



United Nations  
Educational, Scientific and  
Cultural Organization

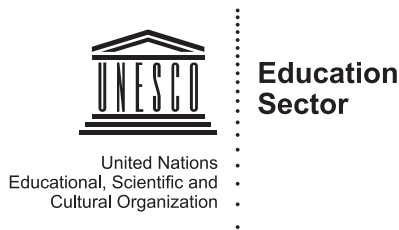
# Education for Sustainable Development

## A roadmap

#ESDfor2030

### UNESCO Education Sector

Education is UNESCO's top priority because it is a basic human right and the foundation on which to build peace and drive sustainable development. UNESCO is the United Nations' specialized agency for education and the Education Sector provides global and regional leadership in education, strengthens national education systems and responds to contemporary global challenges through education with a special focus on gender equality and Africa.



### The Global Education 2030 Agenda

UNESCO, as the United Nations' specialized agency for education, is entrusted to lead and coordinate the Education 2030 Agenda, which is part of a global movement to eradicate poverty through 17 Sustainable Development Goals by 2030. Education, essential to achieve all of these goals, has its own dedicated Goal 4, which aims to ***“ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.”*** The Education 2030 Framework for Action provides guidance for the implementation of this ambitious goal and commitments.



---

Published in 2020 by the United Nations Educational, Scientific and Cultural Organization, 7, place de Fontenay, 75352 Paris 07 SP, France

© UNESCO 2020

ISBN 978-92-3-100394-3



This publication is available in Open Access under the Attribution-ShareAlike 3.0 IGO (CC-BY-SA 3.0 IGO) license (<http://creativecommons.org/licenses/by-sa/3.0/igo/>). By using the content of this publication, the users accept to be bound by the terms of use of the UNESCO Open Access Repository (<http://www.unesco.org/open-access/terms-use-ccbysa-en>).

The designations employed and the presentation of material throughout this publication do not imply the expression of any opinion whatsoever on the part of UNESCO concerning the legal status of any country, territory, city or area or of its authorities, or concerning the delimitation of its frontiers or boundaries.

The ideas and opinions expressed in this publication are those of the authors; they are not necessarily those of UNESCO and do not commit the Organization.

Designed by Aurélia Mazoyer and Olivier Marie  
Cover image by Aurélia Mazoyer and Olivier Marie  
Printed by UNESCO

Icons (pp. 22-23, p. 54): <https://thenounproject.com/>  
Government icon by Rlor - available under CC BY  
Reading icon by VectorsMarket in the Education Cool Vector Icons Collection – available under CC BY  
Teacher icon by Gregor Cresnar in the Business: Solid Vol. 6 Collection - available under CC BY  
Successful young man icon by Gan Khoon Lay in the Freelancer and Self Employed Collection - available under CC BY  
Community icon by ProSymbols, US in the People Group And Community Symbols Glyph Icons Collection- available under CC BY

