2019 High-level Political Forum
Contribution from the SDG-Education 2030 Steering Committee

Introduction

The following is a submission by UNESCO, on behalf of the SDG Education 2030 Steering Committee, at the invitation of the Office of the Under-Secretary-General, Department of Economic and Social Affairs (DESA) [Ref: DESA 19/007] on the main theme of the 2019 High-Level Political Forum (HLPF), namely, *Empowering people and ensuring inclusiveness and equality*. The SDG-Education 2030 Steering Committee, which is a global multi-stakeholder mechanism for consultation and coordination for SDG4, is mandated to play a key role in the global review of progress on education in the 2030 Agenda for Sustainable Development.[1]

This submission encapsulates a review of progress on SDG 4: "*Ensure inclusive and equitable quality education and promote life-long learning opportunities for all*", and on related targets and indicators in the cluster of SDGs under in-depth review in the HLPF 2019 (Goals 4, 8, 10, 13, 16 and 17), and more generally across all 17 SDGs. Unless otherwise stated, the statistics draw on the UNESCO Institute for Statistics database and analyses conducted by the UNESCO Global Education Monitoring Report.

As part of the SDG 4 review process, following a series of Regional Consultation and Review Meetings[2], a Global Education Meeting (GEM) was organized by UNESCO, in consultation with the SDG-Education 2030 Steering Committee and hosted by the Government of Belgium, from 3 to 5 December 2018 in Brussels. GEM 2018, which included a technical/expert and a high-level ministerial segment, identified key challenges in the implementation of SDG4, as well as policies and strategies to advance the SDG agenda globally. The GEM 2018 Declaration[3], which was endorsed by Ministers and representatives of governments and other stakeholders, and informs this submission, provides key messages and priorities for collective focused attention and action. These include a focus on the right to inclusive quality education; eradicating illiteracy; including migrants, displaced persons, refugees and stateless persons in education; quality gender-responsive education and training; education for global citizenship and sustainable development; developing a range of knowledge, skills and competencies from the early years to adulthood; qualified teachers; and, domestic and international resource mobilization.

In reaffirming that education has the potential to be a great equalizer in society, transforming individuals' life chances and national progress towards sustainable development, the SDG 4 submission notes in section **a** that currently education systems universally face significant quality challenges, and often replicate or exacerbate existing inequalities. Therefore, this submission calls in sections **b-d** for increased efforts to reduce inequalities in education systems in order to reduce economic and social inequality within and among all countries (**SDG 10**). It also calls for strengthening the links between education, training, lifelong learning and skills development, noting that inclusive, quality education and skills development, and the recognition of educational achievement are key to help attain decent work for all (**SDG 8**) and to achieve peaceful, inclusive and just societies globally (**SDG 16**).

Furthermore, it acknowledges that while some countries and communities are responsible for much of the environmental degradation that has led to climate change and its detrimental impacts (**SDG 13**), the

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[1] Education 2030 Framework for Action, Para 94; UNGA (Distr. 25 January 2018).

[2] 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).

[3] Global Education Meeting 2018: Brussels Declaration (https://unesdoc.unesco.org/ark:/48223/pf0000366394?posInSet=1&queryId=f00bbeb5-caf0-495d-9782-e4caad1e9e0f

consequences are borne by all and often disproportionately by vulnerable countries and small-island developing states which require coordinated global support. There is, thus, a need for strengthened partnerships to improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning.
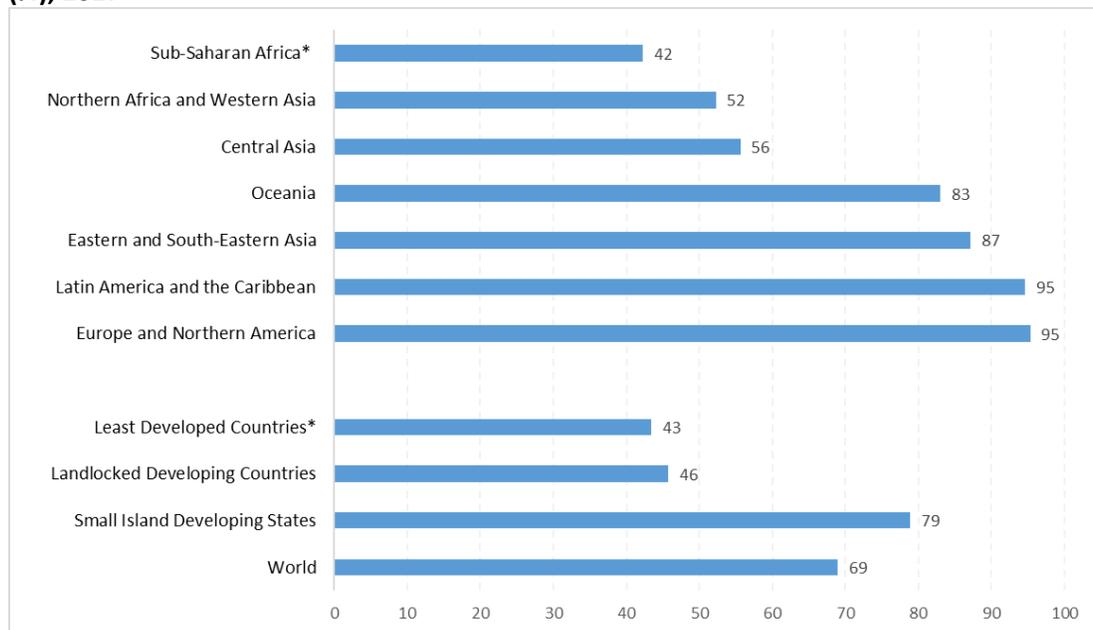
a. Assessment of the situation regarding the principle of "ensuring that no one is left behind" at the global level

Despite some progress, on current trends, the world is not on track to achieve the SDG4 goal and targets, with the potential to leave hundreds of millions of children, young people and adults behind on every continent in 2030.

Participation in pre-primary education is widespread in some but not all regions

Participation in early childhood education is recognized as an integral part of the right to education of children, key to achieving their full potential and holistic development. It also facilitates children's readiness for subsequent stages of school and their future learning experience. Yet participation in organised learning (one year before the official primary entry age) remains far from being universal. In 2017, two out of every three children (69%) globally participated in such learning but participation is uneven across regions. The enrolment rate is 95% in Latin America and the Caribbean, and in Europe and Northern America. On the other hand, fewer than one-half of all children participate in this type of learning programmes in sub-Saharan Africa (42%), Least Developed Countries (43%), and Landlocked Developing Countries (46%).

Figure 1: Participation rate in organised learning (one year before the official primary entry age), by region (%), 2017

Source: UNESCO Institute for Statistics database, September 2018.
Notes: Data for regions and country groups followed by an asterisk (*) are for 2016.
This indicator refers to participation in the year before entering primary education. For example, it monitors the participation in early childhood or primary education for children aged 5 years for countries with primary entry at age 6.

Out-of-school children, adolescents and youth: numbers continue to decrease, but the trend is slowing down

Despite the considerable progress on access to and participation in quality education over the past years, 262 million children, adolescents, and youth of age 6 to 17 were still out of school in 2017, representing nearly one-fifth of the global population of this age group. Of this number, 64 million are children of primary school age (about 6 to 11 years), 61 million are adolescent of lower secondary school age (12 to 14 years), and 138 million are youth of upper secondary school age (15 to 17 years).
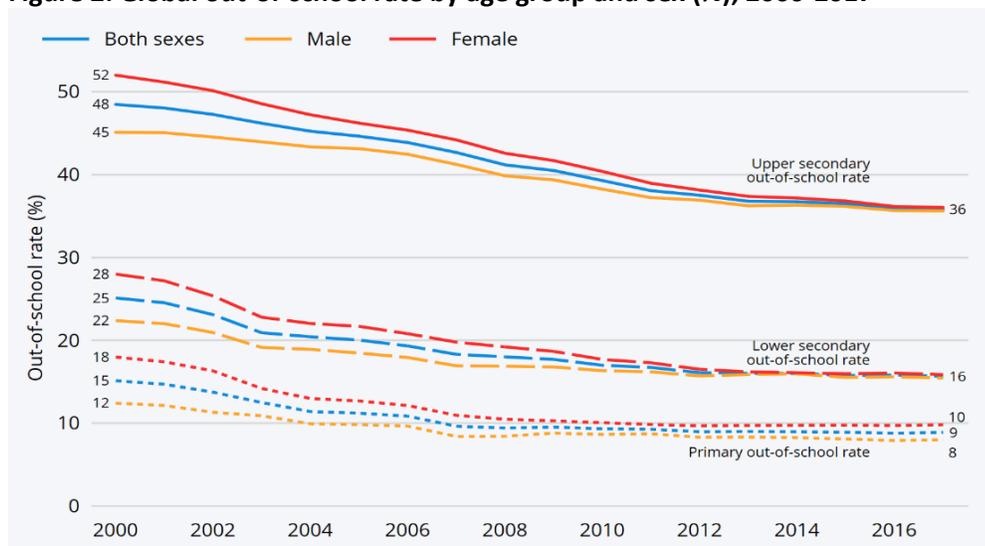
The number of children, adolescents and youth out of school decreased in the decade following 2000, but has almost stagnated in recent years, or increased in most marginalized or conflict zones. The rates of out-of-school children, adolescents and youth have followed a similar trend *(see Figure 2)*. After an initial decline in the years after 2000, the primary out-of-school rate has barely moved from around 9% since 2008 and the lower secondary out-of-school rate has been at 16% since 2012. The upper secondary out-of-school rate, which was initially at much higher levels than the primary and lower secondary out-of-school rates, has fallen more steadily since 2000 but has remained at 36% since 2015. Education systems need to formulate and implement more policy measures to enrol and sustain participation of excluded and disadvantaged groups, for example refugee children who are five times more likely to be out of school than the global average.

