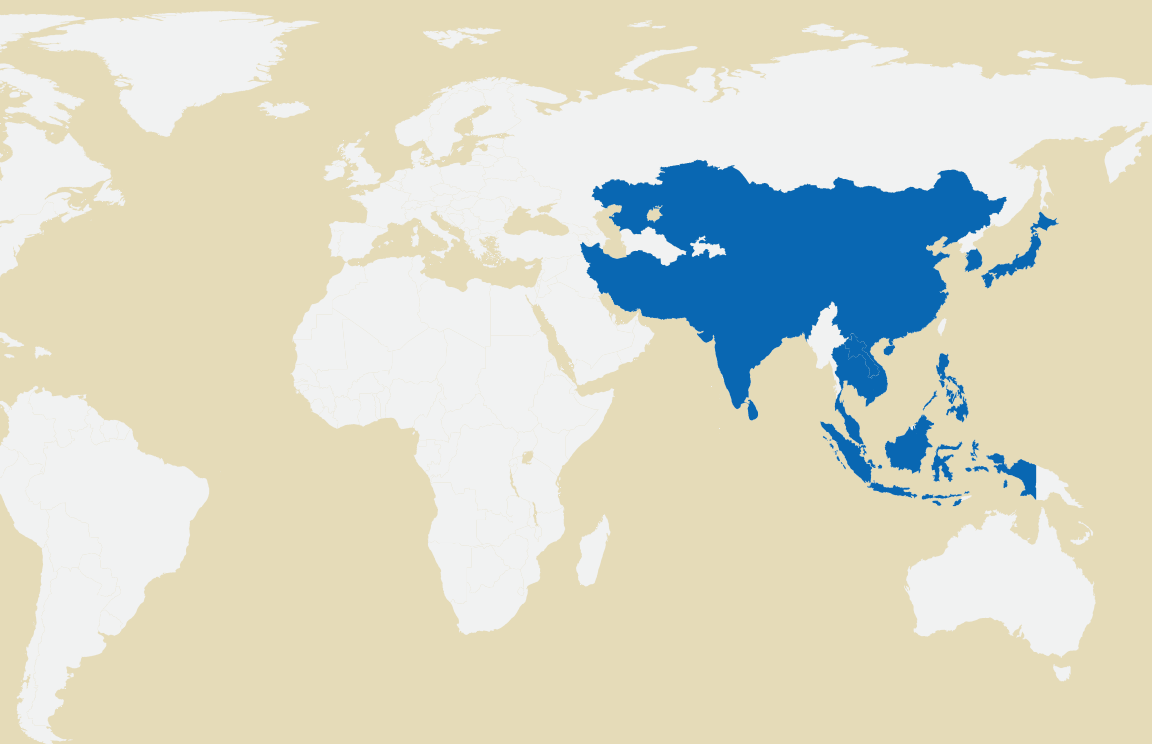


PART I:

Key Regional Findings



The current report builds on a project conducted by UNESCO MGIEP in 2016-17 to review the current state of education for peace, sustainable development and global citizenship in countries across Asia, in partnership with the UNESCO Asia and Pacific Regional Bureau for Education (UNESCO Bangkok). The project was initially conceived to assess the feasibility of UNESCO MGIEP's approach of embedding ESD/GCED in core subjects such as mathematics and science (see UNESCO MGIEP, 2017, for this approach). After the initial planning in 2015 based on a literature review and consultations with relevant stakeholders, the project objectives and foci were slightly modified to align with the global indicator of SDG Target 4.7 finalised in 2016. This called for analysis of:

[the] extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in (a) national education policies (b) curricula (c) teacher education and (d) student assessment. (UNESCO, 2016b, p. 79)

Over recent decades, there have been numerous calls for integrating promotion of peace, human rights, sustainable development and other related areas into the goals of national education systems (for example in the context of the UN Decade of Education for Sustainable Development, 2005-2014). Various programmes, initiatives and projects have resulted, but there has been no systematic review of the extent to which concepts encompassed by SDG Target 4.7 have been integrated into national education policies and curricula. This project was thus conceived as an attempt to establish a baseline against which future progress towards achieving this target can be monitored until the stipulated 'deadline' of 2030.

Part I presents the quantitative results of the content analysis of policy and curriculum across 22 countries in Asia and discusses methodological issues pertaining to the quantitative approach to curricular analysis (see **Appendix I** for details of the coding methods and **Appendix II** for visual representations of the coding results). But while attempting to present quantitative evidence regarding the extent to which concepts embedded in SDG 4.7 are integrated in education policy and curricula, this review also involved reflecting upon and highlighting the limitations of a quantitative approach to analysing such issues. **Part I** therefore also outlines methodological lessons learnt from this review which can inform future efforts to monitor progress in relation to SDG 4.7.