

Full integration of sustainable development knowledge, **skills** and **values** by **all learners**, while well in progress, has yet to be realized across all levels and **types of education**. The three priorities for Phase III—**ESD school plans**, **teacher competences** and **ESD in TVET**—are proving to be challenging but necessary leverage points in whole-system change. Recognition that **ESD lies at the core of the purpose of education** has increased but remains to be fully secured across all member States.