

FORMAT		
1. Name of resource	Resources on Education for Sustainable Development	
2. Location	https://en.unesco.org/themes/education/sdgs/material	
3. Alternative location		
4. Author[s]	UNESCO	
5. Publisher/producer/host	UNESCO	
6. Year		
7. Suggested citation	UNESCO, Resources on Education for Sustainable Development, available at https://en.unesco.org/themes/education-sustainable-development/resources	
8. Languages in which available	English	
9. Geographic area resource relates to	Global	
10. Does the resource relate to a specific time frame?	2015-30	
11. Type	Report	Yes
	Toolkit/Framework/Roadmap	Yes
	Sign-post to other resource (database)	Yes
	Case studies	Yes
	Other	Yes
12. If this is part of an initiative, what is the initiative?	<p>“UNESCO aims to improve access to quality education on sustainable development at all levels and in all social contexts, to transform society by reorienting education and help people develop knowledge, skills, values and behaviours needed for sustainable development. It is about including sustainable development issues, such as climate change and biodiversity into teaching and learning. Individuals are encouraged to be responsible actors who resolve challenges, respect cultural diversity and contribute to creating a more sustainable world.”</p>	
COLLECTIONS AND COLLECTIONS-BASED INSTITUTIONS		
13. Explicit links to collections	No	
14. Explicit links to museums/libraries/archives	No	
15. Types of institutions the resource covers	Museums	X
	Archives	X
	Libraries	X
	Other	X

16. Does the resource relate to specific disciplines?	Arts, humanities and social sciences: philosophy, psychology, religion, social sciences, law, politics, language, arts and recreation, architecture, literature, history, geography and ethnology, anthropology, archaeology	X
	Science, natural history, technology, medicine, engineering, manufacturing	X
17. If no explicit links to collections, justification for inclusion	The resource can help collecting institutions direct programmes using collections towards Education for Sustainable Development.	
HOW IT CONTRIBUTES TO SUSTAINABLE DEVELOPMENT		
18. Collections-related activities the resource relates to (mark all that apply)		
Develop collections to protect and safeguard wider cultural and natural heritage more effectively , for example by targeting collecting to threatened forms of heritage in strategic ways		
Use collections to promote learning and educational opportunities that contribute to sustainable development more effectively , for example education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development and/or skills development relating to collections		X
Use collections to promote cultural participation/social inclusion more effectively , for example by reducing barriers to participation, to ensure no-one is 'left behind'		
Use collections to promote sustainable tourism more effectively , for example by developing new products based on local cultural heritage, and/or considering the rights of stakeholder groups in relation to collections		
Use collections to support research that contributes to sustainable development (including all forms of personal and self-directed research at all levels that make use of stored collections) more effectively, for example by providing effective facilities, collections and information to meet researchers' needs		
Make decisions around collections that contribute to sustainable development more effectively		
i. employment (recruiting, staff training, staff safety)		
ii. energy consumption, greenhouse gas emissions, reduction, monitoring and reporting		
iii. waste management and reduction of waste		

iv.	transport (forms of transport, energy use)	
v.	commercial activities including copyright and IP	
vi.	governance and management	
vii.	security, disaster preparedness and risk reduction	
Direct external leadership, partnerships and collaborations towards sustainable development more effectively , for example by developing impactful partnerships		
19. Does the resource relate clearly to any international conventions (mark all that apply)?		
Culture conventions:		
1952, 71 Protection of Copyright and Neighbouring Rights		
1954 Protection of Cultural Property in the Event of Armed Conflict		
1970 Fighting Against the Illicit Trafficking of Cultural Property		
1972 Protection of the World Cultural and Natural Heritage		
2001 Protection of the Underwater Cultural Heritage		
2003 Safeguarding of the Intangible Cultural Heritage		
2005 Protection and Promotion of the Diversity of Cultural Expressions		
Rio Conventions:		
Convention on Biological Diversity (CBD), Convention to Combat Desertification (UNCCD), Framework Convention on Climate Change (UNFCCC)		
AIMS AND CONTENT		
20. What issues does the resource aim to address?	<p>“Education for Sustainable Development (ESD) is a key element of the 2030 Agenda for Sustainable Development. Its aims form one of the targets of the Sustainable Development Goal on education SDG 4.7 and it is considered a driver for the achievements of all 17 SDGs.</p> <p>ESD empowers everyone to make informed decisions in favour of environmental integrity, economic viability and a just society for present and future generations. It aims to provide the knowledge, skills, attitudes and values necessary to address sustainable development challenges.</p> <p>Complementary to the UNESCO guidance document - Education for Sustainable Development Goals - Learning Objectives, this resource bank has been designed for educators, education planners and practitioners. It offers hundreds of pedagogical ideas for classroom activities and multimedia resources detailing how best to integrate ESD into teaching and learning, from early childhood care through secondary education.”</p>	
21. Intended audience	[Educators of all kinds]	

