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Chapeau

(Add your concise, concrete, and action-oriented language for the Chapeau)

Implementing Education for Sustainable Development (ESD) is imperative to all UN member countries to transform current educational systems in the world. We need more international communications and exchanges on teachers' training and curriculum design for schools and teachers' training institutes. We should mainstream SDGs into each member country's education policies and have more concrete thematic forums on ESD each year.

Chapter I. Sustainable development and financing for development

(Add your organization's concise, concrete, and action-oriented recommendations for Chapter 1)

Given ESG standards are being mainstreamed in global financial systems, the concepts of sustainable financing are needed to be mainstreamed in the educational systems such as UN PRME signatories and UNESCO's ESD network. Youth and business school students should be targeted as the next generations will come up with concrete solutions in the financial sector towards sustainability.

Chapter II. International peace and security

(Add your organization's concise, concrete, and action-oriented recommendations for Chapter 2)

Peace Education particularly on SDG 16 and SDG 17 should be further promoted by UNESCO's Peace Studies Professorship in each member country. In China, Peace Studies from Nanjing University's has done very successful pilots in Nanjing (Green Light-Year has joined Peace Education forum in China organized by Nanjing University) and we are keen to join more international exchanges with other countries on peace education.

Chapter III. Science, technology and innovation and digital cooperation

(Add your organization's concise, concrete, and action-oriented recommendations for Chapter 3)

Innovative STEAM education for sustainability is needed in our educational system and more inclusive, ethical and sustainable design for STEAM courses are needed. International exchanges and communications through forums and teachers' training sessions should be organized to make sure technological and digital innovations are beneficial and fair to humankind's interests.

Chapter IV. Youth and future generations

(Add your organization's concise, concrete, and action-oriented recommendations for Chapter 4)

Youth are key action makers for achieving SDGs. We should advocate SDGs through youth-engaged educational programs in formal and informal educational systems, to nurture their awareness of change and enhance their capacity of actions. Youth leadership in bringing changes should be emphasized by each member country. Sustainability leadership training and entrepreneurship capacity building on youth groups should be further explored. International exchanges on youth leadership in sustainability should be organized each year on official and non-official occasions.

Chapter V. Transforming global governance

(Add your organization's concise, concrete, and action-oriented recommendations for Chapter 5)

Clear and just global governance on climate change and biodiversity conservation is needed. Youth voice should be part of the global governance structure. The cause of climate change and biodiversity loss should be further emphasized. Corporate Accountability should be enhanced and youth leadership in tackling these challenges should be reiterated and nurtured. Youth development and engagement should be included in the new global governance structure.