Printed in France

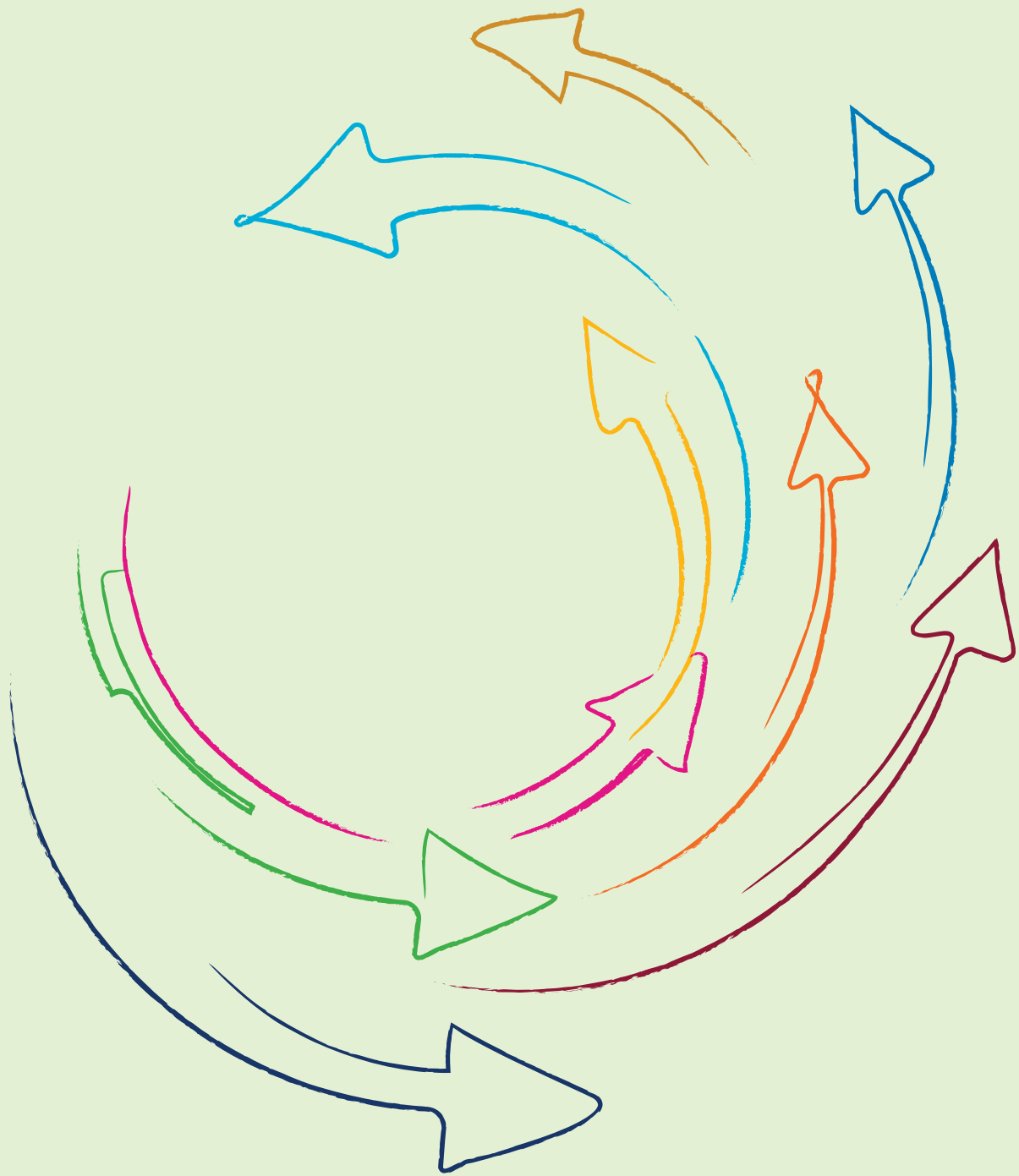
**Education for**

**Sustainable**

**Development**

**A roadmap**

**#ESDfor2030**



# Foreword

The COVID-19 pandemic that spread across the planet in 2020 is not only a global health crisis. It is a crisis affecting every aspect of our lives, and one that has revealed the fragility of our interdependence with nature. We have learned that as forests are destroyed, not only are wild animals endangered and ecosystems weakened, but also humans become exposed to unknown infectious agents that can threaten their lives.

The earth's average global temperature has risen by around 1°C since the late nineteenth century with most of the warming occurring in the past thirty-five years. The 2019 Intergovernmental Science-Policy Platform on Biodiversity and Ecosystem Services (IPBES) report<sup>11</sup> on biodiversity has warned that a million species are at risk of extinction, and that such a loss and a failure to conserve ecosystems will have catastrophic effects on people as well as nature. With the world's population set to rise from 7.7 billion to 9.7 billion by 2050, and natural resources under threat due to human activities, we face no less than a "battle for our lives" in the words of UN Secretary-General António Guterres.

For our very own survival, we must learn to live together sustainably on this planet. We must change the way we think and act as individuals and societies. So, in turn, education must change to create a peaceful and sustainable world for the survival and prosperity of current and future generations.

Education for Sustainable Development (ESD) was born from the need for education to address growing sustainability challenges. ESD employs action-oriented, innovative pedagogy to enable learners to develop knowledge and awareness and take action to transform society into a more sustainable one.

Building on the UN Decade on ESD (2005-2014) and the Global Action Programme on ESD (2015-2019), a new framework, ESD for 2030 was adopted by the 206th UNESCO Executive Board and the 40th UNESCO General Conference and acknowledged by the 74th UN General Assembly.

ESD for 2030 builds on the Global Action Programme (the GAP) that aimed to reorient and strengthen education and learning to contribute to all activities that promote sustainable development. It places a stronger focus on education's central contribution to the achievement of the Sustainable Development Goals (SDGs). ESD for 2030 directly contributes to SDG 4 on quality and inclusive education, in particular Target 4.7, as well as all other SDGs, to provide relevant education that puts responsibility for the future at the centre.

To unlock concrete action for change, this roadmap identifies specific areas of work and interventions that can be developed and supported by Member States and concerned stakeholders including civil society organizations and development partners at regional and global levels.

