PART 2

***Toward a More Radical Vision of Education
for Climate Action***

UNESCO's Framework *ESD for 2030*

An Ambitious New Initiative for Massive Transformation

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Abstract

This chapter presents UNESCO's new framework "Education for Sustainable Development: Toward Achieving the SDGs (*ESD for 2030*)" as an instrument for implementing Target 4.7 of the Sustainable Development Goals and for making progress across the other Sustainable Development Goals. After situating *ESD for 2030* within the global education and sustainable development discourses, the chapter briefly reviews selected evidence on where efforts on Target 4.7, and specifically on ESD, now stand. Against this background, the chapter presents and explains the different elements of UNESCO's new framework as embodying important ways to mobilize for the massive transformation that is needed if the world is to avert the catastrophe of continued unsustainable development, as epitomized by the climate crisis.

Keywords

education for sustainable development – *ESD for 2030*, UNESCO – SDG Target 4.7

1 Introduction

All available evidence indicates that climate change is progressing with alarming speed. The world's five warmest years have all occurred since 2015. Nine of the 10 warmest years have occurred since 2005. The Intergovernmental Panel on Climate Change Special Report on Global Warming (IPCC, 2018) emphasizes that if we fail to limit warming to 1.5°C, we will be faced with irreversible losses and catastrophic consequences. Equally disturbing, the Living Planet Report 2020, published by the World Wide Fund for Nature (WWF, 2020), shows that human activity is wiping out plant and animal life at an alarming rate. The populations of mammals, birds, fish, amphibians and reptiles have seen an average drop of 68% since 1970 (WWF, 2020). As the Covid-19 pandemic reminds us,

the loss of natural habitats also directly affects human health, as it increases the likelihood that harmful viruses jump from wild animals to humans.

Climate change, the greatest challenge of our time, and the dramatic loss of biodiversity and natural habitats make it clear that a massive transformation is needed in ways of life, in economic structures, in the entire development trajectory of societies. This change requires political will and political agreement with regard to ambitious targets, fiscal incentives for greener economies, and technological solutions for more energy efficiency. Above all, it requires the mobilization of all of society, with every citizen learning to live and act differently, every citizen acting as a change maker on behalf of sustainable development.

The intention of the approach called Education for Sustainable Development (ESD), together with other transformational education approaches, has been to be a driver of this change. ESD, as it has been promoted by UNESCO, the United Nations' lead agency for ESD, aims at empowering learners with knowledge, skills, values, and attitudes that will cause them to make informed decisions and act responsibly so as to achieve environmental integrity, economic viability, and a just society. It aims to empower all people, of present and future generations, while respecting cultural diversity. Increasingly, ESD has been recognized as an instrument of progress across a wide range of sustainable development challenges, and specifically across all of the 2030 Agenda's Sustainable Development Goals (UN General Assembly, 2017).

This chapter will present UNESCO's new framework "Education for Sustainable Development: Toward Achieving the SDGs (*ESD for 2030*)" (UNESCO, 2019a, 2020c) as one instrument for implementing Target 4.7 of the Sustainable Development Goals and for achieving progress across the other Sustainable Development Goals. Before it does, it will briefly situate ESD in wider global processes and will review selected evidence on efforts on Target 4.7 and ESD. Against this background, it presents and explains the different elements of UNESCO's new framework as means of mobilizing for the massive transformation that is needed if the world is to avert the catastrophe of continued unsustainable development, as epitomized by the climate crisis.¹

2 Converging Processes

ESD is situated at the meeting point of two separate but related processes: the increased attention given to sustainable development content within education; and the increased importance accorded education and learning in the global efforts for sustainable development.

The first process concerns the global education agenda. For a long time, global efforts to advance education have been justifiably focused on the urgent need to provide access to education for all. The World Declaration on Education for All, adopted at Jomtien, Thailand, in 1990, and then especially the Dakar Framework for Action, Education for All (EFA), adopted in Dakar, Senegal, in 2000, for the years until 2015, framed the global education agenda along the lines of access to basic education. Other issues were also addressed in these documents, but their implementation – and monitoring – were largely focused on issues of access. Issues of education content played only a small role, and when they were addressed, it was as part of an overall concern for education quality, with the emphasis mostly on basic literacy and numeracy.

