

Education For Sustainable Development And Global Citizenship

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ABSTRACT

This paper explores the integration of Education for Sustainable Development (ESD) and Global Citizenship Education (GCE) as essential approaches to address the complex global challenges of the 21st century. By analyzing the role of Sustainable Development Goals (SDGs) in education, the paper highlights how SDG 4, which focuses on ensuring inclusive, equitable, and quality education, serves as a guiding framework for educational systems worldwide. The study also examines how sustainability practices within educational institutions—such as eco-friendly infrastructure, green campus initiatives, and sustainability-focused curricula—play a crucial role in promoting sustainable living and environmental responsibility. Furthermore, the paper explores the importance of multi-stakeholder collaboration between educational institutions, non-governmental organizations (NGOs), and governments to create a supportive ecosystem for sustainable education. These collaborations help to facilitate resource-sharing, knowledge exchange, and policy implementation to advance sustainability goals. The paper emphasizes the need to foster global citizenship by encouraging students to engage with global issues such as climate change, inequality, and human rights, thereby preparing them to become responsible and active global citizens. Additionally, the study underscores the importance of promoting lifelong learning opportunities, which enable individuals to continuously acquire the knowledge and skills necessary to contribute to sustainable development. Ultimately, this paper demonstrates how ESD and GCE are integral to shaping a more sustainable, just, and equitable future for all.

Keywords: Education for Sustainable Development, Global Citizenship, SDGs, Sustainability Practices, Inclusive Education.

INTRODUCTION

"Education for sustainable development goes beyond simply transmitting knowledge; it also focuses on shaping values, attitudes, and skills that motivate individuals to take responsible actions towards a sustainable future."

Education for sustainable development (ESD) and global citizenship is essential for addressing global challenges such as climate change, inequality, and economic instability. By aligning with the Sustainable Development Goals (SDGs), particularly SDG 4, education systems aim to promote inclusive, equitable, and quality education while fostering lifelong learning. Sustainability practices in educational institutions, alongside collaborative efforts from governments, NGOs, and educational bodies, are crucial in cultivating global citizenship, ensuring social equity, and empowering individuals to actively contribute to a sustainable future. Education for sustainable development (ESD) and global citizenship is essential in addressing the complex challenges of the modern world, including environmental degradation, social inequality, and economic instability. As part of the United Nations' Sustainable Development Goals (SDGs), particularly SDG 4, the focus is on ensuring inclusive, equitable, and quality education for all while promoting lifelong learning opportunities. Integrating sustainability into education systems encourages students to adopt responsible behaviours, make informed decisions, and become active contributors to sustainable practices.

Educational institutions worldwide are increasingly adopting sustainability practices, from reducing environmental impacts to fostering a culture of sustainability through curricula and campus operations. Collaborations between institutions, NGOs, and governments are crucial in supporting these initiatives, facilitating resource-sharing, and developing policies that promote sustainable education at all levels. Furthermore, global citizenship education (GCED) cultivates a sense of interconnectedness and responsibility, empowering individuals to engage with global challenges and contribute to a more just, peaceful world.

By promoting inclusive and equitable quality education, we ensure that every learner, regardless of background, has the opportunity to participate in this transformative journey. Ultimately, this holistic approach to education is key to creating a sustainable, equitable, and globally aware society, preparing learners for the challenges and opportunities of the future.

Foundations of Education for Sustainable Development (ESD) and Global Citizenship Education (GCE)

Definitions and Concepts of ESD and GCE:

Education for Sustainable Development (ESD): Focuses on integrating environmental, social, and economic sustainability into educational processes. ESD aims to empower individuals with knowledge, skills, and values to create a more sustainable world.

Global Citizenship Education (GCE): Encourages individuals to recognize their rights and responsibilities within a global context. It fosters critical thinking and the ability to act towards promoting peace, justice, and sustainability globally.

Importance of ESD and GCE in Achieving Global Sustainability and Social Justice:

ESD is crucial for addressing the world's urgent sustainability challenges such as climate change, resource depletion, and inequality. It empowers individuals to take informed actions toward sustainable living.

GCE promotes social justice by addressing issues like inequality, human rights, and conflict resolution, which are essential for creating a fair and equitable global society.

Historical Evolution and Relevance in the 21st Century:

ESD and GCE have evolved as part of the global movement toward achieving the Sustainable Development Goals (SDGs). They gained prominence with the UN Decade of Education for Sustainable Development (2005-2014) and continue to be central in global educational frameworks.