ESD 2030 comes at the start of the Decade of Action to step up progress towards all the SDGs. Now is the time for every education system to lead the transformation that is needed to set our world on a more just and sustainable course, because our common future depends on our present actions.



**Stefania Giannini**  
UNESCO Assistant Director-General for Education

1 <https://ipbes.net/global-assessment>



# Contents

<b>Foreword</b>	<b>iii</b>
<b>Executive summary</b>	<b>3</b>
<b>1. An urgent call for action</b>	<b>5</b>
1.1. Where we are	6
1.2. What needs to be done	8
<b>2. ESD for 2030</b>	<b>11</b>
2.1. What is <i>ESD for 2030</i> ?	12
2.2. Goal and objective	14
2.3. Key features	16
<b>3. Priority action areas</b>	<b>25</b>
Advancing policy	26
Transforming learning environments	28
Building capacities of educators	30
Empowering and mobilizing youth	32
Accelerating local level actions	34
<b>4. Implementation</b>	<b>37</b>
4.1. Implementing <i>ESD for 2030</i> at country level	38
4.2. Harnessing partnership and collaboration	40
4.3. Communicating for action	42
4.4. Tracking issues and trends	44
4.5. Mobilizing resources	46
4.6. Monitoring progress	48
4.7. Planning for the next 10 years	52
<b>Annexes</b>	<b>53</b>
A. One-page summary of <i>ESD for 2030</i> framework	54
B. Framework for the implementation of Education for Sustainable Development (ESD) beyond 2019: <i>ESD for 2030</i>	55
C. Selected paragraph from UN General Assembly Resolution 72/222 (2017) Education for Sustainable Development in the framework of the 2030 Agenda for Sustainable Development	64
D. Selected paragraph from UN General Assembly Resolution 74/223(2019) Education for sustainable development in the framework of the 2030 Agenda for Sustainable Development	64
E. History of ESD at a glance	65



We are increasingly asking if what people learn is truly relevant to their lives, if what they learn helps to ensure the survival of our planet. Education for Sustainable Development can provide the knowledge, awareness and action that empower people to transform themselves and transform societies

- Sefania Gamini, Assistant Director-General for Education, UNESCO



# Executive summary

UNESCO has been the lead United Nations agency on Education for Sustainable Development (ESD) since the United Nations Decade of Education (2005-2014). ESD is widely recognized as an integral element of Agenda 2030, in particular Sustainable Development Goal 4 (SDG 4), and a key enabler of all the other SDGs.

This roadmap sets out the urgent challenges facing the planet and explores the next step UNESCO is taking in responding to them through education with detail on new emphases and actions. In order to build a follow-up to the Global Action Programme (GAP) (2015-2019) that contributes to Agenda 2030 and its 17 goals, the *Education for Sustainable Development: Towards achieving the SDGs (ESD for 2030)* framework was adopted with the aim of increasing the contribution of education to building a more just and sustainable world. *ESD for 2030* will step up actions on five priority action areas, stressing further ESD's key role for the successful achievement of the 17 SDGs and the great individual and societal transformation required to address the urgent sustainability challenges.

This publication sets out clearly what Member States must do in relation to each priority action area. For **priority action area 1** on policy, ESD must be integrated in global, regional and national and local policies related to education and sustainable development. For **priority action area 2** on education and training settings, attention is required to promote the whole-institution approach to ensure we

learn what we live and live what we learn. In **priority action area 3** on building capacities of educators, the focus is on empowering educators with the knowledge, skills, values and attitudes needed for the transition to sustainability. **priority action area 4** on youth must recognize young people as key actors in addressing sustainability challenges and the associated decision-making processes. **Priority action area 5** on local level action emphasizes the importance of actions in the communities as they are where meaningful transformative actions are most likely to occur.

The roadmap also underlines the key areas of implementation of the *ESD for 2030* framework. **Country initiatives on ESD for 2030** will lead the mainstreaming of ESD in education and sustainable development. The new framework will aim to encourage strong leadership from Member States and diverse stakeholders from education and sustainable development communities through **ESD for 2030 Network (ESD-Net)** at global and regional levels. **Communication and advocacy** efforts including the UNESCO-Japan ESD Prize will be strengthened; evidence-informed implementation of the framework by **tracking issues and trends** in education and sustainable development and **mobilizing resources** through making full use of the inter-sectoral, multidisciplinary nature of UNESCO as well as its diverse partners should be further strengthened. Various efforts to **monitor the progress** will be pursued with the aim of achieving SDG target 4.7 by 2030.





