These countries crossed all regions, with the highest rates in the Pacific and North Africa and Western Asia, and the lowest in sub-Saharan Africa. The Latin American and the Caribbean and East and Southeast Asian regions revealed a relatively low prevalence of *alternative assessment*, with less than half of the countries analysed in each region including the term in their NCFs.

In a small number of countries, NCFs explicitly stated that alternative assessment was designed to measure students’ development of skills (and in some cases, values), as well as knowledge. This is apparent in Iceland’s NCF (p. 26):

“The methods of assessment have to be varied and in accordance with the emphases of educational work and apply to as many aspects of learning as possible. Therefore both oral, practical, written and pictorial assignments are to be assessed, also short specific exercises and more thorough studies, individual and group work, projects carried out within a limited timeframe and with unlimited time, and additionally various types of examinations. Portfolios or workbooks, where various tasks and solutions are collected, for example digitally, can be useful to give an overview of the pupils’ work and to show their application, activity, work methods, progress and social skills.”

4. Findings from the sub-study

Of the 30 countries³ whose social studies documents we analysed, 93% contained content from at least five of the eight thematic categories of the coding scheme. (Assessment was included in this analysis but is not considered a thematic category.) However, less than 17% of countries mentioned all eight categories. Those that did are Malta, U.S./California, Trinidad and Tobago, Namibia and Zambia. Compared with the 50% of countries in the main study whose curriculum frameworks referenced all categories, this is considerably low. Similarly, we found the overall depth of the content also to be much lower, with only 10% of countries – Namibia, Trinidad and Tobago and Canada/Ontario – containing more than 30 out of 55 possible key terms, compared to over 40% in the case of the NCFs. None of the countries’ social studies curriculum contained more than 37 key terms.

Since the content of the subject curricula is more focused than the content of the broader curriculum frameworks, it is perhaps to be expected that fewer categories and sub-categories would be covered overall. However, it might also be expected that some categories (especially those that traditionally have close links to social studies) would be particularly well represented. We examine this proposition below as part of the presentation of sub-study findings.

Human Rights

Of the countries analysed in the sub-study, 93% referred to at least one key term relating to Human Rights; the majority of countries contained more than one key term. Diverging from the main study, the term *democracy* was the most prevalent in this category, mentioned by 90% of countries analysed. However, as with the primary study, *human rights* was also particularly prevalent, present for 87% of countries. Also reflecting earlier findings, the term *social justice* was much less common, occurring in less than one-quarter of the countries’ curricula. The term *human rights education* was found only in the curricula of Guyana and Namibia; both described the integration of human rights education into social studies. For example, Guyana’s curriculum includes “human rights education for citizenship” as a reading text in the social studies course.

Gender Equality

Within the social studies curricula, the category of Gender Equality was represented particularly poorly, dramatically more so than in the NCFs. Only 37% of countries’ referenced key terms from this category, and the majority of these had only one key term (predominately *gender equality* or *gender equity*). No countries included the

³ The notion of countries here represents a total of 23 national entities in addition to 7 states from Canada and US (USA- New York, Ohio, Texas and California; Canada – Alberta, Ontario and Quebec) (cf. **Annex 3**)

terms *gender sensitive* or *gender parity* in their social studies curricula and only Ethiopia and Ghana referred to the *empowerment of women or girls*.

Peace, Non-violence and Human Security

Over three quarters (77%) of countries included key terms from the Peace, Non-violence and Human Rights category, a slightly larger proportion than in the NCF analysis. Fifty-eight percent of the documents mentioned *peace*, *peace-building* or *peaceful living*. The majority of these – almost two-thirds – also raised awareness about abuse, harassment and violence. *Peace education* and its role in social studies was mentioned in the curricula of Botswana and Mauritius only.

Health and Well-being

Two-thirds of countries in this analysis mentioned at least one key term from the Health and Well-being category. While considerably lower than in the NCF analysis, this figure is not surprising since health is not commonly a focus of social studies. This may also be a reason why only three countries (10%), mentioned *health education*, and just one (Namibia) mentioned *sexual health education*. Reflecting earlier findings, references to *healthy lifestyles* and *general well-being* were the most prevalent terms from this category, found in the curricula of just under half of the countries (47%). Also corroborating the NCF findings, *physical health* was mentioned more often than *mental health*, with 30% of countries' curricula compared to 23%. Interestingly, references to mental health never occurred without a reference to physical health. Further, 40% of countries included information on *substance abuse*, a figure slightly lower than in the NCF analysis. *Sexual and reproductive health* appeared infrequently, in 17% of countries' curricula, and primarily in upper primary and lower secondary curricula. The focus of sexual and reproductive health content, however, varied somewhat. Canada/Ontario's social studies curriculum, for example, focused on *healthy relationships*. Liberia's and Ghana's curricula focused on the more negative aspects of sexuality, predominately on the dangers of sexually transmissible infections (STIs). Ghana, in particular, offered a very narrow view of sexual health, citing chastity as the only way of avoiding STIs and staying healthy.

Sustainable Development

The vast majority of countries (83%) mentioned at least one key term from the Sustainable Development' category; one-third of the countries used five or more key terms out of the possible ten. Further, the term *sustainability* or *sustainable development* was present for two-thirds of the countries analysed. Around one-quarter of these did not specify or analyse how the term was understood. Of those that did – echoing the main study – most referred to *environmental sustainability*; this term was found in one-third of all countries. By comparison, only 7 countries mentioned economic sustainability and/or social sustainability. Only two countries/states, Canada/Ontario and Antigua and Barbuda, referenced all three aspects of sustainable development.

The terms *climate change*, *renewable energy*, *ecology/ecological protection*, and *waste management/recycling* were all prevalent, at least one of these sub categories was mentioned by 57% of countries. However, these terms did not always occur in the same documents. For example, almost half of those that mentioned *renewable energy* did not mention *climate change*.

The curricula of four countries (or 13% of this dataset) referred to *environmental education*. Although the samples are too small to make meaningful regional comparisons, it is interesting to note that all four countries are from the sub-Saharan Africa region, and described environmental education as integrated within the social studies curriculum.

Finally, only the social studies framework from Mauritius for lower secondary included the term *education for sustainable development* (p. 75), relating to students undertaking project work:

“The project should englobe cross cutting issues such as sustainable production, sustainable consumption, Peace Education, Education and Communication for Sustainable Lifestyle, Addressing HIV/AIDS.”

Interconnectedness and Global Citizenship

All of the countries made reference to at least one key term from this category. Closely paralleling the NCF findings, 37% of countries made reference to at least four out of nine possible sub-categories; none of the countries mentioned more than six. Canada/Ontario and the U.S./New York were the most “globally focussed” countries/states, with six sub-categories represented. Also corroborating earlier findings, the term *global citizenship education* did not appear at all.

The terms *global citizenship* or *global identity* were present for 40% of countries, similar to the NCF analysis. Interestingly, over one-third of these are from the LAC region, although the main study identified this region as the least globally focused.

A slightly higher number – 43% – contained the term *multicultural* (or *intercultural*). While the main study identified this term as strongly prevalent in the LAC region, within social studies curricula it was most common in the European and North American regions. The framing of this term was particularly noteworthy in the U.S./Texas social studies framework for middle school, where learning outcome 15C was described this way: “...define a multicultural society and consider both the positive and negative qualities of multiculturalism.”

Also reflecting the main study, national content far outweighed global content in the sub-study. *National citizenship* was present in over twice as many curricula as *global citizenship*. A small number of countries’ social studies curricula appeared to be particularly nationalistic or, in several cases, patriotic. Zambia for example, listed *demonstrate patriotism* as a key competency (p. 15). The U.S /Texas curriculum appeared to be quite patriotic.

