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Chapeau

IDEA welcomes this opportunity to contribute to the Zero Draft Pact for the Future, which must constitute a commitment by all to increase leadership, political will and ambition to achieve the United Nations Sustainable Development Goals by 2030. The Summit of the Future must mark a defining point at which efforts are accelerated to collectively agree actionable steps to tackle current challenges, deliver on commitments, and ensure that future generations inherit a more sustainable, just and equal world. The Pact for the Future must include strengthened recognition of the multiplier role of Transformative Education, and SDG Target 4.7 in particular, as an accelerating force in achieving all of the SDGs. The critical importance of Transformative Education was highlighted by the UN Secretary General at the 2023 SDG Summit and the Transforming Education Summit of 2022. It is imperative that the Pact for the Future reflect the UNSG's leadership in strategically prioritising the enabling and transformative role of education as a cross-cutting theme, essential to achieving Agenda 2030 commitments.

Chapter IV. Youth and future generations

Education is critical to accelerating the achievement of the SDGs, and quality lifelong education, which empowers everyone to become active agents of change, contributes to improving social, cultural, economic and political structures to create a better world for future generations. The Pact for the Future must therefore not only recognize, but strategically prioritise, the enabling role of education, ensuring a whole-of-society approach to collectively and effectively achieve the SDGs. Educators, including civil society organisations, are crucial actors in accelerating these efforts in the formal, non-formal and informal education sectors, and in ensuring that understanding and awareness around the SDGs amongst the global public is increased.

In a world of increasing inequalities, with threats to civil society space and democratic values, and unprecedented and complex global crises, it is essential that all education – formal, informal, lifelong and life-wide - include learning around social justice, sustainability, and equality. SDG Target 4.7 recognises the central role of Global Citizenship Education (GCE)/Education for Sustainable Development (ESD) in empowering learners with both knowledge and skills to tackle the root causes of injustice and inequality. The Pact for the Future must explicitly recognize that active global citizens, equipped with skills in critical thinking, systems thinking, innovation, and resilience, along with a greater understanding of solidarity, equality and sustainability in an inter-connected world, can be global change-makers.

Practical and actionable measures to ensure this could include:

- A commitment to the strategic prioritisation of quality Transformative Education, in particular Global Citizenship Education/Education for Sustainable Development, within all global and national policies, and a recognition that education should be lifelong and life-wide
- Dedicated funding for Global Citizenship Education/Education for Sustainable Development, both at a global and national level, reflecting this strategic prioritization
- A commitment to increasing awareness and understanding, both among policy-makers and the global public, of Global Citizenship Education/Education for Sustainable Development as a transformative force, and enabler to achieve all the SDGs
- A recognition that all citizens should be empowered to participate in decisions which affect them, and that Global Citizenship Education/Education for Sustainable Development policies should specifically ensure the inclusion of marginalized and oppressed

In addition to the proposed actions under Chapter 4, Transformative Education as a cross-cutting enabler to achieve Agenda 2030 should be reflected across *all* aspects of the Pact for the Future. We recommend including the following references to this cross-cutting theme in each of the Chapters:

Chapter I

Transformative Education is recognised as an essential enabler of the entire SDG Agenda, and is thus critically important to achieving sustainable development. Target 4.7 commits to ensuring that all learners acquire the necessary knowledge and skills to promote sustainable development, as empowered and active global citizens, participating in decisions which affect them, and ensuring development is sustainable and equitable for future generations.

Chapter II

With ever-increasing threats to democratic values, human rights, and freedoms, and complex multiple crises directly impacting on international peace and security, including the climate emergency, poverty, and food and water insecurity, Transformative Education is more important than ever in ensuring a widespread understanding of what it means to be a global citizen. Target 4.7 aims to ensure that everyone is equipped with the understanding and skills to become empowered global citizens, working towards social justice, solidarity, and equality to achieve a more peaceful, just and sustainable world.

Chapter III

Active global citizens, equipped with skills in innovation, systems thinking, critical thinking, managing change, and resilience, along with a greater understanding of an increasingly inter-connected world, can be global change-makers and help create a more sustainable and just world. Transformative Education, as outlined in SDG Target 4.7, must therefore underpin all developments in science, technology, innovation and digital cooperation.

Ch V

Transforming global governance requires informed, engaged and active citizens, who are committed to ensuring a more just and sustainable world for future generations. The delivery of Agenda 2030 will not be possible without a whole-of-society and whole-of-government approach at both global and national levels. Transformative Education must be an essential element underpinning global governance, to ensure that systems are based on equality, human rights, social justice, inclusivity, and effective participation.