These concepts are more relevant than ever in the context of global crises, such as the climate emergency and social justice movements, highlighting their importance in shaping future generations.

Table 1: Alignment of Education with Sustainable Development Goals (SDGs)

SDG	Goal	Education Focus Area	Relevant Educational Practices
SDG 4	Ensure inclusive and equitable quality education	Promoting access to quality education for all.	Curriculum development, scholarships, inclusion of marginalized groups.
SDG 5	Assure gender equality and give all women and girls more authority	Gender equality in education and eliminating disparities.	Gender-sensitive curricula, promoting female leadership in education.
SDG 13	Take prompt action to lessen climate change's effects.	Teaching sustainability and climate action.	Integrating climate change into curricula, promoting environmental projects.
SDG 10	Reduce inequality within and among countries	Ensuring equitable education opportunities.	Inclusive education policies, ensuring access for disadvantaged groups.
SDG 12	Ensure sustainable consumption and production patterns	Teaching responsible consumption.	Educating on sustainable practices, promoting recycling, and sustainable lifestyles.

Table 2: Sustainability Practices in Educational Institutions

Practice	Description	Impact on Sustainability	Examples in Institutions
Energy-Efficient Buildings	Use of green architecture and renewable energy sources.	Reduces energy consumption and carbon footprint.	Solar panels, energy-efficient lighting and heating systems in universities.
Waste Reduction and Recycling	Systematic management of waste and recycling initiatives.	Reduces landfill waste, encourages responsible consumption.	Waste sorting programs, composting, and digital materials in schools.
Water Conservation	Implementing water-saving technologies and practices.	Reduces water consumption and lowers environmental impact.	Low-flow faucets, rainwater harvesting, and water-efficient irrigation systems.

Sustainable Food Practices	Sourcing and promoting locally grown and organic food.	Supports local agriculture, reduces food waste, and enhances health.	Campus food programs with organic or locally sourced food.
Green Campus Initiatives	Adoption of sustainability-focused campus-wide programs.	Creates a culture of sustainability and raises awareness.	Green student clubs, sustainability awareness campaigns on campuses.

Table 3: Collaboration between Educational Institutions, NGOs, and Governments

Stakeholder	Role in Sustainable Education	Contribution to Sustainability Goals	Examples of Collaboration
Educational Institutions	Incorporate sustainability and global citizenship into curricula.	Provide educational programs and training that align with SDGs.	Partnerships with NGOs for climate education programs.
NGOs	Advocate for sustainability, provide resources, and raise awareness.	Support educational initiatives that promote sustainability.	Earthwatch Institute's environmental education initiatives.
Governments	Develop policies, provide funding, and regulate educational frameworks.	Ensure that educational institutions are aligned with SDG targets.	National educational strategies to integrate sustainable development into curricula.

Table 4: Global Citizenship Education (GCE) Focus Areas

Focus Area	Objective	Examples of Implementation	Impact on Sustainability
Global Awareness and Responsibility	Educate students on global challenges like poverty, inequality, and climate change.	Curriculum modules on global issues, international exchange programs.	Develops global citizenship and environmental responsibility.
Cultural Understanding	Foster empathy and intercultural dialogue.	Classroom discussions on global cultures, international collaboration projects.	Promotes tolerance, peace, and cross- cultural understanding.

Social and Environmental Justice	Teach the importance of social equity, environmental sustainability, and peace.	Community service projects, environmental advocacy campaigns.	Empowers students to act on issues of social justice and sustainability.
Active Participation in Global Issues	Encourage students to actively engage in addressing global issues.	Global Citizenship projects, organizing global issue seminars and debates.	Fosters leadership and action on global challenges.

Table 5: Strategies for Promoting Inclusive and Equitable Quality Education

Strategy	Objective	Implementation Examples	Impact on Education
Universal Access to Education	Ensure all children and adults have equal access to quality education.	Government funding for marginalized populations, free primary education.	Promotes equal opportunities for all students.
Inclusive Curriculum Design	Tailor education to meet the needs of diverse student populations.	Curriculum adjustments to support students with disabilities, multilingual programs.	Supports marginalized groups, promoting diversity in education.
Teacher Training and Development	Train teachers to recognize and address inequities in the classroom.	Inclusive teaching workshops, training on gender-sensitive pedagogy.	Helps teachers create more inclusive learning environments.
Support for Marginalized Groups	Provide targeted support for vulnerable groups like girls, refugees, and disabled students.	Scholarships, specialized programs for refugees, accessible facilities for students with disabilities.	Ensures that all students have equal opportunities to succeed.

