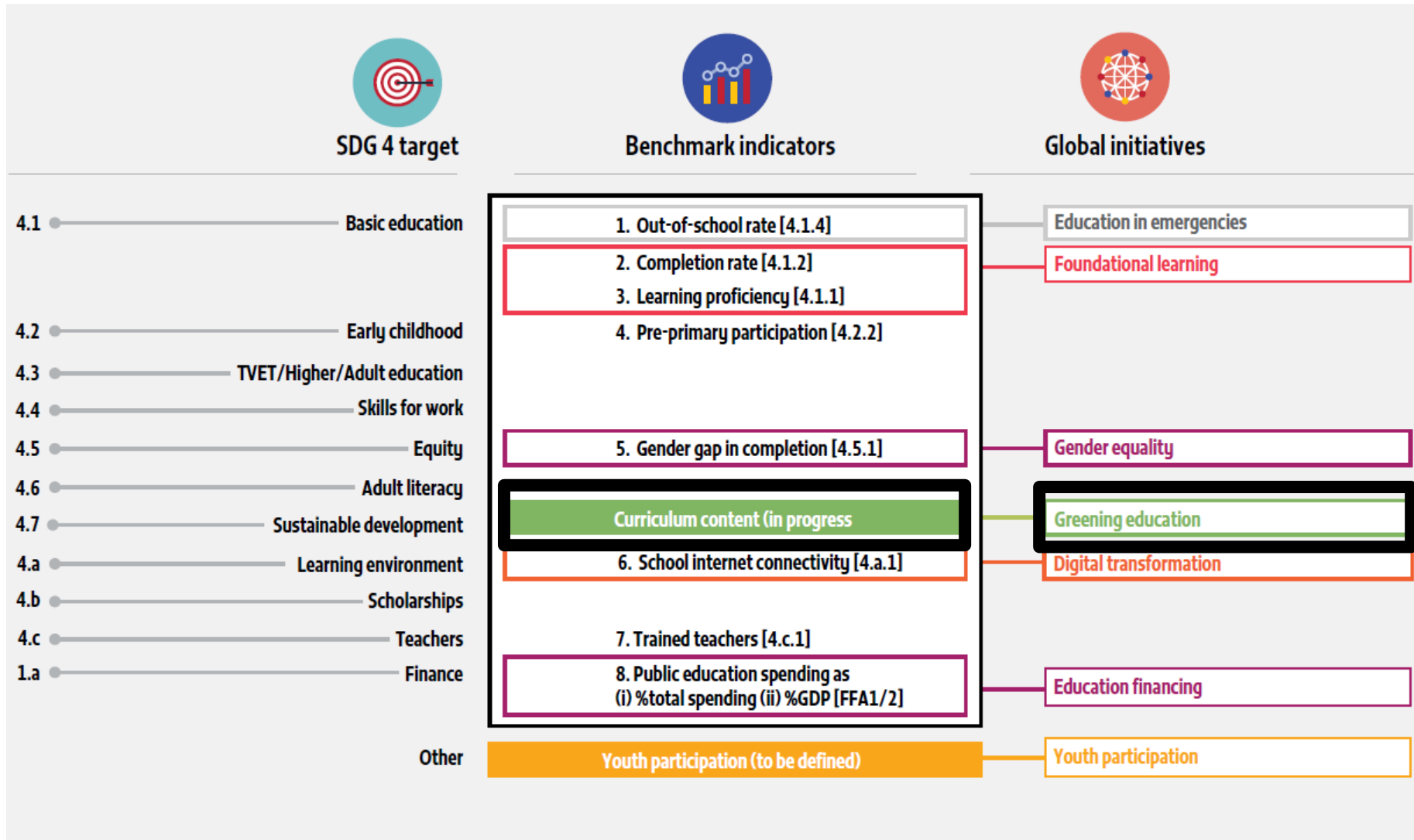


A greening curriculum indicator

4 July 2024

SDG 4 benchmark indicators



December 2022 HLSC decision

“add indicators for (i) greening education (ii) digital transformation and (iii) youth/student engagement to the existing SDG4 benchmark indicator framework”

