FORMAT			
1. **Name of resource**	**Education for Sustainable Development: a Roadmap (ESD 2030 Roadmap)**		
2. Location	https://unesdoc.unesco.org/ark:/48223/pf0000374802.locale=en		
3. Alternative location	https://lerenvoormorgen.org/images/UNESCO_ESD_for_2030_ROADMAP-2.pdf		
4. Author[s]	UNESCO		
5. Publisher/producer/host	UNESCO		
6. Year	2020		
7. Suggested citation	UNESCO (2020), Education for Sustainable Development: a Roadmap. UNESCO, available at https://unesdoc.unesco.org/ark:/48223/pf0000374802.locale=en		
8. Languages in which available	English, French, German, Korean, Portuguese, Russian, Spanish		
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		X
	Sign-post to other resource		
	Case studies		
	Other		
12. If this is part of an initiative, what is the initiative?	The ESD Roadmap is supported by the ESD Toolbox and ESD 2030 initiative from UNESCO. The Toolbox has its own entry in the ICCROM Our Collections Matter Toolkit.		
COLLECTIONS AND COLLECTIONS-BASED INSTITUTIONS			
13. Explicit links to collections	No		
14. Explicit links to museums/libraries/archives	Yes		
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**	X	

	recreation, architecture, literature, history, geography and ethnology, anthropology, archaeology	
	Science, natural history, technology, medicine, engineering, manufacturing	X
17. If no explicit links to collections, justification for inclusion	The resource can be used by collecting institutions to plan and implement educational and training programmes that support sustainable development and the SDGs.	

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)	X
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	X
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)	X
AIMS AND CONTENT	
20. What issues does the resource aim to address?	"This roadmap sets out the urgent challenges facing the planet and explores the next step UNESCO is taking in responding to them through education with detail on new emphases and actions. In order to build a follow-up to the Global Action Programme (GAP) (2015-2019) that contributes to Agenda 2030 and its 17 goals, the Education for Sustainable Development: Towards achieving the SDGs (ESD for 2030) framework was adopted with the aim of increasing the contribution of education to building a more just and sustainable world. ESD for 2030 will step up actions on five priority action areas, stressing further ESD's key role for the successful achievement of the 17 SDGs and the great individual and societal transformation required to address the urgent sustainability challenges. This publication sets out clearly what Member States must do in relation to each priority action area. For priority action area 1 on policy, ESD must be integrated in global, regional and national and local policies related to education and sustainable development. For priority action area 2 on education and training settings, attention is required to promote the whole-institution approach to ensure we learn what we live and live what we learn. In priority action area 3 on building capacities of educators, the focus is on empowering educators with the knowledge, skills, values and attitudes needed for the transition to sustainability. Priority action area 4 on youth must recognize young people as key actors in addressing

	sustainability challenges and the associated decision-making processes. Priority action area 5 on local level action emphasizes the importance of actions in the communities as they are where meaningful transformative actions are most likely to occur.

The roadmap also underlines the key areas of implementation of the ESD for 2030 framework. Country initiatives on ESD for 2030 will lead the mainstreaming of ESD in education and sustainable development. The new framework will aim to encourage strong leadership from Member States and diverse stakeholders from education and sustainable development communities through ESD for 2030 Network (ESD-Net) at global and regional levels. Communication and advocacy efforts including the UNESCO-Japan ESD Prize will be strengthened; evidence-informed implementation of the framework by tracking issues and trends in education and sustainable development and mobilizing resources through making full use of the inter-sectoral, multidisciplinary nature of UNESCO as well as its diverse partners should be further strengthened. Various efforts to monitor the progress will be pursued with the aim of achieving SDG target 4.7 by 2030." (p.3) |
| 21. Intended audience of resource | [Informal, non-formal and formal educators, institutions and policy makers] |
| 22. Process of development | Developed by UNESCO |
| 23. Organisation/structure/contents | Foreword iii
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FRAMEWORKS	
24. Framework structure	The Priority Action Areas and Areas of Implementation can be considered as a framework; further guidance and information on each is provided in the resource, along with links to relevant case studies, reports and tools: **Priority action area 1: Advancing policy** **Priority action area 2: Transforming learning environments** **Priority action area 3: Building capacities of educators** **Priority action area 4: Empowering and mobilizing youth** **Priority action area 5: Accelerating local level actions** **The six Areas of Implementation are:** **1. Implementing ESD for 2030 at country level** **2. Harnessing partnership and collaboration** **3. Communicating for action** **4. Tracking issues and trends** **5. Mobilizing resources** **6. Monitoring progress**
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)	X
Prosperity (economic sustainability)	X
Peace	X
Partnerships	X
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	The ESD for 2030 Toolbox is most clearly linked to SDG 4.7 (Education for Sustainable Development), 12.8 (information for lifestyles in harmony with nature) and 13.3 (climate change education and awareness). Advancing policy supports SDG targets around effective policies regarding gender equality (SDG 5.C), reducing inequality (SDGs 10.3, 10.4), effective institutions (SDG 16.6), policies for sustainable development (SDG 16.B) and policy coherence for sustainable development (SDG 17.14). Transforming learning environments supports SDGs 4.A (effective and inclusive learning environments) and 11.7 (safe, welcoming and inclusive public spaces). Building capacities of educators supports SDGs 4.4 (skills for work) and 4.C (ensuring sufficient numbers of qualified teachers). Empowering and mobilizing youth supports SDGs 4.5 (inclusive education), 5.1 (eliminating discrimination against

	women and girls) and 10.2 (empowering social, economic and political inclusion of all). Accelerating local level actions supports SDGs 17.16 (global partnerships) and 17.17 (multistakeholder partnerships).
35. SDGs and SDG targets the resource helps advance	
SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all 4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship	Number of young people and adults in skills-development activities and programmes drawing on collections, for employment, decent jobs and entrepreneurship Increase in number of young people and adults in such programmes Number and proportion of staff who have received training in the last year, to better support their contribution to the SDGs. Programs and processes in place to ensure the availability of a skilled workforce.
SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all 4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations	Number of educational and/or training programmes drawing on collections directed to meet the particular needs of persons with disabilities. Number of educational and/or training programmes drawing on collections directed to meet the particular needs of Indigenous peoples' groups. Number of educational and/or training programmes drawing on collections directed to meet the particular needs of children in vulnerable situations.
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,	Numbers of people in each type of programme drawing on collections 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.

