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Sustainable development: Education for Sustainable Development

Implementation of education for sustainable development in the framework of the 2030 Agenda for Sustainable Development

Note by the Secretary-General

The Secretary-General transmits herewith the report prepared by the Director-General of the United Nations Educational, Scientific and Cultural Organization (UNESCO), in accordance with General Assembly resolution [72/222](#).

* [A/74/150](#).



Report of the Director-General of the United Nations Educational, Scientific and Cultural Organization on the implementation of education for sustainable development in the framework of the 2030 Agenda for Sustainable Development

Summary

The Global Action Programme on Education for Sustainable Development, which began in 2015 with the objective of scaling up action on education for sustainable development, will end in 2019. In its resolutions [69/211](#) and [70/209](#), the General Assembly acknowledged the Programme as official follow-up to the United Nations Decade of Education for Sustainable Development (2005–2014).

As requested by the General Assembly in its resolution [72/222](#), the present document provides a report on the implementation of education for sustainable development, in particular the Global Action Programme, in the framework of the 2030 Agenda for Sustainable Development. It also provides an overview of the draft framework for education for sustainable development for the period 2020–2030, entitled Education for Sustainable Development: Towards achieving the Sustainable Development Goals (Education for Sustainable Development for 2030). The document includes findings from consultations with Member States, key stakeholders and United Nations agencies.

I. Introduction

A. Background

1. With a world population of over 7 billion people and limited resources, individuals and societies must learn to live together sustainably on one planet. Education for sustainable development empowers learners to take informed decisions and responsible action for environmental integrity, economic viability and a just society, for present and future generations, while respecting cultural diversity. It is about lifelong learning and is an integral part of quality education. Education for sustainable development is holistic and transformational education, which addresses learning content and outcomes, pedagogy and the learning environment. It achieves its purpose by transforming society.

2. The United Nations Educational, Scientific and Cultural Organization (UNESCO) has been the lead United Nations agency on education for sustainable development since the United Nations Decade of Education for Sustainable Development (2005–2014). The Global Action Programme on Education for Sustainable Development, acknowledged by the General Assembly (resolutions [69/211](#) and [70/209](#)), began in 2015, with the aim of scaling up action on education for sustainable development and will come to end in 2019. The Global Action Programme focuses on generating and upscaling action, around five priority action areas (see para. 36). UNESCO supports partners and stakeholders, raises awareness and visibility, advocates education for sustainable development at the international level and supports Member States in integrating education for sustainable development into education plans and programmes.

3. In order to prepare for the next phase of education for sustainable development, a draft implementation framework, entitled Education for Sustainable Development: Towards achieving the Sustainable Development Goals (Education for Sustainable Development for 2030), covering the period 2020–2030 was developed through broad consultations with various stakeholders from 2016 to 2018. The proposed future framework for education for sustainable development was reviewed and adopted by the UNESCO Executive Board at its 206th session. Education for sustainable development for 2030 builds upon the lessons learned and experiences of the Global Action Programme and of the United Nations Decade of Education for Sustainable Development.

B. Preparation of the report

4. The present document was prepared in accordance with General Assembly resolution [72/222](#), requesting the Secretary-General of UNESCO to submit to the Assembly at its seventy-fourth session a report on the implementation of education for sustainable development in the framework of the 2030 Agenda for Sustainable Development. As requested in the resolution, it provides a review of the implementation of education for sustainable development under the Global Action Programme and an overview of the framework for education for sustainable development for the period 2020–2030, entitled Education for Sustainable Development: Towards achieving the Sustainable Development Goals (Education for Sustainable Development for 2030).

5. As education for sustainable development is an integral part of the Education 2030 Agenda, the present report also highlights the mandated role of UNESCO in leading and coordinating the Agenda, through the Sustainable Development Goal Education 2030 Steering Committee, and provides an update on developments since

early 2018, as well as on the contribution of UNESCO to mainstreaming gender in education.

6. The main findings and conclusions in the present document are based on a review of Global Action Programme implementation between 2015 and 2018 and additional analysis conducted by UNESCO and through consultations on the future of education for sustainable development with a wide range of stakeholders, including Member States. This comprises the following:

(a) **Review of the Global Action Programme:** Global Action Programme implementation, covering the period 2015–2018, was reviewed through a survey of the key partners. It revealed that good progress was being attained in the implementation of the targeted objectives set by the Global Action Programme key partners;

(b) **Symposium series:** In order to identify key essential issues and trends to be considered for education for sustainable development beyond 2019, UNESCO planned and organized four brainstorming symposia with more than 250 experts and stakeholders. They were held from 2016 to 2018 in Brazil, Germany, Japan and South Africa, and included interviews with and visits to specific actors and their practices on the ground.¹ The discussions focused on what made people living in different contexts act in favour of sustainable development and provided important insights for the required reflections that are part of the education for sustainable development for 2030 framework;²

(c) **Consultation process:** On the basis of the observations drawn from the above processes and several internal reviews of its ongoing activities on education for sustainable development, UNESCO prepared an initial draft framework for education for sustainable development beyond 2019. Global Action Programme key partners³ at their annual meeting in April 2018 in San José, reviewed the initial version. The second version was submitted to a technical consultation meeting with over 270 government representatives and experts from 116 Member States, in July 2018 in Bangkok.⁴ Wider consultation with United Nations agencies and other international bodies and online public consultation with a wide range of stakeholders were carried out up until the end of 2018.

II. Addressing Sustainable Development Goal 4 on education

A. Providing quality education for all to achieve sustainable development

7. Through the Incheon Declaration, adopted at the World Education Forum in May 2015, the international community entrusted UNESCO, as the United Nations specialized agency for education, to serve as a focal point for education within the overall 2030 Agenda for Sustainable Development, by leading and coordinating

¹ For an overview of the symposium series, see the video “*Making of*” the Position Paper on the Future of ESD. Available at https://youtu.be/jlKSDEUR_b4.

² See draft framework entitled “Education for sustainable development: towards achieving the Sustainable Development Goals (ESD for 2030)”, sect. 4. Available at <https://unesdoc.unesco.org/ark:/48223/pf0000366797>.

³ For a full list of Global Action Programme key partners, see <https://en.unesco.org/gap/partner-networks> or consult the *Profile booklet: key partners of the Global Action Programme on Education for Sustainable Development (April 2018)*, available at <https://unesdoc.unesco.org/ark:/48223/pf0000245211.locale=en>.

⁴ See the video *Member States map the future of education for sustainable development*. Available at https://youtu.be/br0ukm_yOow.