1.

An urgent call  
for action

# 1.1. Where we are

The current climate emergency and other environmental sustainability crises are the product of human behaviour. The collective activities of human beings have altered the earth's ecosystems to the extent that our very survival is threatened. The change is becoming more rapid, dramatic, visible and difficult to reverse every day. Two-thirds of the 1°C global temperature increase in the past 100 years has occurred since 1975, while the amount of renewable and non-renewable resources yearly extracted globally has doubled since 1980<sup>2</sup>.

It is clearly evident that unprecedented and dramatic changes are taking place and that humankind is directly responsible.

The International Panel on Climate Change (IPCC) warns that in order to contain the effect of global warming to 1.5°C until the end of this century compared to the 2°C scenario

regarded as catastrophic, we need 'rapid, far-reaching and unprecedented changes in all aspects of society'<sup>3</sup>.

This means not only addressing environmental challenges but also revisiting the complex mix of social and economic issues such as inequality that are intertwined with the cause and impact of these problems.

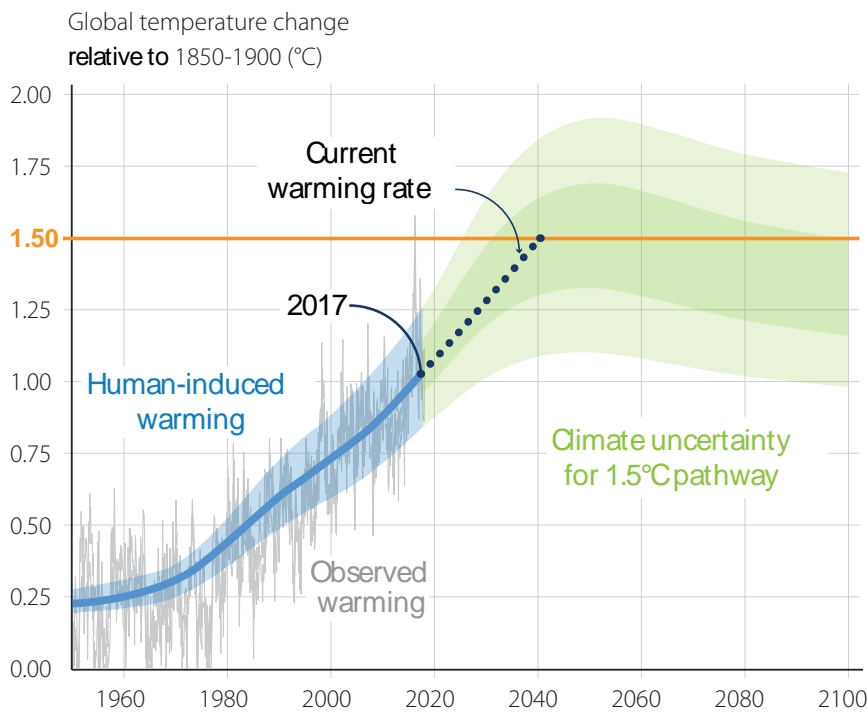
What we know, what we believe in and what we do needs to change.

What we have learned so far does not prepare us for the challenge.

This cannot go on. And the window of opportunity is closing fast.

We must urgently learn to live differently.

Figure 1. How close are we to 1.5°C?  
Human-induced warming reached approximately 1°C above pre-industrial levels in 2017



Human-induced warming reached approximately 1°C above pre-industrial levels in 2017. At the present rate, global temperatures would reach 1.5°C around 2040. Stylized 1.5°C pathway shown here involves emission reductions beginning immediately, and CO<sub>2</sub> emissions reaching zero by 2055.

Source: FAQ 1.2 Figure 1 in Chapter 1 from Allen, M.R., O.P. Dube, W. Solecki, F. Aragón-Durand, W. Cramer, S. Humphreys, M. Kainuma, J. Kala, N. Mahowald, Y. Mulugetta, R. Perez, M. Wairui, and K. Zickfeld, 2018: Framing and Context. In: Global Warming of 1.5°C. An IPCC Special Report on the impacts of global warming of 1.5°C above pre-industrial levels and related global greenhouse gas emission pathways, in the context of strengthening the global response to the threat of climate change, sustainable development, and efforts to eradicate poverty [Masson-Delmotte, V., P. Zhai, H.-O. Pörtner, D. Roberts, J. Skea, P.R. Shukla, A. Pirani, W. Moufouma-Okia, C. Péan, R. Pidcock, S. Connors, J.B.R. Matthews, Y. Chen, X. Zhou, M.I. Gomis, E. Lonnoy, T. Maycock, M. Tignor, and T. Waterfield (eds.)]. In Press.

