



United Nations  
Educational, Scientific and  
Cultural Organization

#ESDfor2030

# Empowering and mobilizing youth in favour of ESD for 2030

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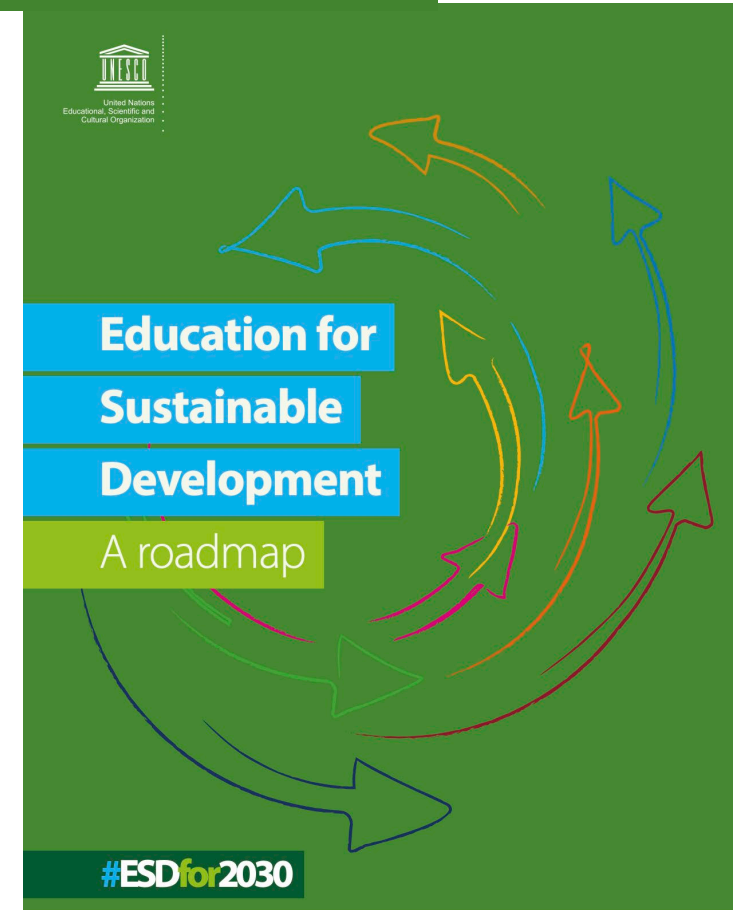
# ESD for 2030: Towards achieving the SDGs

## 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.



**ESD for 2030 framework :** <https://unesdoc.unesco.org/ark:/48223/pf0000370215.locale=en>

**Roadmap (EN):** <https://unesdoc.unesco.org/ark:/48223/pf0000374802>

## Key feature 1

# Emphasis on education's role for the 17 SDGs

- ✓ ESD raises the awareness of the 17 goals in education settings
- ✓ ESD mobilizes action towards the achievement of the SDGs
- ✓ ESD promotes critical and contextualized understanding of the SDGs



