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Sustainable development: education for sustainable development

Resolution adopted by the General Assembly on 19 December 2019

[*on the report of the Second Committee (A/74/381/Add.8)*]

74/223. Education for sustainable development in the framework of the 2030 Agenda for Sustainable Development

The General Assembly,

Recalling its resolution [72/222](#) of 20 December 2017 and other previous resolutions on education for sustainable development,

Reaffirming its resolution [70/1](#) of 25 September 2015, entitled “Transforming our world: the 2030 Agenda for Sustainable Development”, in which it adopted a comprehensive, far-reaching and people-centred set of universal and transformative Sustainable Development Goals and targets, its commitment to working tirelessly for the full implementation of the Agenda by 2030, its recognition that eradicating poverty in all its forms and dimensions, including extreme poverty, is the greatest global challenge and an indispensable requirement for sustainable development, its commitment to achieving sustainable development in its three dimensions – economic, social and environmental – in a balanced and integrated manner, and to building upon the achievements of the Millennium Development Goals and seeking to address their unfinished business,

Reaffirming also its resolution [71/243](#) of 21 December 2016 on the quadrennial comprehensive policy review of operational activities for development of the United Nations system and its general guidelines and principles, as well as its resolution [72/279](#) of 31 May 2018 and Economic and Social Council resolution [2019/15](#) of 8 July 2019, and welcoming the efforts of the Secretary-General to better position the United Nations operational activities for development to support countries in their efforts to implement the 2030 Agenda for Sustainable Development,

Reaffirming further the commitment made in the 2030 Agenda for Sustainable Development to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all,



Noting with concern that, despite the considerable progress on education access and participation over the past years, 262 million children and youth aged 6 to 17 were still out of school in 2017, more than half of children and adolescents are not meeting minimum proficiency standards in reading and mathematics and, while rapid technological changes present opportunities and challenges, the learning environment, the capacities of teachers and the quality of education have not kept pace, and refocused efforts are needed to improve learning outcomes for the full life cycle, especially for women, girls and people in vulnerable situations,¹

Reaffirming the commitment made in the 2030 Agenda for Sustainable Development to ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including through education for sustainable development and sustainable lifestyles, human rights, gender equality and the empowerment of all women and girls, the promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development,

Reaffirming also its resolution [69/313](#) of 27 July 2015 on the Addis Ababa Action Agenda of the Third International Conference on Financing for Development, which is an integral part of the 2030 Agenda for Sustainable Development, supports and complements it, helps to contextualize its means of implementation targets with concrete policies and actions, and reaffirms the strong political commitment to address the challenge of financing and creating an enabling environment at all levels for sustainable development in the spirit of global partnership and solidarity,

Acknowledging the importance for achieving sustainable development of delivering quality education to all girls and boys, which will require reaching children living in extreme poverty and rural areas, children with disabilities, migrant and refugee children and those in conflict and post-conflict situations, indigenous people and children in vulnerable situations and providing safe, non-violent, inclusive and effective learning environments for all, and recognizing the importance of scaling up investments and international cooperation to allow all children to complete free, equitable, inclusive and quality early childhood, primary and secondary education leading to relevant and effective learning outcomes, including by scaling up and strengthening initiatives, such as the Global Partnership for Education, and by upgrading education facilities that are child-, disability- and gender-sensitive and increasing the percentage of qualified teachers in developing countries, including through international cooperation, especially in the least developed countries, landlocked developing countries, small island developing States and middle-income countries,

Recognizing that, despite gains in providing access to education, girls are still more likely than boys to remain excluded from education owing to gendered barriers,

Acknowledging the importance of ensuring that all children, youth and adults achieve literacy and numeracy skills by 2030,

Acknowledging also the importance of adopting science, technology and innovation strategies as integral elements of national sustainable development strategies to help to strengthen knowledge-sharing and collaboration and the importance of scaling up investments in science, technology, engineering and mathematics and digital literacy education and enhancing technical, vocational and tertiary education, distance education and training and of ensuring equal access for women and girls and encouraging their participation therein,

¹ See the report of the Secretary-General: special edition – progress towards the Sustainable Development Goals ([E/2019/68](#)), Goal 4 “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”.

