A greening curriculum indicator

4 July 2024
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”
A curriculum-based indicator proposal

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

Source: MECCE (2024).
A curriculum-based indicator proposal

Distribution of 76 countries studied and their greening indicator values

Source: MECCE (2024).
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

<table>
<thead>
<tr>
<th>Description</th>
<th>Option 1</th>
<th>Option 2</th>
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<tbody>
<tr>
<td><strong>Description</strong></td>
<td>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.</td>
<td>Do not approve the metadata and do not propose to use it to report on indicator 13.3.1.</td>
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</tbody>
</table>
| **Pros** | **•** 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** | **•** 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. | **•** 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](https://example.com)) | |
Thank you

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