

Bridge 47 response to UNESCO consultation on Education for Sustainable Development & Global Action Programme (GAP) 2030

ESD/GCED

In Agenda 2030, SDG 4.7 Education for Sustainable Development and Global Citizenship Education, sit alongside each other. **We ask that GAP 2030 recognised GCED as a complimentary framework to work in conjunction with ESD, to achieve not only the aspects of the other SDGs, but the entire vision of Agenda 2030.** We are encouraged to see a number of features of GCED incorporated into GAP 2030 proposals, but we ask that there are more proactive linkages between ESD and GCED throughout the programme, enabling countries to support truly transformative education for individuals and their communities.

Lifelong Learning:

We fully support the recognition of lifelong learning and non-formal education as a means of achieving and ensuring transformative change for individuals and communities to remain engaged, critical and active towards sustainable living and addressing social challenges. **We ask that GAP 2030 support a holistic vision of education and work with member states to mainstream GCED in non-formal, lifelong learning, as well as formal education.** We think that one area where this can be achieved, is through the addition of specific questions in the monitoring 4.7 questionnaire that cover lifelong learning.

CSOs and Active Citizens

A crucial element of GCED framework is its focus on individual and community transformation and empowerment to critically engage with social challenges, as active citizens. Civil Society Organisations are key actors within member states and globally to work with active citizens and governments to implement GCED programmes. **We ask that CSOs are recognised as key partners in GAP2030 implementation plans nationally, regionally, and globally, in order to ensure that lifelong learners remain lifelong active citizens.**