Global competition was present in 20% of countries’ social studies curricula, slightly lower than in the main study. The majority of these documents were from the United States, and all four states: California, New-York, Ohio, and Texas) whose documents were analysed contained the term.

Finally, *migration* appeared more often in the social studies curricula than in the NCFs. However, although 80% of countries in this study used the term, many of these referred only to internal migration, particularly the movement of people from rural to urban areas. Further, a small number referred only to migration in a historical sense, explaining how the nation came to be settled. In some cases, it was not clear whether migration was discussed on a global, national, or regional scale.

Competencies

All of the countries referred to at least one of the key competencies in this area, and 47% referred to at least six out of a total of eleven. All of the competencies however were found less often (or in two cases, equally often) as in the NCFs.

Diverging from the NCF findings, *problem solving* rather than *critical thinking* was the most prevalent competency, mentioned by 87% of countries, compared to the 63% that mentioned critical thinking. *Conflict resolution* and *collaboration* were less common in the social studies curricula when compared with other competencies, occurring at 50% and 53%, respectively.

Value and attitude-based competencies were found considerably less often in this analysis than in the main study. *Tolerance* and *a respect of diversity* appeared in 60% and 57% of countries' curricula, respectively, and were often discussed together, as in the following quote from the secondary school social studies framework of Trinidad and Tobago (p. 27): "...respect and be tolerant of the views, beliefs, and ways of life of other people and develop an appreciation for the culture of others in our diverse society." Reflecting the main study's findings, *solidarity* was less apparent, referenced by just over one-quarter of the countries.

Finally, behaviour-based competencies had similar rates as in the main study. *Fostering environmentally sustainable lifestyles in students* and *active citizenship* were both mentioned by two-thirds of the countries analysed; in the majority of these cases, however, one term appeared but not both. Also echoing NCF findings, *social and ethical responsibility* was the least prevalent behaviour-based competency, present in 47% of countries

Overall, and further reflecting the NCF findings, cognitive competencies were the most prevalent of the three, referenced by 63% of countries. However, behavioural competencies were more commonly referenced (60% of countries than attitude-based competencies (48% of countries).

The following passage (p. 7) from the Rationale of Botswana's social studies curriculum for lower secondary illustrates particularly clearly the importance placed on developing skills:

"Thus the major goal of Social Studies is to prepare citizens who can make reflective decisions and participate successfully in the civic life of their communities, nation and the world. It helps learners to make sound judgement and take appropriate action that will contribute to the sustainable development of the human and the physical environment."

Pedagogical Approaches and Methods

Only one-third of countries mentioned a *student-centred* learning approach as a part of their curricula. This is considerably lower than in the NCFs, where the figure stands at almost two-thirds. In fact, all of the pedagogical approaches covered in the coding scheme were found much less frequently in the sub-study than in the NCF analysis. *Inclusive education* was noted in fewer than 17% of countries, and peer education in only 10%; the *whole-school* approach was not mentioned at all. Paralleling findings from the main study, the *integration of ICTs* was the most prevalent term in the pedagogy category. However, at 50%, this figure is still relatively low compared to the main study.

Assessment

Over one-third of countries did not mention assessment in their social studies curricula. While assessment was mentioned in others, the documents did not clarify how assessment was conducted. Just under half of the countries (47%) referred to *traditional*, standardized assessment. However, the vast majority of these also referred to other types of assessment, such as *peer assessment*, *self-assessment* and *alternative assessment*. In total, half of all countries (slightly lower than in the NCFs) referred to what this study has labeled *alternative assessment*, that is, a broader and more flexible approach.

5. Limitations

In providing an initial global picture of GCED and ESD content in national curricula, this study has highlighted some interesting trends. However, several factors must be considered when reviewing its findings. The data analysed and the methods used here have inevitable limitations; we discuss those here along with the research team's efforts to ensure that all decisions related to the research were transparent. Further, we note that the study is essentially quantitative in nature, and aims to understand if and which GCED and ESD themes are present in curriculum documents; the study does not necessarily explain the reason for the findings.

While presenting some interesting findings with regard to education frameworks and curricula content, the study also revealed some challenges which are important to consider for future curriculum monitoring. For example, the variety of documents analysed indicates the difficulty of gathering the NCFs. While all the documents focused on national learning content and outcomes, it is important to note that policy documents, curriculum frameworks, and education acts each have a different purpose.

Dataset limitations

As much as possible, the research team sought homogeneity and comparability in the documents that made up the datasets. However, differences among documents were inevitable. The document type varied: when NCFs could not be found, ESPs were coded in their place. While, in the majority of cases, these ESPs offered detailed information on learning content and outcomes, comparable to NCFs, some were not as detailed, focusing on broader aspects of the education system. This affected coding, resulting in fewer sub-category codes. We conducted our analysis acknowledging the type of document in mind if we judged that it may have affected the results.

Comparing like documents (two NCFs, for example) also had its challenges. NCFs vary considerably in length, content, and focus from country to country. While some are detailed, comprehensive documents of several hundred pages, others provide only a general overview of the curriculum, or focus only on core competencies. Some NCFs were particularly brief, consisting of fewer than a dozen pages. Differences in the document date and school level could also influence results; when necessary, these differences were taken into account during analysis. Since the majority of documents were general frameworks, covering both primary and secondary levels, primary and secondary documents were analysed together, making comparisons difficult. Further, although the study's focus was basic education (that is, primary and lower secondary),

some documents analysed were very broad, ranging from pre-school to upper secondary education, and even beyond.

The broader issue of countries that were missing documents deserves highlighting. All countries' NCFs or ESPs were not found. This could be for a variety of reasons: the countries are politically closed or are politically unstable, they follow the education systems of larger neighbours or colonisers, they are federal states and lack a national framework, the education system or NCF is undergoing transformation or development, or those countries simply have not made their NCF available digitally. Some regions are therefore better represented in the study than others. As noted, the Caucasus and Central Asia, and North African and Western Asian regions have particularly small datasets. Further, obtaining general NCFs was particularly hard in the North American region, since curriculum frameworks were generally found only by subject.

Coding scheme and procedure limitations

Establishing the coding scheme made it possible to code and compare a large number of documents. Despite this obvious advantage, a coding scheme can inevitably restrict findings and may result in overlooking information. For example, while key terms or their synonyms may be present, they may not be found due to the way information is phrased in the text. The research team took all possible measures to reduce this kind of error, although eliminating it completely may be impossible. Each key term and its variants was searched, and searches were kept as concise as possible, limited to key words within terms, or even to stems of words. Despite adding to the coding time, this greatly increased the likelihood of finding key terms, and of ensuring that documents would be more accurately represented by the coding process. At times during coding, a concept was implicitly present although the key term was not explicitly used. To maintain objectivity, a key term or a close variant of the term was coded as not present unless it was actually found.

Coder variability was also a concern. While some key terms were easily interpreted and could therefore be coded with a high level of consistency (*social justice*, for example), others required a higher degree of interpretation and contextualisation (such as whether an NCF encourages students to adopt an environmentally sustainable lifestyle). Key term ambiguity was more common when terms were lengthy, and had several variants (such as the behaviour-based sub-categories). The team reduced this problem by developing systematic ways of searching for terms and making sure that the terms were used substantively in the documents, briefing new coders on the methods and the systematic approach, and maintaining discussions between coders during the coding process. However, despite these measures, the coders had to decide occasionally whether the information found in a document could be considered the same as the key term in the coding scheme.

Coding in English, French, and Spanish also increased the likelihood of variability. Several researchers and translators, including those who developed the coding scheme, oversaw its translation in order to ensure that key terms and variants were contextualised and that translations were accurate and compatible with UNESCO language regarding GCED and ESD. However, some terms in the original English version of the coding scheme had no direct general usage equivalent in French or Spanish. Further, sentence structure and the way that information is expressed varies between languages. French and Spanish documents had many more variations in key

terms than English documents. Although the coding of these documents was given to native speaker coders, the coding took considerably longer.