Sub-Saharan Africa and Southern Asia face the biggest challenges; these two regions combined are home to two thirds of the global number of out-of-school children, adolescents and youth. The proportions of the global out-of-school population of primary, lower secondary and upper secondary age living in sub-Saharan Africa are 54% (35 million), 44% (27 million), and 26% (36 million), respectively. For Southern Asia, the corresponding proportions are 18% (12 million), 30% (18 million), and 49% (67 million).

Girls still face barriers to education in most regions, particularly in Central Asia, Northern Africa and Western Asia, and sub-Saharan Africa, where girls of every age are more likely to be excluded from education than boys. For every 100 boys of primary age out of school, 127 girls are denied the right to education in Central Asia, 112 in Northern Africa and Western Asia, and 121 in sub-Saharan Africa. At the global level, for every 100 boys of primary age out of school, there are 118 girls.

Education in emergencies is another important challenge in many parts of the world, but reliable and accurate statistics are difficult to obtain. Still, data where available from countries affected by armed conflict, show that they are among the countries with the highest out-of-school rates in the world.

Figure 2: Global out-of-school rate by age group and sex (%), 2000-2017

Source: UNESCO Institute for Statistics Database, September 2018.

There are large differences between regions in participation of youth and adults in formal and non-formal education, TVET, and higher education

For indicator 4.3.1 (participation rate of youth and adults in formal and non-formal education and training in the previous 12 months), data are available from 42 countries for the period 2011 to 2016, based mainly in Europe and Northern America (34 countries). The data sources are the European Union's Adult Education Survey and the OECD's Programme for the International Assessment of Adult Competencies.

Except for Europe and Northern America, for which there are data for nearly 80% of countries, data are only available in a handful of countries in other regions, which is not sufficient to provide an accurate regional picture. For example, data are available for 3 countries in Northern Africa and Western Asia, 2 countries in Oceania and in Eastern and South-eastern Asia, and one country in Latin America and the Caribbean. From the available data, the participation rate of youth and adults in formal and non-formal education and training in the previous 12 months varies considerably between countries. The rates range from 7% to 66% in Europe and Northern America. Gender disparities persist in most countries. In Europe and Northern America for example, one-third of countries with data have achieved gender parity, while in another one-third more women than men have participated in education and training, and in the remaining one-third the opposite is the case.
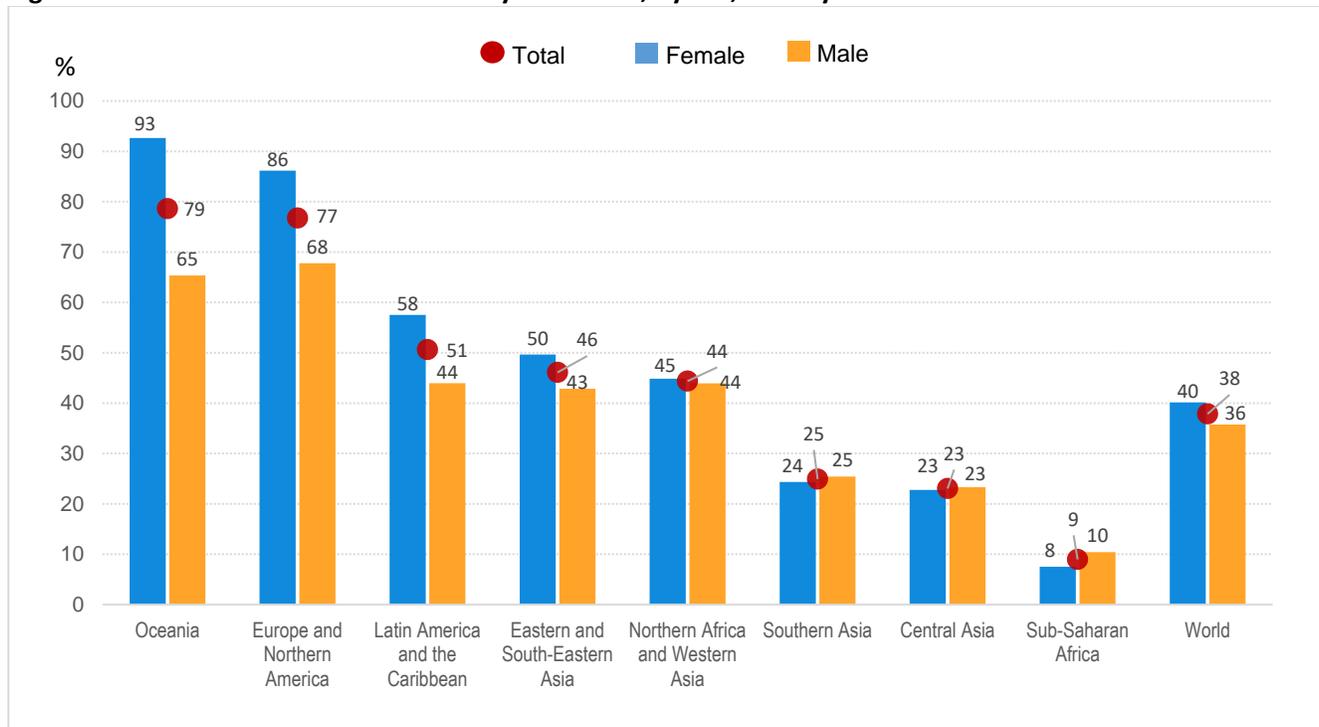
Participation of 15- to 24-year-olds in technical-vocational programmes is relatively low. According to data from 2017, the participation rate was 4% at the global level. By region, the participation rate was 14% in Central Asia, 13% in Oceania, 10% in Europe and Northern America, 6% in Latin America and the Caribbean, 2% in Eastern and South-Eastern Asia, and 1% in sub-Saharan Africa and in Southern Asia. No region has achieved gender parity. Female participation rates in technical-vocational programmes are lower than male participation rates in all regions, except Latin America and the Caribbean, where male participation rates are lower.

Higher education, as well as research, provides advanced skills needed for meeting the challenges of sustainable development. Globally, the gross enrolment ratio for tertiary education is at 38% but participation varies considerably by region (see Figure 3). The highest gross enrolment ratios are observed in Oceania (79%) and Europe and Northern America (77%). In three regions, participation rates are around 50%: Latin America and the Caribbean (51%), Eastern and South-Eastern Asia (46%), and Northern Africa and Western Asia (44%). Southern Asia (25%), Central Asia (23%) and sub-Saharan Africa (9%) lag substantially in access to tertiary education.

At the global level, women are more likely to study at the tertiary level. Northern Africa and Western Asia, Southern Asia, and Central Asia have reached gender parity in participation in tertiary education. The same can be observed in Oceania, Europe and Northern America, Latin America and the Caribbean, and Eastern and South-Eastern Asia. Sub-Saharan Africa is the only region were participation rates in tertiary education are higher among men than women. While there is an increase in women's enrolment in tertiary education, women are under-represented in scientific disciplines, with young women clustering in humanities, language, care, and young men better represented in ICT and some sectors of STEM.[4]

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[4] http://data.uis.unesco.org/index.aspx?queryid=141

Figure 3: Gross enrolment ratio in tertiary education, by sex, latest year available

Legend: ● Total ■ Female ■ Male

Region	Female	Total	Male
Oceania	93	79	65
Europe and Northern America	86	77	68
Latin America and the Caribbean	58	51	44
Eastern and South-Eastern Asia	50	46	43
Northern Africa and Western Asia	45	44	44
Southern Asia	24	25	25
Central Asia	23	23	23
Sub-Saharan Africa	8	9	10
World	40	38	36

Source: UNESCO Institute for Statistics Database, September 2018.