of resource	
22. Process of development	
23. Organisation/structure/contents	<p>The resource bank is arranged by SDG goal.</p> <p>For each goal, information is provided on:</p> <ul style="list-style-type: none"> • Why education is crucial for achieving that goal • Early childhood care and education • Primary education • Secondary education <p>Pedagogical resources are provided for each of these categories.</p>
FRAMEWORKS	
24. Framework structure	
25. Relevant policy considerations	Yes
26. Resources for implementation identified	Yes
27. Specific assessment points/indicators/milestones/action plan for monitoring	Yes
28. ASPECTS OF SUSTAINABILITY COVERED BY RESOURCE (mark all that apply)	
People (social sustainability)	X
Planet (environmental sustainability)	
Prosperity (economic sustainability)	
Peace	
Partnerships	
29. CROSS-CUTTING CONSIDERATIONS COVERED BY RESOURCE (mark all that apply)	
Gender perspectives	X
North and South perspectives	X
HOW THE RESOURCE CONTRIBUTES TO AGENDA 2030 AND THE SDGs	
HOW AGENDA 2030 AND THE SDGs FEATURE IN THE RESOURCE	
30. SDGs and Agenda 2030 specifically mentioned?	Yes
31. SDGs specifically mentioned?	Yes

32. SDG targets specifically mentioned?	Yes
33. SDG indicators specifically mentioned?	No
SDGs AND SDG TARGETS AND LINKAGES	
34. Comments on SDG linkages	Education is crucial to the achievement of Agenda 2030 and of all of the SDGs. The resource is most strongly linked to SDG 4.7 (education for sustainable development), and to educational elements of other SDGs, for example SDG 12.8 (education to live in harmony with nature) and SDG 13.3 (education around climate change). It should be emphasized that education for Global Citizenship Education and Education for Sustainable Development supports all of the SDGs and targets. Individual resources listed within the database will support additional SDGs and targets.
35. SDGs and SDG targets the resource helps advance	
SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all 4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development	Numbers of people in each type of programme from different demographic groups Increases in numbers of people in each type of programme from different demographic groups Proportion of people involved in such programmes in relation to overall audience size Evidence that learners have acquired knowledge and skills to promote sustainable development
SDG 12 Ensure sustainable consumption and production patterns 12.8 By 2030, ensure that people everywhere have the relevant information	<i>12.8.1 Extent to which (i) global citizenship education and (ii) education for sustainable development (including climate change education) are mainstreamed in (a) national education policies; (b) curricula; (c) teacher education; and (d) student assessment</i>

and awareness for sustainable development and lifestyles in harmony with nature		Extent to which global citizenship education and education for sustainable development (including climate change education) are mainstreamed in formal, informal and non-formal education programmes and activities drawing on and related to collections.			
SDG 13. Take urgent action to combat climate change and its impacts 13.3 Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning		Plans in place to enhance positive contributions to addressing climate change through use of collections. Plans in place to ensure collections, collections institutions and broader society can adapt effectively to climate change. Plans in place for effective education and awareness raising on climate change mitigation, adaptation, impact reduction and early warning. Plans in place to reduce negative contributions of collections-related functions, e.g. measuring greenhouse emissions with plans and targets in place to reduce them.			
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7	8	9	10	11	12
13	14	15	16	17	