

U N	G o a l	13. Take urgent action to combat climate change and its impacts
	T a r g e t	13.3 Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning
	I n d i c a t o r	13.3.1 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
Definition	<p>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).</p> <p>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.</p> <p>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.</p>
Global indicator link	<ul style="list-style-type: none"> ■ Metadata: https://unstats.un.org/sdgs/metadata/files/Metadata-13-03-01.pdf ■ Data: https://unstats.un.org/sdgs/indicators/database/