Finally, variability may have also resulted from the need to make coding decisions based on where key terms were found within a document. As noted, key terms were coded as present if they were found in the preface, the introduction, and the sections on vision, mission and values of documents. On several occasions, key terms were found only in these sections, and not in the main body of the curricula; an example of this is a framework that expressed the national commitment to gender equality in its mission note, yet did not integrate gender into any of its learning content. This raised the concern that certain “buzz words” might have been used in a superficial manner only, and were therefore not filtering down to learners.

6. Way Forward: Recommendations

Efforts to monitor GCED and ESD internationally are still in their infancy. In order to be effective, comprehensive and systematic, monitoring systems must be carried out on multiple levels, through multiple stakeholders. Analysing curricula is an essential part of this; developing a structure for monitoring GCED and ESD content effectively is therefore crucial. To this end, the research team offers a number of recommendations.

- *Develop a comprehensive database of NCFs.*
In the interests of facilitating further monitoring and research, we recommend building a comprehensive database of NCFs, which will include efforts to contact Ministries of Education and other significant organisations to fill data gaps. This database should be updated regularly to ensure that it contains the latest frameworks. This will improve the dataset for curricula analysis, strengthening the findings significantly. If certain NCFs cannot be located, researchers can determine which other supplementary documents, such as ESPs or IBE-UNESCO’s ‘World Data on Education’ reports (as in Amadio 2013), might be used.
- *IBE can develop a database detailing the full list of subjects taught at the primary and secondary levels, by country.*
Such a database will provide an overview of the education system, and an understanding of how GCED, ESD, and related subjects and topics fit into the broader curriculum. The absence of such an overview limits the conclusions that can be drawn from the coded social studies and social science documents. Curriculum shall be understood in the broadest sense, within its political, policy and technical dimensions of the “for what, what, when, and how” questions concerning educating and learning. While this information can often be found in NCFs, further investigation might be necessary in some cases. All available documents for each country will be included, encompassing the NCFs, syllabi, teaching/learning methods and resources, assessment, and other types of policy documents whose aim is to frame educational quality, and must be analysed in a holistic and interconnected way. We suggest that IBE is best suited to carry out these tasks, given its broad information and network base, and its position as the global centre of excellence in curriculum and related matters.

- IBE can also continue the work of monitoring countries' curricula.*

Because of IBE's access to the curriculum databases mentioned above, IBE should continue the important task of monitoring these curricula. It is crucial that coding indicators reflect the multi-faceted nature of ESD and GCED, and that they be based on current knowledge content, competencies (skills, attitudes and values, and behaviours), the position of ESD and GCED within the curriculum, and teaching methods. Given that national curricula are usually updated every 5-7 years, on average, we recommend that monitoring be carried out in a similar time frame.
- Maintain and develop the existing coding scheme to monitor curricula worldwide.*

We recommend using a theme-based coding scheme, similar to the one developed in this study, to monitor curricula worldwide. We recommend also adding a qualitative component to the current quantitative coding scheme, since it is essential to capture the extent to which GCED values and concepts are infused in the system. Systematic data collection will make it possible to collect global data that are comparable on a regular basis. We propose that a multi-lingual team of skilled researchers and experts in the field of ESD and GCED revise the coding scheme, to make it optimally factual and useable. This will include refining key terms, which entails ensuring that they are as well-defined and clear as possible, indicating clearly the terms/words that will and will not be accepted in all languages in which the scheme is to be used, and clarifying the parameters in which terms/words may be found. Further, we note that there are terms included in the scheme – for example, national citizenship, global competition, and global inequalities/disparities – that may seem at odds with the concepts of GCED and ESD. When found in documents, these terms have often been accompanied with a note to help to contextualise them and to understand whether or not they can be reconciled with GCED and ESD values. We recommend removing these terms if the coding scheme is to be used only quantitatively.

In further developing the coding scheme, the process of revision and piloting is clearly important. This process should include parallel coding conducted by skilled researchers, as well as the total reading of a document once it has been coded, for comparison purposes. Finally, extending the coding process, a gap analysis would highlight both geographical and thematic areas where ESD and GCED content are lacking. This would help reorient curricula to address the issues integral to global citizenship and sustainable development.
- Conduct complementary research.*

Conducting complementary research it also important, to help in framing coding results, and to improve the overview of GCED and ESD content in curricula leading to a more holistic monitoring approach. For example, conducting a counter analysis, that is, an analysis focused on contrasting concepts, would reveal curricular content that stands in opposition to GCED and ESD. This may include promoting the national over the global, promoting unsustainable economic development over sustainable development, or promoting competition over solidarity. While the coding scheme used in this study included some of these themes, as noted, a separate coding scheme focusing on these qualities would provide much richer information, especially when compared to the original scheme and considered alongside the gap analysis. For example,

this study found that some curricula contained strongly patriotic values. A counter analysis would help the researcher assess the influence of global, as compared with nationalistic, values.

- *Conduct a longitudinal analysis of the curricula.*

A longitudinal analysis of the curricula worldwide would also add to this overview, although finding older NCFs would be challenging. While the databases of IBE and UNESCO do have older frameworks, their age, their structure and the numbers available for each country all vary considerably. Such an analysis would be difficult without a consistent set of documents through the decades, for the majority of countries. We therefore recommend a preliminary search, focusing on IBE and UNESCO archives, to ascertain whether resources for such a study are available. If not, more focused longitudinal research might be a possibility, using perhaps a thematic or a regional focus.

- *Conduct further research into the curricula of individual subjects.*

Further research would contribute to our understanding of national learning content and learning outcomes relating to GCED and ESD. We recommend expanding the sub-study included in this paper, and, more broadly, analysing the curricula for other subjects widely considered a part of social studies, including civics and citizenship education, moral education, history and geography. Going even further, analysing the entire syllabus including disciplines that may seem “unrelated” to GCED or ESD would undeniably provide pertinent information, given GCED and ESD’s cross-subject reach. This approach should also consider instructional time allocated for each subject coded. The extent to which GCED and ESD are spread and embodied in the existing “traditional” disciplines may be an indicator of a whole school approach, and the intended development of a school culture based on GCED and ESD values.

Curricular definitions by and for national education systems are context-dependent political and cultural constructions of high complexity and sensibility. Recognizing and appreciating the wide range of differences reflected in these national education systems regarding socio-economic, historical, cultural and educational dimensions is crucial. The effort to make comparisons may hide differences that can be extremely useful in understanding the presence and relevance of concepts like global citizenship and related meanings. This points to the importance of approaching curriculum within a holistic framework, encompassing the syllabus and instructional materials, national education policies, teachers’ education and student assessment. Analysing these elements together will highlight divergences or convergences and better reveal the extent to which ESD and GCED themes are holistically integrated into an education system.

- *Monitor implemented curricula.*

Not only intended curricula, but implemented curricula should be monitored: the data derived from examining the various kinds of education resources discussed above need to be understood alongside classroom-based research. Conducting such research on a global scale is challenging; one aspect of that challenge is that qualitative data for better assessing the impact of education on learners is needed as well as comparative quantitative data. One approach

might be representative sampling, that is, conducting standardised classroom observations and student and teacher surveys in selected schools across a country. In order to facilitate systematic data collection, we recommend engaging the Ministries of Education and the IBE Global Curriculum Network, working alongside IBE and UNESCO. These data are essential for establishing whether GCED and ESD subjects and themes are being taught in classrooms, how they are being taught, and whether students understand and internalise their main messages.

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ANNEX 1:

GCED, ESD CODING SCHEME

This coding scheme will serve as a basis to assess the prevalence of select contents of different official instructional materials, including for example: a) official statements of intended curricular policy; b) syllabi of required (or optional) courses being offered by a school (or program) and c) authorized textbooks.