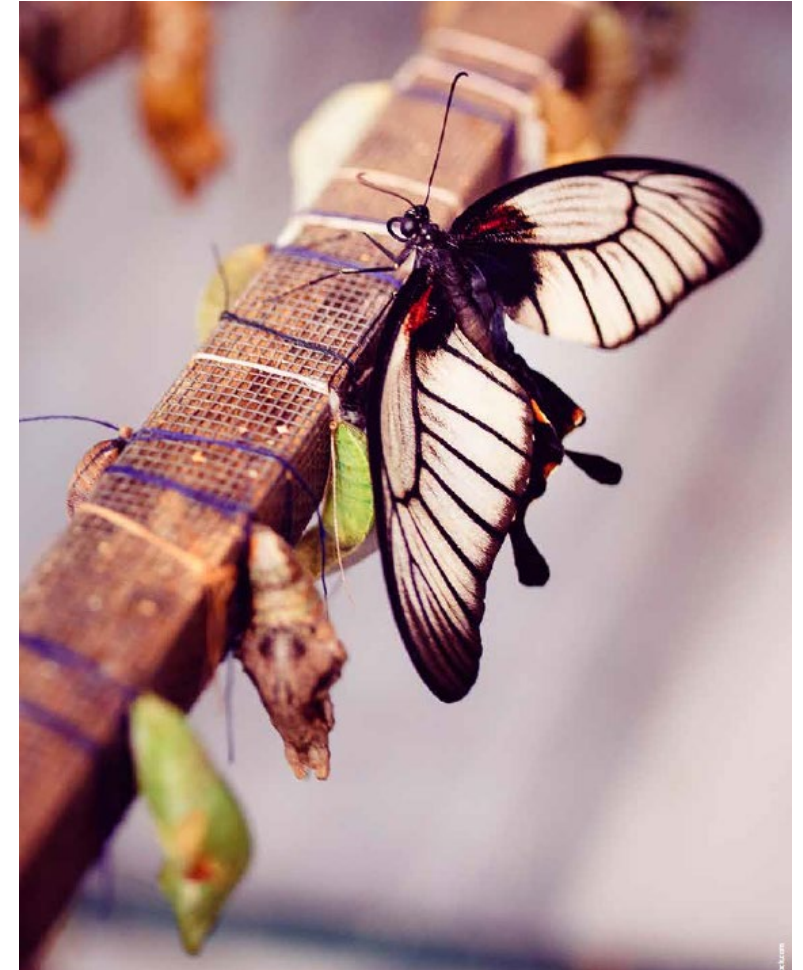
## Key feature 2

### Focus on the big transformation

- ✓ Transformative action
- ✓ Structural changes
- ✓ Technological future

*(...) 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.*

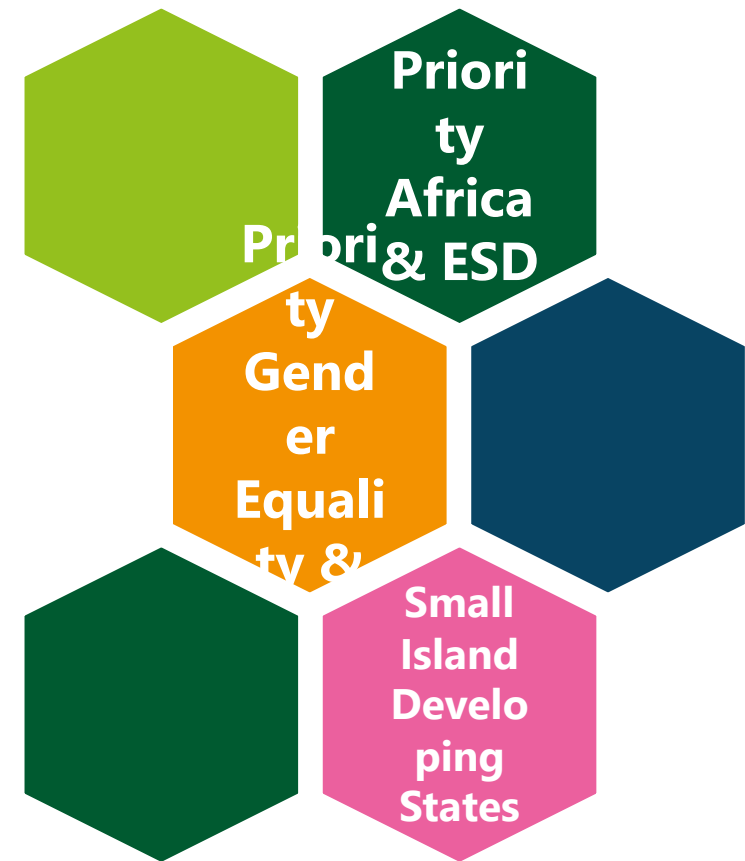
*(Para 4.2, Framework for the implementation of ESD for 2030)*



## Key feature 3

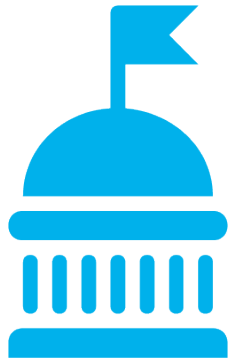
### Emphasis on Member States' leadership

- ✓ Address the five priority action areas
- ✓ Engage all concerned stakeholders
- ✓ Advocate and mobilize resources





# Five priority action areas



## Priority action area 1 Advancing policy

- ✓ Integrate ESD into education policies and all policies on sustainable development



## Priority action area 2 Transforming learning environments

- ✓ Apply whole institution approach to ESD where learners learn what they live and live what they learn



## Priority action area 3 Building capacities of educators

- ✓ Develop ESD capacity through pre-service and in-service training of educators