The promotion of the knowledge, skills, values, and attitudes necessary for sustainable development was, for most of the duration of the EFA framework, a rather separate agenda. The most important framework for sustainable development in education was the UN Decade of Education for Sustainable Development, which ran from 2005 to 2014. The Decade generated a considerable amount of action, mostly on the part of education stakeholders, in integrating sustainability issues into teaching and learning (UNESCO, 2014). An important achievement came at the midpoint of the Decade, in 2009, when the Bonn Declaration adopted at the UNESCO World Conference on Education for Sustainable Development in Bonn, Germany, established a strong link between education quality and the type of education that is needed to effectively drive sustainable development (UNESCO, 2009). This link with education quality helped move ESD more toward the center of the education discourse. This trajectory continued in the second half of the decade, when more and more advocates of ESD got involved in discussions on the post-EFA education agenda – what eventually became Sustainable Development Goal (SDG) 4 – where they argued for the inclusion of ESD and related approaches. They found increasingly receptive ears, as it had become clear that in light of the world's major challenges, learners must acquire specific skills to address these challenges. Consequently, ESD, together with related approaches such as Global Citizenship Education, became an integral part of the global education agenda, as Target 4.7 of SDG 4.

The Decade concluded with the UNESCO World Conference on ESD in Aichi-Nagoya, Japan, in 2014, which launched the Global Action Programme on ESD (2015–2019). The Conference's final declaration reiterates the important connection between education quality and ESD and states that ESD has an important place within the wider sustainable development agenda. In the meantime, ESD and related approaches had received increasing attention within a second process – the global sustainable development agenda and related efforts of environment stakeholders.

A key step in this regard was Agenda 21, the outcome document of the landmark UN Conference on Environment and Development, the “Earth Summit”, held in Rio de Janeiro, Brazil, in 1992. Agenda 21 provided the foundation, for many years to come, for efforts toward sustainable development. It dedicates a full chapter, Chapter 36, to education and learning, and states that “promoting education, public awareness and training are linked to virtually all areas in Agenda 21” (UN Conference on Environment and Development, 1992), thus making education – and learning more generally – a cross-cutting issue for the advancement of the entire sustainable development agenda. This positioning of education built, in part, on the increasing attention given to environmental education in the preceding decades, as evidenced in particular by the First Intergovernmental Conference on Environmental Education, held in Tbilisi, Georgia, in 1977, organized by UNESCO and UNEP; various follow-up conferences; as well as the UNESCO-UNEP International Environmental Education Programme (1975–1995).

Ten years after Rio, the World Summit on Sustainable Development held in Johannesburg, South Africa, reconfirmed that education has an important role to play in sustainable development, and it called for the establishment of a UN Decade on ESD and thus further raised education’s profile. An important next step came 20 years after the Earth Summit with the UN Conference on Sustainable Development (“Rio+20”), held again in Rio, in 2012. Its outcome document, *The Future We Want*, contains strong commitments to ESD (UN General Assembly, 2012, para. 233). This conference was significant also because Rio+20 launched the process that would ultimately result in the SDGs. In the consultations and negotiations that led to the SDGs, ESD and related approaches were again frequently highlighted as important drivers of sustainable development. Consequently, not only did ESD become part of SDG 4, the education SDG, but it is also referenced in other SDGs, notably SDG 12 and SDG 13. It was at that point, then, that the global education and the global sustainable development discourses converged, with ESD situated at the point of convergence.

Along similar lines, another important process within the sustainable development agenda has also made strong reference to education: the efforts to address climate change. Article 6 of the UN Framework Convention on Climate Change (UNFCCC) as well as Article 12 of the Paris Agreement point to the importance, in addressing climate change, of education, training, public awareness, public access to information, public participation, and international cooperation. An education work program conducted under the auspices of the UNFCCC process, called the Doha Work Programme, has been in place since 2012.² A similar place for education has been assured in other major sustainable development processes, such as the Convention on Biodiversity. Recently,

the UN Decade on Ocean Science for Sustainable Development (2021–2030) in its draft strategy on ocean literacy focuses on education and training in priority areas of policy, formal education, corporate action, and community engagement, and it supports its integration into the implementation of other education frameworks, such as *ESD* and climate change education (UNESCO, 2020a, p. 3). The UN Decade on Ecosystem Restoration (2021–2030) places “applying knowledge of ecosystem restoration in our education systems & within all public & private sector decision-making” as one of three goals, and it links its global efforts with the *ESD for 2030* framework (UN Environment Programme & FAO, 2020, p. 7).

