

[CLS] 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. [SEP]