It begins by setting out information on the source (instructional material) to be coded, whether digital or print. Then the main section of the coding scheme lists content elements related to global citizenship education (GCED) and education for sustainable development (ESD), which can be coded as either present or not in the instructional source.

Coder: Person coding (name) =

Date: Date of coding =

ID Number: Define unique ID number =

Background information on the curriculum/instructional source:

1. Institutional Source that provided access to instructional material: e.g., International Bureau of Education = IBE
 - a. Note: please add new codes as more institutional sources are utilized.
2. Title of source: In original language and in English =
3. Year of publication: Year =
4. If available list information about the author(s), copyright date, publisher, and place of publication:
5. Language of the source: Language =
6. Grade Level: 1= lower Primary grades (1-3)
2= Upper primary grades (4-6)
3 = Lower secondary grades (e.g., 7-9)
4= Upper secondary grades (e.g., 10-13)
7. ISCED level
8. Number of pages of source material: pages =
9. country: Country name (country or state or province where the curriculum is used) =
10. Country code
11. EFA Region
 - a. 1 = "Latin America & Caribbean"
 - b. 2 = "East Asia & Pacific"
 - c. 3 = "North America & Western Europe"
 - d. 4 = "Central & East Europe"
 - e. 5 = "South & West Asia"
 - f. 6 = "Sub-Saharan Africa"
 - g. 7 = "Arab States"
12. Document Type/subject area or course title in which the instructional material is used
A= Curriculum Framework
B = Strategic Plan of education/Policy for curriculum development
C = Subject curriculum
C1: = Social studies
C2:= Civics
C4= Geography
C5= Social sciences
C6=Moral Education
C7= Religion
C8= History
C9= Science (any type)
C10=add other names...
**Please note these may be subject to change*
13. 'Type of implementation' (how ESD, GCE is found in the curriculum)
 - 1 = stand-alone subject
 - 2 = subject assimilated
 - 3 = cross-disciplinary

KNOWLEDGE (COGNITIVE CONTENT)

Category	Sub-categories	Excel dataset	Sample Quotes
Human Rights	Human rights, rights and responsibilities (children's rights, cultural rights, indigenous rights, women's rights, disability rights)	1 = included; 0 = not included	<i>Copy and paste the statement in the documents</i>
	Freedom (of expression, of speech, of press, of association/organisation), civil liberties	1 = included; 0 = not included	<i>Copy and paste the statement in the documents</i>
	Social justice	1 = included; 0 = not included	<i>Copy and paste the statement in the documents</i>
	Democracy/democratic rule, democratic values/principles	1 = included; 0 = not included	<i>Copy and paste the statement in the documents</i>
	Human rights education	1 = included; 0 = not included	<i>Copy and paste the statement in the documents</i>

Category	Sub-categories	Excel dataset	Sample Quotes
Gender Equality	Gender equality	1 = included; 0 = not included	<i>Copy and paste the statement in the documents</i>
	Gender equity	1 = included; 0 = not included	<i>Copy and paste the statement in the documents</i>
	Empower(ment of) women/girls (female empowerment, encouraging female participation)	1 = included; 0 = not included	<i>Copy and paste the statement in the documents</i>
	Gender Sensitive	1 = included; 0 = not included	<i>Copy and paste the statement in the documents</i>
	Gender Parity	1 = included; 0 = not included	<i>Copy and paste the statement in the documents</i>

Category	Sub-categories	Excel dataset	Sample Quotes
Peace, Non-violence and Human Security	Peace, peace-building	1 = included; 0 = not included	<i>Copy and paste the statement in the documents</i>
	Awareness of forms of abuse/harassment/violence (school-based violence/bullying, household-based violence, gender-based violence, child abuse/harassment, sexual abuse/harassment)	1 = included; 0 = not included	<i>Copy and paste the statement in the documents</i>
	Peace education	1 = included; 0 = not included	<i>Copy and paste the statement in the documents</i>

Category	Sub-categories	Excel dataset	Sample Quotes
Health and Well-being	Physical health/activity/fitness	1 = included; 0 = not included	<i>Copy and paste the statement in the documents</i>
	Mental, emotional health, psychological health	1 = included; 0 = not included	<i>Copy and paste the statement in the documents</i>
	Healthy lifestyle (nutrition, diet, cleanliness, hygiene, sanitation, *clean water, being/staying healthy)	1 = included; 0 = not included	<i>Copy and paste the statement in the documents</i>
	Awareness of addictions (smoking, drugs, alcohol)	1 = included; 0 = not included	<i>Copy and paste the statement in the documents</i>
	Sexual and/or reproductive health	1 = included; 0 = not included	<i>Copy and paste the statement in the documents</i>
	Health education	1 = included; 0 = not included	<i>Copy and paste the statement in the documents</i>
	Sexual and reproductive health education, sexuality education, HIV/AIDS education	1 = included; 0 = not included	<i>Copy and paste the statement in the documents</i>

Category	Sub-categories	Excel dataset	Sample Quotes
Sustainable Development	Sustainable, sustainability, sustainable development,	1 = included; 0 = not included	<i>Copy and paste the statement in the documents</i>
	Economic sustainability, sustainable growth, sustainable production/consumption, green economy	1 = included; 0 = not included	<i>Copy and paste the statement in the documents</i>
	Social sustainability, (social cohesion re sustainability)	1 = included; 0 = not included	<i>Copy and paste the statement in the documents</i>
	Environmental sustainability/environmentally sustainable	1 = included; 0 = not included	<i>Copy and paste the statement in the documents</i>
	Climate change (global warming, carbon emissions/footprint)	1 = included; 0 = not included	<i>Copy and paste the statement in the documents</i>
	Renewable energy, alternative energy (sources) (solar, tidal, wind, wave, geothermal, biomass...)	1 = included; 0 = not included	<i>Copy and paste the statement in the documents</i>
	Ecology, ecological sustainability (ecosystems, biodiversity, biosphere, ecology, loss of diversity)	1 = included; 0 = not included	<i>Copy and paste the statement in the documents</i>
	Waste management, recycling	1 = included; 0 = not included	<i>Copy and paste the statement in the documents</i>
	Education for sustainable development, sustainability education, education for sustainability	1 = included; 0 = not included	<i>Copy and paste the statement in the documents</i>
	Environmental education/studies, Education for the environment	1 = included; 0 = not included	<i>Copy and paste the statement in the documents</i>

Category	Sub-categories	Excel dataset	Sample Quotes
Interconnectedness and Global Citizenship	Globalization (globalisation)	1 = included; 0 = not included	<i>Copy and paste the statement in the documents</i>
	Global/international citizen(ship), global culture/identity/community	1 = included; 0 = not included	<i>Copy and paste the statement in the documents</i>
	Global-local thinking, local-global, think global act local, glocal	1 = included; 0 = not included	<i>Copy and paste the statement in the documents</i>
	Multicultural(ism)/intercultural(ism)	1 = included; 0 = not included	<i>Copy and paste the statement in the documents</i>
	Migration, immigration, mobility, movement of people	1 = included; 0 = not included	<i>Copy and paste the statement in the documents</i>
	Global Competition/competitiveness/globally competitive/international competitiveness	1 = included; 0 = not included	<i>Copy and paste the statement in the documents</i>
	Global Inequalities/disparities	1 = included; 0 = not included	<i>Copy and paste the statement in the documents</i>
	National/local citizenship/identity(ies)/culture(s)/heritage <i>(include a note if the overall feeling is one of precedence of the national over the international, eg maybe find terms such as 'nationalism,' 'patriotism,' 'motherland')</i>	1 = included; 0 = not included	<i>Copy and paste the statement in the documents</i>
	Global citizenship education, global education, education for global citizenship	1 = included; 0 = not included	<i>Copy and paste the statement in the documents</i>