In addition to its being recognized in these environment-focused thematic areas, the role of education in promoting sustainability is becoming increasingly visible in discussions on economic and social development. As countries try to respond to the growing international pressures of climate change, many have set paths toward a “green deal” that aims to reduce greenhouse gas emissions while promoting economic prosperity. Education is increasingly recognized in this process as an enabler of the requisite sustainable transition. The European Green Deal, for example, pledges to develop a “European competence framework to help develop and assess knowledge, skills and attitudes on climate change and sustainable development” and to support skills adaptation for green employment (European Commission, 2019, article 2.2.4). Amplified by the disproportionate impact of the coronavirus pandemic on certain populations, interest is growing with regard to public awareness of, and education about, environmental injustice.

The UN calls for a decade of action on SDGs from 2020 until the target year 2030, to which *ESD for 2030* directly contributes through Targets 4.7, 12.8, and 13.3, as well as by promoting all 17 SDGs in education settings. UNESCO's new *ESD for 2030* framework attempts to build on, and capitalize on, convergence of the global education and sustainable development processes briefly described here. UNESCO positions *ESD* as a key element of Target 4.7 of the Education SDG, and as a facilitator of the achievement of all the SDGs.

3 Where We Stand: Some Data

Monitoring of *ESD* and related education approaches has been a notorious challenge, but a growing body of evidence exists that allows us to glimpse some of the issues to be addressed in the further promotion of *ESD*. Important data comes from the monitoring that UNESCO does in its capacity as custodian agency for the SDG global indicator 4.7.1. through a global survey it sends to

governments every four years as part of the reporting on the 1974 Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms. The 1974 Recommendation covers the main concepts of ESD and Global Citizenship Education.

The latest data (UNESCO, 2018), from 2016,³ points to considerable advances in terms of policy commitments. Almost all responding countries (80 out of 82) reported that the principles of the 1974 Recommendation are reflected in their constitution, domestic legislation, and education policy. A similar share (81) indicated that “human survival and well-being”, a concept that contains many key elements of ESD, is included in curricula.⁴ However, the data also points to gaps between policy commitment and implementation. Most notably, only 15% of countries indicate that the guiding principles of the 1974 Recommendation are fully reflected in teacher training. These findings point to the need to invest in strategies that help close the policy-to-practice gap.

Another important finding, from another UNESCO research initiative, concerns the three learning dimensions, namely, cognitive, social and emotional, and behavioral (UNESCO, 2019c). As ESD strives to generate transformations in the real world, it would seem that the behavioral learning dimension should be accorded at least as much importance by education systems as the other two. A UNESCO study reviewed education policy and curriculum documents from 10 countries to examine in detail the importance accorded the three dimensions at the various levels of the education system. Although patterns vary greatly across countries, the findings show that, overall, the behavioral learning dimension receives considerably less attention than the cognitive one, with the social and emotional dimension situated between them. This neglect of the behavioral learning dimension is clearly an issue to be addressed, as education *about* sustainable development, if not accompanied by sufficient “action competencies”, will not be sufficient to generate the massive transformation required today.

An example of the status of education in the sustainable development agenda is found in a recent analysis of country submissions to the UNFCCC reporting processes (UNESCO, 2019b). Although, the analysis noted, almost all country submissions (95% out of 194 reporting countries) address climate change, across the world’s regions the most common approach they reported was public awareness. This finding suggests the need for a more systematic and targeted approach to climate change education and ESD for diverse audiences. In formal education settings, climate change education had a heavy focus on the cognitive learning dimension, around “understanding” and “knowledge” of climate change, which, as discussed above, falls short of encouraging individual and societal transformation.

4 How to Move Forward: *ESD for 2030*

Sustainable development is a complex principle that places high demands on individuals as well as on societies. How can the balancing act between seemingly competing interests support the needed transition toward sustainability? The complexity of these challenges – including the variety of actors involved, the contextual specificities, and the questions surrounding courses of action – does not allow for straightforward problem-solving processes and instead necessitates creative and self-organized action.

Given the urgency of the situation, education must now also aim to bring about the disruptions that lead to transformations. UNESCO has long advocated for the sustainability principle to be reflected in education policy, curricula, training, and practice as a means to empower individuals to make informed decisions. However, some further critical reflection is needed around the fact that, despite UNESCO's advocacy in favor of a holistic and system-wide approach, when it comes to implementation, learning for sustainable development tends to be treated as an individual topic at the margins of the education system. This marginalization has to change. ESD has outgrown its topic-orientation. It should move beyond it to work more proactively at the systemic level, as a key part of SDG 4 on education. ESD should put greater emphasis on the quality of educational content. It is in this context that a new global framework on ESD was formulated by UNESCO, relying on a range of stakeholder consultations between 2016 and 2019.