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	Evidence that learners have acquired knowledge and skills to promote sustainable development.
SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all 4.A Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all	Number and proportion of education facilities that are child, disability and gender sensitive. Proportion of education facilities that provide safe, non-violent, inclusive and effective learning environments for all. Number and type of initiatives to improve effectiveness of learning environments. Support given to other education facilities to make them more inclusive and effective.
SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all 4.C By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States.	Number of trainee teachers supported each year by collections-based institutions, especially those from, or who intend to work in, developing countries.
SDG 5. Achieve gender equality and empower all women and girls 5.1 End all forms of discrimination against all	Number and proportion of programmes taking proactive steps to identify, reduce and remove discriminatory practices and processes relating to collections and collection-based institutions.

women and girls everywhere	
SDG 5. Achieve gender equality and empower all women and girls 5.C Adopt and strengthen sound policies and enforceable legislation for the promotion of gender equality and the empowerment of all women and girls at all levels	Number and proportion of policies relating to collections and collections-based institutions that incorporate gender perspectives to promote gender equality and empowerment of all women and girls at all levels.
SDG 10. Reduce inequality within and between countries 10.2 By 2030, empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status	Collections development to ensure that collections effectively meet the needs of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status. Numbers and proportions of people making use of collections in relation to the demographic of the local population. Numbers and proportions of people involved in focused programmes aimed at promoting social, economic and political inclusion. Numbers and proportions of people from different demographic groups involved in decision-making processes relating to collections and collections-based institutions. Number and types of partnerships that build relationships with marginalized groups, individuals and communities.
SDG 10. Reduce inequality within and between countries 10.3 Ensure equal opportunity and reduce inequalities of outcome, including by eliminating discriminatory laws, policies and practices and promoting appropriate legislation, policies and action in this regard	Identification of discriminatory policies and practices, with clear plans to address these, to ensure equal opportunity for all and reduce inequalities of outcome.
SDG 10. Reduce inequality within and between countries	

10.4 Adopt policies, especially fiscal, wage and social protection policies, and progressively achieve greater equality	Number and proportion of policies that proactively address equality issues relating to fiscal, wage and social protection considerations.
SDG 11. Make cities and human settlements inclusive, safe, resilient and sustainable 11.7 By 2030, provide universal access to safe, inclusive and accessible, green and public spaces, in particular for women and children, older persons and persons with disabilities	Numbers of people accessing collecting institutions from different demographic groups, notably women, children, older people and persons with disabilities. Increases in numbers of people accessing collecting institutions from different demographic groups. Measures taken to remove barriers to access green and public spaces. Extent of green space provided by collections institutions.
SDG 12 Ensure sustainable consumption and production patterns 12.8 By 2030, ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature	*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* 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.
SDG 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice	*16.6.2 Proportion of the population [audience/users/non-users] satisfied with their last experience of public services*

for all and build effective, accountable and inclusive institutions at all levels. 16.6 Develop effective, accountable and transparent institutions at all levels	Access to information, and accountability policies and mechanisms, in place. Effective institutional arrangements, both for own working and for working in partnership with other sectors, in place. Plans and arrangements in place for extraordinary circumstances such as natural and human-caused disasters. Effective arrangements in place to fulfil legal and social obligations and responsibilities. Effective arrangements in place for transparent communication and reporting of institutional performance. Effective arrangements in place for transparent decision-making and accountability.
SDG 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels. 16.B Promote and enforce non-discriminatory laws and policies for sustainable development	*16.B.1 Proportion of population [audience/users/non-users] reporting having personally felt discriminated against or harassed in the previous 12 months on the basis of a ground of discrimination prohibited under international human rights law* Number and proportion of policies that incorporate sustainable development considerations, in the full sense of recognizing all three of social, economic and environmental considerations.
SDG 17. Partnerships for the goals 17.14 Enhance policy coherence for sustainable development	Proportion of policies that incorporate sustainable development considerations, linking to SDGs and targets. Incorporation of policy considerations from outside the collections sector into policies of collections-based institutions, to facilitate partnerships and effectiveness.
SDG 17. Partnerships for the goals 17.16 Enhance the global partnership for sustainable development, complemented by multi-stakeholder partnerships that mobilize and share knowledge, expertise, technology and financial resources, to support the	Number and/or increase in number, and diversity of global and international multi-stakeholder partnerships that share collection-related knowledge, expertise, technology and financial resources to address the SDGs, or that otherwise involve collections-based organisations and institutions. Number and/or increase in number, and diversity of global and international multi-stakeholder partnerships involving developing countries that share collection-related

achievement of the sustainable development goals in all countries, in particular developing countries		knowledge, expertise, technology and financial resources to address the SDGs.			
SDG 17. Partnerships for the goals 17.17 Encourage and promote effective public, public-private and civil society partnerships, building on the experience and resourcing strategies of partnerships		***17.17.1 Amount of United States dollars committed to public-private and civil society partnerships*** Number and/or increase in number, and diversity of local, national and regional multi-stakeholder (public, public-private and civil society) partnerships that address the SDGs drawing on collections, or that otherwise involve collections-based organisations and institutions.			
1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	