COGNITIVE SKILLS, VALUES AND ATTITUDES, AND BEHAVIOURS

Category	Sub-categories	Excel dataset	Sample Quotes
Competencies	Critical thinking	1 = included; 0 = not included	<i>Copy and paste the statement in the documents</i>
	Problem solving	1 = included; 0 = not included	<i>Copy and paste the statement in the documents</i>
	Conflict resolution/management, negotiation	1 = included; 0 = not included	<i>Copy and paste the statement in the documents</i>
	Collaboration/Collaborating, working well with others	1 = included; 0 = not included	<i>Copy and paste the statement in the documents</i>
	A respect/appreciation for diversity	1 = included; 0 = not included	<i>Copy and paste the statement in the documents</i>
	Tolerant/values of tolerance	1 = included; 0 = not included	<i>Copy and paste the statement in the documents</i>
	Attitudes of care, empathy and compassion (for others and the environment)	1 = included; 0 = not included	<i>Copy and paste the statement in the documents</i>
	solidarity, global solidarity, common humanity (cosmopolitanism)	1 = included; 0 = not included	<i>Copy and paste the statement in the documents</i>
	Environmentally sustainable lifestyles (Taking responsibility for the environment, conservation, protection, restoration, stewardship)	1 = included; 0 = not included	<i>Copy and paste the statement in the documents</i>
	Participation/skills to participate at local, national, global levels: Active citizen(ship), civic engagement, constructive participation, serving the community, volunteering	1 = included; 0 = not included	<i>Copy and paste the statement in the documents</i>
Socially/ethically responsible/engaged, responsible consumers, consumer responsibility	1 = included; 0 = not included	<i>Copy and paste the statement in the documents</i>	

PEDAGOGY

Category	Sub-categories	Excel dataset	Sample Quotes
Pedagogical Approaches/Methods	Student-centred learning (learner centred, child-centred, active methods, project-based methods, democratic/open classroom)	1 = included; 0 = not included	<i>Copy and paste the statement in the documents</i>
	Peer learning/education (or peer to peer)	1 = included; 0 = not included	<i>Copy and paste the statement in the documents</i>
	Inclusive education	1 = included; 0 = not included	<i>Copy and paste the statement in the documents</i>
	Whole-school approach, 'future-friendly' schools	1 = included; 0 = not included	<i>Copy and paste the statement in the documents</i>
	(Integrated) Use of ICTs/social media in learning	1 = included; 0 = not included	<i>Copy and paste the statement in the documents</i>

ASSESSMENT

Category	Sub-categories	Excel dataset	Sample Quotes
Assessment <i>If found, include quotes that reflect whether cross-curricular key-lifeskills/competencies are assessed</i>	National/Standard(ized)/summative/traditional assessment	1 = included; 0 = not included	<i>Copy and paste the statement in the documents</i>
	Self-assessment, peer-assessment/review/evaluation	1 = included; 0 = not included	<i>Copy and paste the statement in the documents</i>
	Alternative/customized/differentiated/creative/authentic assessment , use of portfolios	1 = included; 0 = not included	<i>Copy and paste the statement in the documents</i>

ANNEX 2

List of National Curriculum Framework (NCF) and Education Sector Plans (ESP) analysed.

UNCD Region	Country	Grade Level	Type	Documents
Caucasus Central Asia	Armenia	1,2,3	NCF	Ministry for Education and Science. (2010). National curriculum for general education. Available at: http://www.ibe.unesco.org/curricula/armenia/ai_fw_2010_eng.pdf .
	Azerbaijan	1,2,3	NCF	Ministry of Education. (2006). General education concept (national curriculum) in Azerbaijan Republic. Available at: http://www.ibe.unesco.org/curricula/azerbaijan/aj_al_fw_2006_eng.pdf .
Eastern and South-eastern Asia	Brunei Darussalam	1,2,3	NCF	Ministry of Education. (2008). The new 21st century national curriculum Brunei Darussalam. Available at: http://www.ibe.unesco.org/curricula/brunei/bx_alfw_2008_eng.pdf .
	Hong Kong	1,2	NCF	The Curriculum Development Council. (2014). Basic education curriculum guide - To sustain, deepen and focus on learning to learn (Primary 1-6). Available at: http://www.edb.gov.hk/attachment/en/curriculum-development/doc-reports/guide-basic-edu-curriculum/BECEG_2014_en.pdf .
	Indonesia	1,2,3	NCF	Ministry of Education. (2008). Indonesian basic education curriculum: Current content and reform. Available at: http://www.ibe.unesco.org/curricula/indonesia/io_befw_2008_eng.pdf .
	Myanmar	1,2,3	NCF	(draft). Myanmar National Curriculum Framework (5 th version).
	Thailand	1,2,3	NCF	Ministry of Education. (2008). Basic education core curriculum: B.E. 2551 (A.D. 2008). Available at: http://www.ibe.unesco.org/curricula/thailand/th_befw_2008_eng.pdf .
	the Philippines	3	NCF	Department of Education. (2010). 2010 secondary education curriculum: Curriculum guide in English. Available at: http://www.ibe.unesco.org/curricula/philippines/ph_sc_eng_2010_eng.pdf .
	the Republic of Korea	1,2,3	NCF	Ministry of Education. (2009) The School Curriculum of the Republic of Korea. Available at: http://ncic.kice.re.kr/english.dwn.ogf.inventoryList.do#
Europe and Northern America	Belgium	1,2	NCF	Ministère de la Communauté Française. (2002). Programme des études: enseignement fondamental. Available at: http://www.ibe.unesco.org/curricula/belgium/be_pp_pr_2002_fre.pdf
	Canada – Quebec	1	NCF	Ministère de l'Éducation. (2001). The Quebec education programme: Pre-school and elementary education. Available at: http://www1.education.gouv.qc.ca/sections/programmeFormation/primaire/pdf/educprg2001/educprg2001.pdf .
	Croatia	1,2,3	NCF	Ministry of Science, Education and Sports. (2010). National curriculum framework: for pre-school education and general compulsory and secondary education. Available at: http://www.ibe.unesco.org/curricula/croatia/ci_fw_2010_eng.pdf
	Estonia	1,2,3	NCF	Ministry of Education and Research. (2011). National curriculum for basic schools. Available at: http://www.ibe.unesco.org/curricula/estonia/er_befw_2011_eng.pdf
	France	1,2,3	NCF	Ministère de l'Éducation Nationale. (2015). Socle commun de connaissances, de compétences et de culture. Available at: http://www.education.gouv.fr/pid25535/bulletin_officiel.html&cid_bo=87834 Ministère de l'Éducation Nationale. (2015). Projet de programmes pour les cycles 2,3,4. Available at: http://cache.media.education.gouv.fr/file/09_-_septembre/22/9/programmes_cycles_2_3_4_469229.pdf .
	Hungary	1,2,3	NCF	Ministry of Education and Culture. (2007). National core curriculum 2007. Available at: http://www.ibe.unesco.org/curricula/hungary/hu_al_fw_2007_eng.pdf
	Iceland	1,2,3	NCF	Ministry of Education, Science and Culture. (2012). The Icelandic national curriculum guide for compulsory schools general section. Available at: http://sprogkoordinationen.org/media/1118/is-national-curriculum-guide.pdf
	Ireland	1,2,3	NCF	Ministry of Education. (still active). Primary school curriculum. Available at: http://www.curriculumonline.ie/getmedia/c4a88a62-7818-4bb2-bb18-4c4ad37bc255/PSEC_Introduction-to-Primary-Curriculum_Eng.pdf Ministry of Education. (2015). A framework for junior cycle. Available at: http://www.education.ie/en/Publications/Policy-Reports/Framework-for-Junior-Cycle-2015.pdf .
	Lithuania	1,2,3	NCF	Ministry of Education and Science. (2008). Curriculum framework for primary and basic (lower secondary) education. Available at: http://www.ibe.unesco.org/curricula/lithuania/li_al_fw_2008_eng.pdf .