Acknowledging further the importance of education for achieving sustainable development, including in the context of the 2030 Agenda for Sustainable Development, and building on the Millennium Development Goals, Agenda 21,² the Plan of Implementation of the World Summit on Sustainable Development (Johannesburg Plan of Implementation),³ the United Nations Conference on Sustainable Development, the World Conference on Education for Sustainable Development, organized by the Government of Japan and the United Nations Educational, Scientific and Cultural Organization, held in Aichi-Nagoya, Japan, from 10 to 12 November 2014, the World Education Forum 2015, held in Incheon, Republic of Korea, from 19 to 22 May 2015, and the Education 2030 Framework for Action, adopted on 4 November 2015 by the General Conference of the United Nations Educational, Scientific and Cultural Organization at its thirty-eighth session,

Recalling the Global Action Programme on Education for Sustainable Development as follow-up to the United Nations Decade of Education for Sustainable Development after 2014,⁴ the Aichi-Nagoya Declaration on Education for Sustainable Development, adopted at the World Conference on Education for Sustainable Development,⁵ and the Incheon Declaration of the World Education Forum 2015,⁶

Noting that the Global Action Programme made good progress through its key partner network of 97 stakeholders, with 26 million learners in formal and non-formal settings having been exposed to Education for Sustainable Development curricula and special projects designed to instil knowledge and inspire action in their communities, and with the partners having supported the training of 2 million educators on Education for Sustainable Development and adapted material and resources to meet their needs,

Taking note of the framework entitled “Education for Sustainable Development: towards achieving the Sustainable Development Goals” (ESD for 2030), endorsed by the General Conference of the United Nations Educational, Scientific and Cultural Organization at its fortieth session,

Reaffirming its resolution [73/25](#) of 3 December 2018, by which it proclaimed 24 January the International Day of Education,

Recognizing the importance of promoting a holistic approach to education for sustainable development and of encouraging the reinforcement of the interdisciplinary linkages of the three pillars of sustainable development, economic, social and environmental, including different branches of knowledge,

Recognizing also the role of education for sustainable development in promoting and enhancing public awareness of the eradication of poverty, of sustainable consumption and production, of combating climate change, of conserving biodiversity and ecosystems, of building disaster-resilient communities and of promoting a culture of peace and non-violence, among other things,

Reiterating the pledge that no one will be left behind, reaffirming the recognition that the dignity of the human person is fundamental, and the wish to see

² Report of the United Nations Conference on Environment and Development, Rio de Janeiro, 3–14 June 1992, vol. I, Resolutions Adopted by the Conference (United Nations publication, Sales No. E.93.I.8 and corrigendum), resolution 1, annex II.

³ Report of the World Summit on Sustainable Development, Johannesburg, South Africa, 26 August–4 September 2002 (United Nations publication, Sales No. E.03.II.A.1 and corrigendum), chap. I, resolution 2, annex.

⁴ See [A/69/76](#).

⁵ [A/70/228](#), annex.

⁶ Incheon Declaration: Education 2030 – towards inclusive and equitable quality education and lifelong learning for all.

the Goals and targets met for all nations and peoples and for all segments of society, and recommitting to endeavour to reach the furthest behind first,

Deeply concerned about the risk of education being underfunded and the impact of disrupted educational services during humanitarian emergencies on efforts to ensure inclusive and equitable quality education and lifelong learning opportunities for all, and recognizing the need to support early childhood education, as well as to promote tertiary education, skills training and vocational education in conflict and crisis situations, where higher education serves as a powerful driver for change, shelters and protects a critical group of young men and women by maintaining their hopes for the future, fosters inclusion and non-discrimination and acts as a catalyst for the recovery and rebuilding of post-conflict countries,

1. *Takes note* of the report of the Director General of the United Nations Educational, Scientific and Cultural Organization on the implementation of education for sustainable development,⁷ which provided an overview of education for sustainable development in the framework of the Global Action Programme on Education for Sustainable Development and of the framework entitled “Education for Sustainable Development: towards achieving the Sustainable Development Goals” (ESD for 2030);

2. *Reaffirms* education for sustainable development as a vital means of implementation for sustainable development, as outlined in the Aichi-Nagoya Declaration on Education for Sustainable Development,⁵ and as an integral element of the Sustainable Development Goal on quality education and a key enabler of all the other Goals, and welcomes the increased international recognition of education for sustainable development in quality education and lifelong learning;