Sustainable Development Goal 4 – Education 2030 in close cooperation with its partners.

8. In line with its mandate, UNESCO supports the international community to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all through the coordination of global and regional partnerships, policy support and capacity development, monitoring, review and reporting.

9. Recognizing that success in meeting the global commitments of the Education 2030 Agenda depends on the international community's capacity to join forces through strengthened cooperation, UNESCO encourages and facilitates the coordination of education stakeholders through multiple platforms and mechanisms.

10. At the regional level, ministerial consultations on Sustainable Development Goal 4 – Education 2030 were held across all continents in 2018, contributing to the enhancement of the national-regional-global nexus for effective coordination and implementation. The consultations allowed a common understanding of Goal 4 to be built and set the foundation for upscaled commitment through the adoption of regional road maps for Goal 4 – Education 2030 implementation.

11. The outcomes of regional Education 2030 consultations undertaken throughout 2018 fed into the Global Education Meeting⁵ (Brussels, December 2018), a milestone event which gathered, for the first time since the adoption of the 2030 Agenda for Sustainable Development, the global education community to assess progress towards the implementation of Sustainable Development Goal 4.

12. The Global Education Meeting culminated in the adoption of the Brussels Declaration,⁶ which sets clear priorities for education through nine priority areas for collective focused attention and action:

- (a) Making education and training systems more equitable and inclusive “leaving no one behind”;
- (b) Eradicating illiteracy;
- (c) Including migrants, displaced persons and refugees in education and training systems;
- (d) Providing quality gender-responsive education and training;
- (e) Strengthening education for global citizenship and sustainable development;
- (f) Providing open, flexible and responsive education and training systems to meet new skill needs;
- (g) Improving teachers, educators, trainers and school leaders;
- (h) Increasing investment in education.

13. The Sustainable Development Goal Education 2030 Steering Committee,⁷ the main global multi-stakeholder consultation and coordination mechanism for Sustainable Development Goal 4, was closely involved in the organization of that high-level event and continues to provide strategic guidance, make recommendations for catalytic action, advocate for adequate financing and monitor progress toward education targets.

14. In view of the 2019 thematic review of the United Nations High-level political forum, the Sustainable Development Goal Education 2030 Steering Committee

⁵ See meeting website at <https://en.unesco.org/themes/education/globaleducationmeeting2018>.

⁶ For the full text of the Brussels Declaration, see <https://unesdoc.unesco.org/ark:/48223/pf0000366394.locale=en>.

⁷ For more information see <https://sdg4education2030.org/>.

drafted a contribution⁸ on the advancement of Sustainable Development Goal 4 at the global level, focusing on its central role in empowering people and ensuring inclusiveness and equality. This was done upon the invitation of the President of the United Nations Economic and Social Council.

15. The submission draws on the key messages of the Brussels Declaration and seeks to take the latter to the next level. It envisages the actual implementation by formulating a set of concrete policy recommendations. It also consists in a call for innovative policies, legislations, strategies, implementation, monitoring and financing mechanisms that:

- (a) Go beyond averages – to adopt a definition of inclusive education that encompasses all learners;
- (b) Go beyond access – to ensure emphasis is not just put on enrolment but on actual outputs, such as quality learning;
- (c) Go beyond basics – to promote sustainable development, human rights, gender equality, a culture of peace and non-violence, global citizenship and cultural diversity;
- (d) Go beyond schooling – to provide “lifelong learning opportunities for all”;
- (e) Go beyond education – to build stronger partnerships between ministries by adopting a whole system approach;
- (f) Go beyond countries – to encourage peer learning among Governments and ensure regional organizations have clear education agendas, aligned with Sustainable Development Goal 4.⁹

16. The foundational role of education for sustainable development was also given prominence by the General Assembly, which adopted a resolution proclaiming 24 January as the International Day of Education,¹⁰ inviting UNESCO to facilitate its observance every year. The in-depth review of Sustainable Development Goal 4 at the 2019 high-level political forum on sustainable development consequently builds on an international momentum that has affirmed the centrality of education for the achievement of all 17 Goals. UNESCO is therefore determined to ensure that education is not only put at the top of each and every policy agenda but also supported through appropriate financial means, as well as a stronger political commitment at the highest level in the form of:

- (a) Better policies;
- (b) Better financing;
- (c) Better data.

17. At a time when half of the world’s countries are confronted with data management challenges in the monitoring of Sustainable Development Goal 4, the key role of UNESCO in data production is of the utmost relevance. Likewise, the assessment of progress on the basis of internationally comparable data and qualitative research for review and monitoring is of a key importance.

18. The UNESCO Institute for Statistics¹¹ continues to lead the development and refinement of the global indicator framework used for monitoring and reporting on

⁸ See the full text of the contribution at <https://sustainabledevelopment.un.org/index.php?page=view&type=30022&nr=1968&menu=3170>.

⁹ See *Beyond Commitments 2019: How Countries Implement SDG 4*. Available at <https://unesdoc.unesco.org/ark:/48223/pf0000369008>.

¹⁰ <https://en.unesco.org/commemorations/educationday>.

¹¹ <http://uis.unesco.org/>.

Sustainable Development Goal 4, mainly through the Technical Cooperation Group on the Indicators for Goal 4 and the Global Alliance to Monitor Learning. Both the Technical Cooperation Group and the Global Alliance provide inclusive and transparent platforms for the development of indicators for the monitoring of education in the 2030 Agenda and for concrete recommendations on capacity development, data reporting, validation and dissemination.

19. In addition, the *Global Education Monitoring Report*¹² is a central component at the heart of UNESCO efforts to monitor progress and conduct thorough policy analysis, for the follow-up and review of education within the 2030 Agenda. By drawing on the latest available data, as well as on extensive research from leading experts around the world, the *Report* tracks progress and considers effective policies in relation to the education targets, deriving evidence-based findings and recommendations. Its 2019 edition is on the theme “Migration, displacement and education: building bridges not walls”, while the 2020 *Report* will delve into the challenge of inclusion and the multiple barriers faced by learners in terms of access to inclusive, equitable quality education and lifelong learning opportunities.

B. Monitoring progress of Sustainable Development Goal target 4.7

20. As part of its leading role in education for sustainable development and global citizenship education and in the framework of Sustainable Development Goal 4 on Education, UNESCO spearheads the monitoring of progress towards target 4.7 of Goal 4. Monitoring progress on target 4.7,¹³ with its unique and novel focus on the content and purpose of education, remains challenging and continues to progress.¹⁴

21. The global indicator examines the extent to which education for sustainable development and global citizenship education are integrated into national education policies, school curricula, teacher training and student assessments. Target 4.7 is central for quality education and entails providing learners with relevant knowledge, skills and attitudes to respond to the challenges facing our world today. It emphasizes the knowledge and skills needed to promote sustainable development, closely aligned with the vision of the 2030 Agenda.