2 <https://earthobservatory.nasa.gov/world-of-change/DecadalTemp>  
3 <https://www.ipcc.ch/sr15/>



We are in  a battle  
for our lives  
But it is a battle  
we can win.

- UN Secretary-General, Antonio Guterres

## 1.2. What needs to be done

To shift to a sustainable future, we need to rethink what, where and how we learn to develop the knowledge, skills, values and attitudes that enable us all to make informed decisions and take individual and collective action on local, national and global urgencies.

How can we prepare learners of all ages for the ‘battle for our lives’ as the UN Secretary-General calls it?

ESD is a well-established framework for doing this.

ESD empowers learners with knowledge, skills, values and attitudes to take informed decisions and make responsible

actions for environmental integrity, economic viability and a just society empowering people of all genders, for present and future generations, while respecting cultural diversity.

ESD is a lifelong learning process and an integral part of quality education that enhances cognitive, social and emotional and behavioural dimensions of learning. It is holistic and transformational and encompasses learning content and outcomes, pedagogy and the learning environment itself.

ESD is recognized as a key enabler of all SDGs and achieves its purpose by transforming society.

### **Societal transformation:**

Enable the achievement of the SDGs towards building a more sustainable world

### **Pedagogy and learning environment:**

Employ interactive, project-based, learner-centred pedagogy. Transform all aspects of learning environment through a whole-institution approach to ESD to enable learners to live what they learn and learn what they live

### **Learning outcomes:**

Empower people to take responsibility for present and future generations and actively contribute to societal transformation

### **Learning content:**

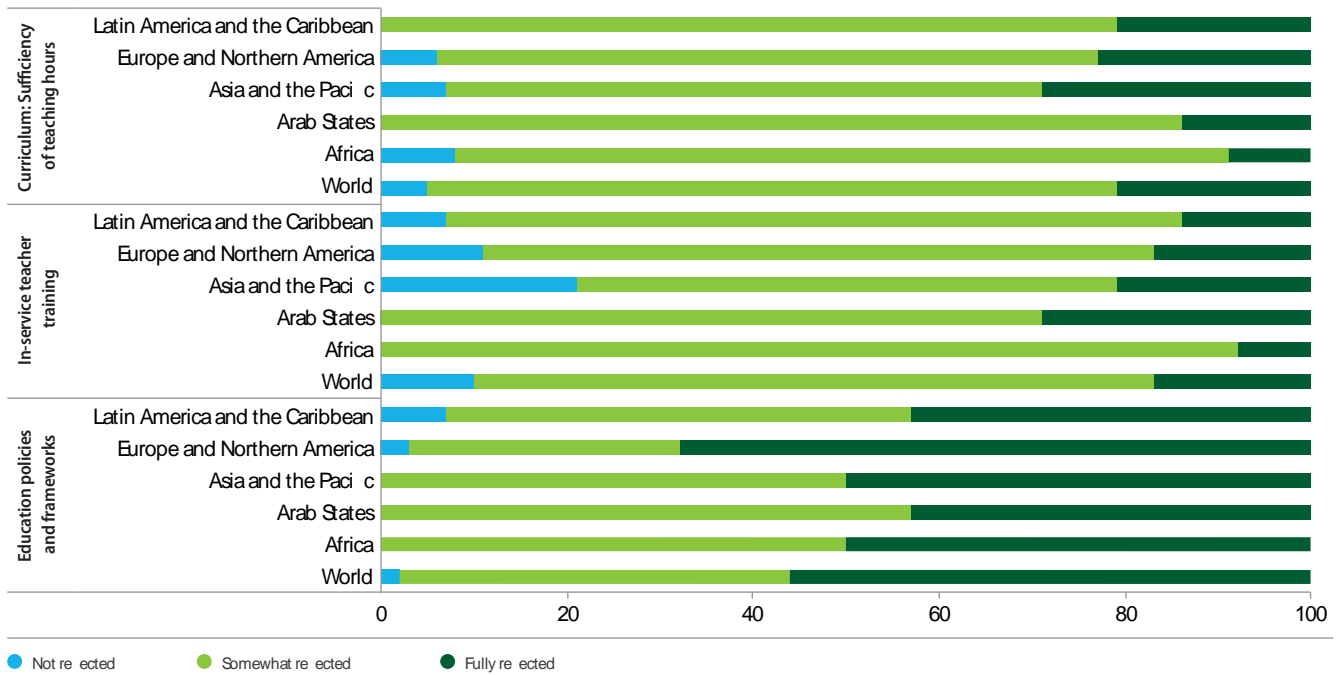
Integrate sustainability issues, in particular those enshrined in the 17 SDGs such as climate change, into all kinds of learning