Data availability from learning assessments is improving, but comparability has to be increased further

For far too many children, schooling does not equal learning. Globally, more than 617 million children and adolescents – including 387 million children of primary school age (58% of the population in this age group) and 230 million adolescents of lower secondary school age (56% of the population in this age group) – do not achieve minimum proficiency levels in reading and in mathematics.[5] About two-thirds of these children and adolescents are in school but will not become proficient, frequently due to poor quality of education and inadequately trained teachers. The urgency of improving the quality of education and accelerating learning globally has never been greater, particularly for the most disadvantaged populations, yet we have little reliable information about levels of learning achievement for many countries.

For indicator 4.1.1 – the proportion of children and young people achieving minimum proficiency in reading and mathematics – the following challenges exist: (a) results from cross-national learning assessments allow comparison among countries within the same assessment, but comparison of results from one assessment programme to another is not possible without some analytical effort; (b) among the countries that have national learning assessments, the tools and metrics used are generally not comparable without further analytical effort.

Early learning is key to achieving SDG 4, given that the patterns of failure in schooling systems are set early in the schooling experience of children and are very costly to correct in higher grades. For instance, according to PASEC 2014 results, more than 70% of students at the beginning of primary education (Grade 2) have not attained the expected skill level in reading/writing, and more than 50% have not attained the expected skill level in mathematics. Results from Early Grade Reading Assessments (EGRA) and Early Grade Mathematics Assessments (EGMA) also indicate that low levels of learning are widespread. For several low-income countries (or the more

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[5] UNESCO Institute for Statistics (UIS). 2017. "More than One-Half of Children and Adolescents Are Not Learning Worldwide." UIS fact sheet no. 46. Montreal: UIS. http://uis.unesco.org/sites/default/files/documents/fs46-more-than-half-children-not-learning-en-2017.pdf

vulnerable regions of the countries), more than 90% of students enrolled in Grade 2 are unable to read a single word of a corresponding grade-level reading passage.

Availability of data on learning is improving, but many countries do not assess learning outcomes systematically, and the information that is available is rarely used to inform policy and practice. It is also important to understand which children are learning appropriately and which children are not, as disparities in learning start young and widen as children get older or they drop out altogether.

Literacy rates are increasing, but renewed efforts are needed to reach the new SDG literacy target

There have been remarkable improvements in terms of reading and writing skills and a steady reduction in gender gaps over the past decades. However, 750 million adults – two-thirds of whom are women – remained illiterate in 2016. The global adult literacy rate (for the population 15 years and older) was 86% in 2016, while the youth literacy rate (for the population aged 15 to 24 years) was 91%.

Southern Asia is home to almost one-half of the global illiterate population (49%). Twenty seven percent (27%) of all illiterate adults live in sub-Saharan Africa, 10% in Eastern and South-Eastern Asia, 9% in Northern Africa and Western Asia, and 4% in Latin America and the Caribbean. Less than 2% of the global illiterate population live in the remaining regions combined (Central Asia, Europe and Northern America, and Oceania).
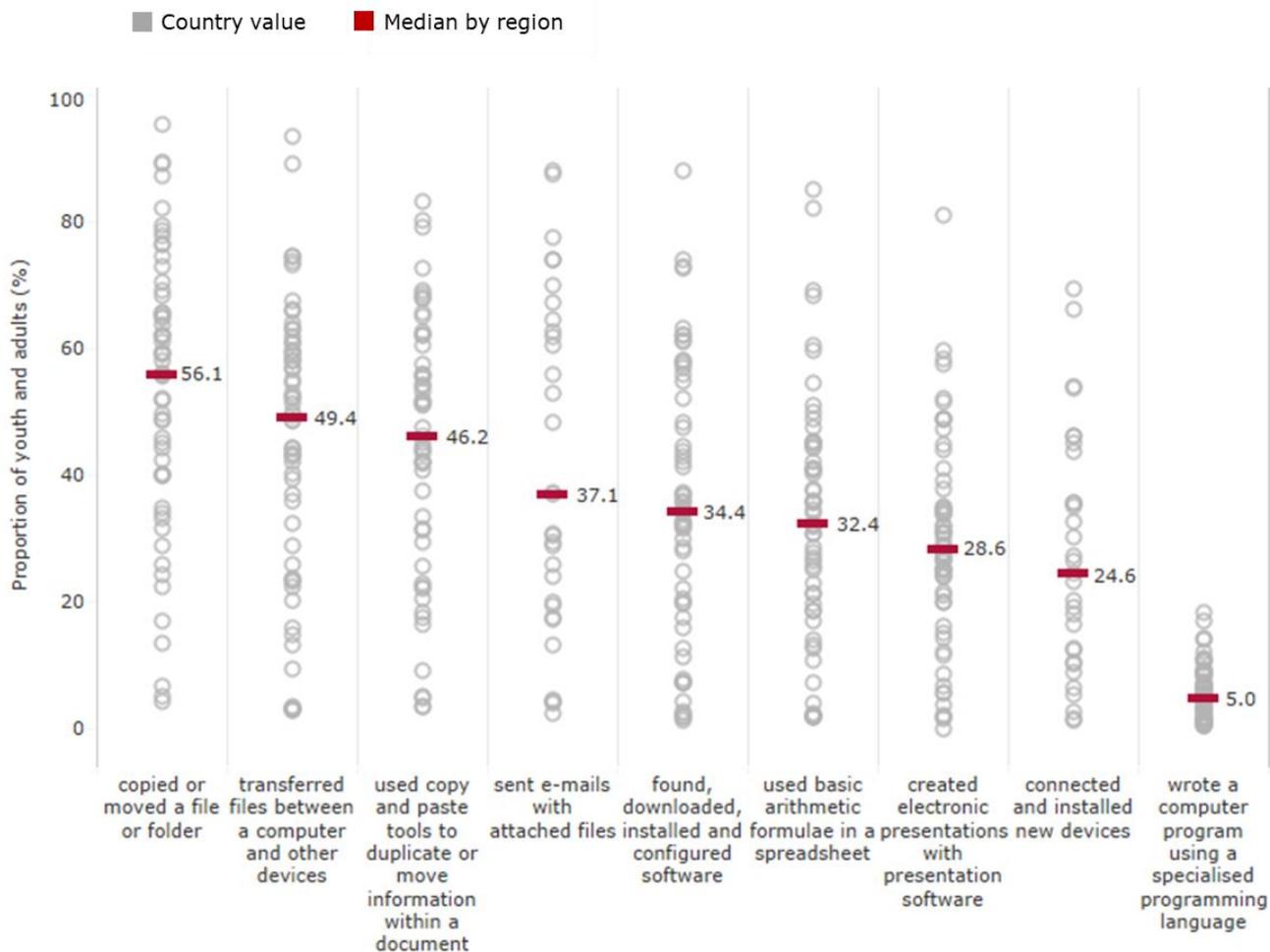
Literacy rates are lowest in sub-Saharan Africa and Southern Asia. Youth literacy rates are generally higher than adult literacy rates, reflecting increased access to schooling among younger generations, they remain low in several countries, most of them in sub-Saharan Africa.

For indicator 4.6.1 (proficiency in literacy and numeracy skills), results are available for 45 countries, of which 30 have data from the Programme for the International Assessment of Adult Competencies (PIAAC), 8 from the World Bank's STEP Skills Measurement Programme, and 7 from national assessments. Most of these countries (22) are in Europe and North America and 13 in Asia. According to the data available, globally at least 79% of the adult population have achieved at least proficiency level 1 in the PIAAC and STEP assessment scales in literacy and in numeracy. Additional options to measure reading proficiency are being explored, such as a more simplified version of the LAMP assessment.

Skills for employment: Data are incomplete

Education plays a central role in empowering youth and adults with Information and Communication Technology (ICT) skills necessary for today's labour market. Despite considerable progress over recent years, there are insufficient data for calculation of global and regional estimates of the proportion of youth and adults with ICT skills. The analysis presented in this section is based on the most recent data available by country. The proportions of youth and adults with specific ICT skills vary considerably across countries and with the complexity level of the skill. For example, the proportion of youth and adults who have "copied or moved a file or folder" ranges from 4% to 95%, with a median of 56%, while for "wrote a computer program using a specialised programming language" skill the proportion ranges from 0% to 24%, with a median of 5% (see Figure 4).