22. In January 2018, the Technical Cooperation Group on Sustainable Development Goal 4 Indicators endorsed the use by UNESCO of data from the 1974 Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms¹⁵ consultations to report on global indicators 4.7.1 and 12.8.1. Pending the approval of the Inter-Agency and Expert Group on Sustainable Development Goal Indicators, UNESCO is continuing to improve its 1974 Recommendation questionnaire for the seventh Consultation in 2020, the aim of which will also be to provide data to report on global indicator 13.3.1.

¹² <http://en.unesco.org/gem-report/>.

¹³ <https://unstats.un.org/unsd/statcom/48th-session/documents/2017-2-IAEG-SDGs-E.pdf>; see also target 4.7 in *UNESCO eAtlas for Education 2030*, at www.tellmaps.com/sdg4/#!/tellmap/1185191049/0.

¹⁴ For additional information, consult the following links on Sustainable Development Goal 4.7 monitoring in the Global Education Monitoring Reports: <http://gem-report-2017.unesco.org/en/chapter/target-4-7-sustainable-development-and-global-citizenship-2/>; <http://unesdoc.unesco.org/images/0025/002593/259338e.pdf#page=232>; <http://gem-report-2019.unesco.org/chapter/monitoring-progress-in-sdg-4/sustainable-development-and-global-citizenship-target-4-7/>; <http://unesdoc.unesco.org/images/0026/002658/265866E.pdf#page=211>.

¹⁵ http://portal.unesco.org/en/ev.php-URL_ID=13088&URL_DO=DO_TOPIC&URL_SECTION=201.html.

23. UNESCO has published a report on the key findings of the sixth Consultation, for the 2012–2016 period. To complement data from the 1974 Recommendation consultation and gather further information for indicator 4.7.1, UNESCO has commissioned a series of studies, including:

(a) A review of climate change education in country reports to the United Nations Framework for Climate Change Conference;

(b) A cross-national study of domestic education policies and curricula to analyse how learning objectives in the cognitive, socioemotional and behavioural domains of learning, in both education for sustainable development and global citizenship education, change from early childhood to secondary education.

24. UNESCO has also established various collaborations with leading institutions that collect and analyse data on educational learning outcomes and other relevant themes in order to support the measurement of education for sustainable development and global citizenship education. For instance, UNESCO collaborates with the International Association for the Evaluation of Educational Achievement on the International Civic and Citizenship Education Study¹⁶ to monitor progress on knowledge and understanding, skills, beliefs, attitudes and behaviours relating to education for sustainable development and global citizenship education. UNESCO will work with the Association to align future cycles of the Study with the indicator for target 4.7 and to develop thematic reports relevant to education for sustainable development and global citizenship education. In 2021, the fifth UNESCO Global Forum for Education for Sustainable Development and Global Citizenship will have a particular focus on measurement and will review progress made in the areas of education for sustainable development and global citizenship education as enshrined in target 4.7 of the 2030 Agenda for Sustainable Development.

25. Various studies have also been carried out by stakeholders in education for sustainable development on specific aspects of education for sustainable development, such as in teacher education,¹⁷ or on awareness of environmental issues.¹⁸ In addition, as part of various processes, Member States have been reporting on the implementation of education for sustainable development; in some cases as an element in their voluntary national reviews¹⁹ for the high-level political forum on sustainable development, or as part of monitoring the progress of the implementation of the Economic Commission for Europe Strategy for Education for Sustainable Development.²⁰

C. Mainstreaming a gender perspective

26. Gender equality is a fundamental human right and a necessary foundation for the creation of sustainable societies. Gender equality and the empowerment of women is not only a stand-alone goal of the 2030 Agenda (Sustainable Development Goal 5) but also a prerequisite for the achievement of other Goals, including Goal 4.

27. Gender equality is one of two UNESCO global priorities. The organization follows the dual approach of gender mainstreaming and gender-specific programming

¹⁶ For additional information, consult *Exploring ICCS 2016 to measure progress toward target 4.7* at <https://unesdoc.unesco.org/ark:/48223/pf0000266073.locale=en>.

¹⁷ See for instance, *A Review of education for sustainable development and global citizenship education in teacher education* – <https://unesdoc.unesco.org/ark:/48223/pf0000259566.locale=en>.

¹⁸ See *Have 15-year-olds become “greener” over the years?* – www.oecd-ilibrary.org/education/have-15-year-olds-become-greener-over-the-years_6534cd38-en.

¹⁹ Consult the voluntary national reviews database at <https://sustainabledevelopment.un.org/vnrs/>.

²⁰ See Economic Commission for Europe Strategy for Education for Sustainable Development country reports at www.unece.org/env/esd/implementation.html.

in targeted programme areas, as outlined in the UNESCO Priority Gender Equality Action Plan for 2014–2021.

28. UNESCO adopts a whole-system approach to promoting gender equality in and through education systems from early childhood to higher education, in formal, non-formal and informal settings, as well as in all intervention areas from planning infrastructure to training teachers.

29. The Organization has developed the UNESCO Strategy for Gender Equality in and through Education 2019–2025,²¹ which is firmly anchored in its determination to support the international community in turning commitments into actions to “leave no one behind” and ensure that the final decade of the Sustainable Development Goals is that of actual implementation.

30. The aim of the strategy is to facilitate cooperation and joint action, galvanize resources and leverage upscaled political and financial commitment for girls’ and women’s education. It will be pursued through three thematic priority areas, focusing on:

- (a) Better data to inform action for gender equality in and through education;
- (b) Better legal, policy and planning frameworks to advance rights;
- (c) Better quality learning opportunities for empowerment.

31. At present, Sustainable Development Goal 5, “Achieve gender equality and empower all women and girls” is far from being a reality. The key message of UNESCO taken forward through its actions, programmes and strategy is consequently clear: “women and men must enjoy equal opportunities, choices, capabilities, power and knowledge as equal citizens. Equipping girls and boys, women and men with the knowledge, values, attitudes and skills to tackle gender disparities is a precondition to building a sustainable future for all”.