3. *Calls upon* the international community to provide inclusive and equitable quality education at all levels – early childhood, primary, secondary, tertiary and distance education, including technical and vocational training – so that all people, irrespective of sex, age, race or ethnicity, and persons with disabilities, migrants, indigenous people, children and youth, especially those in vulnerable situations, may have access to lifelong learning opportunities that help them to acquire the knowledge and skills needed to exploit opportunities to participate fully in society and contribute to sustainable development;

4. *Reaffirms* the commitment at the very heart of the 2030 Agenda to leave no one behind and commit to taking more tangible steps to support people in vulnerable situations and the most vulnerable countries and to reach the furthest behind first;

5. *Encourages* Governments and other stakeholders concerned to scale up education for sustainable development action through the implementation of the framework entitled “Education for Sustainable Development: towards achieving the Sustainable Development Goals” (ESD for 2030) as follow-up to the Global Action Programme on Education for Sustainable Development after 2014;⁴

6. *Takes note* that the international launch conference for the framework entitled “Education for Sustainable Development: towards achieving the Sustainable Development Goals” (ESD for 2030) will be hosted by the Government of Germany and in June 2020 in Berlin;

7. *Encourages* Governments to increase efforts to systemically integrate and institutionalize education for sustainable development in the education sector and other relevant sectors, as appropriate, including through, *inter alia*, the provision of

⁷ A/74/258.

financial resources, the inclusion of education for sustainable development in relevant policies and the development of the capacities of policymakers, institutional leaders and educators, as well as through the strengthening of research and innovation, and monitoring and evaluation on education for sustainable development in order to support the scaling up of good practices;

8. *Encourages* all countries, intergovernmental bodies, organizations of the United Nations system, relevant non-governmental organizations and all other relevant stakeholders to enhance international cooperation in supporting the efforts of developing countries towards the realization of the full potential of education for sustainable development;

9. *Emphasizes* the importance of further developing and implementing educational and public awareness programmes, training scientific, technical and managerial personnel, fostering access to information and promoting public participation in addressing climate change challenges;

10. *Decides* to continue to give consideration, as appropriate, to the contribution of education for sustainable development in the follow-up and review framework of the 2030 Agenda for Sustainable Development;⁸

11. *Invites* the United Nations Educational, Scientific and Cultural Organization, as the specialized United Nations agency for education, to continue its mandated role to lead and coordinate the Education 2030 agenda, in particular through the Sustainable Development Goal Education 2030 Steering Committee, as an inclusive global multi-stakeholder consultation and coordination mechanism for education in the 2030 Agenda for Sustainable Development in accordance with the 2030 Agenda follow-up and review process;

12. *Also invites* the United Nations Educational, Scientific and Cultural Organization, as the lead agency for education for sustainable development, to provide coordination for the implementation of the framework entitled “Education for Sustainable Development: towards achieving the Sustainable Development Goals” (ESD for 2030), in cooperation with Governments, United Nations organizations, funds and programmes, non-governmental organizations and other stakeholders, and to continue to advocate the importance of ensuring adequate resources for education for sustainable development, and calls upon the United Nations system to increase efforts to mainstream a gender perspective into the implementation of the framework;

13. *Invites* the organizations of the United Nations system, in particular the United Nations Educational, Scientific and Cultural Organization, to continue to provide support and assist States, upon their request, in developing their national capacities to promote education for sustainable development, including through knowledge-sharing and standard-setting, youth empowerment and mobilization, the exchange of best practices, data collection, research and study;

14. *Invites* the United Nations Educational, Scientific and Cultural Organization and other relevant United Nations bodies to continue to assess, in consultation with Member States, progress towards the achievement of education for sustainable development;

15. *Encourages* all countries, relevant intergovernmental bodies, organizations of the United Nations system, relevant non-governmental organizations and all other relevant stakeholders to give due consideration to the contribution of education to the achievement of sustainable development in the formulation of national, regional and international development policies and international cooperation instruments;

⁸ Resolution 70/1.

16. *Requests* the Secretary-General to submit to the General Assembly at its seventy-sixth session an action-oriented report on the implementation of the present resolution, and decides to include in the provisional agenda of its seventy-sixth session, under the item entitled “Sustainable development”, the sub-item entitled “Education for sustainable development”.

*52nd plenary meeting
19 December 2019*