

2019 HLPF - Contribution from the SDG-Education 2030 Steering Committee

This submission has been prepared by the SDG-Education 2030 Steering Committee as a response to the kind invitation of the President of ECOSOC, to provide an input to the thematic review of the United Nations High Level Political Forum (HLPF) focusing on “Empowering people and ensuring inclusiveness and equality”.

In line with its mandate to play a key role in the global review of progress on education, the Steering Committee engaged in inclusive consultations between different stakeholders to ensure that the voices of all resonate in this submission, which draws on data of the UNESCO Institute for Statistics and analyses in the UNESCO Global Education Monitoring reports and reflects the outcomes of regional consultation, organized by UNESCO in 2018, as well as those of the 2018 Global Education Meeting, which resulted in the adoption of the Brussels Declaration.^{1,2}

The world has made significant progress in education in the past decades and progress has been to an extent, maintained in the past four years with the impetus provided by the adoption of Agenda 2030. Despite these gains, the opportunity to ensure inclusive, quality education and training as set out by SDG 4 is at risk for millions of children, youth and adults.

This submission is therefore a call for increased efforts to reduce inequalities in education systems in order to reduce inequality within and among countries (SDG 10); and for strengthening the links between education, training, lifelong learning and skills development, to help attain decent work for all (SDG 8) and address environmental challenges (SDG13), and to achieve peaceful, inclusive and just societies (SDG 16).

Noting that governments have a primary responsibility in ensuring the right to education, the submission recognizes that youth, students, teachers, school and post-secondary institution leaders, their representative organizations, as well as communities, parents, civil society and academia, do play a central role in ensuring the right to inclusive quality education for all.

By adopting a whole system approach, this submission aims to put forward concrete policy recommendations, based on the nine key messages of the Brussels Declaration. It is a call for innovative policies, legislations, strategies, implementation, monitoring and financing mechanisms going:

- beyond averages
- beyond access
- beyond basics
- beyond schooling
- beyond education

In this spirit, the key message and recommendations of the SDG-Education 2030 Steering Committee to HLPF 2019 are the following:

Key message 1: *Reaffirm the right to inclusive quality education and the fundamental role of education, training, lifelong learning, higher education and research as key drivers for sustainable development, including for climate change adaptation and mitigation, and call for strengthened collective action on SDG 4 within the 2030 Agenda.*

Recommendation 1: *Call on governments to design and ensure the actual implementation of education policies ensuring the right to quality education for all, through the adoption of a*

¹ Pan-African High-Level Conference on Education Outcome Statement (Nairobi, Kenya, 25-27 April 2018); Asia-Pacific Education 2030 Consultation Outcome Statement (Bangkok, Thailand, 12-14 July 2018); Latin American and Caribbean Ministerial Conference Outcome Statement (Cochabamba, Bolivia, 25-26 July 2018); Europe and North American Education 2030 consultation Outcome Statement (Strasbourg, France, 24 October 2018) and Arab Education 2030 consultation Outcome Statement (Amman, Jordan, 4-7 November 2018).

² Global Education Meeting 2018: Brussels Declaration

(<https://unesdoc.unesco.org/ark:/48223/pf0000366394?posInSet=1&queryId=f00bbeb5-caf0-495d-9782-e4caad1e9e0f>)

whole system, lifelong learning approach focusing on education for both individual and societal sustainable development.

Key message 2: Eradicate illiteracy through formal and non-formal education and training.

Recommendation 2: Call on governments to allocate sufficient resources to literacy programmes, notably for the most disadvantages, and monitor implementation to adjust provisions to the needs of those young and adults concerned/affected

Key message 3: Institute and strengthen legislation, policy measures and strategic approaches to make education and training systems more equitable and inclusive “leaving no one behind”, including in contexts of protracted crises and humanitarian emergencies.

Recommendation 3: Call on governments to promote enhanced cooperation and collaboration among their respective ministries of education and those in charge of social protection. Foster a better alignment between development and humanitarian aid.

Key message 4: Include migrants, displaced persons and refugees in our education and training systems and facilitate the recognition of their qualifications, skills, and competencies, in line with national legislation and international agreements.

Recommendation 4: Beyond the aspect of inclusion, governments have to be responsive to the needs of migrants, refugees and displaced persons and encourage their continued personal development.

Key message 5: Develop quality gender-responsive education and training to achieve the empowerment of all women and girls.

Recommendation 5: Implement gender-responsive education sector policies, plans, programmes and budgeting.

Key message 6: Strengthen education for global citizenship and for sustainable development to promote values of respect for life, dignity and cultural diversity and contribute to social cohesion, democracy, peace and social justice and to improving the accountability of education as a public good.

Recommendation 6: Develop policies and programmes to promote ESD and GCED through system-wide interventions, education and research programmes.

Key message 7: Ensure open, flexible and responsive education and training systems that support the development of a range of knowledge, skills and competencies, from early childhood to adulthood.

Recommendation 7: Design curricula, learning materials, teacher education and assessment systems to promote a wider vision of learning, beyond a narrow emphasis on basic skills.

Key message 8: Ensure publicly funded, relevant initial and continuous professional development, and appropriate recruitment processes, decent working conditions, professional autonomy and career pathways for teachers, educators, trainers and school leaders.

Recommendation 8: Develop clear definitions of the characteristics of a trained teacher and effective school leader and reform pre-service and in-service teacher education programmes to prepare and support all teachers to deliver quality education, learning and training for all, including through higher education and research.

Key message 9: Strengthen domestic resource mobilization, increased international cooperation, solidarity, and aid to improve education quality, equity and inclusion, while prioritizing resources to those most in need, including in contexts of protracted crises.

Recommendation 9: National Governments must meet the twin benchmarks for financing in the Education 2030 Framework for Action, namely: allocating at least 4 – 6% of Gross Domestic Product and/or at least 15 – 20% of total public expenditure to education; and donors need to commit to allocate 0.7% of their gross national income to aid.