***The General Assembly reaffirms education for sustainable development as an integral element of the Sustainable Development Goal on quality education and a key enabler of all the other Sustainable Development Goals***

*UN General Assembly Resolution 72/222 (2017)*

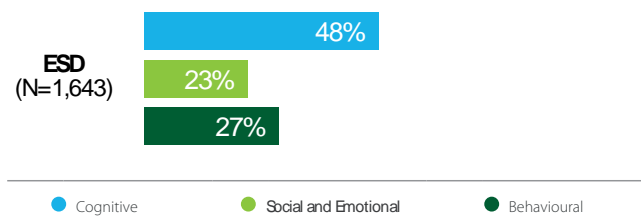
More countries say ESD is reflected in their education policy, teacher training and curricula. However, often ESD is interpreted with narrow focus on topical issues rather than with a holistic approach on learning content, pedagogy, and learning outcomes to bring about the fundamental behavioural shift to sustainable development.

Figure 2. Percentage of countries reflecting principles of the 1974 UNESCO Recommendation in their education policy, teacher education and curricula, 2012–2016



Source: 2019 Global Education Monitoring Report (UNESCO, 2018), p. 205

Figure 3. Percentage of references to cognitive, social and emotional and behavioural learning by ESD content (N=4,015)



Source: Educational content up close: Examining learning dimensions of ESD and GCE (UNESCO, 2020), p. 26

For example, a recent UNESCO study which reviewed policy documents of 10 countries shows that ESD is mostly associated with the teaching of scientific knowledge on environment. This is not enough to bring the transformative power of education to its full force.

How can we encourage learners to undertake transformative actions for sustainability to shape a different future, before it is too late?

- To ensure individuals are able to understand sustainability challenges, to be aware of their relevance to the surrounding realities, and take action for change,
- To trigger structural transformations in today's economic and social systems by promoting alternative values and contextualized methods,
- To address the new opportunities and risks on sustainable development posed by emerging technologies,
- Education needs to transform itself.
- UNESCO's new global framework on ESD called *ESD for 2030* invites you to join this urgent mission.



# 2.

## ESD for 2030

Education for Sustainable Development:  
Towards achieving the SDGs (*ESD for 2030*)  
is the global framework for  
implementation of ESD in 2020-2030

## 2.1. What is *ESD for 2030*?

Education for Sustainable Development: Towards achieving the *SDGs (ESD for 2030)* is the global framework for implementation of ESD from 2020-2030.

*ESD for 2030* builds upon the lessons learned from the Global Action Programme on ESD (GAP, 2015-2019), in response to the increased importance placed on ESD to promote the contribution of learning content to the survival and prosperity of humanity.

*ESD for 2030* places emphasis on education's contribution to the achievement of the *SDGs*. It aims to review the purposes

and values that underpin education and reorient all levels of education and learning to contribute to sustainable development and to strengthen education and learning in all activities that promote sustainable development. Given the fact there is very little time left to achieve the *SDGs*, it is crucial to accelerate ESD in the decade of action<sup>4</sup> to deliver the Goals.

As the follow up to the GAP, *ESD for 2030* was approved by the UNESCO General Conference at its 40<sup>th</sup> Session and acknowledged by the UN General Assembly at its 74<sup>th</sup> Session in 2019.



<sup>4</sup> <https://www.un.org/sustainabledevelopment/decade-of-action/>

A young child with a joyful expression is shown from the chest up, wearing a red, blue, and white plaid shirt over a white t-shirt. The child's hands are gently holding a mound of dark brown soil from which a small, vibrant green seedling with several leaves is growing. The background is softly blurred, suggesting an outdoor setting. The text is overlaid on the right side of the image in a clean, white, sans-serif font.

Education for Sustainable Development: Towards achieving the SDGs (ESD for 2030) is the global framework for implementation of ESD from 2020-2030.



## 2.2. Goal and objective

ESD is an integral element of the ambitious SDGs, and in particular of Target 4.7, and builds on the vision of the UN Decade of Education for Sustainable Development (2005-2014) and the GAP (2015-2019).

While ESD contributes to all 17 SDGs, it continues to have particular relevance for the global education agenda enshrined in SDG 4, in which ESD has a distinct place. ESD is a key element of quality education. Its cross-cutting competencies in cognitive, socio-emotional and behavioural dimensions of learning bear relevance to all areas of education.