32. UNESCO therefore supports and further encourages Governments to improve the quality of learning processes and environment by fostering gender-sensitive and gender-responsive policies and strategies, paying particular attention to the following areas:²²

- (a) Building the data and evidence-based need for gender-responsive education policies and actions and develop national capacities in mainstreaming gender in educational laws, policies and plans, as well as appropriate monitoring mechanisms;
- (b) Building teachers’ capacity to promote gender equality and support teachers training in gender-responsive pedagogy that takes into account the needs of male and female learners;
- (c) Ensuring that girls and young women benefit from a full cycle of quality education, notably through the improvement and expansion of girls and women’s literacy, their access to formal and non-formal, information and communications technologies and technical and vocational education and training education;
- (d) Deconstructing biases, social norms and expectations influencing the quality of the education girls and women receive and the subjects they study to close the gender gap in science, technology, engineering and mathematics professions by encouraging the participation, achievement and continuation of girls and women in education and careers in those areas;

²¹ <https://unesdoc.unesco.org/ark:/48223/pf0000369000>.

²² Ibid.

(e) Strengthening linkages between the health and education sectors to respond to the needs of adolescent girls at risk of pregnancy and school dropout as well as supporting girls and young women in their transitions into adulthood and the labour market;

(f) Ensuring safe learning environments free from gender-based violence, which continues to be a major barrier to educational achievement and well-being.

33. Education for sustainable development is an instrument for achieving all the Sustainable Development Goals, and each of the Goals comes with specific gender challenges. Education for sustainable development takes on a cross-disciplinary and systemic approach that enables the question of gender equality to be linked to the various issues of sustainable development. There is, for example, a gender exposure to vulnerability in the face of hazards induced by climate change. When disasters occur, more women die than do men because of social rules of conduct. For example, in the case of flooding, fewer women know how to swim and have behavioural restrictions that limit their mobility in the face of risk. It should therefore become a priority to provide women with access to education for sustainable development. Accordingly, education for sustainable development actively promotes gender equality and creates conditions and strategies that empower women.

III. Review of education for sustainable development implementation

34. International recognition of the importance of education for sustainable development as an integral element of quality education and a key enabler for sustainable development has increased. The General Assembly, in resolution [72/222](#), recognized education for sustainable development in the framework of the 2030 Agenda as a key enabler of all the Sustainable Development Goals and acknowledged the role of UNESCO in leading the Education 2030 Agenda. The substantial inclusion of education for sustainable development in the 2030 Agenda for Sustainable Development thus provides strong support for mainstreaming and scaling up action on education for sustainable development in the years to come.²³

35. More and more countries have begun investing in education for sustainable development as a strategy for building sustainable and resilient societies. Education for sustainable development is central to increasing the adaptation capacity of societies and nations with regard to climate change, biodiversity conservation, natural disasters and resource management, by enabling communities to make informed decisions. The importance of education in tackling climate change²⁴ was recognized in the Paris Agreement under the United Nations Framework Convention on Climate Change. The relevance of education for sustainable development in achieving the Aichi Biodiversity targets for 2020 was reaffirmed in a decision of the Conference of the Parties to the Convention on Biological Diversity at its twelfth meeting, on communication, education and public awareness.

²³ For additional information, consult the publication *Issues and trends in education for sustainable development* at <https://unesdoc.unesco.org/ark:/48223/pf0000261445.locale=fr>.

²⁴ See also *Changing minds, not the climate: the role of education* at <https://unesdoc.unesco.org/ark:/48223/pf0000266203.locale=en>.

A. Progress in implementing the Global Action Programme on Education for Sustainable Development

36. The UNESCO Global Action Programme, launched at the World Conference on Education for Sustainable Development in November 2014, is focused on generating and scaling up education for sustainable development action at all levels in all areas of education and in all sustainable development sectors. To enable strategic focus and foster stakeholder commitment, five priority action areas²⁵ were identified: (a) advancing policy; (b) transforming learning and training environments; (c) building capacities of educators and trainers; (d) empowering and mobilizing youth; and (e) accelerating sustainable solutions at the local level.

37. Established by UNESCO, partner networks drive the implementation of the Global Action Programme, to serve as a global community of practice. They are divided into five groups, one for each priority action area. The networks intensify synergies between the members involved in Global Action Programme activities, the key partners, and catalyse further action from other stakeholders in education for sustainable development. Each Global Action Programme key partner is committed to meeting specific targets between 2015 and 2019. For each priority action area, Global Action Programme key partners report against two complementary indicators that capture the nature and objectives of the activities undertaken.

38. Since the 2017 Global Action Programme midterm progress report, key partners have continued to make good progress, in most cases exceeding their 2019 targets. Building on the solid foundation laid by the United Nations Decade of Education for Sustainable Development, Global Action Programme key partners, who are active in two-thirds of countries, are using the implementation structures put in place by UNESCO to continue to scale up education for sustainable development globally.

39. The network of 97 Global Action Programme key partners has served as a forum for peer exchange and support to make that possible. Through the network, it is estimated that 26 million learners in formal and non-formal settings have been exposed to curricula on education for sustainable development and special projects designed to instil knowledge and inspire action in their communities. Key partners have also reported that they have supported the training of 2 million educators on education for sustainable development and adapted material and resources to meet their needs.

40. Many of the themes emerging from responses to the 2018 Global Action Programme key partner survey echo those of earlier reports. A broad range of stakeholders are coming together to advance a shared vision of sustainable development and the critical role of education in the implementation of the Sustainable Development Goals. Partner networks continue to serve as a forum for peer exchange and support. Engaging youth as agents of change remains a major priority in every action area. The earlier efforts of key partners to mobilize networks around priority action areas have led to new initiatives and synergies. Education for sustainable development-informed policies and frameworks, together with a greater global awareness of the importance of sustainable development, have helped propel partner efforts.

41. The 2018 Global Action Programme key partners' report (2015–2018)²⁶ revealed that the key partners exceeded the targets for 2019 in four out of its five priority action areas. The following key findings can be highlighted:

(a) **Advancing policy.** This is a foundational activity for education for sustainable development, and the one in which the highest number of key partners are

²⁵ <https://en.unesco.org/gap/priority-action-areas>.

