

	Goal	4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all
U N	Target	4.7 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
	Indicator	4.7.1 Extent to which (i) global citizenship education and (ii) education for sustainable development are mainstreamed in (a) national education policies, (b) curricula, (c) teacher education, and (d) student assessment

## I. Global indicator

⟨Type 4⟩

Indicator	Extent to which (i) global citizenship education and (ii) education for sustainable development are mainstreamed in (a) national education policies, (b) curricula, (c) teacher education, and (d) student assessment
	the extent to which countries mainstream (i) Global Citizenship Education (GCED) and (ii) Education for Sustainable Development (ESD) in their education systems with focuses on (a) policies, (b) curricula, (c) teacher education, and (d) student assessment).
Definition	For each of the four components of the indicator (policies, curricula, teacher education, and student assessment), a number of criteria are measured, which are then combined to give a single score between zero and one for each component.
	The indicator is assessed on a scale of zero to one. The closer to one the value, the better mainstreamed are ESD and GCED in that component.

Global	Metadata: https://unstats.un.org/sdgs/metadata/files/Metadata-04-07-01.pdf
indicator link	Data: https://unstats.un.org/sdgs/indicators/database/

