UNESCO’s reports to the UN on global monitoring of SDG 4 indicators

SDG 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.

The global indicator proposed for monitoring this Target: Indicator 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

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The Mediterranean Strategy on Education for Sustainable Development (MSESD) was unanimously endorsed on 13 May 2014 by the UfM Ministers of Environment & Climate Change and accepted as an integral part of the “Mediterranean Strategy for Sustainable Development” (2016-2025) in the Barcelona Convention’s COP19 (Athens, February 2016). Then, the Action Plan of the MSESD was developed, and endorsed in December by Mediterranean Ministers of Education, in Cyprus. The overall aim is to encourage the countries to develop and incorporate ESD into formal, non-formal and informal education.

Precaution / Notes:
The existence of a strategy or a plan doesn’t prevail of the efficiency of the Education for Sustainable Development in the country.
Some other indicators are necessary to monitor the Education for Sustainable Development


In June 2019, 15 Mediterranean countries (68%) have a legal framework for Education for Sustainable Development in place.