
2/3 Investing in human capacity for sustainable development through environmental education and training

The United Nations Environment Assembly,

Recalling the Global Action Programme on Education for Sustainable Development, which the United Nations General Assembly took note of in its resolution 69/211 of 19 December 2014, as a follow-up to the United Nations Decade of Education for Sustainable Development after 2014, as endorsed by the General Conference of the United Nations Educational, Scientific and Cultural Organization at its thirty-seventh session,

Also recalling the outcome document of the United Nations Conference on Sustainable Development, entitled “The future we want”, which includes, inter alia, a commitment to promoting education for sustainable development and to integrating sustainable development more actively into education beyond the United Nations Decade of Education for Sustainable Development,¹

Recognizing the key role of environmental education and training in achieving the goals of the 2030 Agenda for Sustainable Development,

Taking note of the Tbilisi Declaration on environmental education, the outcome of the first Intergovernmental Conference on Environmental Education, held in Tbilisi in October 1977, and of the Tbilisi Communiqué, the outcome document of the Intergovernmental Conference on Environmental Education for Sustainable Development held in Tbilisi in September 2012,

Noting the rapid growth of the Global Universities Partnership on Environment and Sustainability since its launch in 2012, in the lead-up to the United Nations Conference on Sustainable Development,

Welcoming the efforts of the United Nations Environment Programme to develop innovative educational tools and methodologies, including massive open online courses, for disseminating its knowledge base,

1. *Requests* the Executive Director to continue to provide technical assistance and capacity-building through access to environmental education, training and capacity-building opportunities, including increased capacity development to help Member States, upon request, to integrate the environmental dimension into their relevant curricula in line with the implementation of the Bali Strategic Plan for Technology Support and Capacity-building, especially for developing countries and countries with economies in transition as appropriate;
2. *Also requests* the Executive Director to promote cooperation and interaction between the United Nations Environment Programme and the higher education community in mainstreaming environment and sustainability across education and training;
3. *Further requests* the Executive Director to enhance cooperation with all relevant United Nations bodies, including the United Nations Educational, Scientific and Cultural Organization, the United Nations University, the secretariats of multilateral environmental agreements, the United Nations Institute for Training and Research and other international institutions, for better implementation of the Global Action Programme on Education for Sustainable Development;
4. *Invites* member States in a position to do so and other relevant stakeholders to support the work of the United Nations Environment Programme to enhance environmental education and training;
5. *Requests* the Executive Director to report on progress in the implementation of the present resolution to the United Nations Environment Assembly.

¹ See General Assembly resolution 66/288, annex, para. 233.