	Luxembourg	1,2	NCF	Ministère de l'Éducation Nationale. (2011). Plan d'études école fondamentale.
	Malta	1,2,3	NCF	Ministry of Education and Employment. (2012). A National curriculum framework for all. Available at: https://education.gov.mt/en/Documents/A%20National%20Curriculum%20Framework%20for%20All%20-%202012.pdf .
	Norway	1,2,3,4 +	NCF	Ministry of Education, Research, and Church Affairs. (2005). Core curriculum for primary, secondary and adult education in Norway. Available at: http://www.udir.no/upload/larerplaner/generell_del/Core_Curriculum_English.pdf .
	Portugal	1,2,3	NCF	Ministry of Education. (2003). National curriculum of basic education: essential competences. Available at: http://www.ibe.unesco.org/curricula/portugal/po_befw_2003_eng.pdf .
	Serbia	1,2,3,4	NCF	Ministry of Education, Science and Technology. (2010). Curriculum framework for pre-school, primary, secondary and post-secondary education. Available at: http://www.ibe.unesco.org/curricula/kosovo/kv_alfw_2010_eng.pdf .
	Sweden	1,2,3	NCF	Ministry of Education. (2011). Curriculum for the compulsory school, preschool class and the recreation centre 2011. Available at: http://www.skolverket.se/om-skolverket/publikationer/visa-enskild-publikation?_xurl=http%3A%2F%2Fwww5.skolverket.se%2Fwtpub%2Fws%2Fskolbok%2Fwpubext%2Ftrycksak%2FBlob%2Fpdf2687.pdf%3Fk%3D2687 .
	the United Kingdom	1,2,3,4	NCF	Department for Education. (2014). The national curriculum in England framework document. Available at: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335116/Master_final_national_curriculum_220714.pdf . Department for Education. (2015). National curriculum in England: primary curriculum. Available at: https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum . Department for Education. (2014). National curriculum in England: secondary curriculum. Available at: https://www.gov.uk/government/publications/national-curriculum-in-england-secondary-curriculum .
Latin America and the Caribbean	Argentina	2	NCF	Ministerio de Educación, Ciencia y Tecnología. (2006). Núcleos de aprendizajes prioritarios: 2º ciclo EGB, nivel primario. Available at: http://www.ibe.unesco.org/curricula/argentina/ag_upr2_2006_spa.pdf .
	Belize	1,2,3	NCF	Ministry of Education and Sports. (2004). Birdseye view of overall curriculum. Available at: http://www.ibe.unesco.org/curricula/belize/bh_al_2004_eng.pdf .
	Brazil	3	NCF	Ministry of Education. (2004). National curriculum parameters: Secondary education. Available at: http://www.ibe.unesco.org/curricula/brazil/bl_scfw_2004_eng.pdf .
	Chile	1,2,3,4	NCF	Ministerio de Educación. (2009). Objetivos fundamentales y contenidos mínimos obligatorios de la educación básica y media: actualización 2009. Available at: http://www.ibe.unesco.org/curricula/chile/cl_al_fw_2009_spa.pdf .
	Dominica	1,2,3	NCF	Ministry of Education. (2006). National curriculum framework for Dominica. Available at: http://www.ibe.unesco.org/curricula/dominica/dg_al_fw_2006_eng.pdf .
	El Salvador	1,2	NCF	Ministerio de Educación. (2008). Programa de estudio: primer grado; educación básica. Available at: http://www.ibe.unesco.org/curricula/elsalvador/es_pr1_2008_spa.pdf . Ministerio de Educación. (2008). Programa de estudio: segundo grado; educación básica. Available at: http://www.mined.gob.sv/index.php/descargas/send/873-programas-de-estudio-para-1-2-y-3er-grado/5507-programa-segundo-grado-0 . Ministerio de Educación. (2008). Programa de estudio: tercer grado; educación básica. Available at: http://www.mined.gob.sv/index.php/descargas/send/873-programas-de-estudio-para-1-2-y-3er-grado/6063-programa-tercer-grado-0 . Ministerio de Educación. (2008). Programa de estudio: cuarto grado; educación básica. Available at: http://www.ibe.unesco.org/curricula/elsalvador/es_pr4_2008_spa.pdf . Ministerio de Educación. (2008). Programa de estudio: quinto grado educación básica. Available at: http://www.ibe.unesco.org/curricula/elsalvador/es_pr5_2008_spa.pdf . Ministerio de Educación. (2008). Programa de estudio: sexto grado educación básica. Available at: http://www.ibe.unesco.org/curricula/elsalvador/es_pr6_2008_spa.pdf .
	Grenada	1,2,3	ESP	Ministry of Education. (2006). Strategic plan for educational enhancement and development 2006-2015. Available at: http://media.wix.com/ugd/109e28_1c729bfbfd842889ce8b375fc101f3e.pdf .
	Guatemala	1,2	NCF	Ministerio de Educación. (2007). Curriculum nacional base: primer grado, nivel primario. Available at: http://www.avivara.org/images/CNB_primer_grado-reduced.pdf . Ministerio de Educación. (2007). Curriculum nacional base: tercer grado, nivel primario. Available at: http://www.avivara.org/images/CNB_Tercero_grado-reduced.pdf . Ministerio de Educación. (2007). Curriculum nacional base: sexto grado, nivel primario. Available at: http://www.avivara.org/images/CNB_Sexto_Grado-reduced.pdf .
	Haiti	1,2,3	ESP	Ministère de l'Éducation Nationale et de la Formation Professionnelle. (2011). Plan Opérationnel 2010-2015 : Des recommandations du groupe de travail sur l'Éducation et la formation. Available at: http://menfp.gouv.ht/PLAN_OPERATIONNEL_2010_2015_.pdf .
	Honduras	1,2,3	NCF	Secretaría de Educación. (2003). Currículo Nacional Básico. Available at: http://www.se.gob.hn/media/files/basica/cnb.pdf .