Figure 4: Proportion of youth and adults with ICT skills, 2017 or most recent year available
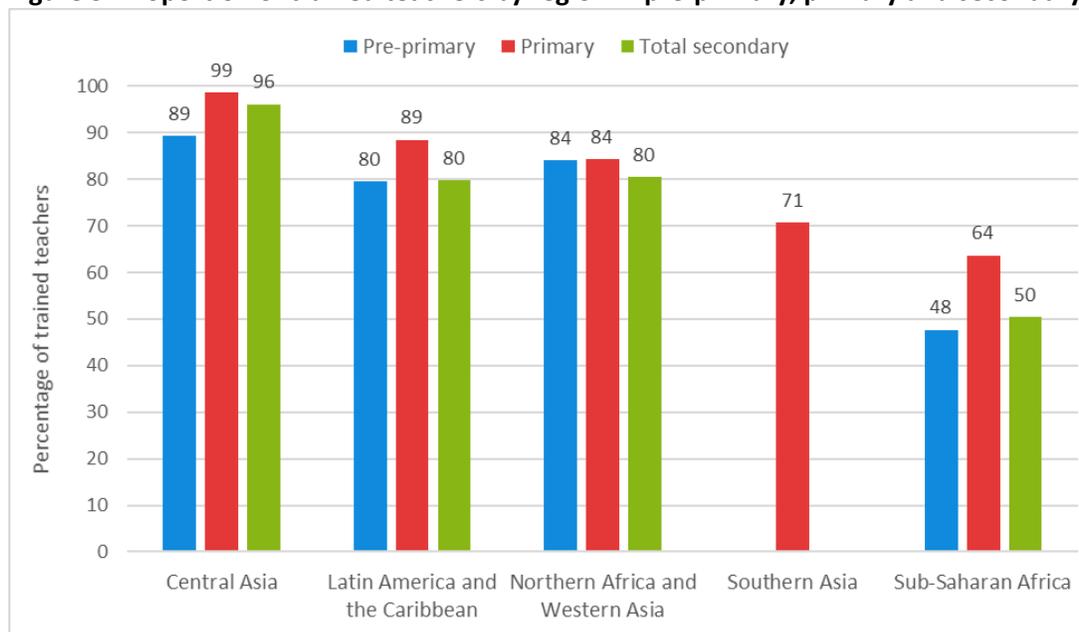

Source: National household surveys. Data compiled by Eurostat and International Telecommunications Union (ITU).

Too many teachers lack the minimum required training

One important step toward the goal of life long quality education for all is to ensure enough trained and qualified teachers at all levels through effective initial and in-service teacher training, induction and continuous professional development. Across regions, sub-Saharan Africa faces the biggest challenge with the lowest percentages of trained teachers in pre-primary (48%), primary (64%) and secondary education (50%) in 2017 (see Figure 5). The highest proportions of trained teachers among the teaching workforce is in Central Asia with 89% in pre-primary, 99% in primary, and 96% in secondary education. In every region with available data, primary education has the highest percentage of trained teachers compared to pre-primary and secondary education.

Since national teacher education programmes differ widely in terms of content, duration and qualification levels, national minimum teacher qualifications and training standards also vary. Comparative data on trained teachers should, therefore, be interpreted with caution.

Figure 5: Proportion of trained teachers by region in pre-primary, primary and secondary education (%), 2017

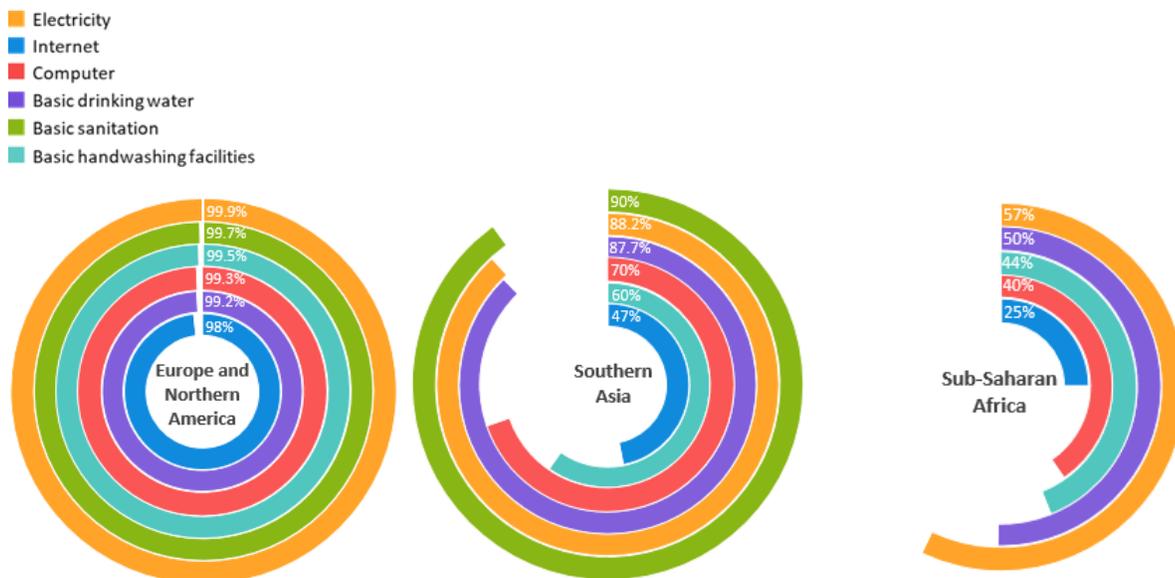Source: UNESCO Institute for Statistics database, September 2018.
Note: Regional estimates for pre-primary and secondary education in Southern Asia are not available. Regional estimates are also not available for Eastern and South-Eastern Asia, and Europe and Northern America.

School resources are deficient in several regions, especially sub-Saharan Africa

Except for Europe and Northern America, where nearly all primary and secondary schools have basic resources, availability in other regions varies considerably by type of resource and level of education. For example, electricity, basic sanitation and basic handwashing facilities are provided in at least 93% of primary and secondary schools in Northern Africa and Western Asia, at least 73% of these schools in Oceania, at least 71% of schools in Eastern and South-Eastern Asia, and at least 47% of schools in Southern Asia. Sub-Saharan Africa faces the biggest challenges in providing primary and secondary schools with basic resources.[6] The situation is particularly severe at the primary and lower secondary levels, where less than one-half of schools have access to electricity, the Internet, computers, and basic drinking water. At the upper secondary level, 57% of schools have access to electricity while at most 50% of schools have access to the Internet, computers, basic drinking water, and handwashing facilities (see Figure 6).

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[6] Due to the lack of comprehensive national data, regional estimates are not available for adapted infrastructure and materials for students with disabilities. For the other resources, regional estimates by level of education are available where data coverage is sufficient to enable the calculation of regional figures.

Figure 6: Access to basic school resources in upper secondary education, selected regions (%), 2017

- Electricity
- Internet
- Computer
- Basic drinking water
- Basic sanitation
- Basic handwashing facilities

Source: UNESCO Institute for Statistics Database, September 2018.

Much work still needed to provide learners with a safe learning environment

Target 4.a calls for safe and non-violent learning environments. Data collected from 144 countries through the Global School Health Survey (GSHS) and the Health Behaviour in School-Aged Children (HBSC) study show that one-third (32%) of young teens worldwide have been bullied by their peers a least once in the last month. The data also show that bullying is pervasive across all regions and countries of different income levels, with median prevalence rates ranging from 23% in Central America to 48% in sub-Saharan Africa. Analysis by sex reveals that girls and boys are equally likely to experience bullying in school globally, but in different ways and with considerable regional differences. Physical bullying is more common among boys than among girls, while the opposite is true for psychological bullying. Age is also a factor; older students appear to be less likely to be bullied face-to-face, but more at risk of cyberbullying than younger students. Children who are perceived to be 'different' in any way are more likely to be bullied, with physical appearance, race, nationality or skin colour reported to be common reasons for being bullied. Children from poorer families as well as migrant children also appear to be more vulnerable to bullying and cyberbullying. Teachers must be given quality training to prevent, identify and stop bullying and on gender-sensitivity.

Of note is the need for zero-tolerance nationally led systems for sexual harassment within schools, and policies to address gender-based violence (GBV) inside and in the vicinity of schools, as well as community-based responses to preserve or improve the safety of schools to allow girls to enrol and remain in school.

Attacks on students, personnel and institutions threaten education in many parts of the world, with an increase in attacks over the past years, highlighting the need for increased efforts to make sure that students and teachers are safe.[7]. According to data compiled by the Global Coalition to Protect Education from Attack (GCPEA), 42 countries reported more than 10 such attacks between 2013 and 2017. More than 1,000 attacks each occurred in the following 6 countries: Afghanistan, Democratic Republic of the Congo, Nigeria, Palestine, South Sudan, and Yemen. In 81 countries, at least one attack was recorded between 2013 and 2017.