Its particular emphasis on competencies related to empathy, solidarity and action-taking can help advance SDG 4 in building a future where education contributes not only to the successes of individuals, but also to the collective survival and prosperity of the global community. It will also help the global education agenda move away from an exclusive focus on access and quality measured mainly in terms of learning outcomes, towards an increased emphasis on learning content and its contribution to sustainability of people and the planet. In this way, ESD connects SDG 4 with all other SDGs.

### Goal

ESD for 2030 aims to build a more just and sustainable world through strengthening ESD and contributing to the achievement of the 17 SDGs.

### Objective

To fully integrate ESD and the 17 SDGs into policies, learning environments, capacity- building of educators, the empowerment and mobilization of young people, and local level action.

#### SDG Target 4.7

SDG Target 4.7 is one of the key targets in the SDGs that addresses the purpose and quality of education.

**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.





*ESD for 2030* will promote the integration of sustainable development and the SDGs into education and learning, as well as ensuring the integration of education and learning into all activities that promote sustainable development and the SDGs



## 2.3. Key features

Global efforts led by policy-makers, educators, learners<sup>5</sup>, practitioners and youth through the GAP, the UN Decade on ESD and beyond have made considerable progress in all parts of the world. Building on the lessons learned, *ESD for 2030* addresses new challenges of the day, in particular with the following three key features, namely emphasis on education's role for the 17 SDGs; focus on the big transformation; and emphasis on Member States' leadership.

### Emphasis on education's role for the 17 SDGs

The first main feature of *ESD for 2030* is the emphasis given to the role of education in the achievement of the inter-connected 17 SDGs. UN General Assembly Resolution 72/222 (2017) noted ESD as 'an integral element of SDG 4 on Education and a key enabler of all the other SDGs', while Resolution 74/233 (2019) reinforced this by calling upon countries to enhance their ESD implementation.

So how can ESD enable the achievement of the 17 SDGs?

- **ESD raises the awareness of the 17 goals in education settings:** ESD enhances the understanding of learners and the general public on what the SDGs are and how these goals connect with individual and collective lives.
- **ESD promotes critical and contextualized understanding of the SDGs:** Sustainable development often requires a balancing act among diverse views and priorities. ESD raises questions on the inter-linkages and tensions between different SDGs and provides learners with the opportunity to navigate the required balancing acts with its holistic and transformational approaches.
- **ESD mobilizes action towards the achievement of the SDGs:** ESD efforts address sustainable development issues, more specifically the SDGs. These efforts continue to mobilize action for sustainable development in education settings, in particular in communities, through whole-institution approaches to ESD.

<sup>5</sup> 'Learners' refers to students in formal schools and Technical and Vocational Education and Training (TVET) institutions; trainees in private company training institutions; those learning in lifelong learning and non-formal learning institutions and situations; and those learning outside of education institutions. 'Educators' includes teachers, trainers, local community leaders, parents and family members.

# Education for Sustainable Development aims to raise knowledge, awareness and action in order to:



## Focus on the big transformation

ESD must focus on the big transformation that is needed for sustainable development and provide relevant educational interventions. The idea of big transformation implies changes in individual action intertwined with reorganization of societal structures, and it requires ESD to track the transformation towards a more just and sustainable direction.

What are the key reflections that inform *ESD for 2030*?

- **Transformative action:** Fundamental changes required for a sustainable future start with individuals. ESD has to place emphasis on how each learner undertakes transformative actions for sustainability, including the importance of opportunities to expose learners to reality, and how they influence societal transformation towards a sustainable future. ESD in action is citizenship in action.
- **Structural changes:** ESD must pay attention to the deep structural causes of unsustainable development. A balancing act between economic growth and sustainable development is needed and ESD should encourage learners to explore alternative values to those of consumer societies, as well as having a structural view on how to address ESD in the context of extreme poverty and vulnerable situations.
- **The technological future:** ESD has to respond to the opportunities and challenges brought about by technological advances. Some 'old' problems will be resolved through technology, but new challenges and risks will arise. Critical thinking and sustainability values become ever more relevant, as the task of teaching ESD may become more challenging with the illusion that technologies can resolve the majority of sustainability problems.