				<p>Secretaría de Educación. (2003). Diseño curricular nacional para la educación básica: primer ciclo. Available at: http://www.portaleducativo.hn/profesores/cnb/ciclo1.pdf.</p> <p>Secretaría de Educación. (2003). Diseño curricular nacional para la educación básica: segundo ciclo. Available at: http://www.ibe.unesco.org/curricula/honduras/ho_be2_2003_spa.pdf.</p> <p>Secretaría de Educación. (2003). Diseño curricular nacional para la educación básica: tercer ciclo. Available at: http://www.ibe.unesco.org/curricula/honduras/ho_be3_2003_spa.pdf.</p>
	Mexico	1,2,3	NCF	<p>Secretaría de Educación Pública. (2011). Plan de estudios 2011: educación básica. Available at: http://www.ibe.unesco.org/curricula/mexico/mx_befw_2011_spa.pdf.</p>
	Nicaragua	1,2,3	NCF	<p>Ministerio de Educación División General de Currículo y Desarrollo Tecnológico. (2009). Plan de estudios en el nuevo currículo de la educación básica y media vigente a partir del 2009. Available at: http://www.ibe.unesco.org/curricula/nicaragua/nq_alfw_2009_spa.pdf.</p> <p>Ministerio de Educación. (2009). Programa de estudio educación primaria multigrado: tercero y cuarto grado ; tomo no. 2. Available at: http://www.ibe.unesco.org/curricula/nicaragua/nq_pr3y4_v2_2009_spa.pdf</p> <p>Ministerio de Educación. (2009). Programa de estudio educación primaria multigrado: primero y segundo grado ; tomo no. 1. Available at: http://www.ibe.unesco.org/curricula/nicaragua/nq_pr1y2_v1_2009_spa.pdf.</p>
	Panama	1,2	NCF	<p>Ministerio de Educación. (2014). Educación Básica General. Available at: http://consulta.meduca.gob.pa/04unad/DNCYTE/docs/PROGRAMAS/EDUCACION_BASICA_GENERAL/PRIMARIA/PRIMER%20GRADO%202014.pdf</p> <p>Ministerio de Educación. (2014). Programa de primer grado. Available at: http://consulta.meduca.gob.pa/04unad/DNCYTE/docs/PROGRAMAS/EDUCACION_BASICA_GENERAL/PRIMARIA/TERCER%20GRADO%202014.pdf</p> <p>Ministerio de Educación. (2014). Programa de tercer grado. Available at: http://www.educapanama.edu.pa/sites/default/files/documentos/programas-educacion-basica-general-primaria-4-2014.pdf</p> <p>Ministerio de Educación. (2014). Educación básica general: programa de sexto grado. Available at: http://www.educapanama.edu.pa/sites/default/files/documentos/programas-educacion-basica-general-primaria-6-2014.pdf.</p>
	Paraguay	1	NCF	<p>Ministerio de Educación y Cultura. (2014). Programa de Estudio 1° grado. Available at: http://www.ibe.unesco.org/curricula/paraguay/py_pr1_2014_spa.pdf.</p> <p>Ministerio de Educación y Cultura. (2014). Programa de Estudio 3° grado. Available at: http://www.ibe.unesco.org/curricula/paraguay/py_pr3_2014_spa.pdf</p>
	Peru	1,2,3	NCF	<p>Ministerio de Educación. (2008). Diseño curricular nacional de educación básica regular. Available at: http://unesdoc.unesco.org/ulis/cgi-bin/ulis.pl?catno=224170&set=00565F08A5_0_95&qp=1&lnk=3&ll=1.</p>
	The Dominican Republic	1,2,3	NCF	<p>Ministerio de Educación. (2014). Diseño currículo nivel primerio: primer ciclo (1ro,2do y 3ro). Available at: http://www.ibe.unesco.org/curricula/dominicanrepublic/dr_lpr_2014_spa.pdf.</p> <p>Ministerio de Educación. (2014). Diseño currículo nivel primerio: segundo ciclo (4ro,5to. y 6to.). Available at: http://www.ibe.unesco.org/curricula/dominicanrepublic/dr_upr_2014_spa.pdf.</p> <p>Ministerio de Educación. (2006). Currículo del nivel medio: Modalidad General. Available at: http://www.ibe.unesco.org/curricula/dominicanrepublic/dr_sc_2006_spa.pdf.</p>
	Uruguay	1,2	NCF	<p>Administración Nacional de Educación Pública. (2008). Programa de educación inicial y primaria año 2008. Available at: http://www.ibe.unesco.org/curricula/uruguay/uy_pppr_fw_2008_spa.pdf.</p>
	Venezuela	1,2,3	NCF	<p>Ministerio del Poder Popular para la Educación. (2007). Currículo del Subsistema de Educación Primaria Bolivariana. Available at: http://www.ibe.unesco.org/curricula/venezuela/ve_prfw_2007_spa.pdf.</p> <p>Ministerio del Poder Popular para la Educación. (2007). Currículo nacional Bolivariano: diseño curricular del sistema educativo bolivariano. Available at: http://www.ibe.unesco.org/curricula/venezuela/ve_alfw_2007_spa.pdf.</p>
North Africa and Western Asia	Iraq	1,2,3	NCF	<p>Ministry of Education. (2012). Iraqi Curriculum Framework. Available at: http://unesdoc.unesco.org/images/0021/002195/219551e.pdf.</p>
	Palestine	1,2,3	ESP	<p>Ministry of Higher Education. (2014). Education development strategic plan, 2014-2019.</p>
	Qatar	1,2,3,4	NCF	<p>Supreme Education Council. (2014). Qatar National Curriculum Framework for Early Years, Primary, Preparatory and Secondary Education.</p>
Southern Asia	Afghanistan	1,2,3	NCF	<p>Ministry of Education. (2003). Curriculum Framework: Afghanistan; volume 1. Available at: http://www.ibe.unesco.org/curricula/afghanistan/af_alfw_2003_eng.pdf.</p>
	Bhutan	1,2,3	NCF	<p>Royal Education Council. (2012). The National education framework: shaping Bhutan's future. Available at: http://www.ibe.unesco.org/curricula/bhutan/bt_alfw_2012_eng.pdf.</p>
	India	1,2,3,4	Syllabus	<p>National Council for Teacher Education. (2006). Syllabus for Secondary and Higher Secondary Level. Available at: http://www.ibe.unesco.org/curricula/india/ii_sc_2006_eng.pdf.</p>

				National Council of Educational Research and Training. (2006). Elementary level: syllabus volume 1. Available at: http://www.ibe.unesco.org/curricula/india/ii_pr_2006_eng.pdf .
	Maldives	1,2,3	NCF	The National Institute of Education. (2015). The National Curriculum framework. Available at: http://www.moe.gov.mv/assets/upload/National_Curriculum_Framework_English.pdf .
	Nepal	1,2,3	NCF	Ministry of Education and Sports. (2008). Primary education curriculum 2063: grade 1-3. Available at: http://www.ibe.unesco.org/curricula/nepal/np_pr_fw_2008_eng.pdf . Ministry of Education and Sports. (2007). National Curriculum Framework for school education in Nepal. Available at: http://www.moe.gov.np/assets/uploads/files/National-Curriculum-Framework-2007-English.pdf .
	Pakistan	1,2,3	ESP	Ministry of Education. (2009). National Education Policy. Available at: http://unesco.org.pk/education/teachereducation/files/National%20Education%20Policy.pdf .
Sub-Saharan Africa	Côte d'Ivoire	1,2	NCF	Ministère de l'Éducation Nationale et de l'Enseignement Technique. (2014/5). Programmes Éducatifs et guides d'exécution CP1. Available at : http://www.education-ci.org/portail/index.php/component/phocadownload/category/88-programme-du-primaire-2014-2015# Ministère de l'Éducation Nationale et de l'Enseignement Technique. (2014/5). Programmes Éducatifs et guides d'exécution CE1. Available at : http://www.education-ci.org/portail/index.php/component/phocadownload/category/88-programme-du-primaire-2014-2015# Ministère de l'Éducation Nationale et de l'Enseignement Technique. (2014/5). Programmes Éducatifs et guides d'exécution CM2. Available at : http://www.education-ci.org/portail/index.php/component/phocadownload/category/88-programme-du-primaire-2014-2015#
	Djibouti	1,2,3	ESP	Ministère de l'Éducation Nationale et de l'enseignement supérieur. (2010). Stratégie du secteur de l'éducation de la République de Djibouti pour la période 2010-2019. Available at : http://www.globalpartnership.org/fr/content/djibouti-sch%C3%A9ma-directeur-2010-2019
	Ghana	1,2,3	ESP	Ministry of Education. (2012). Education strategic plan 2010-20, Vol. 1. Available at: http://www.globalpartnership.org/content/government-ghana-education-strategic-plan-2010-2020-volume-1-policies-strategies-delivery . Ministry of Education. (2012). Education Strategic Plan 2010-20, Vol. 2.
	Lesotho	1,2,3	NCF	Ministry of Education and Training. (2008). Curriculum and assessment policy: education for individual and social development. Available at: http://www.ibe.unesco.org/curricula/lesotho/lo_alfw_2008_eng.pdf .
	Mauritius	1,2,3	NCF	Ministry of Education, Culture & Human Resources. (2007). The national curriculum framework: primary. Available at: http://www.ibe.unesco.org/curricula/mauritius/mf_prfw_2007_eng.pdf . Ministry of Education, Culture & Human Resources. (2009). The national curriculum framework: secondary. Available at: http://www.ibe.unesco.org/curricula/mauritius/mf_scfw_2009_eng.pdf .
	Namibia	1,2,3	NCF	Ministry of Education. (2010). The national curriculum for basic education. Available at: http://www.ibe.unesco.org/curricula/namibia/sx_befw_2009_eng.pdf .
	Niger	1,2,3	NCF	Cadre d'orientation de curriculum. Available at: http://www.ibe.unesco.org/curricula/niger/ng_alfw_2006_fre.pdf .
	Rwanda	1,2,3	ESP	Ministry of Education. (2013). Education sector strategic plan 2013/14- 2017/18. Available at: https://ictedupolicy.org/system/files/education_sector_strategic_plan_2013_-_2018_small.pdf .
	Seychelles	1,2,3	NCF	Ministry of Education. (2013). The national curriculum framework. Available at: http://www.ibe.unesco.org/curricula/seychelles/se_fw_2013_eng.pdf .
	South Africa	1,2,3	NCF	Department of Education. (2001). Policy revised national curriculum statement grades R-9 (schools): overview. Available at: http://www.ibe.unesco.org/curricula/southafrica/sa_alfw_2002_eng.pdf .
	South Sudan	1,2,3	ESP	Ministry of Education. (2012). General education strategic plan, 2012-2017: promoting learning for all. Available at: http://www.globalpartnership.org/content/south-sudan-general-education-strategic-plan-2012-2017 .
	the Democratic Republic of the Congo	1,2	NCF	Ministère de l'enseignement primaire, secondaire et professionnel. (2009). Programme national de l'enseignement primaire. Available at: http://www.ibe.unesco.org/curricula/congodr/cg_pr1_2_2009_fre.pdf .
	the Gambia	1,2	NCF	Ministry of Basic and Secondary Education. (2011). Curriculum framework for basic education. Available at: http://www.ibe.unesco.org/curricula/gambia/gm_befw_2011_eng.pdf .
	the United Republic of Tanzania	3	NCF	Tanzania Institute of Education. (2010). Curriculum for ordinary level secondary education. Available at: http://www.ibe.unesco.org/curricula/tanzania/tz_ls_fw_2010_eng.pdf .
	Zambia	1,2,3	NCF	Ministry of Education, Science, Vocational Training and Early Education. (2013). Zambia education curriculum framework. Available at: http://www.ibe.unesco.org/curricula/zambia/za_alfw_2013_eng.pdf .