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[7] Global Coalition to Protect Education from Attack (GCPEA). 2018. *Education under Attack 2018*. New York: GCPEA. http://www.protectingeducation.org/sites/default/files/documents/eua_2018_full.pdf

The Safe Schools Declaration, developed through state consultations led by Norway and Argentina in Geneva throughout the first half of 2015, provides states the opportunity to express broad political support for the protection and continuation of education in armed conflict, and is the instrument for states to endorse and commit to implement the Guidelines for Protecting Schools and Universities from Military Use during Armed Conflict. As of February 2019, 84 countries have endorsed the Declaration.[8]

Despite considerable progress over the past years, disparities in education persist
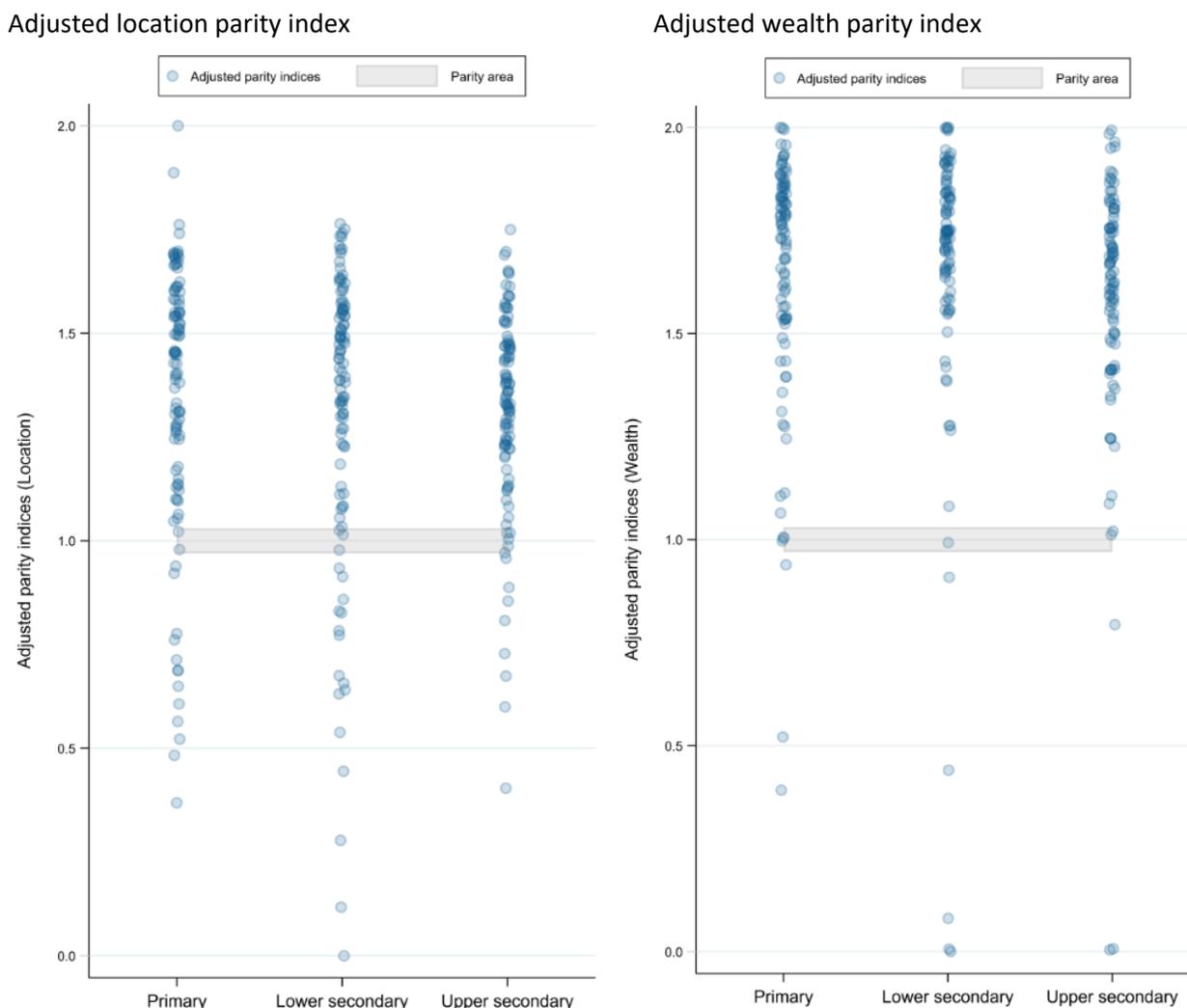
The discussion of out-of-school rates above highlighted disparities by sex. However, disparities also exist in relation to other personal and household characteristics. For example, out-of-school rates tend to be significantly higher in rural than urban households, and in poor compared to wealthy households, and this pattern can be observed in primary, lower secondary and upper secondary education (*see Figure 7*).

For 104 countries, the location parity index could be calculated and in 88 of those countries (84%), primary and secondary out-of-school rates were higher in rural households. Four countries (4%) achieved location parity.

The wealth parity index is available for 96 countries. Children and adolescents of primary and secondary school age from wealthy households were less likely to be out of school than their peers from poor households in 91 of these countries. Only two countries display wealth parity in out-of-school rates.

[8]http://www.protectingeducation.org/guidelines/support

Figure 7: National adjusted parity indices of the out-of-school rate for location (rural/urban areas) and wealth (poorest/richest household quintile), 2017 or most recent year available

Adjusted location parity index

Adjusted wealth parity index

Source: UIS database, February 2019 release
Notes: (1) The graphs show all countries with location parity indices (104 countries) and wealth parity indices (96 countries).
(2) The adjusted parity index is a parity index that is symmetrical around 1 and limited to a range between 0 and 2 (see http://uis.unesco.org/en/glossary).

Access to education and the quality of education strongly linked to financial resources

In many countries, access to education, and the quality thereof, are strongly linked to financial resources, both from governments and from households. Inadequate funding for education is one of the greatest barriers to achieving SDG 4 by 2030. Across countries for which data are available, government expenditure on education as a percentage of GDP has stayed below 5% since 2010. Over the same period, government expenditure on education as a percentage of total government expenditure has hovered around 15%. Pre-primary education is particularly disadvantaged, receiving on average only 7% of total government expenditure on education. Low-income countries allocate a considerably smaller proportion of total spending to pre-primary education than upper-middle- and high-income countries.

The lack of sufficient funding for the education sector is a particular challenge for low-income countries. UIS data confirm that in many developing countries, where government funding of education is low, households spend a far greater proportion of average GDP per capita on education than those in developed countries. For example, household expenses on secondary education amount to around 20% of average GDP per capita in Benin, Chad, Côte d'Ivoire, Gambia, Nepal, and Niger; in Togo, households spend more than 30% of average GDP per capita on secondary education. By contrast, in almost all high-income countries this share does not exceed 5%. Systems that rely excessively on household spending tend to perpetuate inequality, as the poorest are most excluded and girls disproportionately affected. At the same time, it is important to note that information on household expenditure on education is incomplete. In the UIS database, statistics on household funding of education are only available for one third of all countries.

Inclusion of sustainable development principles is inconsistent across national education systems

Nearly all countries (98%) report that the principles of Education for Sustainable Development (ESD) and Global Citizenship Education (GCED) are fully or partially reflected in their education policies and 99% indicate that they are also covered in school curricula. However, insufficient teacher training is an obstacle.

More countries (82% in 2016 compared with 14% in 2008) are assessing students' knowledge of ESD and GCED but just 62% assess values and attitudes, and fewer than half (43%) address students' behaviours. The latter is important to ensure that young people are empowered to take action on sustainable development and global issues and contribute positively to the well-being of their communities.

HIV and sexuality education is an important component of Education for Sustainable Development, but data are scarce. The UIS database contains information on the percentage of schools providing life skills-based HIV and sexuality education for a relatively small number of countries. Twenty five (25) countries have information on such education for primary schools, 30 countries have this information for lower secondary schools, and 32 countries have it for upper secondary schools. The proportion of schools providing HIV and sexuality education increases from the primary to the lower secondary and upper secondary level. About two thirds of countries report that HIV and sexuality education is offered in all schools at all levels.

b. Identification of gaps, areas requiring urgent attention, risks and challenges

Effect of education on other development outcomes

Section a identified major gaps in access, equity and quality across the SDG 4 targets globally. This section looks at the impact of these gaps on the other SDGs under review. In addition to these gaps, overall most education systems have not transformed sufficiently to promote decent work for all (SDG 8), address inequality (SDG 10), to help in combatting climate change (SDG 13) or build peaceful societies (SDG 16).