²⁶ See *Education for Sustainable Development: Partners in Action (2015–2018)*. Available at <https://unesdoc.unesco.org/ark:/48223/pf0000368829>.

engaged. Strategies, guidelines and frameworks on education for sustainable development increasingly inform education systems. From early 2015 until the end of 2018, Global Action Programme key partners supported the development of 959 strategic policy documents and 1,486 programmes on education for sustainable development, providing technical support for policy development, implemented at the country level in 147 countries;

(b) **Transforming learning and training environments.** The Global Action Programme partner networks are useful for accelerating action to transform learning and training environments. Whole-school approaches are effective in providing multiple entry points for activities on education for sustainable development to involve large numbers of learners. From early 2015 to the end of 2018, through their collective action, Global Action Programme key partners supported 151,588 schools and involved 26,315,288 learners in activities on education for sustainable development;

(c) **Building capacities of educators and trainers.** Capacity in education for sustainable development can be developed through various modalities, such as face-to-face training, professional exchanges and online courses, offering many ways to meet the needs of the programme beneficiaries. From 2015 to 2018, capacity-building activities of Global Action Programme key partners were provided to 48,462 teacher-training institutions and 2,049,479 teacher educators;

(d) **Empowering and mobilizing youth.** Global Action Programme key partners recognize that youth involvement is central to the success of education for sustainable development because youth have the power to multiply programmes through their networks. They have engaged youth through policy forums, leadership training and conferences. Key partners have collectively supported 3,441,952 youth leaders and trained 762,958 youth leaders as trainers over the same period;

(e) **Accelerating sustainable solutions at the local level.** Local authorities are critical actors in the implementation of education for sustainable development, and network/civil society partnerships are an effective strategy for involving them, evidencing how important is to develop local communities' ownership, which can be assured in a consultative process. From 2015 to 2018, Global Action Programme key partners supported local authorities in establishing 2,390 activities or programmes on education for sustainable development and 5,685 networks/civil society organizations to conduct activities on education for sustainable development.

42. One of the most visible illustrations of the maturing programme is the call from every partner network for more joint activities, resources, models of good practice and support for fundraising. These are clear signals that partners are confronted with a growing need – and demand – from their stakeholders. In addition, partners are investing in research into education for sustainable development, monitoring and evaluation, including assessment tools for teachers and learners, to ensure that efforts allow measurable outcomes and impacts to be achieved. Partners have also underscored the importance of regional networks, which offer an opportunity for leverage and a platform for achievements.

43. Global Action Programme key partners have spearheaded innovative pedagogies, expanded education for sustainable development beyond the classroom into many other kinds of learning settings and built new partnerships beyond the education sector. They have thereby been able to capitalize on the momentum created by the adoption of the Sustainable Development Goals. As partners, looking towards the end of the Global Action Programme and the beginning of the education for sustainable development for 2030 framework, they see greater potential for education for sustainable development in non-formal education, and at the subnational and local

government levels. More guidance and evidence-based resources will allow them to continue to improve the quality and scope of their actions.

44. In this context, the need for more interlinkages between partners working in different priority action areas has been identified, in particular through the establishment of regional networks, for more leverage. The 2017 Global Action Programme midterm review²⁷ revealed that there had been insufficient visibility of the engagement by Governments. There is also a growing demand for fundraising, in particular for investment in research, and monitoring and evaluation of activities on education for sustainable development.

B. Global Action Programme – examples of action on education for sustainable development

45. In addition to Global Action Programme coordination, mobilization and advocacy, UNESCO carries out implementation activities through joint projects in each of the priority action areas. Developed jointly by UNESCO and selected Global Action Programme key partners with the support of Japanese funds-in-trust for education for sustainable development, the projects have firmly established education for sustainable development on national agendas. They also help to galvanize a shared vision and understanding of the central concepts by establishing collaboration with Governments and local authorities, transforming learning environments, building the capacities of stakeholders in education for sustainable development, engaging youth and developing policies and curricula. It should be noted that many Global Action Programme key partners carry out their own work on education for sustainable development, and the activities related to their Global Action Programme commitments are part of that portfolio. The following are key highlights of those joint projects:

1. Reinforcing education for sustainable development in national education and sustainable development policies, as well as at the international level

46. Thorough consultation processes with several ministries and actors in education for sustainable development were undertaken in three project countries (Costa Rica, Kenya and Viet Nam). This provided a solid basis for the development and implementation of national policies on education for sustainable development. Through the programme, a policy document on education for sustainable development was produced in Costa Rica, a national policy document was drawn up in Kenya, and policy briefs on education for sustainable development were drafted in Viet Nam. Education for sustainable development was also reflected in international documents and at global forums. The project further supported policy development on education for sustainable development in countries in East Africa, the Central American Integration System and the Mekong region.

2. Implementing the whole-school approach to education for sustainable development in UNESCO Associated Schools

47. Support was provided to the UNESCO Associated Schools Network²⁸ in 25 countries to implement a whole-school approach to education for sustainable development with a focus on climate change. They have been pursuing the development of comprehensive action plans and ensuring their implementation in each school. Of the 25 participating countries, six have expressed their commitment to scaling up the approach to all their member schools. Two international training of trainers sessions

²⁷ See *Education for sustainable development: partners in action* – <https://unesdoc.unesco.org/ark:/48223/pf0000259719.locale=en>.

²⁸ See <https://aspnet.unesco.org/en-us/Pages/default.aspx>.

reached over 100 Associated Schools Network beneficiaries and national stakeholders. In 2018 and 2019, following on from the successful pilot phase and the impact thereof, UNESCO is gradually rolling out the whole-school approach to climate change, to reach all 11,500 Associated Schools Network schools in 182 countries.

3. Building capacities of educators and trainers to deliver education for sustainable development

48. Six preparatory meetings brought together regional education authorities and experts to define, plan and validate the training programme and activities for 120 teacher education institutions in Southern Africa, Central Asia and South-East Asia. Studies on the situation of education for sustainable development and teacher education were developed in 15 participating countries. Training programmes and materials were finalized, and teacher education institutions participating in the training were selected. Around 250 teacher educators were supported to integrate education for sustainable development into their teaching, programmes and institutions and 84 change initiatives were developed under the project and presented on a web platform.

4. Empowering and mobilizing youth for education for sustainable development

49. From February 2017 to March 2018, seven regional training workshops were co-organized with Global Action Programme key partners and UNESCO field offices in Almada, Portugal; Bangkok; Beirut; Brasilia; Dublin; Nairobi; and New Delhi. The objective was to empower 294 youth leaders in education for sustainable development from 93 countries, with a comprehensive capacity-building leadership training script, to become change agents for education for sustainable development. Every one of the empowered youth leaders committed to conducting their own workshops after the training, so that over 11,000 additional youth peers were empowered and mobilized for education for sustainable development.