The Pacific	Australia	1,2,3	NCF	Australian Curriculum, Assessment and Reporting Authority. (2013). The Australian curriculum. Available at: http://www.ibe.unesco.org/curricula/australia/at_alfw_2013_eng.pdf .
	Fiji	1,2,3	NCF	Ministry of Education. (2007). The Fiji Islands national curriculum framework: education for a better future. Available at: http://www.ibe.unesco.org/curricula/fiji/fj_alfw_2007_eng.pdf .
	Kiribati	1,2,3	ESP	Ministry of Education. (2012). Sector strategic plan 2012-2015. Available at: https://dfat.gov.au/about-us/publications/Documents/kiribati-education-sector-strat-plan.pdf .
	Micronesia	1,2,3	NCF	Pohnpei Department of Education. (2009). Curriculum frameworks. Available at: http://www.ibe.unesco.org/curricula/micronesia/fm_alfw_2009_eng.pdf .
	Nauru	1,2,3	NCF	(n.d.). Nauru Curriculum Framework.
	New Zealand	1,2,3,4	NCF	Ministry of Education. (2007). The New Zealand curriculum: for English-medium teaching and learning in years 1-13. Available at: http://www.ibe.unesco.org/curricula/newzealand/nz_alfw_2007_eng.pdf .
	Papua New Guinea	1,2,3	NCF	Department of Education. (2003). National curriculum statement for Papua New Guinea. Available at: http://www.ibe.unesco.org/curricula/papuanewguinea/pp_alfw_2003_eng.pdf .
	Samoa	1,2,3	NCF	Ministry of Education, Sports and Culture. (2006). Samoa: national curriculum policy framework. Available at: http://www.ibe.unesco.org/curricula/samoa/ws_alfw_2006_eng.pdf .
	the Cook Islands	1,2,3	NCF	Ministry of Education. (2002). The Cook Islands curriculum framework. Available at: http://www.ibe.unesco.org/curricula/cookislands/cw_alfw_2002_eng.pdf .
	Tokelau	1,2,3	NCF	Department of Education. (2006). National curriculum policy framework. Available at: http://www.ibe.unesco.org/curricula/tokelau/tl_alfw_2006_eng.pdf .
Tuvalu	1,2,3	NCF	Ministry of Education, Youth and Sports. (2013). Tuvalu national curriculum policy: Quality education for sustainable living for all.	

ANNEX 3

Social Studies Analysis: List of syllabus/curricula analysed.

UNSD Region	Country	Grade	Documents
Eastern and South Eastern Asia	Indonesia	1,2,3	Ministry of Education. (2009). Social science subject for junior high school (SMP) /madrasah tsanawiyah (MTs)/ Islamic junior high school. Available at: http://www.ibe.unesco.org/curricula/indonesia/io_ls_ss_2009_eng.pdf . Ministry of Education. (2009). Social science subject for elementary school (SD) / madrasah ibtdaiyah (MI) (Islamic elementary school). Available at: http://www.ibe.unesco.org/curricula/indonesia/io_pr_ss_2009_eng.pdf .
	Singapore	1,2,3,4	Ministry of Education. (2011). Primary social studies syllabus 2012. Available at: http://www.ibe.unesco.org/curricula/singapore/si_pr_ss_2011_eng.pdf . Ministry of Education. (2013). Secondary social studies normal (technical) syllabus. Available at: http://www.ibe.unesco.org/curricula/singapore/si_ls_ss_2013_eng.pdf .
Europe and North America	Canada - Alberta	1,2,3,4	Alberta Education Authority (2006). Social studies kindergarten to grade 12 (skills and processes for grade 7). Available at: https://education.alberta.ca/media/160200/program-of-study-grade-7.pdf .
	Canada - Ontario	1,2,3	Ministry of Education. (n.d).The Ontario curriculum: Social studies grades 1 to 6 and history and geography, grades 7 and 8. Available at: http://www.edu.gov.on.ca/eng/curriculum/elementary/sshg.html .
	Canada - Quebec	3	Ministry of Education. (n.d). The Quebec Education Programme: Chapter 7, Social Science. Available at: http://www1.education.gouv.qc.ca/sections/programmeFormation/secondaire/1/pdf/chapter72.pdf .
	Malta	1	Directorate for Quality and Standards in Education. (2012). Social studies curriculum units with examples of teaching activities; form 1. Available at: http://www.ibe.unesco.org/curricula/malta/mm_sc1_ss_2012_eng.pdf . Directorate for Quality and Standards in Education. (2012). Social studies curriculum units with examples of teaching activities; form 2. Available at: http://www.ibe.unesco.org/curricula/malta/mm_sc2_ss_2012_eng.pdf .
	Norway	1,2,3,4	Ministry of Education (2013). Social studies curriculum. Available at: http://www.udir.no/kl06/SAF1-03
	The U.S. – California	1,2,3,4	California Department of Education. (2001). History–Social science framework for California public schools. Available at: http://www.cde.ca.gov/ci/cr/cf/documents/histsocsciframe.pdf .
	The U.S. – New York	1,2,3	The State Education Department. (2015). New York state K-8 social studies framework. Available at: https://www.engageny.org/resource/new-york-state-k-12-social-studies-framework/file/14656 .
	The U.S. – Ohio	1,2,3,4	Ohio Department of Education. (2010). Ohio's new learning standards: Social studies standards. Available at: http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Social-Studies/SS-Standards.pdf.aspx .
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