SDG 10: Rural, poor, ethnolinguistic minority and other disadvantaged populations are furthest behind in terms of quality education access and outcomes. Discrimination in education policies, practices and resource allocation help exacerbate social and economic **inequality** within and between countries across the world including in high income countries. Education systems with growing private provision of education and supplementary tutoring lead to fragmented access and unequal opportunities. However, it is possible to rapidly, expand access to quality education. Viet Nam, for example, has ensured that its poorest populations have access to early childhood education and primary education and has instituted many large-scale programmes to improve inclusion of children with disability.[9]In contrast, education inequalities in Nigeria,

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[9] EFA GMR 2015.

where all the richest children but only one in three of the poorest children complete primary school, with very slow progress during the past 15 years, are a sign of entrenched inequalities in society.

SDG 8: A lack of education puts at risk people's chances of getting **decent work** that respects fundamental human rights as well as labour rights (e.g. freedom of association and collective bargaining, occupational safety and health, remuneration). Recognizing that the skills needed for access to decent work are not clearly established, nevertheless those with more education generally enjoy better labour conditions. Among working women in Pakistan, while one-third of those with primary education work full time, one-half of women with secondary education have full-time jobs. In addition, for the most vulnerable, part-time work is low paid and insecure. In urban El Salvador, only 7% of working-women and men with less than primary education has an employment contract, leaving them very vulnerable. By contrast, almost half (49%) of those with secondary education have signed contracts. Looking ahead, the lack of transferable skills puts vulnerable populations at further risk in the rapidly changing world of work. Moreover, teachers and education support personnel around the world still face significant decent work deficits which impact their motivation and ability to teach, ranging from low to irregular wages, long hours of work, unstable employment relationships, and restrictions on freedom of association and collective bargaining.[10]

SDG16: Education is a key mechanism in promoting tolerance and trust, values that underpin that underpin democracy. Analyses of the World Values Survey and opinion surveys[11]indicate that they contribute to **peaceful and inclusive societies**. Societies can only be sustainable if citizens feel they have a stake in shaping them. Effective participation requires competences and skills that can only fully be developed through education: critical and analytical skills, the ability to weigh longer term and short-term priorities, and the will to take a holistic approach to societal, development. Therefore, a key objective for education, at all levels, is to instil in young and old alike the competences required to develop a culture of democracy, human rights, and participation.

In addition, by accelerating growth and promoting employment, education dampens incentives for disaffected young people to engage in armed violence. Educational inequality fosters a sense of injustice fuelling many conflicts. Less educated people lack the ability to claim their rights and are often excluded from the legal system. For example, in Sierra Leone, many people cannot use the formal court system because it operates in English, which only people with a higher level of education speak, in effect denying access to justice to the less educated. Problems can be more acute for women when their level of education is lower than that of men. In times of conflict, the violation of the right to education is exacerbated and must be protected. Education can empower vulnerable people to overcome discrimination that prevents them from getting a fair share of the fruits of overall progress.

SDG13: Education's vital potential role to prevent environmental degradation and limit the causes and effects of **climate change** by improving knowledge, installing values, fostering beliefs and shifting attitudes is widely acknowledged. As the influential Stern Review on climate change noted: '*Governments can be a catalyst for dialogue through evidence, education, persuasion and discussion. Educating those currently at school about climate change will help to shape and sustain future policy-making, and a broad public and international debate will support today's policy-makers in taking strong action now*'.[12] Yet, various studies indicate that the education sector is under-utilized as a resource to help mitigate and adapt to climate change and protect biodiversity and ecosystem resources. Curricula are not adequately integrating climate change. Furthermore, there is a strong

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[10]Final report: Thirteenth Session Joint ILO–UNESCO Committee of Experts on the Application of the Recommendations concerning Teaching Personnel (Geneva, 1–5 October 2018); Final report: Twelfth Session Joint ILO–UNESCO Committee of Experts on the Application of the Recommendations concerning Teaching Personnel (Paris, 20-24 April 2015).
[11] EFA GMR 2013/4.
[12] Stern, 2006, p. xxi

need to improve public awareness through media and communication, as well as non-formal and informal education, in a lifelong learning perspective. [13]

In order to address climate change and mitigate its impact, systemic changes are required in education. It is important to incorporate issues related to the social, economic and environmental pillars of sustainable development in curricula, pedagogic approaches, learning materials and teacher education.. This includes coverage of issues such as energy generation from affordable and non-polluting sources, responsible consumption and production with respect to ecosystem conservation, peacebuilding and tolerance towards others. Education systems need to invest in learning by doing, problem solving and scaling up whole school approaches that help draw attention to the ties between environment, economy and culture.

Effect of other development outcomes on education

Societal inequality shapes education **inequality**. For example, immigrants, migrants and refugees tend to be concentrated in certain neighbourhoods and immigrant students often end up segregated from natives in schools with lower academic standards and performance levels, negatively affecting their achievement and mobility. A certain level of diversity among students can increase learning outcomes of all students. On the other hand, an excessive concentration of immigrants, migrants and refugees in a school is a negatively correlated with the education outcomes of natives in some cases, usually the most disadvantaged. Efforts to target vulnerable groups by income level, gender, ethnic or linguistic minority status, citizenship status, migrant status or disability status, need to pay close attention to whether these policies are in fact reaching the furthest behind.

The inability to find **decent work** even after completing secondary or tertiary education is a major disincentive for secondary school completion, particularly for individuals with financial constraints. Stronger alignment between inclusive employment and inclusive education and skills policies is needed. The poor are disproportionally employed in less secure jobs, more often in the informal sector. As they tend to benefit less from labour market regulations such as minimum wages and firing restrictions, labour market deregulation and technological progress tends to dampen the income share of the poor. In this context, policies must also ensure that changes in labour market institutions do not excessively penalize poor individuals.[14]

Conflict and natural disasters hit the poorest countries and individuals hardest. They often disrupt the education trajectories of millions of children. The escalating consequences of **climate change** will likely intensify social unrest, and such complex emergencies will only intensify the multiple direct and indirect effects on education systems and outcomes.

c. Valuable lessons learned on empowering people and ensuring inclusiveness and equality

Effect of education on other development outcomes

Real progress in including disadvantaged groups and reducing **inequality** will require education systems that move away from parallel systems of provision and adopt an inclusive approach. Two related examples make the case. First, in multi-cultural societies, addressing diversity should be at the heart of education strategies and curricula should be more responsive to and relevant for multiple identities. Using the UNESCO definition, multicultural education 'uses learning about other cultures […] to produce acceptance' and intercultural education strives for a 'way of living together in multicultural societies through […] understanding of, respect for and dialogue between the different cultural groups'.[15] Some high-income countries are modifying curricula to reflect growing social diversity: among 21 national policies, the number of those, which fully included

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[13]UNESCO 2015 – Not just hot air.
[14]Dabla-Norris et al., 2015
[15] UNESCO (2006).

interculturalism in curricula, increased from 10% in 1980 to 30% in 2010, although another 30% still had no elements of interculturalism at all. There is still a long way to go to address diversity and inclusion in all countries whether they high- or low-income.

Second, most governments faced with crises have left the provision of education for refugees and forced migrants to the international humanitarian sector often with in a parallel system, reflecting the education system of the refugees' country of origin. However, consensus has gradually emerged that this is not a sustainable solution. Displacement is often protracted, parallel systems usually lack qualified teachers, examinations and credentials are not certifiable, and risks funding being cut at short notice. Parallel education, therefore, diminishes the odds of refugees being included and leading meaningful lives in their countries of asylum, where their right to education and protection should be guaranteed. Accordingly, refugees must be fully included in the national education system, studying in the same classroom with natives after a short period of accelerated classes, depending on prior access, literacy and language, to prepare them for entry at appropriate grade-for-age levels. Teachers must be trained to support refugee students' inclusion into the education system. While geography, history, resource availability and system capacity all affect the degree of refugee inclusion, 8 among the top 10 countries hosting refugees fully include them in national education systems. At the higher education level, the European Qualifications Passport for Refugees and negotiations led by UNESCO on a Global Convention on the Recognition of Higher Education Qualifications are among efforts to improve refugees' access to higher education.

Technical and vocational education and training that promotes **decent work** is key to help empower people and should be made accessible to all. Since governments, employers and learners, share the funding of TVET, questions of affordability need to focus on the extent to which government policy helps address inequality in TVET access and outcomes. Governments have a range of policy tools at their disposal, including grants, fee exemptions, loans, allowances and subsidies.