“Data and Monitoring Technical Committee (FA2) to develop a methodology for these indicators”

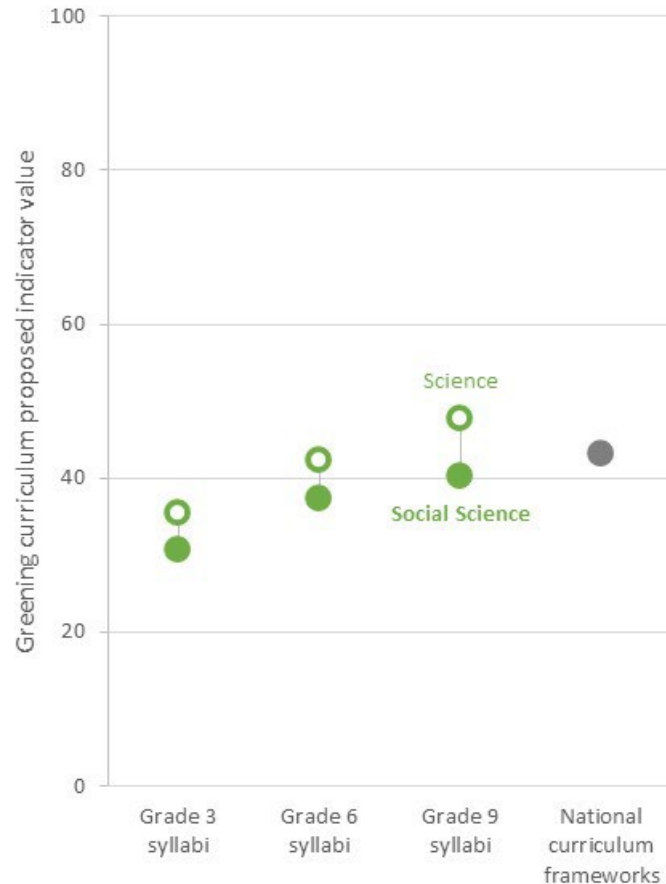


Schools
Curriculum
Teachers
Communities



A curriculum-based indicator proposal

Value of greening indicator
by type of document, grade and domain



A proposal by GEM Report, MECCE and UNESCO

Based on **national curriculum frameworks** and **syllabi** of science and social science subjects in grades 3, 6, 9

35 environment, sustainability and climate **keywords**:
1,500 documents in 76 countries and 30 languages so far

A mean value of **40** out of a maximum of 100 but:

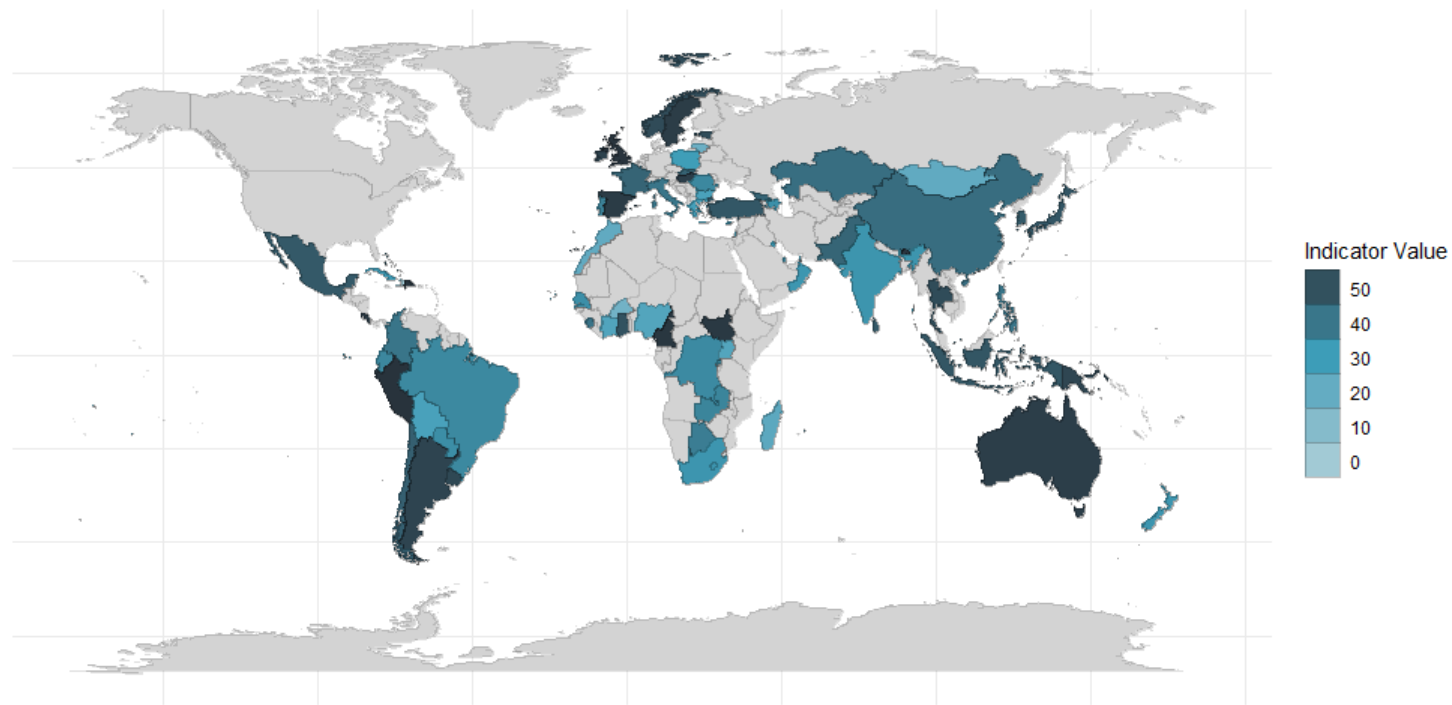
- ▶ Lower in social science than in science
- ▶ Lower in grade 3 than in science
- ▶ Lower for climate and biodiversity

Potential to develop in the future



A curriculum-based indicator proposal

*Distribution of 76 countries studied
and their greening indicator values*



Next steps

1. Propose an amendment to the metadata on SDG global indicator 13.3.1 in the 2025 Comprehensive Review
2. Invite all other countries to share their curriculum and syllabi documents for analysis
3. Invite countries to review, reflect and propose their own national targets
4. Discuss ideas for continuing to improve the calculation of the indicator

Greening education decision

	Option 1	Option 2
Description	Approve the metadata for 'Number of countries that have integrated mitigation, adaptation, impact reduction and early warning into primary, secondary, and tertiary curricula' and propose to use it to report on indicator 13.3.1.	Do not approve the metadata and do not propose to use it to report on indicator 13.3.1.
Pros	<ul style="list-style-type: none"> • Clear metadata. • Progress towards identifying a benchmark indicator that captures progress in realizing commitments to greening education and asking countries to set national benchmarks. 	---
Cons	<ul style="list-style-type: none"> • It may not provide a comprehensive account of the greening of the curriculum due to the focus only on science and social science in grades 3, 6 and 9. • It captures incidence of specific keywords but should capture also their contextualized meaning and connections with other keywords. 	<ul style="list-style-type: none"> • No metadata and no reporting on the indicator. • No progress towards setting national benchmarks on greening education.
Proposed decision	Approve the metadata and propose to use it for indicator 13.3.1.	
Document	Metadata SDG indicator 13.3.1 on greening education (English)	

Thank you

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