## Priority action area 4 Empowering and mobilizing youth

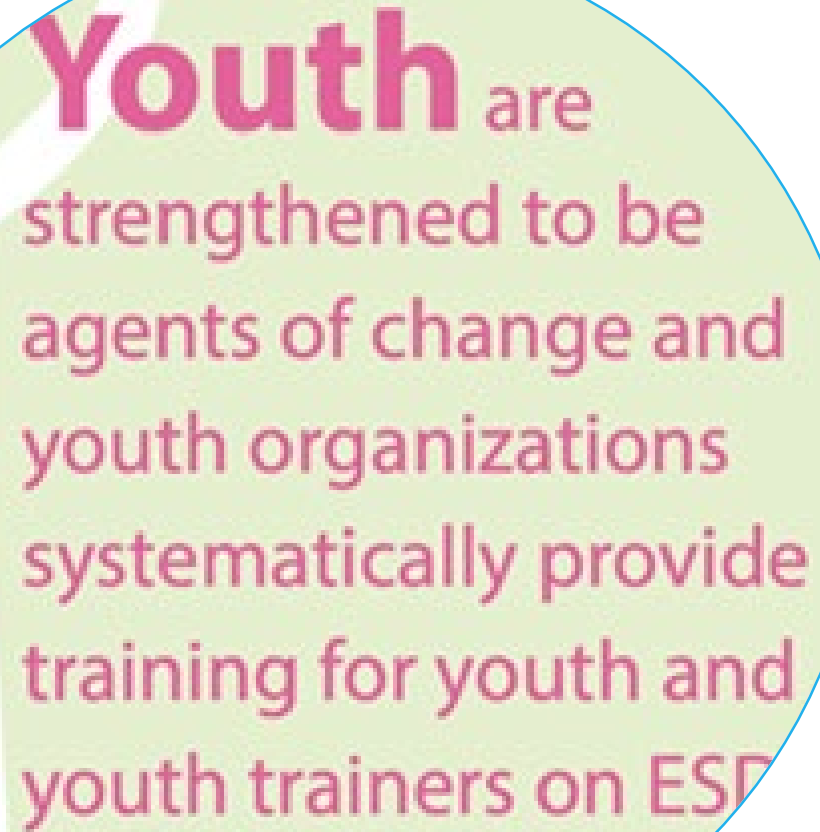
- ✓ Create opportunities for young people and engage them as key actors



## Priority action area 5 Accelerating local level actions

- ✓ Develop community action plan to promote individual and societal transformation





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

## ESD for 2030 Youth Priority Action Area

*To support these actions, **UNESCO** and its UN partners, among others, **support relevant training opportunities and tools** for young people to enhance their knowledge, skills, values and attitudes **to make themselves heard**, and **provide a global platform** for young people to **foster multi-stakeholder collaboration** and **engage in inter-generational dialogue**, in line with the UN wide youth strategy.*

*"Please, don't just observe life from the balcony! Meet the challenges... You must make noise; you are the seed of change of this society." – Pope Francis*

## ESD for 2030 Implementation

- ✓ Contribute to the implementation of the multi-stakeholder country initiative on ESD for 2030
- ✓ Encourage networking of stakeholders
- ✓ Provide regular platforms to meet and collaborate
- ✓ Support education on the SDGs
- ✓ UNESCO-Japan Prize on ESD

Implementing ESD  
for 2030  
at country level

Harnessing  
partnership and  
collaboration

Communicating  
for action

Tracking  
issues and trends

Mobilizing  
resources

Monitoring  
progress

- ✓ Engage in research on emerging issues and trends on ESD
- ✓ Mobilize resources to support ESD implementation, including by creating synergies with others
- ✓ Help to monitor progress on ESD





## Youth action areas

- **Enhancing youth engagement / empowerment** << WWF, IUCN, [Earth Charter](#), [CCIVS](#), Gaia Education, Green Office, Rootability
- **Strengthening environmental literacy / stewardship** << [Earth Charter](#), [CERI](#), [MIL](#)
- **Mobilizing around climate action** << UNFCCC, Fridays for the Future
- **Acting on Sustainable Lifestyles** << UNEP (*lead up to UNEP+50*), OnePlanet [SLE](#) programme
- **Engaging with local communities, including UNESCO sites** << [MAB+50](#), IUCN, WWF, FAO, [YUNGA](#), IHP, [Global Network of Water Museums](#) (WAMU-NET), [WHE](#), [CCIVS](#), [Blue Flag](#), [GYBN](#), DG nature initiative
- **Sharing, storytelling, documenting** << [YRE](#), [MIL](#), [The Water We Want](#)
- **Follow up on [Trash Hack](#) campaign** << Let's do it, ASPnet, Eco-Schools
- **Youth participation in governance** << SHS, Growing up in cities
- **Empathy, socio emotional competences** << MGIEP





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Education  
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## Thank you for your attention

For more information please contact:

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Section of Education for Sustainable Development  
Division for Peace and Sustainable Development  
Education Sector  
UNESCO

- **UNESCO ESD website:** <https://en.unesco.org/themes/education-sustainable-development>
- **ESD for 2030 framework :** <https://unesdoc.unesco.org/ark:/48223/pf0000370215.locale=en>
- **UN General Assembly Resolution on ESD (2019) :** <https://undocs.org/en/A/RES/74/223>
- **UNESCO World Conference on ESD :** <https://en.unesco.org/events/ESDfor2030>