4.1 *Conceptual Framework*

In order to strengthen education to address sustainability challenges, the 40th session of the UNESCO General Conference adopted, in November 2019, the new global framework called “Education for Sustainable Development: Toward Achieving the SDGs (*ESD for 2030*)” (UNESCO, 2019a, 2020c). This new framework, which was also acknowledged by the UN General Assembly at its 74th Session in 2019 (UN General Assembly, 2019), builds upon the lessons learned from the Global Action Programme on ESD (GAP).

4.2 *ESD as a Key Enabler of all SDGs*

A main feature of the *ESD for 2030* framework is its emphasis on education's contribution to the achievement of the 17 SDGs. Building on the UN General Assembly Resolutions 72/222 (UN General Assembly, 2017) and 74/233 (UN General Assembly, 2019), the new framework invites a critical understanding of the SDGs as a part of a learning process that favors sustainability. First, as ESD raises awareness of the SDGs in education settings, learners are encouraged to consider the values and priorities that are represented in each of the

17 Goals and their 174 Targets (United Nations, 2015). On the basis of an understanding of the complexity of the challenge of sustainable development, *ESD for 2030* underlines the interlinkages as well as the tensions that exist among the SDGs (UNESCO, 2017a). This critical analysis may become clearer to learners when they are able to apply their understanding in their own context – in their school, local community, or country. The questions that arise from this process can also help learners identify opportunities for dialogue, negotiation, and problem-solving, which may then lead to concrete action in their own surroundings and which, in turn, can contribute to the achievement of the SDGs.

Although ESD work has always addressed the diverse thematic areas of sustainability, such as climate change and biodiversity, which by and large are included in the 17 SDGs, the *ESD for 2030* framework's emphasis on the SDGs is in particular focused on understanding, and acting upon, the complex interlinkages among the goals as part of a learning process. It advocates for a deeper, contextualized view of the values and strategies that were agreed upon through international negotiations.

4.3 *Big Transformation*

Inconvenient and uncomfortable questions raised when analyzing the ambitions expressed in each of the goals, and in the SDGs taken together, need to be connected to positive changes. Promoting individual learners to take transformative action in favor of sustainability has been at the core of ESD work for decades, and certain known conditions facilitate these kinds of actions. As discussed earlier, having cognitive knowledge – facts in the head – is not enough. What triggers change is the movement of the heart, as well as deliberate exercises of the hands – literally or metaphorically as concrete actions on the ground. Critical exposure, through learning activities, to the sustainability issues in the local realities can help learners find a deeper connection between sustainable development and their own lives. Learners may be encouraged to find in themselves a willingness to act in the name of sustainability, and to find opportunities to do so, on the basis of this emphatic connection, especially when a tipping point arrives in one of various forms, such as peer influence in the community or a moment of self-realization. Learner engagement in sustainability can include, for example, changing one's consumption choices, active participation in the political process, and a continual process of self-reflection.

As the framework puts it, “ESD in action is basically citizenship in action” (UNESCO, 2019a, para. 4.7). With the increasing impact of sustainability issues such as climate change in daily lives, preparing learners to become active citizens who are willing to voice their perspectives, to collaborate with like-minded people, and to participate in decision-making processes will require

greater attention in the ESD work in the next decade. In addition, examples of new types of transformative engagement are appearing, as identified in a recent UNESCO document (UNESCO, 2019d), such as consumer activism and hashtag activism, which are increasingly relevant forms of political influence. Network-based activism without formal leadership or organizational structure, such as the Fridays for Future marches across the world, is particularly influential among young people.

In furtherance of the process of individual transformation, project-based learning provides opportunities to connect cognitive knowledge to the social-and-emotional dimension of learning, as well as to behavioral learning. Whole institution approaches to ESD place learners as nodes in a network of other lifelong learners who all struggle to accomplish the difficult balancing act in favor of sustainability in their own contexts. Through dialogue and joint action-taking, individuals, including learners, educators, and other community members, can evolve together to become more empowered to lead the change to sustainability.