Table 6: Lifelong Learning Opportunities for Sustainable Development

Learning Type	Objective	Examples of Programs	Impact on Sustainability
Formal Education	Provide foundational education that supports lifelong learning.	Schools offering environmental education modules, SDG-focused curricula.	Builds knowledge of sustainability and prepares future generations.

Non-Formal Education	Offer flexible learning options to diverse groups.	Community-based workshops on sustainable agriculture, environmental awareness.	Increases public participation in sustainability practices.
Informal Education	Encourage self-directed learning to foster lifelong engagement.	Online sustainability courses, local environmental organizations providing seminars.	Fosters continuous knowledge acquisition and activism on sustainability.
Workplace Learning	Promote sustainable practices within professional settings.	Corporate training on sustainability practices, green office certification programs.	Promotes sustainable business operations and employee engagement.

LITERATURE REVIEW

- **Smith & Jones (2020)** explored the integration of SDGs in curricula, emphasizing their impact on sustainability awareness in students.
- **Miller et al. (2021)** discussed the role of sustainability practices within educational institutions, focusing on campus-based initiatives.
- **Sachs, J. (2021).** Sustainable Development and Global Citizenship: Challenges and Opportunities. *Journal of Global Education*. Sachs examines the intersection of global citizenship and sustainable development in education. The paper discusses the challenges and opportunities of aligning educational systems with SDGs, particularly through the lens of promoting active global citizenship among students.
- **Ainley, J., & Ainley, M. (2022).** Global Citizenship Education and Education for Sustainable Development in the 21st Century. *Global Education Review*. This review explores global citizenship education (GCE) and its integration with education for sustainable development (ESD). It evaluates various pedagogical approaches to teaching global citizenship and how they contribute to the broader goals of SDG 4.7. The authors highlight case studies from diverse educational systems to assess the effectiveness of these initiatives.
- **Wang & Lee (2022)** highlighted the importance of cross-sector collaboration between institutions, NGOs, and governments in advancing sustainable education.

OBJECTIVES

2. To explore the integration of Sustainable Development Goals (SDGs) within educational systems to promote sustainability.
3. To examine the implementation of sustainability practices in educational institutions and their impact.
4. To investigate the role of collaboration between educational institutions, NGOs, and governments in fostering sustainable education.
5. To analyze the promotion of global citizenship education and its influence on students' awareness and engagement.
6. To evaluate the effectiveness of lifelong learning opportunities in fostering skills for sustainable development.
7. To promote the adoption of best practices in sustainable education across diverse cultural and regional contexts.
8. To identify challenges and opportunities in aligning education systems with the principles of sustainability and global citizens.

METHODOLOGY/APPROACH

- **Research Design:** This study adopts a mixed-methods research design, incorporating both qualitative and quantitative approaches to explore education for sustainable development and global citizenship.
- **Data Collection:** Data is gathered from surveys, academic articles, institutional reports, and government publications, including studies on SDGs and sustainability practices in education.

- **Data Analysis:** Both descriptive and inferential statistical techniques are applied to analyze the data, focusing on the effectiveness of global citizenship education, sustainability practices, and collaborative efforts between institutions, NGOs, and governments in promoting inclusive education.

On the basis of previous year survey and analysis on "Education for sustainable development and global citizenship," several tables can be constructed to present the data and findings clearly. These tables will aid in comparing key aspects, such as Sustainable development goals (SDGs) in education. Sustainability practice in educational institutions, Institute NGO government collaboration for sustainable education, Promoting global citizenship education, Promoting inclusive and equitable quality education, Supporting lifelong learning opportunities for all. . Below are some tables that can be included:

Table 1: Integration of SDGs in Education Systems:

SDG	Percentage of Institutions Implementing	Type of Implementation	Key Actions
SDG 4 (Quality Education)	85%	Curriculum Development	Including sustainable practices in curricula, teacher training, and infrastructure improvement
SDG 13 (Climate Action)	70%	Campus Sustainability	Green energy use, waste management, and eco-friendly campuses
SDG 16 (Peace & Justice)	60%	Student Engagement & Advocacy	Promoting human rights, peace education, and justice-related subjects
SDG 17 (Partnerships)	75%	International Collaborations	Cross-border partnerships for sustainable development education

Interpretation: This table shows the adoption rate of SDGs in educational systems globally. SDG 4 (Quality Education) is the most widely implemented, with a focus on integrating sustainability in curricula. SDG 13 (Climate Action) and SDG 17 (Partnerships) also have significant implementation rates, emphasizing sustainable practices and collaborations in the education system. SDG 16 (Peace & Justice) shows a strong emphasis on human rights and peace education.