***(...) transformation necessitates, among other things, a certain level of disruption, with people opting to step outside the safety of the status quo or the "usual" way of thinking, behaving or living. It requires courage, persistence and determination, which can be present at different degrees, and which are best sourced from personal conviction, insight, or the simple feeling of what is right.***

*(Para 4.2, Framework for the implementation of ESD for 2030)*



## Emphasis on Member States' leadership

The urgency of the current challenges calls for strong leadership from Member States to mainstream ESD in all activities on education and sustainable development at the country level as a part of their implementation of SDG 4 and all the other SDGs. To this end, *ESD for 2030* focuses on Member States' initiatives towards the achievement of the SDGs.

### What should Member States do?

- **Address the five priority action areas:** Member States are invited to focus on reinforcing country initiatives on the five priority action areas of *ESD for 2030*, namely, advancing policy, transforming learning environments, building the capacities of educators, empowering and mobilizing youth and taking action in communities, and monitoring their progress.
- **Engage all concerned stakeholders:** In line with the multi-faceted nature of ESD, Member States are urged to mobilize, engage and support diverse stakeholders under a coordinated strategy related to the national framework on the SDGs. This type of multi-stakeholder engagement is relevant at local, national, regional and global levels to ensure partnership and collaboration among all stakeholders.
- **Advocate and mobilize resources:** To ensure the effective implementation of ESD at country level, it is also important for Member States to reach out to a wider public through strong communication and advocacy efforts on ESD. At the same time, efforts should be made to enhance outreach through increased mobilization of resources for ESD.

### ESD's contribution to UNESCO's global priorities

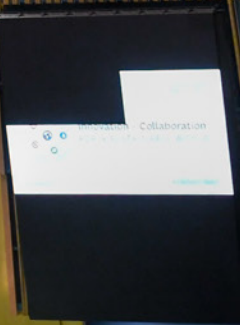
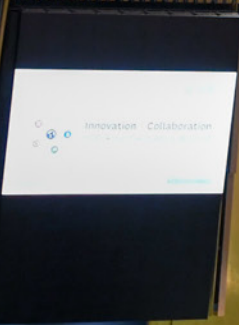
<b>Priority Africa and ESD</b>	ESD supports innovative solutions for sustainable development in the context of the needs and opportunities in Africa, one of the regions most vulnerable to climate change. In particular, ESD is relevant to populations in extreme poverty who are also often the victims of calamitous development and natural disasters.
<b>Priority Gender Equality and ESD<sup>6</sup></b>	ESD takes a cross-disciplinary and systemic approach that links gender equality to specific gendered challenges related to each of the SDGs. There is, for example, a gendered facet of vulnerability to hazards induced by climate change. <i>ESD for 2030</i> actively promotes gender equality and creates conditions to empower women. When implementing <i>ESD for 2030</i> , the gendered approach to the five priority action areas should be considered.

**Small Island Developing States**

Small Island Developing States (SIDS) are on the 'front lines' of climate change, as they face rising sea levels, dying coral reefs and ocean ecosystems, and increasing natural disasters. Environmental challenges undermine social and economic sustainability with women often suffering a disproportionate impact. Communities are threatened with displacement and forced migration, and maritime industries are hit by the exploitation of marine resources.

ESD has to prepare people of all genders with the knowledge, skills and values to respond to the changes, building on indigenous knowledge and practices. Lifelong learning, including Technical and Vocational Education and Training (TVET) can help ensure professionals and communities are well prepared to meet the changes.

6 See UNESCO Priority Gender Equality Action Plan (2014-2021) <https://unesdoc.unesco.org/ark:/48223/pf0000370905.locale=en> and <https://en.unesco.org/genderequality>



Through pursuing the goal and objective of *ESD for 2030*, in **10 years' time** we aim to create a world in which...



## Governments

mainstream ESD in their education policies and frameworks to transform education.



## Learners

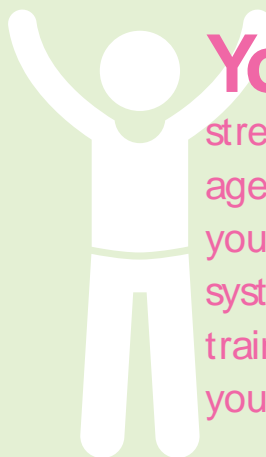
in all walks of life across the world have opportunities to acquire the knowledge, skills, values and attitudes needed for promoting sustainable development and achieving the 17 SDGs and to experience sustainable development in action through a whole-institution approach to ESD.



## Educators

across the world have the opportunities to develop capacities to foster societal transformation for a sustainable future. Training institutions for educators systematically integrate ESD.

**People** living in cities and communities across the world recognize ESD as a key instrument and lifelong learning opportunity to achieve sustainability at a local level.



**Youth** are strengthened to be agents of change and youth organizations systematically provide training for youth and youth trainers on ESD.