The context differs widely between richer and poorer countries, not least with regard to access to TVET opportunities, costs and financial aid programmes to offset student costs. In *richer* countries, the average TVET student is more likely to come from a disadvantaged background. In Australia, the poor are almost four times as likely (22%) to enrol in vocational training as the wealthy (6%). The government introduced an income-contingent loan programme to help eligible students attend certain courses with an approved provider by paying all or part of their tuition. However, a key lesson is that disadvantaged students need more information on the quality of courses on offer.

In *poorer* countries, youth from disadvantaged backgrounds are far less likely to enrol in post-basic education, with fees very high relative to household budgets. This means attempts to support TVET participation are less likely to benefit the poorest.

Education can help move the needle towards more **peaceful and inclusive societies** in several ways. Research generated by the UNICEF Peacebuilding, Education and Advocacy programme found that the likelihood of violent conflict doubled for countries with high levels of inter-group inequity in education. The research also suggested that greater education equality between male and female students decreased the likelihood of violent conflict by as much as 37%.[16]

Education should also be better recognized for its potential conflict resolution and therefore more efforts should be made to incorporate it in peacebuilding agendas. An analysis drawing on recent data from over 27,000 respondents in 20 emerging sub-Saharan African democracies found that people with primary schooling

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[16]https://www.fhi360.org/projects/horizontal-inequality-education-and-violent-conflict-research

were three percentage points more likely to attend community meetings than those with no education. For people with secondary or post-secondary education, the impact was about twice that.[17] Education also contributes to more effective political participation. In rural Madhya Pradesh and Rajasthan in India, for instance, education was positively associated with campaigning, discussing electoral issues, attending rallies and establishing contacts with local government officials. In West Bengal, a survey of 85 villages showed that the higher the level of household education, the more likely people were to attend the biannual *gram sabha*, or village forum, and, especially, to ask questions at the meetings.

Education is key for **climate change awareness**. In Bangladesh, after the National Curriculum and Textbook Board prepared and endorsed a school manual on climate change and health protection, students in 30 schools received classroom training based on the manual while students in 30 control schools received a leaflet on climate change and health issues instead. Six months later, results of a post-intervention test performed at both schools showed that the training led to dramatic increases in children's knowledge. The recent mobilization of students and marches and gathering from Nairobi to Mumbai to London to New York to demonstrate their concern for climate change further reinforces the key role of ESD.

Education can reduce **climate change vulnerability**. Projections indicate that universalizing upper secondary education by 2030 would prevent 200,000 disaster-related deaths in the 20 years that follow, especially in disaster-prone Eastern and South-Eastern Asia. Education can also help people adapt to climate change effects. In Ethiopia, six years of education increases by 20% the chance that a farmer will adapt by using techniques such as soil conservation, varied planting dates and changes in crop varieties. Small Island Developing States are using their entire education system to prepare for climate change. The Pacific Islands Climate Education Partnership (PCEP) aims to educate the region's students and citizens in ways that exemplify the connection between modern science and indigenous knowledge to address the urgency of climate change.

Across the goals reviewed here, the role of education in ensuring that professionals are equipped with the necessary knowledge, skills and values to achieve the Sustainable Development Goals is underappreciated. Education helps build **professional capacity**: countries require qualified social workers to support vulnerable people in the labour market, extension workers who could advise farmers on climate change adaptation, and police personnel or judges to ensure the operation of a fair society. Along with weaknesses in the content of education, many capacity and resource constraints linked to education also limit the implementation of the Sustainable Development Agenda. Without accelerating progress on SDG 4 implementation, its potential to help achieve the other Sustainable Development Goals is unlikely to be fulfilled.

Effect of other development outcomes on education

Residential segregation is an indicator of **inequality** and lack of social cohesion, which affects education outcomes. Countries have tried different ways to mitigate the effects of residential segregation. In Italy, a 2010 circular set a classroom maximum of 30% first-generation, 'foreign-born' students. Derogations were granted if, for instance, they spoke Italian or if the classroom composition was already above the limit. In the Emilia Romagna region, 13% of schools and 25% of pre-schools applied for derogations in 2017. In practice, 17% of primary classrooms exceeded the limit. Furthermore, to address discrimination against rural populations, education must reach rural areas and close gaps through the use of differential and pertinent models. This implies increasing coverage with quality, adapting spaces and learning environments, implementing flexible models, empowering teachers, tutors and leaders.

Infrastructure that is resilient and adaptable to climate change can stave off the disruption of education. On average, the Philippines suffers 20 typhoons each year and is at high risk for volcanic eruptions, earthquakes and

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[17] GEM Report 2016

landslides. After typhoon Haiyan in November 2013, 12,400 classrooms and 2,000 day-care centres needed repair, and 4,400 classrooms and 500 day-care centres needed replacement. Tents and tarpaulins were distributed for more than 2,000 temporary learning spaces, and learning materials were provided to 435,000 children aged 3 to 17. The following year, the Department of Education upgraded the design of school buildings to withstand winds of up to 250 kilometres per hour, and in 2016 the design was modified to withstand KPH of 320. Investment in robust infrastructure can make a difference. Typhoon-resistant schools equipped with teaching and learning materials led to an estimated average increase of0.3 years of education.

d. Emerging issues likely to affect the goal to empower people and ensure inclusiveness and equality

Effect of education on other development outcomes

Education systems are called upon to strengthen social responses to **inequality** and to **inclusive societies**. Education is recognized in the Education 2030 Framework for Action as a public good and fundamental human right which should be freely provided and for which the state is the duty bearer. In contexts where public provision is constrained, a tendency towards private provision can be observed. In such contexts, governments should put in place measures to mitigate the risk of stratification, segregation and exclusion.

The unequal distribution of household education spending may compound further inequality. In some countries, informal fees, private school tuition and supplementary private tuition, reflect inadequate funding, resourcing and weaknesses of public education systems with grave consequences for equitable distribution of educational and life opportunities. The contribution of households is as high as 3.9% of GDP in Uganda, where they account for 63% of the country's total education spending. Household spending accounts for 50% of total education spending in El Salvador and 49% in Indonesia, constraining attempts to narrow inequalities.

While household spending levels do not change drastically from year to year, positive changes can happen thanks to appropriate public policy interventions. In Chile, in the mid-2000s, massive student protests motivated the government to improve financing for education. Between 2005 and 2015, the household share of total education spending fell from 45% to 20%, converging towards the average global distribution of total costs between governments and households. A focus on the equitable distribution of educational expenditures is needed to help the poor and disadvantaged – by location or remoteness, migrant status, disability, and other multiple and intersecting vulnerabilities.

Effect of other development outcomes on education

 Increased migration and movement of people globally is a reality today, and education has a key role to play in helping all countries and people benefit from it. Yet in many contexts across all regions, population movements across borders have met with increased intolerance towards migrants and refugees that holds back progress. This calls for re-orienting the content of education curricula and textbooks as well as for strengthening teacher preparedness for diversity.

Our world today is also characterised by rapid economic and labour market changes. This unprecedented change is due to technological developments, demographic trends, new modes of work, and massive migration. The digital revolution is disrupting all aspects of life and work. It has immense potential to change education systems and creating new knowledge and skills requirements throughout people's lives. However, there are significant challenges in ensuring that everyone can benefit from this potential and use these technologies effectively in their lives. It is important to ensure that the poorest, most marginalised and vulnerable, including the forcibly displaced and stateless persons are not left behind at a time of rapid change, and to make sure that technology investments genuinely contribute to equity and improved learning and skills for all.

e. Areas where political guidance by the High-Level Political Forum is required

The first thematic review of SDG 4 since the adoption of Agenda 2030 for Sustainable Development provides a unique opportunity for the international community to take stock of education developments around the world and re-focus on education as a catalyst for the achievement of all SDGs.

This brief review has shown two main challenges:
- As reflected in the latest data on the SDG 4 global indicators, not only is the world off track but there are no tangible signs of an acceleration of progress towards achieving the SDG 4 target.
- The vast potential of education to help achieve the desirable development outcomes is not being realized as investment in education remains insufficient and most education systems are inequitable and unresponsive to the demands posed by other sectors.

Noting that education is a critical driver for achieving Agenda 2030, there is a need to promote a pact for education that helps to transcend sectoral silos and strengthen linkages between education and other development sectors, not least with an immediate greater focus on the other goals under review in 2019: decent work, reduced inequality, action against climate change, peaceful and just societies, and partnerships.