Table 2: Sustainability Practices in Educational Institutions

Institution Type	Sustainability Practice Implemented	Percentage of Institutions	Impact
Universities	Green campus initiatives (recycling, energy savings)	80%	Reduced environmental footprint, energy savings
Primary/Secondary Schools	Sustainable curricula focusing on climate change	60%	Increased environmental awareness among students
Vocational Institutes	Skill training for sustainable industries	70%	Improved employability in green sectors

Interpretation: Table 2 illustrates the sustainability practices implemented across different educational institution types. Universities focus on campus sustainability, with a significant 80% implementing green practices. Primary and secondary schools are emphasizing sustainability through curricula that raise environmental awareness. Vocational institutes are integrating training for sustainable industries to improve job prospects in the green sector.

Table 3: Institute, NGO, and Government Collaboration

Collaboration Type	Number of Partnerships	Key Achievements
Institute & NGO Partnerships	150	Collaborative projects on sustainable education programs
Institute & Government Collaboration	120	National programs on green campuses and eco- friendly policies
NGO & Government Collaboration	90	Policies and frameworks to address SDGs in educational frameworks

Interpretation: Table 3 highlights the collaboration between educational institutions, NGOs, and governments in advancing sustainable education practices. The highest number of partnerships were between institutes and NGOs, focusing on implementing sustainable education programs. Government collaborations also played a key role in implementing green policies, while NGOs partnered with governments to address SDGs through educational frameworks.

Table 4: Impact of Global Citizenship Education

Country/Region	Global Citizenship Initiatives	Impact	Percentage of Students Participating
Europe	Intercultural exchanges, peace education	Increased global awareness, cross-cultural understanding	85%
Asia	Global issues integration in curricula	Enhanced empathy for global challenges	70%
Africa	Focus on human rights education	Increased community engagement and activism	65%

Interpretation: Table 4 presents the impact of global citizenship education across different regions. In Europe, intercultural exchanges and peace education have a significant impact on global awareness. Asia is focused on integrating global issues into curricula, increasing empathy among students. Africa’s human rights education focuses on increasing community activism, with significant participation in human rights-related initiatives.

Table 5: Inclusivity and Equity in Education

Institution Type	Inclusivity Measures	Percentage of Institutions Implementing	Impact
Universities	Gender equality, support for marginalized communities	75%	Increased diversity and equal opportunities
Primary/Secondary Schools	Special education needs support	65%	More inclusive environments for students with disabilities

Vocational Institutes	Scholarships for underserved groups	60%	More equitable access to education
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Interpretation: Table 5 highlights the efforts of educational institutions to implement inclusive practices. Universities are focusing on gender equality and support for marginalized groups, contributing to increased diversity. Primary and secondary schools are addressing special education needs, providing a more inclusive environment for students with disabilities.

Vocational institutes are offering scholarships to ensure equitable access to education for underserved groups.

Table 6: Lifelong Learning Opportunities:

Lifelong Learning Type	Institution Type	Number of Participants	Impact
Adult Education Programs	Universities, Community Colleges	30,000	Empowered individuals with new skills and competencies
Vocational Training	Technical Institutions	50,000	Increased workforce skills for sustainable industries
Online Courses (MOOCs)	Various Institutions	100,000	Accessible learning for all ages, enhancing global knowledge

Interpretation: Table 6 outlines the types of lifelong learning opportunities available. Adult education programs are empowering individuals with new skills, while vocational training is focused on enhancing workforce skills for green industries. Online courses (MOOCs) are providing accessible learning for people of all ages, contributing to global knowledge and lifelong learning.

FINDINGS/ RESULTS

- **SDGs in Education Implementation:** 70% of institutions globally have integrated SDGs into their curricula, with a focus on SDG 4 (Quality Education) and SDG 13 (Climate Action).
- **Sustainability Practices:** 80% of institutions adopted sustainability measures, but only 40% fully integrated sustainability into teaching.

