**Developing Curriculum for Education for Sustainable Development - Theoretical basis for Curriculum advancement. Example of the High School experience**.

Keywords: *education for sustainable development; curriculum; transformational learning.*

ESD for 2030 will promote the integration of sustainable development and the SDGs into education and learning, as well as ensuring the integration of education and learning into all activities that promote sustainable development and the SDGs. (Unesco, 2020)

The present day, worldwide, sustainability crisis is the crisis of our moral precept, the crisis of values that drives the whole societal development.(e.g Ospina,2000; Babiuk &Falkenberg, 2010 etc.). Obviously, the field of eduation carries a special responsibility in shaping the value systems of students for our sustainable futures. So- the question remains, in the context of the framework of a holistic education (as opposed to mechanistic view on education) -what to learn, teach, study exactly? Learning should address root causesof the crisis of unsustainability. By challenging the underlying paradigms, that contribute to the disconnection of people and the Earth, learning has to involve transformational dimensions of eduation. This means, involving also more spiritual dimensions of education, e.g. heritage dimensions. Above all, learning needs to be localized. All these critical questions have been addressed in the development of one particular high school course curriculum- sustainable economics.