SDG 4-Education 2030 is a shared agenda with shared responsibility. Real progress on SDG 4 requires concerted and timely actions at the international, national, sub-national, and local levels by all those who formulate and implement education policy as well as those who provide resources for education. The HLPF should call on all education stakeholders to work together to address the following challenges:

Reach SDG 4 commitments through coherent and targeted policies and legislative
Progress towards the global indicators will not come alone. The HLPF needs to issue a call on governments to focus their policies in the following areas:
- *Beyond averages*: Leaving no one behind means that ministries of education need to sharpen their tools to reach the most marginalized. They need to pay particular attention to all who are discriminated against based on gender, poverty, ethnicity, language, disability, sexual and other types of exploitation and migrant or refugee status.
- *Beyond access*: Ministries of education can no longer consider numbers of children in school as the sole objective. Policies must have clear objectives to ensure that all children and youth are in school and to influence the achievement of relevant learning outcomes through relevant processes, with explicit mechanisms to monitor progress and improve policies and practices across all levels and forms of education.
- *Beyond basics*: While certain learning outcomes may be easier to monitor, they should by no means be the only areas of focus. Ministries of education need to expand the scope of their programmes, for example, to citizenship in an interconnected world, digital literacy, competencies of innovation and creativity or behaviour change towards sustainable consumption. This will require diversified curricula; updated materials and pedagogy; and investment in empowering teachers and teaching standards to deliver quality education.
- *Beyond schooling*: A focus on sustainable development means people who have left school need to change behaviours if the goals are to be achieved by 2030. It is important to look beyond the confines of formal basic education and consider education and training activities throughout the lifecycle (life-long) and across multiple learning spaces (life-wide).
- *Beyond education*: The focus on sustainable development also means governments can no longer see the solution to development challenges in isolation. Governments need to introduce integrated, multi-sectoral planning both within education (across levels) and beyond education (across sectors). It is time to realize the potential of education to build professional capacity in other sectors, especially through technical, vocational and higher education.

Mobilize adequate domestic financing
To achieve this ambitious agenda, the Education 2030 Framework for Action endorsed two key benchmarks for public financing of education:
- Allocate at least 4% to 6% of GDP to education: the median was 4.4% of GDP in 2017
- Allocate at least 15% to 20% of public expenditure to education: the global median was 14.1% in 2017

Yet, 43 out of 148 countries did not meet either benchmark, which is a major bottleneck to achieve SDG 4. Governments should increase public revenues, allocate more of these additional revenues to education (to meet or exceed international benchmarks) and prioritize spending on the most marginalized groups. A share of increased revenue derived from economic growth or larger fiscal space should be allocated to the education sector, with a focus on ensuring basic education is sufficiently financed through public spending. Governments, particularly in low and middle-income countries, should be encouraged to progressively enlarge and broaden the tax base to increase spending on education and meet the financing gap. Countries need to strengthen their domestic resource mobilization efforts and increase their allocation to education.

In recognizing the need to increase investment and its efficiency in education at all levels, the HLPF should welcome the strengthening of domestic resource mobilization through tax reform, anti-corruption measures and the tracking of illicit financial flows as agreed in the Addis Ababa Conference in Financing for Development. [18]Increased volume and predictability of international aid is necessary, toward meeting the benchmark of 0.7 % of GNP with active participation of governments, the private sector, philanthropic organizations and foundations to strengthen public education and with a larger share of aid to countries with the greatest needs.

Invest in teachers

SDG 4, its targets and all the other education related targets will not be achieved unless governments invest in teachers and educators. In many countries, this will require increasing and improving the supply, quality and motivation of trained and qualified teachers by expanding and strengthening initial teacher education, recruiting and allocating sufficient numbers of teachers, providing continuous professional development, ensuring professional autonomy and improving teachers' benefits and working conditions.

Sufficiently resource and coordinate collective action by the global and regional education aid architecture

Efforts to fill the financing gap and achieve SDG4 require both strengthened domestic and external funding.
Even with increases in domestic resource mobilization, there remains an annual financing gap of $39 billion to achieve the SDG 4 targets in low and lower middle-income countries. Increasing the volume of resources and their effectiveness must involve a collective, harmonized combination of domestic financing, official development assistance, and innovative financing, emphasizing that the three must interact and complement each other and be consistent with the principles outlined in the Education 2030 Framework for Action. In recognizing the need to increase investment in education at all levels, the HLPF should welcome contribution of important multilateral funding mechanisms such as the Global Partnership for Education and Education Cannot Wait and call on donors to fully finance these efforts. In order to contribute to the increase of the overall resource base for education sector development, the HLPF should also encourage innovative financing mechanisms for education, with a focus on the niches where they can provide an added value within a whole-sector approach.

More generally, the focus on sustainable development means that, while the development of education policy is a national (or sub-national in federal systems) responsibility, governments need more than ever to exchange

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[18]https://sustainabledevelopment.un.org/index.php?page=view&type=400&nr=2051&menu=35

experiences and learn from their peers. The HLPF should encourage countries to engage more in education peer learning mechanisms with the support of regional and international organizations. Furthermore, it should encourage Member States to support meaningful involvement of youth, students, teachers, school and post-secondary institution leaders and their representative organizations, as well as communities, parents, civil society and academia, at all stages from planning to monitoring progress, in ensuring the right to quality education for all.

Collect data and develop monitoring capacity to achieve inclusion and equity

An equity lens requires access to reliable disaggregated data and strong capacities to analyse data on participation and learning outcomes at all levels to translate them into coherent and targeted strategies and policies. The HLPF needs to issue a call for strengthened investment in national statistical systems to support the building of capacities and provide more and better data for use in education policy and planning and track progress, also acknowledging data produced by civil society and the academia. It is also essential to better support countries struggling to meet the demand for more and better data for the global education goals and targets. This includes increasing funding to line ministries and national statistical offices for the training, resources and support needed to collect and use data for their own education priorities. Standards and tools must also be in place to produce the internationally comparable data needed to track global progress towards SDG 4.

f. Policy recommendations on ways to accelerate progress in empowering people and ensuring inclusiveness and equality

Empowering people and ensuring equality requires a focus on inclusive, quality education. The following recommendations, which follow the *key messages of the Brussels Declaration*, will support the four areas in which political guidance is requested by the 2019 HLPF, as an integral part of a commitment to empower people and ensure equality:

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 SDG4 within the 2030 Agenda. In the design of their policies, governments need to adopt a whole system approach, to think of education not just as an instrument for higher productivity and earnings but also for its potential to transform lives, maintain peace, and protect the planet.

Key message 2: Eradicate illiteracy through formal and non-formal education and training. Governments need to ensure that they allocate enough resources to adult and youth literacy programmes, support diverse provision and monitor implementation to ensure programmes and investments are targeted to the people most in need and deliver desired results.

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. For education to be equitable and for its impact to be sustained, ministries of education need to collaborate with other ministries and sectors, notably those related to social protection programmes. Similarly, development aid actors need to collaborate with humanitarian aid actors, ensuring that at least 4% of humanitarian aid is allocated to education.[19]

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[19]https://unesdoc.unesco.org/ark:/48223/pf0000233557

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.

Governments need to not only include migrants and displaced people in their education systems: they also need to respond to their, as well as their children's needs and enable them to realize their potential.

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

Adhere to guidelines for gender-responsive education sector planning and ensure these plans are linked to commensurate policy development, programme design and budget allocation.

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.

Develop policies and programmes to promote ESD and GCED and bring them into the mainstream of formal, non-formal and informal education through system-wide interventions, education and research programmes involving all actors, notably Higher Education Institutions, through teacher training, curricular reform and pedagogical support.

Key message 7: Ensure open, flexible and responsive education and training systems that support the development of a broader range of knowledge, skills and competencies, from early childhood to adulthood, to contribute to sustainable, peaceful, inclusive and just societies, and to engage in decent work in rapidly changing labour markets.

Design curricula, learning materials, teacher education and assessment systems to promote a wider vision of learning, beyond a narrow emphasis on basic skills, and help achieve a broader set of development outcomes that provide the competences needed for active participation by citizens in shaping society.

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.

Develop clear definitions of the characteristics of a professionally trained teacher and effective school leader and reform pre-service and in-service teacher education programmes to ensure all teachers are adequately prepared and supported 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.

As per the Incheon Declaration and the Education 2030 Framework for action in accordance with country context, we urge adherence to the international and regional benchmarks of allocating efficiently at least 4 - 6% of Gross Domestic Product and/or at least 15 - 20% of total public expenditure to education.

In accordance with their commitments, we urge those developed countries that have not yet done so to make additional concrete efforts towards the target of 0.7 per cent of GNP for ODA to developing countries. The GEM Report estimated in 2015 that the funding gap could be filled if all donors from the Organisation for Economic Co-operation and Development, Development Assistance Committee (DAC), as well as selected non-DAC donors, were to meet this target and also allocate 10% of their aid portfolio to basic and secondary education.[20]

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[20]https://reliefweb.int/report/world/policy-paper-36-may-2018-aid-education-return-growth