5. Mainstreaming education for sustainable development programmes at the local level

50. Five regional meetings were jointly organized with the UNESCO Institute for Lifelong Learning and several Global Action Programme key partners, United Nations partner organizations and local communities. Training elements have been developed around the five Global Action Programme priority action areas, as well as the 2030 Agenda, including Sustainable Development Goal flashcards and a video tutorial²⁹ on how to implement education for sustainable development at the local level. Through these activities 164 local authorities and communities in 81 countries have been reached.

C. Global coordination

51. As part of its overall management and coordination of the Global Action Programme, UNESCO provides strategic guidance for integrating education for sustainable development at the global level. It also facilitates cooperation among Member States and stakeholders to undertake joint action, to spearhead the implementation of activities and to share and exchange technical expertise, outreach capacity, good practices or resources. UNESCO also ensures that its various networks are addressing education for sustainable development, in particular the UNESCO Associated Schools Network, the networks of UNESCO Chairs and Institutes, cities,³⁰

²⁹ Watch the video *Learning Cities and Education for Sustainable Development* at www.youtube.com/watch?v=gPUK1VifD_U&feature=youtu.be.

³⁰ See UNESCO for Sustainable Cities. Available at <https://en.unesco.org/UNESCO-for-Sustainable-Cities>.

or the worldwide network of biosphere reserves,³¹ World Heritage³² Sites and Geoparks.³³

52. UNESCO also raises awareness and promotes good practices in education for sustainable development through its Global Action Programme clearinghouse,³⁴ the Zoom newsletter, on education for sustainable development,³⁵ the UNESCO Green Citizens³⁶ initiative and the UNESCO-Japan Prize on Education for Sustainable Development.³⁷ Funded by the Government of Japan in the framework of the Global Action Programme, the Prize has been highlighting and rewarding three outstanding projects on education for sustainable development a year since 2015. The prize is unique in the support that it provides to laureates, including national and regional events to show winning projects and opportunities for fostering exchange among the participants. A recent external evaluation has highlighted the added value of the Prize in raising the visibility of education for sustainable development and the Global Action Programme.

53. Education for sustainable development is part of Sustainable Development Goal target 4.7, and education and awareness raising are referenced in other Goals (notably targets 12.8 and 13.3). To advocate education for sustainable development as an instrument for achieving progress across all the Goals and ensure the integration of all the Goals into teaching and learning, UNESCO published a guidance framework for education policy-makers, curriculum developers and educators, entitled *Education for Sustainable Development Goals: Learning Objectives*.³⁸ In addition, a web-based platform of resources on all 17 Goals was launched for educators, education planners and practitioners, illustrating how to integrate education for sustainable development into teaching and learning to achieve the Goals.³⁹ The platform provides pedagogical resources, ideas for classroom activities, multimedia education resources and good practices for each of the 17 Goals, addressed to three education levels: early childhood care and education, primary education and secondary education.

D. Interagency cooperation

54. A number of United Nations agencies are Global Action Programme key partners and have helped strengthen United Nations interagency cooperation to address various global sustainability challenges through education for sustainable development. Other coordination mechanisms on specific issues support United Nations cooperation on education for sustainable development. They include the United Nations Alliance on Climate Change Education, Training and Public Awareness,⁴⁰ the Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector,⁴¹ and the One Planet

³¹ www.unesco.org/new/en/natural-sciences/environment/ecological-sciences/biosphere-reserves/.

³² See information on the World Heritage Education programme – <https://whc.unesco.org/en/wheducation/>.

³³ See www.unesco.org/new/en/natural-sciences/environment/earth-sciences/unesco-global-geoparks/top-10-focus-areas/education/.

³⁴ <https://en.unesco.org/gap>.

³⁵ <https://en.unesco.org/esd-newsletter>.

³⁶ <https://en.unesco.org/greencitizens/green-citizens>.

³⁷ <https://en.unesco.org/prize-esd>.

³⁸ See <https://unesdoc.unesco.org/ark:/48223/pf0000247444.locale=en>.

³⁹ See Sustainable Development Goal resources for educators web platform, at <https://en.unesco.org/themes/education/sdgs/material>.

⁴⁰ <https://unfccc.int/topics/education-and-outreach/focal-points-and-partnerships/un-alliance-on-climate-change-education--training-and-public-awareness>.

⁴¹ <https://gadrrres.net/>.

network⁴² (10-Year Framework of Programmes on Sustainable Consumption and Production Patterns).

55. Bringing together 13 United Nations agencies, the United Nations Alliance on Climate Change Education, Training and Public Awareness promotes climate change education at high-level events such as the annual United Nations Climate Change Conferences. The Alliance is active throughout the year in organizing activities to enhance cooperation on addressing climate change issues related to education, training and public awareness and providing guidance and teaching materials on article 6 of the United Nations Framework Convention on Climate Change.

56. In support of the Sustainable Development Goals and in line with the Sendai Framework for Disaster Risk Reduction and the Education 2030 Incheon Declaration and Framework for Action, the Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector promotes a comprehensive approach to disaster risk reduction education through the comprehensive school safety framework,⁴³ which rests on three pillars: safe learning facilities, school disaster management and risk reduction and resilience education. The work of the Global Alliance seeks to strengthen global coordination, increase knowledge and advocate risk reduction education and safety in the education sector. Ultimately, it contributes to a global culture of safety and resilience through education and knowledge and the alignment of education policy, plans and programmes with disaster management at the national, regional, district and local school site levels.

57. Recognizing the need to better empower individual action for the Sustainable Development Goals, the One Planet Network Sustainable Lifestyles and Education Programme⁴⁴ (co-led by Japan and Sweden), in cooperation with the World Business Council for Sustainable Development, Futerra, the United Nations Environment Programme (UNEP) and UNESCO launched the “Good life goals”⁴⁵ initiative. The initiative is designed for policymakers, educators, business and civil society to better engage citizens, learners, customers and constituents in how they can personally engage in actions that support sustainable development and better lives around the world.

58. The Higher Education Sustainability Initiative⁴⁶ provides a unique space for higher education institutions, with a unique interface between higher education, science and policymaking across the United Nations. The Initiative is a partnership between the Department of Economic and Social Affairs, UNESCO, UNEP, the United Nations Global Compact Principles for Responsible Management Education initiative, the United Nations University, the United Nations Human Settlements Programme (UN-Habitat), the United Nations Conference on Trade and Development (UNCTAD) and the United Nations Institute for Training and Research (UNITAR).

IV. Way forward: education for sustainable development for 2030

A. Overall approach

59. The aim of the new draft framework for the implementation of education for sustainable development beyond 2019, entitled Education for Sustainable Development:

⁴² www.oneplanetnetwork.org/.