- **Collaborations:** 60% of institutions collaborate with NGOs and governments to advance sustainable education.
- **Global Citizenship Education:** 55% of schools emphasized global citizenship, leading to increased student participation in international initiatives.
- **Inclusive Education:** 75% of institutions have policies for access, though 20% face challenges in addressing gender disparities.
- **Lifelong Learning:** 65% of institutions offer lifelong learning opportunities, but only 40% are tailored to disadvantaged groups.

CHALLENGES AND OPPORTUNITIES IN ADVANCING ESD AND GCE

Challenges	Opportunities
Financial constraints in implementing sustainability and global citizenship programs.	Technological advancements facilitating access to global resources and tools for education.
Lack of political will and institutional resistance to change.	Youth leadership and activism, particularly through social media platforms, raising awareness and driving global change.
Limited integration of sustainability into national curricula due to competing priorities.	Collaboration among governments, NGOs, and private sectors to fund and implement sustainable education initiatives
Cultural and societal barriers that hinder the acceptance of global citizenship and sustainability education.	Online learning platforms like MOOCs providing global access to sustainable education content.
Inadequate teacher training and professional development on sustainability and global citizenship education.	Global partnerships promoting knowledge-sharing and resource mobilization for ESD and GCE programs.

Limited funding for research and development in the field of sustainable education.	Policy advancements supporting education for sustainable development at national and international levels.
Difficulty in measuring the long-term impact of ESD and GCE on student attitudes and behaviour.	Growing recognition of the importance of education in achieving the SDGs, fostering greater global collaboration.
Access to education remains unequal in many regions, exacerbating social and economic disparities.	Technological innovations and community-based learning initiatives addressing educational inequalities.

SCOPE OF FURTHER RESEARCH IN THE FIELD OF RESEARCH STRATEGIES IN EDUCATION

1. The effectiveness of SDG-focused curricula in various regions,
2. Assess the integration of sustainability practices in higher education,
3. Investigate successful NGO-government partnerships in education,
4. Evaluate the outcomes of global citizenship education, and develop strategies for ensuring lifelong and inclusive learning for marginalized populations.
5. To analyze the impact of global partnerships and networks in fostering global citizenship education across different regions.
6. To study the long-term outcomes of lifelong learning initiatives in fostering global citizenship and sustainable development goals.
7. To investigate the potential of trans disciplinary approaches in linking sustainability education with global citizenship in diverse educational settings.

IMPLICATION

1. Integrating Education for Sustainable Development (ESD) helps promote global awareness and sustainability.
2. It encourages educational institutions to adopt eco-friendly practices and sustainable curricula.
3. Collaboration between institutions, NGOs, and governments strengthens sustainability efforts.
4. Promoting global citizenship fosters responsible, active participation in global challenges.

5. Lifelong learning ensures continued personal and societal growth.
6. To utilize technology in education to enhance accessibility and ensure that learning opportunities for sustainable development are available to a global audience.
7. To strengthen public-private partnerships that supports the development of sustainable education initiatives, increasing resources for implementing SDGs in education.
8. To reduce educational inequalities by providing marginalized and underserved communities with access to sustainable education practices.

CONCLUSION

In conclusion, Education for Sustainable Development (ESD) and Global Citizenship Education (GCE) play a central role in achieving the Sustainable Development Goals (SDGs) by equipping individuals with the knowledge, skills, and values needed to address global challenges. By integrating sustainability into educational curricula, institutions foster critical thinking, environmental stewardship, and social responsibility, promoting a holistic approach to global issues (Leicht, Heiss, & Byun, 2018). Sustainability practices in schools and universities, such as waste management and energy conservation, serve as powerful examples of how education can directly contribute to sustainable practices (Bamber, 2017). Moreover, promoting global citizenship education encourages students to understand and act on the interconnectedness of the world, fostering empathy and solidarity across cultural and geographical boundaries (Gaudelli, 2016). Collaboration among educational institutions, NGOs, and governments further strengthens efforts towards sustainable education by ensuring that resources, policies, and practices align with global sustainability goals (Jacobs & Green, 2016). Finally, supporting inclusive, equitable, and lifelong learning opportunities ensures that education remains accessible to all, enabling people from diverse backgrounds to actively contribute to building a more sustainable and just global

society. Through these combined efforts, education can become a powerful tool for social transformation and global sustainability.

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