

## Statistics for the SDGs - global indicators



<b>Name of the indicator</b>	<b>4.7.1 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</b>
<b>Sustainable Development Goal</b>	Goal 4. Quality education
<b>Target</b>	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
<b>Definition</b>	The indicator takes a value 1, if the education in sustainable development is carried out in particular in: global citizenship education, education for sustainable development (including climate change education) and this education are mainstreamed in national education policies, curricula, teacher education and student assessment.
<b>Unit</b>	{ 0 , 1 }
<b>Available dimensions</b>	–
<b>Methodological explanations</b>	<p>The dissemination among children and young people the knowledge about the principles of sustainable development and the shaping of attitudes, to foster its implementation in local, national and global scale is guaranteed by law (article 1, point 11 of the Act on education system Journal of Laws from 2016, item 1943).</p> <p>Minister for education determines the curricula that are mandatory's goals and teaching content, including the skills described in the form of general and specific requirements for skills and knowledge, which should have a student after completion of the particular stage of the educational as well as educational role of the school.</p> <p>Objectives and content of the teaching for sustainable development are carried out in accordance with the basis of a curriculum controlled by Regulation of the Minister of National Education of 27 August 2012 on the core pre-school curriculum and general education curriculum in different types of schools (Journal of Laws: from 2014, item 977, from 2014, item 803, and from 2016, item 895).</p> <p>Starting with the school year 2017/2018, in primary schools and in 1-degree secondary schools will apply the curriculum governed by Regulation of the Minister of National Education of 14 February 2017 on the core pre-school curriculum and general education curriculum for primary education, including for students with intellectual disabilities in moderate or severe, general education for 1-degree trade school, general education for special school adoptive to work and education for post-secondary (Journal of Laws from 2017, item 356).</p>
<b>Data source</b>	Ministry of National Education
<b>Data availability</b>	Annual data since 2010
<b>Notes</b>	