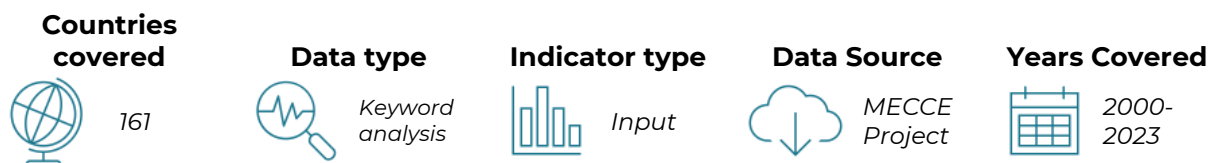


## Methods | Integration of climate change in national curriculum policy



### Overview of Indicator

This indicator measures the extent to which climate change is included in official national education policies (i.e., National Curriculum Frameworks (NCFs) and Education Sector Plans (ESPs)). The data for this indicator was initially created through a study commissioned by UNESCO and implemented by the MECCE Project and has subsequently been expanded by MECCE. The analysis of these documents uses the same keyword analysis following the approach used in an earlier UNESCO funded study, *Learn for Our Planet* (2021). NCFs and ESPs are national policy documents which provide a vision and guidelines for the country's education system. This indicator is a proxy measure for the extent to which climate change and related themes are being broadly included in primary and secondary education.

### Detailed Methods

As part of a prior UNESCO-commissioned study, NCFs and ESPs of 100 countries were collected. Additional documents were located by searching Ministry of Education websites and IIEP Planipolis, Eurydice, OECD Policy Outlook, IIEP Siteal, Edumeres, IIEP UNESCO, and UNESCO ERCE databases. Whenever possible NCFs were used, ESPs being reserved only for cases where an NCF could not be found. NCFs are more applied documents which provide specific guidelines to the education system and are therefore much closer to what is actually happening in the classroom (see below for definitions). 188 NCFs and 24 ESPs were used for the analysis in 2023 bringing the total count to 161 countries. The extent of integration of climate change into a nation's education policies was analyzed by searching 34 environmental, sustainability, and climate change related keywords, translated into 26 languages. These counts were standardized per million words in order to calculate a rate of inclusion for climate words and for environmental or sustainability words and in the case of multiple documents within a country a simple mean was calculated. Levels were assigned based on the below algorithm (see Calculation of Levels).

The National Curriculum Framework (NCF) is a policy instrument that serves as a guideline for all actors in the education system. It specifies the design, planning and sequencing of teaching and learning processes. It includes a statement of purpose, contents, activities and learning practices, as well as the modalities for assessing learners' achievements. It provides information on the implementation strategy, actions and benchmarks for implementation, monitoring and evaluation strategies. It generally presents the values upon which the system is based on and provides a plan of what students have to learn and are expected to achieve by the end of each educational cycle.

An Education Sector Plan (ESP) is by nature a national policy instrument, elaborated under the responsibility of government which provides a long-term vision for the education system in the country, and outlines a coherent set of practicable strategies to reach its objectives and overcome difficulties. It is based on a sound analysis of the current situation and of the causes of successes achieved and difficulties encountered. ESPs generally include implementation and monitoring and evaluation (M&E) frameworks.

## Calculation of Levels

The following Indicator levels were assigned to each country:

- 1** No Keywords found
- 2** Up to 1,000 Environmental/Sustainability Keywords found (Very Low)
- 3** Up to 100 Climate Change Keywords OR more than 1,000 Environmental/Sustainability Keywords found (Low)
- 4** Up to 1,000 Climate Keywords found (Moderate)
- 5** More than 1,000 Climate Keywords found (High)

## Caveats

The keyword counts provide a measure of inclusion of key themes but only a rough one. Neither the context in which the keywords were utilized nor broader themes were analyzed. Analysis also suggests that ESPs have systematically fewer keywords.

## Collaborators and Acknowledgements

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