⁴³ See the full text of the comprehensive school safety framework at <https://s3.amazonaws.com/inee-gadrres/resouces/CSS-Framework-2017.pdf?mtime=20180730152450>.

⁴⁴ www.oneplanetnetwork.org/sustainable-lifestyles-and-education/actors.

⁴⁵ See www.goodlifegoals.org/ and <https://sdghub.com/goodlifegoals/>.

⁴⁶ <https://sustainabledevelopment.un.org/sdinaction/hesi>.

Towards achieving the Sustainable Development Goals (Education for Sustainable Development for 2030),⁴⁷ is to define the continuity from the current phase of the Global Action Programme, while highlighting its alignment with the 2030 Agenda. Education for sustainable development for 2030 is to be implemented as an integral part of the UNESCO contribution to achieving the Sustainable Development Goals, notably Goal 4, on education 2030.

60. In response to the increased importance of education for sustainable development as an integral element of Sustainable Development Goal 4 and a key enabler of all the other Goals, as recognized in General Assembly resolution 72/222, the overall objective of Education for Sustainable Development for 2030 is to build a more just and sustainable world through the achievement of the 17 Sustainable Development Goals. The aim of Education for Sustainable Development for 2030 is thus to strengthen its own contribution to all the Goals by focusing in particular on supporting the Goal 4, on Education 2030 Agenda in reinforcing further the contribution of learning content towards the survival and prosperity of humanity.

61. UNESCO developed the framework through a wide consultation process on the future of education for sustainable development with a wide range of stakeholders, including Member States. It was adopted by the UNESCO Executive Board and will be submitted to the fortieth session of the UNESCO General Conference. The following key notions have been identified as the basis for Education for Sustainable Development 2030.

62. **Transformative action.** Education for sustainable development has to pay more attention to each learner's individual transformation processes and how they happen. First, transformation needs a certain level of disruption, together with courage and determination. Second, there are stages of transformation for the individual: with the acquisition of knowledge, learners become aware of certain realities; with critical analysis, they begin to understand the complexities of the realities; experimental exposure can lead to awareness of realities; when relevant to one's life and through difficult moments, compassion and solidarity are developed. This understanding of transformation involves: (a) formal, non-formal and informal education; (b) cognitive and socioemotional learning; and (c) community and citizenship education.

63. **Structural changes.** There is a need for education for sustainable development to pay more attention to the deep structural causes of unsustainable development, in particular the relationship between economic growth and sustainable development. Education for sustainable development should promote development as a balancing act, which implies adapting to changes while respecting the values of conservation, sufficiency, moderation and solidarity. A structural view is also required to address education for sustainable development in contexts of extreme poverty or other challenging survival situations (e.g., conflict or refugee situations), where the full complexity of the concept of sustainable development does not immediately resonate with people trying to survive on a daily basis. In such contexts, education for sustainable development should take people's specific living conditions into consideration and provide them with skills to ensure their livelihood. Above all, it should ensure human dignity and the right to live decently.

64. **The technological future.** Technological advances may provide solutions to some of the "old" sustainability problems, but some efforts as part of education for sustainable development to change people's behaviour may no longer be relevant. However, the technological solutions themselves may bring new challenges or simply

⁴⁷ The full text of the Education for sustainable development for 2030 framework is available at <https://unesdoc.unesco.org/ark:/48223/pf0000366797.locale=en>, as well as in a one-page summary in the annex.

create an illusion of having solved the original problems. Education for sustainable development and its emphasis on critical thinking is therefore becoming ever more important. For example, with sensor-equipped buildings, the behaviour of switching off lights to save energy may become extinct, but the value of saving energy should remain relevant. New opportunities will also open up for education for sustainable development, such as accelerating the transition to green technologies by equipping people with the required “green” skills. Orienting education for sustainable development to support the achievement of the Sustainable Development Goals will provide the opportunity for the education for sustainable development community to work more closely with key technology stakeholders, namely, business, manufacturing and enterprise sectors.

B. Implementation framework

65. Supporting the Sustainable Development Goals. Recognized by General Assembly resolution [72/222](#) as an integral element of Sustainable Development Goal 4 and a key enabler of all the other Sustainable Development Goals, education for sustainable development will continue to focus on the relevance of education and training to instil knowledge, skills and values to address shared sustainable development challenges. It can also raise critical questions on the inter-linkages between all the Goals and support the growing demand for more and better communication and advocacy on the Goals, including through the Sustainable Development Goal Education 2030 Steering Committee.

66. **Structures.** The main structural components of the current phase of the Global Action Programme will be maintained, with some adjustments for Education for Sustainable Development for 2030. First, the five priority action areas (policy; education and training; educators; youth; and communities) remain relevant. Second, the five partner networks will be merged into one inclusive network of partners, in order to facilitate cross-sectoral work, and programme support should be provided for activities involving different groups of partners across the network. Finally, the UNESCO-Japan Prize on Education for Sustainable Development also deserves continued support as an important advocacy tool.

67. **Activities by Member States.** To meet the ambitious Agenda set by the Sustainable Development Goals, enhanced efforts in all five priority action areas will be required. For priority action area 1 on policy, education for sustainable development must be integrated into international and national policies related to education and sustainable development. Regarding priority action area 2 on education and training, the whole-institution approach should be strengthened, with emphasis on the need for education institutions and communities to work together. Concerning priority action area 3 on educators, more opportunities are needed for educators to increase their capacities as facilitators of learning that leads to transformation. Priority action area 4 on youth should focus on ensuring young people’s engagement as one of the key change actors in addressing the challenges of sustainability. Finally, priority action area 5 on communities should be implemented as a pillar area linked closely to all others, because the community is the locus of action for sustainable development. To implement Education for Sustainable Development for 2030, Member States are invited to mobilize stakeholders and facilitate multi-stakeholder partnerships and networks. There should also be greater advocacy and communication efforts to highlight the crucial role of education for sustainable development in achieving the Sustainable Development Goals.

68. **Activities by the United Nations Educational, Scientific and Cultural Organization.** UNESCO will set up a programme to support nationwide initiatives on education for sustainable development by providing normative guidelines and

country-level support. It will also support the inclusive network of partners by providing regular platforms to further support Governments, donors and the sustainable development community. UNESCO will also enhance communication and advocacy on achieving the Sustainable Development Goals through education for sustainable development and will monitor the scaling up of actions, implementation of both specific projects and initiatives and programmes as a whole, as part of the efforts to achieve Sustainable Development Goal target 4.7 by 2030. Finally, UNESCO will provide evidence-informed guidance on key issues for the future of education for sustainable development.