However, the urgency of the challenges calls for more than the sum of individual actions. In this regard, the *ESD for 2030* framework argues for not only individual, but also structural, transformations in the name of sustainability. In order to drive a more profound societal change, the tension between the values that caused the current ecological and social problems and alternative values that challenge the status quo will have to be more explicitly addressed in the implementation of ESD. This process will start by our re-establishing the human relationship with nature, recognizing also our dependency on nature and humans' being part of a larger ecosystem. The shifting of the underlying paradigm will then call for a fundamental review of the goal for, content of, and approaches to, education from a holistic, systemic perspective. For example, alternative forms of economy such as the "circular economy" that aim to operate within the limitations of closed ecological systems should become a new norm, to replace the current forms of economic development hailed in many textbooks. What *ESD for 2030* calls for goes well beyond mere energy-saving or tree-planting. ESD is called upon to move into a terrain that could perhaps turn out to be uncomfortable and inconvenient.

5 Implementation of *ESD for 2030*

5.1 *Priority Action Areas*

The actions for implementation set out in *ESD for 2030* are focused around five priority action areas: policy; learning environments; educators; youth;

and local communities. These five areas had initially derived from multi-stakeholder consultations at the end of the UN Decade on ESD for the implementation of the follow-up to the Decade, which was the GAP on ESD (UNESCO, 2014). Through various dialogues, including a Technical Consultation Meeting on the Future of ESD (July 2018 in Bangkok, Thailand) and online public consultations, ESD stakeholders reaffirmed the need for emphasis on these five action areas in the next phase of ESD. The five priorities continue to represent the major points of leverage for driving ESD forward.

5.1.1 Priority Action Area: Advancing Policy

Policymakers are instrumental in creating the “enabling environment” that allows the successful scaling up of ESD in education institutions, communities, and other settings where learning takes place. Policy support needs to span formal, non-formal, and informal education and to help bridge gaps among them, and policy must support the creation of synergies between education and sustainable development sectors.

5.1.2 Priority Action Area: Transforming Learning Environments

Learning institutions themselves need to be transformed in order to enable learners to learn what they live and live what they learn (UNESCO, 2016). The whole-institution approach to ESD promotes the transformation of learning content and pedagogies as well as the management of the institution in line with sustainability principles.

5.1.3 Priority Action Area: Building Capacities of Educators

In order for educators to be able to facilitate learners’ transformations in the direction of sustainability, educators themselves need to be empowered and equipped with the knowledge, skills, values, and attitudes that are required for this transition. Their pedagogical approaches should also be changed, both to address the complex choices that sustainable development requires and to motivate learners to seek a sustainable future.

5.1.4 Priority Action Area: Empowering and Mobilizing Youth

As seen in recent years, young people are becoming vocal and active in demanding the transformation that will secure their future. They envision the most creative and fundamental changes to address issues like climate crises, and their concerns and preferences are greatly influential in determining the sustainability trajectory of industry. They need to be considered, therefore, as key actors in ESD, not just beneficiaries.

5.1.5 Priority Action Area: Local-Level Actions

Meaningful transformation and transformative actions for sustainable development are most likely to take place in the community. It is in connection with their personal lives that learners are able to find meaning, and partners, to spur them to take action for positive change. Community-level actions are considered a nodal element, where all five priority action areas intersect.

Despite the achievements realized during the GAP period (UNESCO, 2020b), in many parts of the world mainstreaming ESD in education and mainstreaming sustainable development policies in countries as a whole, remain challenges. Finding ways to scale up individual and sometimes isolated good practices of policies, whole institution approaches, capacity-building of educators, youth engagement, and community-based action accumulated from the UN Decade on ESD and the GAP on ESD, while removing roadblocks, must be at the heart of ESD mainstreaming.

5.2 *Implementation Strategies*

To take action on the five priority action areas going forward, leadership at the country level, in particular by governments, is crucial. Country-level multi-stakeholder initiatives are therefore placed at the center of the implementation of the *ESD for 2030* framework. Governments are called upon to engage all concerned stakeholders from education and sustainable development sectors to take action on country initiatives around the five priority action areas – advancing policy, transforming learning environments, building the capacities of educators, empowering and mobilizing youth, and taking action in communities – as well as to monitor their progress. This strategy is aimed at enhancing ownership and engagement on the part of member states, as well as at creating synergies among relevant actors.

The ambitious reorientation of learning goals, content, and approaches discussed above can be made possible only through strong political will, together with the readiness of a diverse range of stakeholders to act in partnership. In addition to countries such as Germany, Japan, Sweden, Costa Rica, and Kenya, to name but a few, who have been leading the advancement of the ESD agenda at global as well as regional and national levels since the UN Decade on ESD, countries beyond the traditional group of ESD supporters have exhibited signs of growing interest in ESD. For example, in the 2016 survey of member states quoted above, a majority of those responding (66 states, 80.5%) reported that emphasis on environmental sustainability principles in policy development or curriculum or other education reform has increased in the last five years (UNESCO, 2017b, annex 1, para. 7). Italy recently made international headlines with

its announcement of the integration of compulsory climate change education into the curriculum (for example, Horowitz, 2019). The 10 member states of the Association of Southeast Asian Nations (ASEAN) adopted a declaration in which they agreed “to foster education for sustainable development (ESD) and provide greater emphasis on the principles of sustainable development in the political commitments of the ASEAN Member States” (ASEAN, 2019, para 1.2). This new interest may be evidence pointing to a growing political will. And we should remember from the government actions to contain the outbreak of the Covid-19 pandemic, which were swift, dramatic, and at a large scale, that where there is a will, there is a way. What remains is to apply this swift, dramatic, and large-scale type of action also to the transition to sustainability, with ESD as one of the key instruments.

The national-level networking and collaboration that are at the heart of *ESD for 2030* implementation will be supported by regional- and global-level coordination mechanisms – the “ESD-Net” shortly to be established – through which stakeholders will be regularly convened in order to forge partnerships. Communication and advocacy efforts, including the UNESCO-Japan ESD Prize, will be reinforced with a special focus on the 17 SDGs and the promotion of action for change. Implementation will be evidence-informed through relevant research initiatives that address cutting-edge questions around ESD and provide strategic foresight. Resource mobilization will include making full use of the inter-sectoral, multidisciplinary nature of UNESCO, as well as of the diversity of its partners. Finally, various efforts to monitor progress will be pursued around key indicators in the five priority action areas, with the aim of achieving SDG Target 4.7 by 2030.

6 Conclusion

The current Covid-19 pandemic, which has taken nearly a million lives in less than a year, is a wake-up call, telling us to reflect on our perception of “progress” and our legacy of “unsustainability”. Lessons learned from past outbreaks tell us that outbreaks are often connected to rapid environmental degradation that unlocks an unknown virus and permits it to jump from wild animals to humans. As forests are destroyed, wildlife is exposed to humans and thus ends up as a grave threat to our lives.

As UN Secretary-General António Guterres emphasizes, “We need to turn the recovery into a real opportunity to do things right for the future”, and there is hope and will to “build back better” (United Nations, 2020a). Despite the seemingly endless challenges during the pandemic, people are already strengthening their support for the core sustainability values that

need to be reinforced to build a better future (for example, Bouchet-Petersen, 2020).

For this massive and fundamental transformation to take place, education should be placed at the forefront, to ensure that people acquire the knowledge, skills, values, and attitudes needed for sustainability. Living harmoniously within the planetary limits as a humble part of the ecosystem should become our new norm. Education for sustainable development, with its renewed and strengthened emphasis through the *ESD for 2030* framework, aims to tackle this challenging task in the next 10 years.

It is certainly not an easy task in itself, let alone with the additional impact of the pandemic. A recent UN report on the progress of the SDGs (United Nations, 2020b) shows that no area of the 17 SDGs has been spared the effects of Covid-19 and that most areas have undergone major setbacks, including those areas that had achieved a certain level of progress in recent years. With only 10 years left until 2030, and as the “last generation that can prevent irreparable damage to our planet” (United Nations, 2019), we owe it to ourselves and to future generations to take decisive action now. And the transformative power of education for a sustainable future should lead the way.

Notes

- 1 Various other education approaches contribute to Target 4.7, most notably Global Citizenship Education, which UNESCO promotes as an approach complementary to ESD. The current chapter focuses on ESD in order to present the new *ESD for 2030* framework, and because of the climate change focus of the publication. Addressing climate change through education is typically part of ESD.
- 2 The Doha Work Programme ended in 2020, and negotiations are under way for a possible follow-up.
- 3 The first report of a new survey from 2021 is now available: <https://unesdoc.unesco.org/ark:/48223/pf0000375810.locale=en>
- 4 More nuanced data is available in a new UNESCO report, which reviews Education Sector Plans and National Curriculum Frameworks with regard to the inclusion of climate change, biodiversity, and environmental issues in 46 countries: <https://unesdoc.unesco.org/ark:/48223/pf0000377362>

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