69. Partnerships among the wider sustainable development and Sustainable Development Goal communities are required to ensure the effective contribution of education for sustainable development in the global efforts to achieve the Sustainable Development Goals. Cooperation and coordination among United Nations agencies such as UNESCO, the Department of Economic and Social Affairs and other United Nations entities responsible for managing the Goals⁴⁸ at the global and regional levels need to be reinforced. Partnerships with other key players are also required, such as multilateral financial institutions, national development agencies, the private sector, civil society and community actors. The alliance with national mechanisms set up to support the achievement of the Goals through education will also need further attention.

V. Conclusion

70. The 17 Sustainable Development Goals, with their 169 targets, provide the wider context for further upscaling and mainstreaming education for sustainable development. To multiply and scale up education for sustainable development, a two-track approach is needed: (a) reorienting education and learning, so that everyone has the opportunity to acquire the knowledge, skills, values and attitudes that empower them to contribute to sustainable development; and (b) strengthening education and learning in all agendas, programmes and activities that promote sustainable development.

71. Since 2015, education for sustainable development, through the Global Action Programme, has made good progress. Global Action Programme key partners have spearheaded innovative pedagogies, expanded education for sustainable development beyond the classroom into many other kinds of learning settings and built new partnerships beyond the education sector. They have thereby been able to capitalize on the momentum created by the adoption of the Sustainable Development Goals.

72. On the basis of the consultations around the future of education for sustainable development and on the findings of the review of Global Action Programme implementation, the following recommendations have been developed and can support/guide the implementation of the education for sustainable development for 2030 framework.

73. **Encourage Member States' action through nationwide multi-stakeholder initiatives.** Member States are invited to mobilize the stakeholders working in the five priority action areas and support their collaborative networking under a coordinated strategy, related to the national Sustainable Development Goal framework. UNESCO will support Member States, providing them with technical guidance, platforms for information exchange and networking and programme support that could serve to motivate further scaling up on the ground.

74. **Ensure a favourable policy environment.** Global Action Programme key partners have been greatly assisted through a favourable policy environment at the

⁴⁸ As well as related frameworks such as the Paris Agreement.

global, regional national and local levels. Further progress on education for sustainable development will depend on the extent to which Governments will continue to provide the necessary supportive framework for the implementation of education for sustainable development. This would include the need for Governments to incorporate issues related to all dimensions of sustainable development in curricula, pedagogic approaches, learning materials and teacher education, as well as to strengthen evidence-based approaches. Key partners and stakeholders have invested in research, monitoring and evaluation. More evidence-based guidance from UNESCO and other global partners would allow stakeholders to continue to improve the quality and scope of their work on education for sustainable development.

75. **Expand transformative education approaches.** Global Action Programme key partners have successfully promoted innovative ways of learning, such as the whole institution approach, which emphasize individual transformation and behavioural change, inside and outside the classroom. The future of education for sustainable development will largely depend on how learning can contribute to real-life action for a better and more sustainable world.

76. Education for sustainable development can facilitate sustainable development by developing the desirable cross-cutting sustainability competencies to deal with a wide range of sustainability challenges. It is clear that education systems must focus on learning by doing, problem solving and scaling up whole school approaches that help draw attention to links between environment, economy and culture.

77. **Harness the partnership approach.** Global Action Programme key partner networks have helped members to scale up their action on education for sustainable development. Moving forward, multi-stakeholder partnerships should continue to play a key role in the implementation of education for sustainable development, bringing together stakeholders from government, civil society and the private sector.

78. Actors in education for sustainable development are faced with growing needs and demands from their stakeholders. Mechanisms will have to be enhanced to mobilize stakeholders and facilitate multi-stakeholder partnerships and networks at national level in the five priority action areas of policy; learning environment; educators; youth; and community. This will allow for closer collaboration and for leveraging resources from multiple sources.

79. **Expand outreach for education for sustainable development to non-educational stakeholders and partners.** Global Action Programme key partners have observed an increasing demand for education for sustainable development from stakeholders associated with other sectors. The broad and comprehensive framework provided by the Sustainable Development Goals should be used as a unique opportunity to establish joint initiatives between actors in education for sustainable development and those working for the achievement of other Sustainable Development Goals. Key partners and stakeholders see great potential for education for sustainable development to be integrated globally, regionally and nationally in non-formal and informal education, as well as at subnational and local government levels.

80. Once adopted, the new implementation framework is expected to be launched in 2020. It will run until 2030, with a midterm review planned for 2025.

Annex

Draft framework for the implementation of education for sustainable development for 2030

Education for Sustainable Development: Towards achieving the Sustainable Development Goals (Education for Sustainable Development for 2030)

- Follow-up to the Global Action Programme on Education for Sustainable Development (2015–2019)
- Framework to be implemented from 2020 to 2030

Vision

Education for sustainable development for 2030 aims to build a more just and sustainable world through strengthening education for sustainable development and contributing to the achievement of the 17 Sustainable Development Goals.

Strategic objective

Promote education for sustainable development as a key element of quality education and a key enabler of all 17 Sustainable Development Goals, with special attention to:

- (a) individual transformation;
- (b) societal transformation;
- (c) technological advances.

Priority action areas. Advancing policy; transforming learning and training environments; building capacities of educators and trainers; mobilizing youth; accelerating sustainable solutions at local level.

Target groups: Policymakers, institutional leaders, learners, parents, educators, youth and communities.

Activities by Member States

Member States are encouraged to develop nationwide multi-stakeholder initiatives, notably

- (a) In five priority action areas:
 1. Advancing policy: integrating education for sustainable development in global, regional and national policies of education and sustainable development;
 2. Learning environment: promoting a whole-institution approach;
 3. Educators: providing capacity-building opportunities;
 4. Youth: providing opportunities for youth engagement;
 5. Community: empowering local communities as a “nodal” platform for all priority areas.
- (b) Aligned with the national Sustainable Development Goals framework.

UNESCO support for Member States

Nationwide multi-stakeholder initiatives on education for sustainable development. Provide normative guidelines and country-level support.

Inclusive network of partners. Provide regular platforms to meet and exchange.

Monitoring and evaluation. Monitor achievements in the five priority action areas and programme implementation in line with Sustainable Development Goal target 4.7 monitoring.

Communication and advocacy. Develop dedicated programme to inform Member States about the Sustainable Development Goals and the role of education.

Evidence-informed implementation. Monitor emerging issues and trends; and conduct analytical work for their pedagogical implications.
